



September 1, 2006

REPORT FROM THE OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The following Graduate Course Petitions have been approved:

Graduate Program Modification

ASBE – Vocational Certification Program:

The Vocational Certification program currently has three courses that are necessary for completion. ASBE 571 – Principles and Philosophy of Vocational Education, ASBE 581 – In-School Laboratory Programs in Vocational Education, and ASBE 598 – Techniques of Coordinating Cooperative Education.

The Indiana Department of Education and the Indiana Professional Standards Board, the governing board for teacher certification, has determined that for teachers to become vocational certified in Business, Career, and Technical Education those educators would need only 6 graduate hours in vocational education. Those 6 hours will include one course entitled, “Principles and Philosophy of vocational Education: and the other course a combination of Developing In-School Laboratory Programs and Techniques of Coordinating Business, Career, and Technical Education Programs. For the above mentioned reasons, USI will offer the Principles and Philosophy class and a combination of the other classes via distance education.

Implementation Date: Fall, 2007.

Graduate Course Deletion Petitions:

ASBE 481/581 – In-School Laboratory Programs in Vocational Education **3 Credit Hours**
Implementation Date: Fall, 2007.

ASBE 498/598 – Techniques of Coordinating Cooperative Education **3 Credit Hours**
Implementation Date: Fall, 2007.

Graduate New Course Petition:

ASBE 591 – Managing In-School Labs and Coordinating business, Career, and Technical Education Programs **3 Credit Hours**

Course Description: This course is for In-Service teachers in Business, Career, and Technical Education. Special techniques and knowledge for managing in-school laboratory programs and coordinating Business, Career, and Technical Education Programs including ICE programs will be examined and identified. Students will develop specific activity-based In-School Labs. Students will also develop a coordinators manual for a Business, Career, or Technical Education Program. Students will examine, study, and identify the relationships and interrelationships between school corporations, businesses community, parents, students and advisory boards.

Implementation Date: Fall, 2007.

The following Experimental Undergraduate Courses have been approved:

ENGR 367XX – Advanced Manufacturing **3 Credit Hours**

Course Description: This course is designed to enhance the knowledge of industrial supervision students about advanced manufacturing concepts in quality control, work and material requirements planning, automated manufacturing, and mass production methods.

Prerequisites: Student must have successfully completed ENGR 362 – Manufacturing.

Implementation Date: Spring, 2007.

ENGR 373X – Optics

3 Credit Hours

Course Description: This is an introductory course in optics covering wave propagation, interaction of electromagnetic radiation with matter, geometrical optics, polarization, interference and diffraction. Supplementary topics from modern optics such as lasers detectors, fiber optics, optical communications, imaging and storage are also included.

Prerequisites: PHYS 206, MATH 433 or consent of instructor.

Implementation Date: Spring, 2007.

The following petitions will be discussed at the next Curriculum Committee Meeting to be held on Tuesday, September 19, 2006, from 3:30 pm – 5:00 pm in UC 214.

Undergraduate New Course Petitions:

ENG 414 – Intercultural Technical Writing

3 Credit Hours

Proposed Course Description: Intercultural Technical Writing will provide students with the ability to discern and conceptualize the codes, conventions, and discourse structures of differing cultures, thus enabling students to both localize and internationalize technical and professional documents. This course emphasizes that recognizing and analyzing cultural diversity is essential for successful communication within the scientific, technical, and business fields.

Proposed Prerequisites: ENG 201 and junior standing.

Rationale: Global Rationale: As the dimensions of the current global economy keep widening, the demand for an appropriate educational response keeps building. Students are finding it more and more necessary to understand differing cultures' modes of communication--perhaps more than the actual language these cultures speak--in order to reach audiences across borders. An appropriate educational response would be to create a Rhetoric(s) of Intercultural Technical Writing course that starts with the premise that one writes and designs for different cultures which hold on to different strategies and principles for communicating. Moreover, a rhetoric based technical writing course which starts from this premise must take diversity as a given, and not as an additional construct, transforming the study of diversity within business, scientific, and technical fields by making it a primary component of understanding in the field. However, in its most practical terms, a course in the rhetoric(s) of intercultural technical writing will prepare students from a host of disciplines with the ability to discern and conceptualize the codes, conventions, and structures of discourse of differing cultures. This will translate into the skill to localize and/or internationalize documents for different audiences thereby increasing their desirability on the job market.

Local Rationale: For USI students, it makes possible another C5 (Global Communities) course to draw upon as they try to make their way through the core curriculum. According to the Core Curriculum guidelines, C5 course goals include:

Students should be[come] familiar with the various ways in which countries have been and are linked together in the contemporary world. They should learn about variations in culture among and within countries and about how people belonging to different cultures view and respond to global issues differently. Students should also know about changing patterns in the ways countries interact and their impacts on people located in different parts of the world. In studying these linkages, significant attention will be paid to cultures outside the United States. (<http://www.usi.edu/libarts/uccore/goals.asp>, Paragraph 15)

In addition, because of the wealth of nation-specific scholarship, English 413 could focus on a specific country each year it is taught.

Down the line, such a course could be one element in the development of a Technical Communications minor combining with existing courses like English 210, 411, 412 and 498, Business 231, Communications 255 and 354, Art 231, 232, 332, 381, and 382. Such a minor would surely draw the attention of area businesses looking to help develop the communication skills of employees, as well as students wishing to focus on the more marketable aspects of English Studies. Ultimately, however, the value of the course lies in the way it makes issues of diversity and global interaction practical and real for students.

Nota Bene: The reasoning behind naming the course Intercultural Technical Writing (and not International or Cross-Cultural Technical Writing) relates to the kind of analyses and production of text we will ask students to do. Our goal is to focus students on the similar and different rhetorical and cultural codes that inform the production of technical documents across cultures. We will not be asking students to perform translations, for example, which would be the province of an International Technical Communication course. Neither will we ask students to explore the differences in communication within the boundaries of an organization, which would be the province of a Cross-Cultural Communications course.

Proposed Implementation Date: Fall, 2007.

TECH 367 – Advanced Manufacturing

3 Credit Hours

Proposed Course Description: This course is designed to enhance the student's knowledge of advanced manufacturing principles and concepts in quality control, work and material requirements planning, automated manufacturing, and mass production methods.

Proposed Prerequisites: ENGR 362 – Manufacturing.

Rationale: The economic health of USI's service area is dependant in large part on the economic health of the manufacturing sector within this area. High technology manufacturing firms offer good paying jobs but need better trained personnel with broad-based backgrounds and the knowledge of contemporary manufacturing principles to fill those jobs.

This course is intended primarily for students in the Industrial Supervision program but will also be a required course for students in the upcoming Manufacturing Technology program. This course is open to Engineering students who wish to enhance their knowledge of manufacturing but will not count as a required or elective course in the Engineering curriculum.

Students must successfully complete ENGR 362 – Manufacturing before being permitted to take this course.

The same textbook is used in ENGR 362 and TECH 367. The lectures in TECH 367 build on the concepts and principles covered in ENGR 362. The laboratory experiences include use of different types of CNC machines and advanced programming principles.

Proposed Implementation Date: Spring, 2008.

Undergraduate Course Deletion Petitions:

NURS 243 – Mental Health Nursing

4 Credit Hours

Course Description: This course focuses on therapeutic interaction concentrating on human responses to mental health and illness. Students practice the therapeutic use of self, and implement culturally sensitive mental health nursing interventions in multiple clinical settings.

Rationale for Deletion: This course is no longer offered in the revised undergraduate nursing curriculum.

Last semester course will be offered: Spring, 2006.

NURS 245 – Nursing of Children and Adults I

4 Credit Hours

Course Description: Applies the nursing process for clients across the lifespan with musculoskeletal, immunologic, hepatic, pancreatic, hematologic, and respiratory disorders in the acute care and post discharge setting. Pathophysiology, diagnostics, pharmacology, and culturally sensitive nursing interventions are explored within the nursing process framework.

Rationale for Deletion: This course is no longer offered in the revised undergraduate nursing curriculum.

Last semester course will be offered: Spring, 2006.

Undergraduate Program Modification Petitions:

Physical Education Teaching (K-12), 52 hours

Proposed new Program Title: Physical Education All Grade Major (52 HRS)

CURRENT PHYSICAL EDUCATION TEACHING (K-12), (52 HRS)

PED 155 Dance Activities, 1 hr
PED 162 Hiking and Outdoor Education, 1 hr
PED 186 Wellness/Fitness Appraisal, 1 hr
PED 281 Personal Health Science, 3 hrs
PED 282 First Aid, 2 hrs
PED 291 Motor Learning, 2 hrs
PED 292 Rhythms, 2 hrs
PED 293 Teaching Developmental Activities, 2 hrs
PED 294 Teaching Team Sports, 2 hrs
PED 296 Self-testing and Movement Fundamentals, 1 hr
PED 297 Teaching individual/Dual Sports, 2 hrs
PED 298 Found. of Phys. Ed.. Sport and Ex. Science, 3 hrs
PED 299 Field Exp. in Elementary School Physical Education, 1 hr.
PED 301 Field Exp. in Middle/Secondary School Schools, 1 hr.
PED 383 Kinesiology, 3 hrs
PED 387 Principles & Applications In Fitness Training, 3 hrs
PED 392 Adapted Physical Education, 3 hrs
PED 394 Measurement and Evaluation in Physical Education, 3 hrs
PED 395 Curriculum Construction in Physical Education, 3 hrs
PED 396 Teaching Physical Education, 3 hrs
PED 481 Physiology of Exercise 1, 3 hrs

PED Electives, 8 hrs

EDUCATION COURSES

EDUC 196 Foundations of Reflective Teaching, 3 hrs
EDUC 214 — Instructional Technology in Education, 3 hrs
EDUC 201 — Growth & Development: Middle Childhood, 3 hrs or (ELIMINATE)
EDUC 202 — Growth & Development: Adolescence & Young Adult, 3 hrs or (ELIMINATE)
EDUC 304 Growth & Development: Early Adolescence, 3 hrs
EDUC 302- Multicultural Education, 3 hrs
EDUC 305 — Teaching & Learning in the Senior High, Junior High, Middle School, 3 hrs (ELIMINATE)
EDUC 493 — Content Area Reading: Differentiated Instruction, 3 hrs.

PROPOSED PHYSICAL EDUCATION ALL GRADE MAJOR (52 HRS)

PED 155 Dance Activities, 1 hr
PED 162 Hiking and Outdoor Education, 1 hr
PED 186 Wellness/Fitness Appraisal, 1 hr
PED 281 Personal Health Science, 3 hrs
PED 282 First Aid, 2 hrs
PED 291 Motor Learning, 2 hrs
PED 292 Rhythms, 2 hrs
PED 293 Teaching Developmental Activities, 2 hrs
PED 294 Teaching Team Sports, 2 hrs
PED 296 Self-testing and Movement Fundamentals, 1 hr
PED 297 Teaching Individual/Dual Sports, 2 hrs
PED 298 Found. of Phys. Ed.. Sport and Ex. Science, 3 hrs
PED 299 Field Exp. in Elementary School Physical Education, 1 hr.

PED 301 Field Exp. in Middle/Secondary School Schools, 1 hr.
PED 383 Kinesiology, 3 hrs
PED 387 Principles & Applications In Fitness Training, 3 hrs
PED 392 Adapted Physical Education, 3 hrs
PED 394 Measurement and Evaluation in Physical Education, 3 hrs
PED 395 Curriculum Construction in Physical Education, 3 hrs
PED 396 Teaching Physical Education, 3 hrs
PED 481 Physiology of Exercise 1,3 hrs

PED Electives. 8 hrs

EDUCATION COURSES

EDUC 196 Foundations of Reflective Teaching. 3 hrs
EDUC 214 Instructional Technology in Education. 3 hrs
EDUC 302- Multicultural Education, 3 hrs
EDUC 304 - Growth and Development Early Adolescence, 3 hrs (NEW)
EDUC 488 - The Middle School Curriculum, 3 hrs (NEW)
EDUC 493 - Content Area Reading: Differentiated Instruction, 3 hrs.

RATIONALE: The physical education department proposes to eliminate

EDUC 201—Growth & Development: Middle Childhood, 3 hrs. or
EDUC 202- Growth & Development: Adolescence & Young Adult, 3 hrs. or
EDUC 305- Teaching & Learning Secondary Schools, 3 hrs.

from the All-Grade (K-12) Physical Education 52 Hour Teaching Major.

These classes are to be replaced with

EDUC 304-Growth & Development: Early Adolescence, 3 hrs and
EDUC 488-Middle School Curriculum & instruction, 3 hrs.

The Department of Physical Education feels the learning experiences in these classes mirror/duplicate the learning experiences in physical education methods and field experience classes. We recommend students take EDUC 304 and 488 to provide a more holistic experience. Students have substantial teaching experiences at the elementary level in their physical education field experience classes. Student teaching includes a major secondary school experiences. PED 301-Teaching Middle/Secondary School Physical Education and EDUC 488- Middle School Curriculum & Instruction will provide students with a more extensive middle school field experience. Hopefully the combination of these experiences will satisfy Indiana Teaching Licensure for teaching physical education in all grades.

Proposed Implementation Date: Fall, 2007.

Physical Education, (7-12) 40 Hours

Proposed New Program Title: Physical Education (Middle/Secondary School) 40 Hours

CURRENT PHYSICAL EDUCATION, (7-12) 40 HOURS

PED 155 Dance Activities, 1 hr
PED 162 Hiking and Outdoor Education, 1 hr
PED 186 Wellness Fitness Appraisal, 1 hr
PED 282 First Aid, 2 hr
PED 291 Motor Learning, 2 hrs
PED 296 Self-Testing & Movement Fundamentals, 1 hr
PED 298 Foundations in Physical Education, 3 hrs
PED 299 Field Experience in Physical Education, 1 hr
PED 383 Kinesiology, 3 hrs
PED 391 Biomechanics, 3 hrs
PED 392 Activity Modification for Special Populations, 3 hrs

PED 394 Measurement and Evaluation in Physical Education, 3 hrs
PED 395 Curriculum Construction in Physical Education, 3 hrs
PED 396 Teaching Physical Education, 3 hrs
PED 481 Physiology of Exercise 1, 3 hrs

PED 111 -199 Select from Specialty Classes, 7 hrs

EDUCATION COURSES

EDUC 196 — Foundations of Reflective Teaching, 3 hrs
EDUC 202 — (Growth and Development; Adolescence/Young Adults, 3 hrs. (ELIMINATED)
EDUC 214 Instructional Technology in Education, 3 hrs
EDUC 302 Multicultural Education, 3 hrs
EDUC 305 — Teaching & Learning in the Senior High, Junior High, Middle School, 3 hrs. (ELIMINATED)
EDUC 493 Content Area Reading: Differentiated Instruction, 3 hrs

PROPOSED PHYSICAL EDUCATION (Middle/Secondary School) 40 HOURS

PED 155 Dance Activities, 1 hr
PED 162 Hiking and Outdoor Education, 1 hr
PED 186 Wellness/Fitness Appraisal, 1 hr.
PED 281 Personal Health Science, 3 hrs
PED 282 First Aid, 2 hrs
PED 291 Motor Learning, 2 hrs
PED 294 Teaching Team Sports, 2 hrs
PED 297 Teaching Individual/Dual Sports, 2 hrs
PED 298 Foundations in Physical Education, Sport and Exercise Science, 3 hrs
PED 301 Field Experience in Middle/Secondary School Physical Education, 1 hr
PED 383 Kinesiology, 3 hrs
PED 387 Principles and Application in Fitness Training, 3 hrs
PED 392 Adapted Physical Education, 3 hrs
PED 394 Measurement & Evaluation in Physical Education, 3 hrs
PED 395 Curriculum Construction in Physical Education, 3 hrs
PED 396 Teaching Physical Education, 3 hrs
PED 481 Physiology of Exercise 1, 3 hrs

PED XXX Electives, 2 hrs

EDUCATION COURSES

EDUC 196 – Foundations of Reflective Teaching, 3 hrs
EDUC 214 – Instructional Technology in Education, 3 hrs
EDUC 302 – Multicultural Education, 3 hrs
EDUC 304 – Growth & Development: Early Adolescence, 3 hrs. (NEW REQUIREMENT)
EDUC 488 – The Middle School Curriculum & Instruction, 3 hrs. (NEW REQUIREMENT)
EDUC 493 – Content Area Reading: Differentiated Instruction, 3 hrs

RATIONALE: The physical education department proposes to eliminate
EDUC 202-Growth & Development: Adolescence & Young Adult, 3 hrs. OR
EDUC 305- Teaching & Learning Secondary Schools, 3 hrs.
from the Middle/Secondary School Physical Education Major, 40 Hours.
These classes are to be replaced with
EDUC 304-Growth & Development: Early Adolescence, 3 hrs AND
EDUC 488-Middle School Curriculum & Instruction, 3 hrs.

The Department of Physical Education feels the learning experiences in these classes mirror duplicate the learning experiences in physical education methods and field experience classes. We recommend students take EDUC 304 and 488 to provide a more holistic experience. Students have substantial teaching experiences at the elementary level in their physical education field experience classes. Student teaching includes major secondary school experience. PED 301-Field Experience in Middle Secondary School Physical Education and EDUC 488- Middle School Curriculum & Instruction will provide students with a more extensive middle school field experience. Hopefully the combination of these experiences will satisfy Indiana Teaching Licensure for teaching physical education in middle secondary schools.

Proposed Implementation Date: Fall, 2007.