



Academic Notes

April 13, 2009

AN 2008-2009

**** SPECIAL NOTICES****

FACULTY ATTENDANCE FORM FOR SPRING 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. Your participation is requested in the Commencement ceremonies that will be held on **May 9, 2009**. The Commencement Attendance Form and Faculty Academic Apparel Rental Order Form are available online at <http://www.indstate.edu/academicaffairs/commencement-faculty.htm>. Apparel rental deadline is **April 10, 2009**. 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 agreements between Indiana State University and our two-year partner institutions allow students to complete a specific associate degree program at another institution and receive credit toward a specific bachelor's degree program at Indiana State University. Each agreement details the transfer courses accepted for credit at ISU, the courses needed to complete the bachelor's degree, and any other requirements or guidelines that apply. The following agreements have recently been approved and are available on the Transfer Central web site <http://www1.indstate.edu/transfer/articulations.htm> :

Danville Area Community College

Any associate degree for licensing areas for the occupational specialist teacher to BS Career and Technical Education
4/3/2009

AAS Manufacturing Engineering Technology to BS Advanced Manufacturing Management
4/3/2009

Approved technical AS to BS Technology Management
4/3/2009

Approved technical AAS to BS Technology Management
4/3/2009

FACULTY GOVERNMENT

FACULTY SENATE

The University Faculty Senate will meet at 3:15 p.m., on Thursday, April 16, 2009, in Dede III.

A G E N D A

- I. Administrative Report
- II. Chair Report
- III. Memoriams (R. Perrin, Chair, English Dept.)
 - a. Howard Waltersdorf
 - b. William Ashbrook
- IV. Other Reports
 - a. SGA
 - b. Support Staff Council
 - c. Special Purpose Faculty
- V. Approval of the Minutes of March 26, 2009.
- VI. Fifteen Minute Open Discussion
- VII. Information Items
 - a. cancellation of Senate reporting meeting
 - b. special Senate meeting on April 30th
- VIII. New Business
 - a. ISU Staffing report (from AAC)
 - b. Administrative prioritization recommendation (from FEBC)
 - c. Spousal Tuition Benefit (from FEBC)
 - d. Tenure Clock Extension change (from FAC)
 - e. University Benefits Committee Recommendations (from FEBC)
 - f. Voluntary Sick-leave transfer Recommendations (from FEBC)
- IX. Old Business
- IX. Committee Reports
 - a. SGA
 - b. AAC
 - c. AEC
 - d. CAAC
 - e. FAC
 - f. FEBC
 - g. GC
 - h. SAC
 - i. URC
 - j. Arts & Sciences Liaison

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2009

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 11, 2009. 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 SPRING 2009

<u>Deadline for Items</u>	<u>Issue Date</u>
April 15	April 20
April 22	April 27
April 29	May 4
May 6	May 11

POLICIES AND GUIDELINES

On March 26, 2009, the Faculty Senate approved 26-0-0, the replacement of the COMPASS mathematics placement test with MAPLE T.A.

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

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UNDERGRADUATE PROPOSALS

NEW COURSES

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

ELED 101 – Introduction to Teaching

1 credit

This course provides students with the opportunity to develop an understanding of teaching as a career choice and the requirements of the teaching profession. This course requires hours of community engagement and experiential learning working with children in community agencies during the semester.

A-F Grading

Preferred effective term: Fall 2009

ELED 200 – Best Practices in Teaching

2 credits

Students examine the role of the elementary teacher and the philosophical and practical elements of effective teaching demonstrated through best practice. This course will introduce students to multiple instructional strategies and allow students to reflect upon their ideal usage in the elementary classroom. Required field work provides opportunities for structured observations in educational settings.

Prerequisites: Successful completion of ELED 101.

A-F Grading

Preferred effective term: Fall 2009

ELED 400 – Theory to Practice

3 credits

This course complements the TOTAL internship semester by scaffolding the intern's full-time supervised work in a school setting with an in-depth study of the culture of elementary school. All aspects of teaching and learning are discussed with particular attention to best practice principles. Required credits in elementary classroom.

Prerequisites: Admission to BCP-I and successful completion of Phases I and II.

A-F Grading

Preferred effective term: Fall 2009

SPED 321 - Special Education Law and Procedures

3 credits.

This course describes the procedural requirements mandated by current legislation for determining a child's eligibility for special education and the development of an Individual Education Program for a qualifying child. The legal foundations of special education are addressed as background for current legal requirements.

Prerequisite: Admission to BCP-1.

A-F Grading

Preferred effective term: Fall 2009

COURSE REVISIONS

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

ELED 250 - Teaching-Learning and Classroom Management

3 credits

This course investigates children's behavioral and interpersonal needs in relation to the way they learn and construct knowledge. For instructional and classroom management methodology, the effectiveness of various management systems will be examined with emphasis on understanding the role and responsibilities of teachers and children in the process.

Prerequisites: Successful completion of Block I and 2.5 cumulative grade point average.

Change prerequisites to:

ELED 250 - Teaching-Learning and Classroom Management

3 credits

This course investigates children's behavioral and interpersonal needs in relation to the way they learn and construct knowledge. For instructional and classroom management methodology, the effectiveness of various management systems will be examined with emphasis on understanding the role and responsibilities of teachers and children in the process.

Prerequisites: Admission to BCP 1.

A-F Grading

Preferred effective term: Fall 2009

ELED 259 - Measurement and Evaluation in the Elementary School

2 credits

This course is designed to assist the classroom teacher in developing skills to: gather information in a variety of ways (including observation, teacher-made tests, and standardized tests); critique and select appropriate assessment methods and materials; relate evaluation results to instruction; and foster effective communication of evaluations to parents.

Prerequisites: Successful completion of Block I and 2.5 cumulative GPA.

Change prerequisites to:

ELED 259 - Measurement and Evaluation in the Elementary School

2 credits

This course is designed to assist the classroom teacher in developing skills to: gather information in a variety of ways (including observation, teacher-made tests, and standardized tests); critique and select appropriate assessment methods and materials; relate evaluation results to instruction; and foster effective communication of evaluations to parents.

Prerequisites: Admission to BCP 1 and successful completion of Phase I.

A-F Grading

Preferred effective term: Fall 2009

ELED 392 - The Teaching of Elementary School Social Studies

3 credits

An overview of the social studies curriculum of the elementary school with emphasis on teaching-learning techniques and experiences, selection of content, skill development, and uses of instructional materials. Required laboratory work involves experiences with elementary children.

Prerequisites: successful completion of Blocks I and II and admission to BCP-I.

Change prerequisites to:

ELED 392 - The Teaching of Elementary School Social Studies

3 credits

An overview of the social studies curriculum of the elementary school with emphasis on teaching-learning techniques and experiences, selection of content, skill development, and uses of instructional materials. Required laboratory work involves experiences with elementary pupils.

Prerequisites: Admission to BCP-1 and successful completion of Phases I and II.

A-F Grading

Preferred effective term: Fall 2009

ELED 394 - The Teaching of Elementary School Mathematics

3 credits

An overview of the mathematics curriculum of the elementary school with emphasis on activities, materials, devices, and teaching-learning techniques appropriate for children. Required laboratory work involves experiences with elementary pupils.

Prerequisites: MATH 205 and 305 and admission to BCP-I.

Change prerequisites to:

ELED 394 - The Teaching of Elementary School Mathematics

3 credits

An overview of the mathematics curriculum of the elementary school with emphasis on activities, materials, devices, and teaching-learning techniques appropriate for children. Required laboratory work involves experiences with elementary pupils.

Prerequisites: Admission to BCP-I; successful completion of Phases I & II; and MATH 205 and 305.

A-F Grading

Preferred effective term: Fall 2009

ELED 397 - Teaching Developmental Reading and Other Language Arts

3 credits

Emphasis is placed on teaching-learning techniques and uses of instructional materials for developing foundations of reading skills instruction and oral and written language programs in the elementary school. Required laboratory work involves experiences with elementary pupils.

Prerequisites: Successful completion of Blocks I and II and admission to BCP-I.

Change prerequisites to:

ELED 397 - Teaching Developmental Reading and Other Language Arts

3 credits

Emphasis is placed on teaching-learning techniques and uses of instructional materials for developing foundations of reading skills instruction and oral and written language programs in the elementary school. Required laboratory work involves experiences with elementary pupils.

Prerequisites: Admission to BCP-1 and successful completion of Phases I and II.

A-F Grading

Preferred effective term: Fall 2009

ELED 398 - Corrective Reading in the Classroom

3 credits

Analysis, diagnosis, prescription, and correction of reading problems in the elementary school classroom with emphasis on types of treatment and methods for aiding children with learning difficulties. Required laboratory work involves experiences with elementary pupils.

Prerequisites: ELED 397 and admission to BCP-I.

Change prerequisites to:

ELED 398 - Corrective Reading in the Classroom

3 credits

Analysis, diagnosis, prescription, and correction of reading problems in the elementary school classroom with emphasis on types of treatment and methods for aiding children with learning difficulties. Required laboratory work involves experiences with elementary pupils.

Prerequisites: Admission to BCP-I and successful completion of Phases I and II.

A-F Grading

Preferred effective term: Fall 2009

SPED 315 - Special Education Approaches--Curriculum and Assessment I

3 credits

Descriptions of materials and approaches to development, adaptation, and individualization in language arts, social studies, and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation.

Note: To be taken concurrently with Elementary Education Block III. All Special Education courses may require observation and participation in field experiences in addition to in-class time.

Change note by removing co-requisite, and add prerequisite to:

SPED 315 - Special Education Approaches--Curriculum and Assessment I

3 credits

Descriptions of materials and approaches to development, adaptation, and individualization in language arts, social studies, and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation.

Prerequisite: Admission to BCP-1.

Note: All Special Education courses may require observation and participation in field experiences in addition to in-class time.

A-F Grading

Preferred effective term: Fall 2009

SPED 316 - Special Education Approaches-Curriculum and Assessment II

3 credits

Descriptions of materials and approaches to development, adaptation, and individualization in mathematics; specific reading needs; and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation. To be taken concurrently with Elementary Education Block IV.

Prerequisites: SPED 215, BCP-I, and Elementary Education Block II.

Note: All Special Education courses may require observation and participation in field experiences in addition to in-class time.

Change description and prerequisites to:

SPED 316 - Special Education Approaches-Curriculum and Assessment II

3 credits

Descriptions of materials and approaches to development, adaptation, and individualization in mathematics, and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation. .

Prerequisite: Admission to BCP-1.

Note: All Special Education courses may require observation and participation in field

experiences in addition to in-class time.

A-F Grading

Preferred effective term: Fall 2009

SPED 400 - Secondary School, Community, and Family Interactions

3 credits

This course addresses the interconnectedness among the secondary school, the community, and the family as program planning occurs for the school years and beyond to prepare the student with mild intervention to make the transition into adult living.

Note: All Special Education courses may require observation and participation in field experiences in addition to in-class time.

Change description, add co-requisite and prerequisite to:

SPED 400 - Secondary School, Community and Family Interactions

3 credits

This course addresses the interconnectedness between the school, community, and family in planning to prepare students with mild interventions for transition into adult living.

Prerequisite: admission to BCP-1.

Co-requisite: To be taken concurrently with the All Grade Block.

A-F Grading

Preferred effective term: Fall 2009

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education

PE 490 - Internship

3-6 credits

Supervised practice work experience obtained in appropriate agencies or businesses.

Prerequisites: PE 390, an approved course of study, and consent of instructor.

Note: Only students who select full-time experiences may register for 6 credits. Before placement will be considered, students must have completed Physical Education 390, an approved program of study, and/or received consent of the Exercise Science Internship Director. Placement of interns or practicum participants is conditional on the availability of internships and the University assumes no absolute responsibility to place each and every student in an internship or practicum.

Change description and add repeatable to:

PE 490 - Internship

3-6 credits

Supervised practice work experience obtained in appropriate agencies or businesses.

Prerequisites: PE 390, an approved course of study, and consent of instructor.

Repeatable: up to 12 credits.

Note: Only students who select full-time experiences may register for 6 credits.

A-F Grading

Preferred effective term: Fall 2009

COURSE ELIMINATIONS

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

SPED 320 – Instructional Principles

Preferred effective term: Fall 2009

PROGRAM REVISIONS

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

Elementary Education Major (124 credits minimum)

CIP Code: 131202 Major Code: 8542

Brief Summary:

This revised program restructures the sequencing of courses and establishes a professional semester prior to student teaching. These changes afford the student early and continuous immersion into school cultures through working with children in educational and community settings. Students will graduate with a substantial increase in the number of meaningful and practical field experiences.

Student Learning:

- Allows faculty to establish and maintain immediate contact with students interested in education
- Gives students a sustained semester-long internship in the schools prior to student teaching
- Provides the opportunity to enhance successful professional dispositions prior to student teaching
- Affords the opportunity to develop the theory to practice connection prior to student teaching
- Offers the opportunity to strengthen classroom/behavior management skills as a result of the close relationship between the Intern and the Coaching Teacher

Proposed Catalog Copy:

Elementary Education Major (124 credits minimum)

CIP Code: 131202 Major Code: _____

The Teachers of Tomorrow Advancing Learning (TOTAL) program affords strong academic preparation and continuous immersion in school cultures through working with children in educational and community settings. Teacher candidates will graduate with a thorough understanding of Best Practices in Education through early field experiences, an internship semester, and student teaching.

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree, provided the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that

the individual satisfies the test requirements. Upon completion of this degree, the holder can be licensed in the elementary, primary, and intermediate school setting.

General Education and Additional Subject Matter (71 credits minimum)

- An approved Fine Arts class 3-4 credits.
- COMM 302 - Speech Communication for the Teacher 3 credits. (satisfies the Communication requirement)
- ELED 272 - Introduction to Classroom Computer Use 3 credits (satisfies the Information Technology Literacy requirement)
- EPSY 341 - Education in a Multicultural Society 3 credits (satisfies the Multicultural Studies: U.S. Diversity requirement)
- HLTH 327 - School Health for the Elementary Teacher 3 credits
- MATH 205 - Mathematics for Elementary Teachers I 3 credits (May not be taken by correspondence)
- MATH 305 - Mathematics for Elementary Teachers II 3 credits (may not be taken by correspondence)
- MUS 325 - Music in the Education of Children 3 credits
- PE 348 - Methods of Teaching Physical Education in Elementary Schools 2 credits (satisfies the Physical Education requirement)

Choose one from the following:

- COMM 266 - Oral Interpretation of Children's Literature 3 credits.
- ENG 280 - Children's Literature 3 credits.

Choose one from the following:

- HIST 201 - The United States to 1877 3 credits (satisfies the Historical Studies requirement)
- HIST 202 - The United States since 1865 3 credits

A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

The professional education component in elementary education consists of a sequential pattern of course work integrated into phases. Each subsequent phase has the previous phase as a prerequisite. Prior to enrolling in Phase II, the student must have been admitted to Becoming a Complete Professional I. Early and continuous experiences with children in school settings are included throughout the professional education component and are an integral part of the professional courses. These practicum experiences are required to successfully complete each professional course, but do not carry course credit.

- ELED 335 – Early Childhood Teaching and Learning in the Kindergarten, 3 credits

Select one of the following Exceptional Learning Courses:

- ELED 437 – Early Childhood: Theories and Practices in Working with Exceptional Children, 3 credits (This course is a prerequisite to enrollment to BCP I)
- SPED 102 – Introduction to Special Education, 3 credits
- SPED 226 – The Exceptional Learner in the Regular Classroom, 3 credits

Phase I – 6 credits

- ELED 101 – Introduction to Teaching, 1 hour

- ELED 200 – Best Practices in Teaching, 2 credits
- EPSY 202 – Psychology of Childhood and Adolescence, 3 credits

Phase II – 8 credits – Admission to BCP I

- ELED 250 – Teaching-Learning and Classroom Management, 3 credits
- ELED 250L – Teaching-Learning and Classroom Management, 0 credits
- ELED 259 – Measurement and Evaluation in the Elementary School, 2 credits
- ELED 324 – Emergent Literacy, 3 credits

Phase III – 18 credits

- ELED 392 – The Teaching of Elementary School Social Studies, 3 credits
- ELED 394 – The Teaching of Elementary School Mathematics, 3 credits
- ELED 397 – Teaching Developmental Reading and Other Language Arts, 3 credits
- ELED 398 – Corrective Reading in the Classroom, 3 credits
- ELED 400 – Theory to Practice, 3 credits
- SCED 393 – Science in the Elementary School, 2 credits
- SCED 393L – Science in the Elementary School Laboratory, 1 hour

Student Teaching – 12 credits

- ELED 451 – Supervised Teaching, 6 credits
- ELED 453 – Supervised Teaching, 3 credits
- ELED 457 – Elementary and Special Education Capstone, 3 credits

Electives and Courses for Additional License Area (12 credits minimum)

- Special Education
- Reading
- Early Childhood
- English as a New Language
- Middle School Math
- Other approved licensed area

Preferred effective term: Fall 2009

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

Special Education Major (33 credits minimum)

CIP Code: 131001 Major Code: 8545

Brief Summary:

These changes in the special education program address all areas of this K-12 licensure area. They restructure the sequencing of courses and establish an elementary professional semester prior to student teaching. These changes afford the student early and continuous immersion into school cultures through working with children having diverse educational needs in educational and community settings. Students will graduate with a substantial increase in the number of meaningful and practical field experiences that include elementary and secondary level general education classrooms, special education resource classrooms, and special education self-contained classrooms.

Student Learning:

The Special Education program area is recommending making these changes to bring our program in line with the Elementary Education program changes being put forward concurrently.

In reviewing data regarding student teachers, the EESE department realized that our students are well prepared technically for teaching. However, some students struggled with dispositions such as "Professional Behavior." As a department, we researched different program models available and developed the Teachers of Tomorrow Advancing Learning (TOTAL) program. Specifically, TOTAL:

- Allows faculty to establish and maintain immediate contact with students interested in special education
- Gives students a sustained semester-long internship in the schools prior to student teaching while working in both general and special education settings (co-teaching in general education classroom with inclusion and mainstreamed students, resource rooms, and self-contained classrooms)
- Provides the opportunity to enhance successful professional dispositions prior to student teaching (working with both general and special education students)
- Affords the opportunity to develop the theory to practice connection prior to student teaching (working with both general and special education students)
- Offers the opportunity to strengthen classroom/behavior management skills as a result of the close relationship between the Intern and the Coaching Teacher(s).

Proposed Catalog Copy:

Special Education Major (33 credits minimum)

CIP Code: 131001 Major Code: _____

The Teachers of Tomorrow Advancing Learning (TOTAL) program affords strong academic preparation and immersion in school cultures through working with children having diverse needs in educational and community settings. Teacher candidates will graduate with a thorough understanding of Best Practices through early field experiences, an internship semester and student teaching.

The student who desires to be a special education teacher for mild interventions must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree, provided the foreign language requirement is fulfilled. The Special Education Program at Indiana State University requires students to complete professional education along with the General Education and additional subject matter requirements for the elementary education major. Satisfactory completion of the program will make the individual eligible for the Initial Practitioner License in the state of Indiana provided that the individual satisfies the test requirements. Upon completion of this program, the holder can be licensed for mild intervention special education at all grade levels and for the general classroom in elementary, primary, and intermediate school settings.

(33 semester credits)

A minimum grade point average of 2.5 is required with no grade less than C. Also see the general education and additional subject matter and professional education for the elementary education major. Special education courses are sequenced and specified to be taken as part of

particular phases of the elementary program. The courses listed below are additions to the elementary education program. Students in this program must complete all requirements for the elementary education major along with these additional courses.

Required Courses:

- SPED 102- Introduction to Special Education – 3 credits

Phase I

(No required Sped courses this phase)

Teaching-Learning Phase II:

- SPED 200 – Students with Mild Intervention Needs – 3 credits
- SPED 215 – Behavior Management – 3 credits
- SPED 321 - Special Education Law and Procedures – 3 credits

All Grade Phase:

- SPED 315 – Special Education Approaches – Curriculum and Assessment I – 3 credits
- SPED 316 – Special Education Approaches – Curriculum and Assessment II – 3 credits
- SPED 400 – Secondary School, Community and Family Interactions – 3 credits
- CIMT 400 – Teaching III – 3 credits
- CIMT 400L – Teaching III Practicum – 1 credit
- CIMT 410M – Teaching and Learning in the Middle Schools – 3 credits

Methods and Content Phase III (TOTAL Semester)

(No required Sped courses this phase)

Student Teaching:

- SPED 405 – Supervised Student Teaching in Elementary Education Inclusive Setting and Special Education Resource Setting – Mild Interventions – 3 credits

Preferred effective term: Fall 2009

GRADUATE PROPOSALS

NEW COURSES

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education

PE 616 – Advanced Organization and Administration

3 credits

A focus on skills needed to successfully organize and administer the managerial functions of the exercise science and coaching professions. Leadership and management theory is covered along with universal business skills.

A-F Grading

Preferred effective term: Fall 2009

PE 647 – Diversity and Sport

3 credits

This course is designed to understand and discuss multiculturalism and diversity in sport.

A-F Grading

Preferred effective term: Fall 2009

PE 675 – Advanced Strength and Conditioning Theory

3 credits

This course is designed to explore the theory and practice of strength and conditioning to include the history of strength development, current advanced applications, and future direction.

A-F Grading

Preferred effective term: Fall 2009

COURSE REVISIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education

PE 680 - Advanced Physiology of Exercise

3 credits

Advanced treatment of the effects of acute and chronic exercise or lack of exercise on the human organism with emphasis given to mechanisms. Additional attention will be devoted to controversies, traditional practices, fads, and human performance.

Prerequisites: kinesiology, physiology of exercise.

Change title, description and remove prerequisites to:

PE 680 – Cardiorespiratory Physiology

3 credits

A graduate survey of human physiology parameters as related to physical exercise and work; and the development of physiological fitness factors.

A-F Grading

Preferred effective term: Spring 2010

PE 681 - Seminar in Exercise Physiology

3 credits

Critique of research and individual studies.

Prerequisites: 680 or consent of instructor.

Change title, description, and remove prerequisites to:

PE 681 – Neuromuscular Physiology

This course examines mechanisms by which the nervous system controls motor function to include endurance training, strength training, and fatigue.

A-F Grading

Preferred effective term: Spring 2010

PE 688 - Graded Exercise Testing and Exercise Prescription

3 credits

The study of the use of graded exercise testing in the evaluation of exercise capacity. Modes of evaluation and protocols for evaluation will be discussed with application of the results to normal and cardiac populations. Practical experiences in the laboratory will include measurement involving treadmills, ergometers, electrocardiography, and metabolic cart.

Prerequisites: 680 or consent of instructor.

Change title, description and remove prerequisites to:

PE 688 – Exercise Testing in Exercise Science

3 credits

The study of field and laboratory tests that evaluate human performance and/or allow evaluation of physiological responses during exercise.

A-F Grading

Preferred effective term: Spring 2010

COURSE BANKING

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education

PE 540 – Women in Sport

Preferred effective term: Fall 2009

PROGRAM REVISIONS

COLLEGE OF BUSINESS

Master of Business Administration (33 credits minimum)

CIP Code: 520201 Major Code: 6560

Brief Summary:

Change of MBA degree requirements.

Student Learning:

Requirement is to have students complete a comprehensive exit exercise to assess learning in the program. Assessment required for AACSB accreditation.

The following item is to be added to MBA degree requirements in catalog: 4. Successful performance on a set of comprehensive exit exercises.

Proposed Catalog Copy:

Master of Business Administration (33 credits minimum)

CIP Code: 520201 Major Code: _____

To qualify for the awarding of a master of business administration degree, the candidate must meet the following requirements in addition to any requirements of the School of Graduate Studies and Indiana State University:

1. Complete all degree program requirements
2. Complete all course work in the degree program with a cumulative grade point average of at least 3.0 on a 4.0 scale
3. Have a grade of C or lower in no more than two courses in his/her degree program

4. Successful performance on a set of comprehensive exit exercises.

CURRICULA

Program Mission: Individuals who participate in the M.B.A. Program at Indiana State University will receive quality graduate-level preparation for a career as a manager or business professional in an ever-changing environment. The program emphasizes both theory and practice, and develops skills in problem solving, strategic thinking, and the management of organizational change.

The M.B.A. Program at Indiana State University is targeted toward individuals who hold an undergraduate degree, who are early in their business management or professional careers, and who are seeking advanced business knowledge and skills necessary for increased responsibility and career advancement.

Program General Goals

Problem Solving: Each student will be able to systematically diagnose problems and/or opportunities, especially in business settings, and develop alternative courses of actions to resolve the problems or take advantage of the opportunity.

Strategic Thinking: Each student will have an understanding of long-range/strategic management and will be able to develop, implement, assess, and refine a strategic plan in a business setting.

Organizational Change: Each student will be able to systematically diagnose an organization's environment and operations to identify needed changes and to develop plans to successfully implement those changes in ways that achieve the organization's goal(s).

International/Global: Each student will have an understanding of global influences on business decisions/plans and/or develop plans for managing a business in a global environment.

Workgroup Functioning: Each student will be able to contribute to the success of his/her workgroup by occupying a leadership role and/or as a team member.

The M.B.A. Program includes an introductory course, business tools courses, core courses, a culminating experience, and elective course work. The tools courses generally precede the core courses. The culminating experience is generally taken after all required courses have been completed.

The M.B.A. Program assumes some fundamental knowledge and competencies related to business. Individuals who were undergraduate business majors would most likely have had these as part of their program. For those who were not business majors, the prerequisite knowledge and competencies can be met in a variety of ways including, for-credit classes, self-study and testing out, or special programs offered by the College of Business. The prerequisite areas that must be satisfied are: accounting—financial, finance, statistics, economics (micro and macro in one combined course or a combination of two), and U.S. business law. In addition, for those who were not business majors, the following two areas are strongly recommended: marketing and production and operation management.

Each individual admitted to the program will have his/her academic record evaluated by the M.B.A. director to determine which prerequisites should be met. If the prerequisites are satisfied by undergraduate course work, the work generally should have been taken within the five years preceding the program.

Introductory Course (3 credits):

- MBA 610 - Advanced Management Practices 3 credits

Business Tools (9 credits):

- MBA 612 - Quantitative Problem Solving 3 credits
- MBA 613 - Management Accounting 3 credits
- MBA 614 - Management Information Systems 3 credits

Core Courses (12 credits):

- MBA 621 - Managing the Strategic Workforce 3 credits
- MBA 622 - Strategic Financial Decisions 3 credits
- MBA 623 - Strategic Supply Chain and Operating Decisions 3 credits
- MBA 624 - Strategic Marketing Management 3 credits

Culminating Experience (3 credits):

- MBA 690 - Dynamic Strategy: An Integrated Approach 3 credits

Electives:

Non-Concentration Option (two courses, 6 credits):

In addition to the required courses, students take an international business course and one elective course.

Concentration Option (three courses, 9 credits):

In addition to the required courses, students take three courses in the same functional or disciplinary area. This increases the program length to a minimum of 36 credits. All electives are subject to approval by the M.B.A. director. No more than 3 credits of electives may be taken outside the College of Business.

International Requirement:

Each M.B.A. student will, at some point in his/her program, have significant exposure to global business. This requirement can be met by an international business course, a study abroad opportunity, an international business internship, work done as part of a graduate assistantship, or by taking courses designated as containing appropriate international study. Other options are possible. Students with substantial, professional-level full-time work experience (generally understood to be in excess of five years) in two or more countries can apply to the M.B.A. director for a waiver of the international experience requirement.

NOTE:

Courses in the 500 series are open to undergraduates as *400 series. Graduate students are required to do additional work of a research nature. A course taken at the 400 level may not be repeated at the 500 level.

Preferred effective term: Fall 2009

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education**M.A./M.S. Physical Education - Exercise Science (32 credits minimum)****CIP Code: 131314 Major Code: A570****Brief Summary:**

As a result of Program Prioritization, the three tracks, Adult Fitness program, the Exercise Science program, and the Coaching program are being reduced to two tracks: Exercise Science and Coaching. The new programs will maintain their names of Exercise Science and Coaching. The two new tracks will share a 12 credit hour core to include two new courses. The Exercise Science track will also include three classes that will undergo a name change with modifications in content. The Coaching program will have one additional new course in the approved electives and one course with content modification.

Student Learning:

These changes will update the program to current industry standards. The new program is streamlined easing class selection for students. An internship is added to the Exercise Science track as a third alternative for the culminating experience.

Proposed Catalog Copy:**M.A./M.S. Physical Education – Exercise Science (32 credits minimum)****CIP Code: 131314 Major Code: _____**

The objective of these degree is to provide an opportunity for graduate students to further develop their knowledge and understanding in the area of Exercise Science.

Exercise Science:**Core (12 hours):** 601-3 hrs.; 616-3 hrs.; 666-3 hrs.; 675-3 hrs.**Required (12):** 680-3 hrs.; 681-3 hrs.; 685-3 hrs.; 688-3 hrs.**Suggested Electives (M.S. degree-6 hours; M.A degree-3 hours):** 583-3 hrs.; 584-3 hrs.; 585-3 hrs.; 660-3 hrs.; 665-3 hrs.; 682-3 hrs.; FCS 529-3 hrs.; ATTR 610-3 hrs. or approved by advisor.**Culminating Experience (3-6 hours):** (M.S. degree) 602-3 hrs. or 629-3 hrs.; (M.A. degree) 699-6 hrs.

Preferred effective term: Fall 2009

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education

M.A./M.S. Physical Education – Coaching (33 credits minimum)

CIP Code: 131314 Major Code: A573

Brief Summary:

As a result of Program Prioritization, the three tracks, Adult Fitness program, the Exercise Science program, and the Coaching program are being reduced to two tracks: Exercise Science and Coaching. The new programs will maintain their names of Exercise Science and Coaching. The two new tracks will share a 12 credits core to include two new courses. The Exercise Science track will also include three classes that will undergo a name change with modifications in content. The Coaching program will have one additional new course in the approved electives and one course with content modification.

Student Learning:

These changes will update the program to current industry standards. The new program is streamlined easing class selection for students.

Proposed Catalog Copy:

M.A./M.S. Physical Education – Coaching (36 credits minimum)

CIP Code: 131314 Major Code: _____

The objective of these degree is to provide an opportunity for graduate students to further develop their knowledge and understanding in the area of Coaching.

Core (12 credits): PE 601-3 credits; PE 616-3 credits; PE 666-3 credits; PE 675-3 credits;

Required (15 credits): PE 615-3 credits; PE 660-3 credits; PE 584 or PE 685-3 credits; PE 665-3 credits; ATTR 610-3credits.

Suggested Electives (3-6 credits): PE 636-3 credits; PE 647-3 credits; PE 680-3 credits; PE 681-3 credits; RCSM 623-3 credits; RCSM 621-3 credits; RCSM 631-3 credits; FCS 529-3 credits or Advisor Approved Electives.

Culminating Experience (3-6 credits): (M.S. degree) PE 602-3 credits or PE 629-3 credits or (M.A. degree) PE 699-6 credits.

Preferred effective term: Fall 2009

PROGRAM ELIMINATIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education

UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics

CHEM 452 - Medicinal Chemistry

3 credits

A survey of topics at the interface of chemistry and medicine, including drug discovery and lead optimization, basic pharmacodynamics, enzymes/receptors, bioassays, quantitative structure-activity relationships (QSAR), and drug absorption, metabolism, distribution and excretion (ADME).

Prerequisites: CHEM 352 and 352L. CHEM 431 recommended.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

A-F Grading

Preferred effective term: Fall 2009

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 412 - Abstract and Linear Algebra

3 credits

An introduction to algebraic structures, with emphasis on the number systems encountered in middle and high schools. Also, elements of linear algebra, including matrices and determinants.

Prerequisites: MATH 131 or 301.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

Change description to:

MATH 412 - Abstract and Linear Algebra

3 credits

An introduction to algebraic structures, with emphasis on the number systems encountered in middle and high schools. Also, elements of linear algebra, including matrices and determinants. This course does not count towards the mathematics major.

Prerequisites: MATH 131 or 301.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

A-F Grading

Preferred effective term: Fall 2009

MATH 492 - History of Mathematics

3 credits

Mathematics will be studied through an historical perspective with an emphasis on fitting mathematics into larger social and scientific contexts to show 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 Computer Science course numbered 300 or above; and at least 78 credits and seven of nine required Liberal Studies Courses.

Note: See the General Education section of the Catalog for a complete description of the capstone requirement. Open to graduate students. Graduate students are required to do additional work of a research nature.

General Education Credit: [GE2000: Capstone Course (open to all providing all prerequisites are met.)]

Capstone Course: Capstone Course

Change description to:

MATH 492 - History of Mathematics

3 credits

Mathematics will be studied through an historical perspective with an emphasis on fitting mathematics into larger social and scientific contexts to show that mathematics is not often taught from the perspective of its original development. This course does not count towards the mathematics major or minor.

Prerequisites: MATH 131, 132, and either MATH 231 or one Mathematics or Computer Science course numbered 300 or above; and at least 78 credits and seven of nine required Liberal Studies Courses.

Note: See the General Education section of the Catalog for a complete description of the capstone requirement. Open to graduate students. Graduate students are required to do additional work of a research nature.

General Education Credit: [GE2000: Capstone Course (open to all providing all prerequisites are met.)]

Capstone Course: Open to all providing all prerequisites are met.

A-F Grading

Preferred effective term: Fall 2009

PROGRAM REVISIONS

COLLEGE OF BUSINESS

B.S. Business Administration (63 credits)

CIP Code: 520201 Major Code: 6330

Brief Summary:

The Business Administration major is the largest in the College of Business. This revision equalizes its credit hour requirements with other business majors, and distributes course requirements in three groupings in keeping with its flexible, general business purpose. This revision adds nine credit hours and requires that the student prepare a career curriculum plan (CCP) that associates curricula with career path intentions. The CCP will help the College do assessment of the learning outcomes.

Student Learning:

The COB CAAC has a Blackboard site with accumulated information about curriculum proposals. It contains documents, committee minutes, discussion board postings, results of student surveys, results of faculty focus groups, and so forth. The largest amount of information is in the Business Administration folder.

Because the existing BA major has no common required emphasis courses, it has been very difficult to assess learning objectives. The program has been examined for at least five years by the college curriculum committee with an eye towards improving this general business major. We've done student surveys, faculty surveys, and talked to employers. This is the largest major in the College of Business. Students appreciate the flexibility of the business administration major, but often feel unprepared for careers in a particular field because there are fewer courses than other majors. Requiring additional emphasis courses will better prepare students; however, equalizing the length of the program may also have the effect of moving some students out of general business into a discipline major with more intensive study of a discipline.

The proposed major, with its required career curriculum plan, will provide a basis for assessing students' knowledge in those courses. The modest increase in required emphasis courses will permit us to continue to offer this popular major through distance education methods.

Finally, the proposal supports the general nature of the business administration major through distribution of the emphasis areas across the three broad groupings: Managing the Enterprise, Managing Financial Resources, and Information and Systems.

Proposed Catalog Copy:

B.S. Business Administration (72 credits)

CIP Code: 520201 Major Code: _____

The business administration major is designed to offer students an opportunity to customize their education in business and has the flexibility to meet their individual interests in specific business disciplines. Business administration majors complete the required business core of courses and

an additional nine credits at the 300-400 level in each of three business emphasis program areas. The emphasis areas are selected from three program groupings. These business emphasis areas include: accounting; business education, information, and technology; finance & real estate; insurance & risk management; management; management information systems; marketing; or operations management & analysis. Completion of this major leads to careers in a variety of business areas.

Required Courses on all Four-Year Professional Programs (45 credits):

Business:

- BUS 100 - Introduction to Contemporary Business 3 credits
- BUS 180 - Business Information Tools 3 credits
- BUS 201 - Principles of Accounting I 3 credits
- BUS 202 - Principles of Accounting II 3 credits
- BUS 205 - Business Statistics I 3 credits
- BUS 263 - Legal Environment and Business 3 credits
- BUS 305 - Business Statistics II 3 credits
- BUS 311 - Business Finance 3 credits
- BUS 321 - Introduction to Management Information Systems 3 credits
- BUS 351 - Introduction to Operations Management 3 credits
- BUS 361 - Principles of Marketing 3 credits
- BUS 371 - Management and Organizational Behavior 3 credits
- BUS 401 - Senior Business Experience 3 credits

Economics:

- ECON 200 - Principles of Macroeconomics 3 credits.
- ECON 201 - Principles of Microeconomics 3 credits.

Required Courses for Business Administration Majors (27 credits):

Major Emphasis Specializations (27 credits):

Choose nine credits at the 300-400 level from each of the three groups below.

Group 1. Managing the Enterprise: Choose 9 credits from Management or 9 credits from Marketing

Group 2. Managing Financial Resources: Choose 9 credits from Accounting, 9 credits from Finance, or 9 credits from Insurance & Risk Management

Group 3. Operations & Systems: Choose 9 credits from Business Education, Information, & Technology, 9 credits from Management Information Systems, or 9 credits from Operations Management & Analysis

Students must submit an approved career curriculum plan.

Preferred effective term: Fall 2009

GRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 592 - History of Mathematics

2 credits

The history of mathematics for the teachers of secondary school mathematics.

Prerequisites: 18 credits of mathematics.

Note: The course may be taken during the professional semester.

Change credits and description to:

MATH 592 - History of Mathematics

3 credits.

Mathematics will be studied through an historical perspective with an emphasis on fitting mathematics into larger social and scientific contexts to show that mathematics is not often taught from the perspective of its original development.

Prerequisites: 18 credits of mathematics.

Note: The course may be taken during the professional semester.

Preferred effective term: Fall 2009

COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology

COUN 534 – Foundation of Counseling Psychology

3 credits

An orientation to the field focusing on issues relevant to professional identity development. A survey of the historical and intellectual context of counseling, contemporary professional issues, and critical thinking as applied to clinical practice.

Change title to:

COUN 534 – Foundation of Mental Health Counseling

3 credits

An orientation to the field focusing on issues relevant to professional identity development. A survey of the historical and intellectual context of counseling, contemporary professional issues, and critical thinking as applied to clinical practice.

Preferred effective term: Fall 2009

CORRECTIONS

The following new courses were published in Academic Notes of March 30, 2009, and require corrections. GEOL 682 is not a repeatable course, and GEOL 690 is a 3 credit course. The credits were omitted at time of publication of approval.

COLLEGE OF ARTS AND SCIENCES: Geography, Geology, and Anthropology

GEOL 682 – Paleooceanography

3 credits

Seminar-based course discussing recent research on ancient oceans. Topics include microfossil and geochemical techniques used to assess environmental change, applications of paleoceanographic information for interpretations of ancient climate change, ocean changes through time, and case studies of selected ocean environments.

A-F Grading

Preferred effective term: Fall 2009

GEOL 690 – Advanced Topics in Earth and Quaternary Sciences

3 credits

The study of selected topics in Earth and Quaternary science will be discussed. Examples include modern day global change in the context of Quaternary climate variability, humans as agents of change, and the impact of environmental pressures on ecosystems and organisms.

A-F Grading

Preferred effective term: Fall 2009