INDIANA COMMISSION *for* HIGHER EDUCATION

Transfer Single Articulation Pathways

Pathway: Cybersecurity

Approved: 3.20.2023

Preamble:

The courses mapped for this Transfer Single Articulation Pathway (TSAP) associate's degree are based upon a set of competencies agreed upon across all of the public institutions and are the minimum competencies for transfer in this major.

After a statewide review process, some four-year universities may have specific competencies required that are not included in this mapping and **may limit the admission options for TSAP students**.   To increase the likelihood of student success, TSAP advisors in the two-year programs are encouraged to contact the academic advising offices in the major area of the TSAPs at the four-year institutions to discuss the minimum criteria for admission.

 It is important that individual students review the published TSAP admission criteria at the specific university/campus to which they wish to transfer. This should be done at the beginning of their enrollment as a TSAP student at either Ivy Tech or Vincennes University. Understanding admission and degree requirements will facilitate student success. The universities in the state of Indiana are committed to the success of TSAP students, and student success is a three-way partnership among students and the academic advisors at both institutions.

A lack of communication after students enroll in a TSAP could result in a misunderstanding of the admission requirements to a specific four-year institution and/or TSAP program, such as minimum grades, specific course sequences, etc., and such misunderstanding could affect the time to graduation.

To be eligible, a student must:

- Have met the TSAP and Indiana College Core eligibility guidelines as defined by Indiana Code,
- Have graduated with the TSAP associate degree,
- Have met all the admission requirements (e.g., minimum GPA, minimum course grades, etc.) of the TSAP program at the 4-year institution, and
- Have been admitted to the campus AND into the degree program as a TSAP student.

Required Major-Specific Content Areas

This agreement requires that any associate degree must include competencies from the following primary content areas:

03.23.2023

Transfer Single Articulation Pathways

Cybersecurity

1. Foundational
2. Technical Core
3. Non-Technical Core

The competencies and outcomes established below should be met at the associate level so that students who graduate with the TSAP associate degree will be prepared to begin work at the upper level of the baccalaureate program (this does not restrict lower-level coursework from being completed at the four-year institutions when necessary).

Section 1. Foundational

1.1 Cybersecurity Foundations (CSF) - The intent of the Cybersecurity Foundations Knowledge Unit is to provide students with a basic understanding of the fundamental concepts behind cybersecurity. This is a high-level introduction or familiarization of the topics, not a deep dive into specifics. To complete this Knowledge Unit, students should be able to:

1.1.a. Describe the fundamental concepts of the cybersecurity discipline and use to provide system security.
1.1.b. Describe potential system attacks and the actors that might perform them.

1.1.c. Describe cyber defense tools, methods and components and apply cyber defense methods to prepare a system to repel attacks.

1.2 Cybersecurity Principles (CSP) - The intent of the Cybersecurity Principles Knowledge Unit is to provide students with basic security design fundamentals that help create systems that are worthy of being trusted. To complete this Knowledge Unit, students should be able to:

1.2. a. Define the principles of cybersecurity.

1.2.b. Describe why each principle is important to security and how it enables the development of security mechanisms that can implement desired security policies.

1.2.c. Analyze common security failures and identify specific design principles that have been violated.

1.2.d. Given a specific scenario, identify the design principles involved or needed.

1.2.e. Understand the interaction between security and system usability and the importance for minimizing the effects of security mechanisms.

03.23.2023

Transfer Single Articulation Pathways

1.3 IT Systems Components (ISC) - *The intent of the IT Systems Components Knowledge Unit is to provide students with a basic understanding of the components in an information technology system and their roles in system operation. This is a high-level introduction or familiarization of the topics, not a deep dive into specifics. To complete this Knowledge Unit, students should be able to:*

1.3. a. Describe the hardware components of modern computing environments and their individual functions.

1.3.b. Describe the basic security implications of modern computing environments.

1.3.c. Understand the Federal, State and Local Cyber Defense partners/structures.

1.3.d. Properly use the vocabulary associated with cybersecurity.

Section 2. Technical Core

2.1 Basic Cryptography (BCY) - *The intent of the Basic Cryptography Knowledge Unit is to provide students with a basic ability to understand where and how cryptography is used. To complete this Knowledge Unit, students should be able to:*

2.1.a. Students will be able to identify the elements of a cryptographic system.

2.1.b. Students will be able to describe the differences between symmetric and asymmetric algorithms.

2.1.c. Students will be able to describe which cryptographic protocols, tools and techniques are appropriate for a given situation.

2.1.d. Students will be able to describe how crypto can be used, strengths and weaknesses, modes, and issues that have to be addressed in an implementation (e.g., key management), etc.

2.2 Basic Networking (BNW) - *The intent of the Basic Networking Knowledge Unit is to provide students with basic understanding of how networks are built and operate, and to give students some experience with basic network analysis tools. Students are exposed to the concept of potential vulnerabilities in a network. To complete this Knowledge Unit, students should be able to:*

2.2.a. Describe the fundamental concepts, technologies, components and issues related to communications and data networks.

2.2.b. Design a basic network architecture given a specific need and set of hosts/clients.

2.2.c. Track and identify the packets involved in a simple TCP connection (or a trace of such a connection).

03.23.2023

2.2.d. Use network monitoring tools to observe the flow of packets (e.g., WireShark).

2.2.e. Perform network mapping (enumeration and identification of network components) (e.g., Nmap).

2.2.f. Describe common network vulnerabilities.

2.3 Basic Scripting and Programming (BSP) - *The intent of this Basic Scripting and Programming Knowledge Unit is to provide students with the basic ability to create simple scripts/programs to automate and perform simple operations, and to provide students with the skills necessary to implement algorithms using programming languages to solve problems. This knowledge includes basic security practices in developing scripts/programs (e.g., bounds checking, input validation).To complete this Knowledge Unit, students should be able to:*

2.3.a. Demonstrate their proficiency in the use of scripting languages to write simple scripts (e.g., to automate system administration tasks).

2.3.b. Write simple linear and looping scripts.

2.3.c. Write simple and compound conditions within a programming language or similar environment (e.g., scripts, macros, SQL).

2.3.d. Demonstrate proficiency in the use of a programming language to solve complex problems in a secure and robust manner.

2.4 Network Defense (NDF) - *The intent of the Network Defense Knowledge Unit is to provide students with knowledge of the concepts used in defending a network, and the basic tools and techniques that can be taken to protect a network and communication assets from cyber threats. To complete this Knowledge Unit, students should be able to:*

2.4.a. Describe the key concepts in network defense (defense in depth, minimizing exposure, etc.).

2.4.b. Explain how network defense tools (firewalls, IDS, etc.) are used to defend against attacks and mitigate vulnerabilities.

2.4.c. Analyze how security policies are implemented on systems to protect a network.

2.4.d. Evaluate how network operational procedures relate to network security.

03.23.2023

Transfer Single Articulation Pathways

2.5 Operating Systems Concepts (OSC) - The intent of this Operating Systems Concepts Knowledge Unit is to provide students with an understanding of the roles of an operating system, its basic functions, and the services provided by the operating system. To complete this Knowledge Unit, students should be able to:

2.5.a. Describe the role and basic functions of an operating system, and how operating systems interact with hardware and software applications.

2.5.b. Identify and describe basic security issues of operating systems.

Section 3. Non-Technical Core

3.1 Policy, Legal, Ethics, and Compliance (PLE) - The intent of the Policy, Legal, Ethics, and Compliance Knowledge Unit is to provide students with and understanding of information assurance in context and the rules and guidelines that control them. To complete this Knowledge Unit, students should be able to:

3.1.a. List the applicable laws and policies related to cyber defense and describe the major components of each pertaining to the storage and transmission of data.

3.1.b. Describe their responsibilities related to the handling of data as it pertains to legal, ethical and/or agency auditing issues.

3.1.c. Describe how the type of legal dispute (civil, criminal, private) affects the evidence used to resolve it.

3.2 Digital Forensics (DFS) - The intent of the Digital Forensics Knowledge Unit is to provide students with the skills to apply forensics techniques throughout an investigation life cycle with a focus on complying with legal requirements. To complete this Knowledge Unit, students should be able to:

3.2.a. Discuss the rules, laws, policies, and procedures that affect digital forensics

3.2.b. Use one or more common DF tools, such as EnCase, FTK, ProDiscover, Xways, SleuthKit.

3.3 Security Risk Analysis (SRA) - The intent of the Security Risk Analysis Knowledge Unit is to provide students with sufficient understanding of risk assessment models, methodologies and processes such that they can perform a risk assessment of a particular systems and recommend mitigations to identified risks. To complete this Knowledge Unit, students should be able to:

3.3.a. The intent of the Security Risk Analysis Knowledge Unit is to provide students with sufficient understanding of risk assessment models, methodologies and processes such that they can

03.23.2023

perform a risk assessment of a particular systems and recommend mitigations to identified risks.

3.3.b. Describe various risk analysis methodologies.

3.3.c. Evaluate and categorize risk with respect to technology; with respect to individuals, and in the enterprise, and recommend appropriate responses.

3.3.d. Select the optimal methodology based on needs, advantages and disadvantages.

Transfer Single Articulation Pathways

STAC Leadership Team

BALL STATE UNIVERSITY

Dr. Kecia McBride
Vice Provost for Academic Affairs
Professor, Department of English
Ball State University
Phone: 765-285-3717
Email: kmcbride@bsu.edu

David Frye
Director of Upper Division
Ball State University
Phone: 765-285-5514
Email: dwfrye@bsu.edu

Dr. Tarek Mahfouz
Associate Vice Provost of Academic Planning and
Operations &
Professor of Construction Management
Ball State University
Phone: 765-285-3716 or 765-285-4210
Email: tmahfouz@bsu.edu

INDIANA STATE UNIVERSITY

Dr. Susan Powers
Associate Vice President for Academic Affairs
Indiana State University
Phone: 812-237-2307
Email: susan.powers@indstate.edu

Dr. April Hay
Registrar
Indiana State University
Phone: 812-237-2020
Email: April.Hay@indstate.edu

Laura Vanatti
Associate Registrar
Indiana State University
Phone: 812-237-4113
Email: laura.vanatti@indstate.edu

INDIANA UNIVERSITY

Dr. Dennis Groth
Professor of Informatics
Vice Provost for Undergraduate Education
IU Bloomington
Phone: 812-856-1079
Email: dgroth@indiana.edu

Dr. Michael Lundell
Senior Assistant Vice Provost for Undergraduate
Education, Director for Undergraduate Academic Policy
IU Bloomington
Phone: 812-855-8783
Email: mlundell@indiana.edu

Dr. Margie Ferguson
Senior Associate Vice Chancellor for Academic Affairs
Professor of Political Science
IUPUI
Phone: 317-274-4500
Email: mferguso@iupui.edu

03.23.2023

Transfer Single Articulation Pathways

IVY TECH COMMUNITY COLLEGE

Dr. Russ Baker
Vice President for Academic Affairs
Ivy Tech
Phone: 317-921-4313
Email: rbaker80@ivytech.edu

Dr. Todd Roswarski
Vice Chancellor for Academic Affairs
Professor of Psychological Sciences
Ivy Tech
Phone: 765-269-5620
Email: troswars@ivytech.edu

PURDUE UNIVERSITY

Dr. Catherine Golden
Assistant Vice Provost for Academic Initiatives
Purdue West Lafayette
Phone: 765-494-7929
Email: cagolden@purdue.edu

Dr. Rebecca Stankowski
Associate Vice Chancellor for Academic Affairs
Purdue Northwest
Phone: 219-989-2239
Email: stankowski@pnw.edu

Dr. Terri Swim
Associate Vice Chancellor for Academic Programs
Professor of Early Childhood Education
Purdue Fort Wayne
Phone: 260-481-6442
Email: Swimt@pfw.edu

Dr. Jody Dekorte
Dean and Vice President, School of General Education
Purdue University Global
Phone: 303-485-0651
Email: jdekorte@purdueglobal.edu

Allegra Fowler
Senior Director of Transfer and Articulation
Purdue Global University
Phone: 312-777-6832
Email: alfowler@purdueglobal.edu

UNIVERSITY OF SOUTHERN INDIANA

Dr. Julie McCullough
Interim Associate Provost for Academic Affairs
University of Southern Indiana
Phone: 812-465-7017
Email: jmccullo@usi.edu

VINCENNES UNIVERSITY

Rick Kribs
Assistant Provost of Curriculum and Instruction
Vincennes University
Phone: 812-888-4176
Email: rkribs@vinu.edu

Dr. Laura Treanor
Provost and Vice President of Instructional
Services/Dean of the Faculty
Vincennes University
Phone: 812-888-4176
Email: ltreanor@vinu.edu

03.23.2023

Transfer Single Articulation Pathways

COMMISSION STAFF

Dr. Ken Sauer
Senior Associate Commissioner and Chief Academic
Officer
Phone: 317-232-1090
Email: ksauer@che.in.gov

Jessica Barrett
Director of Academic Affairs and Transfer
Phone: 317-232-1054
Email: jbarrett@che.in.gov

Jillian Scholten
Director of Academic Affairs and Talent Credentialing
Phone: 317-232-1071
Email: jscholten@che.in.gov

03.23.2023

Transfer Single Articulation Pathways

Cybersecurity Faculty Panel

*Denotes Co-chairs

BALL STATE UNIVERSITY

Jennifer Coy
Department Chair of Computer Science
Associate Professor of Computer Science
Email: Jennifer.coy@bsu.edu

David Hua
Interim Director of Center for Information and
Communication Sciences, Associate Professor of
Computer Technology
Email: dhua@bsu.edu

INDIANA STATE UNIVERSITY

Jason James
Assistant Professor, School of Criminology and
Security Studies
Email: Jason.James@indstate.edu

INDIANA UNIVERSITY BLOOMINGTON

Apu Kapadia
Professor, Department of Computer Science
Email: kapadia@indiana.edu

**INDIANA UNIVERSITY PURDUE UNIVERSITY
INDIANAPOLIS**

Feng Li
Chair, Department of Computer Information
and Graphics Technology
Email: fengli@iupui.edu

IVY TECH COMMUNITY COLLEGE

Kenyatte Simuel
Program Chair and Statewide Lead Chair, Cyber
Security
Email: ksimuel@ivytech.edu

Robyn Schmidt
Program Chair and Statewide Vice Chair, Cyber
Security
Email: rlayton2@ivytech.edu

PURDUE UNIVERSITY FORT WAYNE

Michelle Parker
Clinical Associate Professor of Information
Technology
Email: parkerm@pfw.edu

PURDUE UNIVERSITY GLOBAL

Darryl Togashi*
School of Business and Information Technology
Email: darryl.togashi@purdueglobal.edu

PURDUE UNIVERSITY NORTHWEST

Manghui (Michael) Tu
Professor, Computer Information Technology
Director, The Center for Cybersecurity
Email: Michael.Tu@pnw.edu

03.23.2023

INDIANA COMMISSION *for*
HIGHER EDUCATION

Transfer Single Articulation Pathways

PURDUE UNIVERSITY WEST LAFAYETTE

Kathryn (Kate) Seigfried-Spellar
Associate Professor, Department of Computer
and Information Technology
Email: kspellar@purdue.edu

UNIVERSITY OF SOUTHERN INDIANA

Kenneth Shemroske
Associate Professor of Computer Information
Systems
Email: klshemrosk@usi.edu

VINCENNES UNIVERSITY

Greg Hirsch*
Associate Professor and Chair
Information Technology and Business
Department
Email: ghirsch@vinu.edu

Transfer Single Articulation Pathways

Pathway: Secondary Education English

Approved: 3.20.2023

Preamble:

The courses mapped for this Transfer Single Articulation Pathway (TSAP) associate's degree are based upon a set of competencies agreed upon across all of the public institutions and are the minimum competencies for transfer in this major.

After a statewide review process, some four-year universities may have specific competencies required that are not included in this mapping and **may limit the admission options for TSAP students**. To increase the likelihood of student success, TSAP advisors in the two-year programs are encouraged to contact the academic advising offices in the major area of the TSAPs at the four-year institutions to discuss the minimum criteria for admission.

It is important that individual students review the published TSAP admission criteria at the specific university/campus to which they wish to transfer. This should be done at the beginning of their enrollment as a TSAP student at either Ivy Tech or Vincennes University. Understanding admission and degree requirements will facilitate student success. The universities in the state of Indiana are committed to the success of TSAP students, and student success is a three-way partnership among students and the academic advisors at both institutions.

A lack of communication after students enroll in a TSAP could result in a misunderstanding of the admission requirements to a specific four-year institution and/or TSAP program, such as minimum grades, specific course sequences, etc., and such misunderstanding could affect the time to graduation.

To be eligible, a student must:

- Have met the TSAP and Indiana College Core eligibility guidelines as defined by Indiana Code,
- Have graduated with the TSAP associate degree,
- Have met all the admission requirements (e.g., minimum GPA, minimum course grades, etc.) of the TSAP program at the 4-year institution, and
- Have been admitted to the campus AND into the degree program as a TSAP student.

<u>**Required Major-Specific Content Areas**</u>

This agreement requires that any associate degree must include competencies from the following primary content areas:

Transfer Single Articulation Pathways

1. **Secondary Education Competency Areas**

   1.1. Adolescent Development
   1.2. Instructional Technology
   1.3. Diversity/Multicultural Issues
   1.4. Roles and Responsibilities of Educators
   1.5. Educational Learning Theory
   1.6. History and Philosophy of Education
   1.7. Clinical Experiences

2. **English**

   2.1. Language and Power
   2.2. Digital and Multi-modal Literacies
   2.3. Literature (integration of writing and reading literature)
   2.4. Speaking and Listening

The competencies and outcomes established below should be met at the associate level so that students who graduate with the TSAP associate degree will be prepared to begin work at the upper level of the baccalaureate program (this does not restrict lower-level coursework from being completed at the four-year institutions when necessary).

Section 1. Secondary Education

1.1 Adolescent Development

1.1. a. Beginning secondary education teacher candidates have an emerging understanding of adolescent development and diversity.

   1.1. i. Demonstrate an emerging understanding of adolescent cognitive, social, emotional, physical and moral development.

   1.1. ii. Demonstrate an emerging understanding of how culture, economic background, linguistics background, gender, religion and family structure impact adolescents.

1.2 Instructional Technology

1.2. a. Beginning secondary education teacher candidates demonstrate an understanding of software and educational technologies associated with operations and concepts for instruction and use of technology to enhance productivity, efficiency and professional practice.

03.23.2023

Transfer Single Articulation Pathways

1.2. i. Demonstrate an understanding of classroom-based software and educational technologies as a means to evaluate and select information, sources, and digital tools that are appropriate for students based on age and ability.

1.2. ii. Apply instructional technology to generate ideas, products or processes.

1.3 Diversity/Multicultural Issues

1.3. a. Beginning secondary education teacher candidates demonstrate understanding and awareness of diverse adolescent abilities and their influence on instructional needs.

1.3. b. Beginning secondary education teacher candidates demonstrate an understanding of how culture, economic background, linguistics background, gender, religion and family structure influence the learning of adolescents.

1.3. c. Beginning secondary education teacher candidates demonstrate sensitivity to varying adolescent abilities and diversity.

1.4 Roles and Responsibilities of Educators

1.4. a. Beginning secondary education teacher candidates have an emerging understanding of professional roles and responsibilities.

1.4. i. Demonstrate an understanding of the ethics of the profession, e.g. confidentiality, plagiarism.

1.4. ii. Demonstrate ability to collaborate and communicate with peers, students and education professionals.

1.4. iii. Understand the appropriate use of social networking and/or electronic communication with peers, students, and education professionals.

1.4. iv. Recognize varying roles of teachers in schools and community.

1.5 Educational Learning Theory

1.5. a. Beginning secondary education teacher candidates will demonstrate an emerging understanding of contemporary learning theories and theories of motivation and how development occurs according to these theories.

1.5. i. Demonstrate an emerging understanding of how adolescents construct meaning based on different learning theories.

1.5. ii. Demonstrate an emerging understanding of how adolescents respond to instructional strategies and learning environments based on different motivation theories.

03.23.2023

Transfer Single Articulation Pathways

1.6 History and Philosophy of Education

1.6. a. Beginning secondary education teacher candidates will acquire an emerging understanding of the historical, philosophical, ethical, and legal foundations of the field.

> 1.6. i. Demonstrate an emerging understanding of key historical events that have influenced American public education.
>
> 1.6. ii. Demonstrate an emerging understanding of key philosophical orientations that have influenced American public education.
>
> 1.6. iii. Demonstrate an emerging understanding of legal influences of American public education.
>
> 1.6. iv. Demonstrate an emerging understanding of the inherent value of equity in American public education.

1.7 Clinical Experiences

1.7. a. Beginning secondary education teacher candidates will demonstrate sensitivity to varying adolescent abilities and diversity through experiences in both community and school settings.

1.7. b. Beginning secondary education teacher candidates will acquire a familiarity with current secondary school settings.

1.7. c. Beginning secondary education teacher candidates will demonstrate appropriate professional dispositions, presentation and behaviors, e.g., collegiality, ability to self-assess accurately.

Section 2. English

2.1. Language and Power

2.1. a. Identify variation in language patterns among groups of people, for example by time period, region, and social group.

2.1. b. Identify and describe descriptive and prescriptive grammar systems, conventions, dialects and how they relate to the ways that we communicate in reading and writing.

2.1. c. Explore how patterns of language variation carry social meaning, and specifically how Standardized English, which is not inherently superior to other dialects, has been elevated for social, political, and economic reasons.

2.1. d. Define key terms related to the impact of linguistics, such as World Englishes, linguistic prejudice, media literacy, critical literacies, inclusive language practices, and anti-racist/anti-bias English/Language Arts.

03.23.2023

Transfer Single Articulation Pathways

2.1. e. Reflect on personal linguistic heritage and languaging practices.

2.2. Digital and Multi-modal Literacies

2.2. a. Create multimodal texts to include digital components, such as personal narratives and research-based informational texts related to the field of English/Language Arts.

2.2. b. Analyze the language used in digital spaces to understand their social, cultural, and political implications.

2.2. c. Reflect on personal digital literacy practices.

2.3. Literature (integration of writing and reading literature)

2.3. a. Identify and examine foundational texts in American, British, and/or world literature; understand their influence on later works.

2.3. b. Analyze and evaluate literary texts using a variety of critical lenses.

2.3. c. Identify and examine literature written by multi-cultural and/or non-Western authors.

2.3. d. Utilize scholarly conventions in writing about literature.

2.3. e. Identify, analyze, and evaluate movements in literature, accounting for their cultural, intellectual, and/or historical contexts and their subsequent influences.

2.4. Speaking and Listening

2.4. a. Engage in strategies for listening and speaking effectively and demonstrate an awareness of the relationship among speaker, message, and audience (large and small).

03.23.2023

Transfer Single Articulation Pathways

STAC Leadership Team

BALL STATE UNIVERSITY

Dr. Kecia McBride
Vice Provost for Academic Affairs
Professor, Department of English
Ball State University
Phone: 765-285-3717
Email: kmcbride@bsu.edu

David Frye
Director of Upper Division
Ball State University
Phone: 765-285-5514
Email: dwfrye@bsu.edu

Dr. Tarek Mahfouz
Associate Vice Provost of Academic Planning and
Operations &
Professor of Construction Management
Ball State University
Phone: 765-285-3716 or 765-285-4210
Email: tmahfouz@bsu.edu

INDIANA STATE UNIVERSITY

Dr. Susan Powers
Associate Vice President for Academic Affairs
Indiana State University
Phone: 812-237-2307
Email: susan.powers@indstate.edu

Dr. April Hay
Registrar
Indiana State University
Phone: 812-237-2020
Email: April.Hay@indstate.edu

Laura Vanatti
Associate Registrar
Indiana State University
Phone: 812-237-4113
Email: laura.vanatti@indstate.edu

INDIANA UNIVERSITY

Dr. Dennis Groth
Professor of Informatics
Vice Provost for Undergraduate Education
IU Bloomington
Phone: 812-856-1079
Email: dgroth@indiana.edu

Dr. Michael Lundell
Senior Assistant Vice Provost for Undergraduate
Education, Director for Undergraduate Academic Policy
IU Bloomington
Phone: 812-855-8783
Email: mlundell@indiana.edu

Dr. Margie Ferguson
Senior Associate Vice Chancellor for Academic Affairs
Professor of Political Science
IUPUI
Phone: 317-274-4500
Email: mferguso@iupui.edu

03.23.2023

Transfer Single Articulation Pathways

IVY TECH COMMUNITY COLLEGE

Dr. Russ Baker
Vice President for Academic Affairs
Ivy Tech
Phone: 317-921-4313
Email: rbaker80@ivytech.edu

Dr. Todd Roswarski
Vice Chancellor for Academic Affairs
Professor of Psychological Sciences
Ivy Tech
Phone: 765-269-5620
Email: troswars@ivytech.edu

PURDUE UNIVERSITY

Dr. Catherine Golden
Assistant Vice Provost for Academic Initiatives
Purdue West Lafayette
Phone: 765-494-7929
Email: cagolden@purdue.edu

Dr. Rebecca Stankowski
Associate Vice Chancellor for Academic Affairs
Purdue Northwest
Phone: 219-989-2239
Email: stankowski@pnw.edu

Dr. Terri Swim
Associate Vice Chancellor for Academic Programs
Professor of Early Childhood Education
Purdue Fort Wayne
Phone: 260-481-6442
Email: Swimt@pfw.edu

Dr. Jody Dekorte
Dean and Vice President, School of General Education
Purdue University Global
Phone: 303-485-0651
Email: jdekorte@purdueglobal.edu

Allegra Fowler
Senior Director of Transfer and Articulation
Purdue Global University
Phone: 312-777-6832
Email: alfowler@purdueglobal.edu

UNIVERSITY OF SOUTHERN INDIANA

Dr. Julie McCullough
Interim Associate Provost for Academic Affairs
University of Southern Indiana
Phone: 812-465-7017
Email: jmccullo@usi.edu

VINCENNES UNIVERSITY

Rick Kribs
Assistant Provost of Curriculum and Instruction
Vincennes University
Phone: 812-888-4176
Email: rkribs@vinu.edu

Dr. Laura Treanor
Provost and Vice President of Instructional
Services/Dean of the Faculty
Vincennes University
Phone: 812-888-4176
Email: ltreanor@vinu.edu

03.23.2023

COMMISSION STAFF

Dr. Ken Sauer
Senior Associate Commissioner and Chief Academic
Officer
Phone: 317-232-1090
Email: ksauer@che.in.gov

Jessica Barrett
Director of Academic Affairs and Transfer
Phone: 317-232-1054
Email: jbarrett@che.in.gov

Jillian Scholten
Director of Academic Affairs and Talent Credentialing
Phone: 317-232-1071
Email: jscholten@che.in.gov

03.23.2023

Transfer Single Articulation Pathways

Secondary Education English Faculty Panel

*Denotes Co-chairs

BALL STATE UNIVERSITY

Jeff Spanke
Associate Professor of English
Past-President, Indiana Council of Teachers of English
Director, English Education Program
Email: jtspanke@bsu.edu

INDIANA STATE UNIVERSITY

Chris Drew
Associate Professor of English
Director of Undergraduate Teaching
English Teaching Program Supervisor
Departmental Advisor
Email: Chris.Drew@indstate.edu

INDIANA UNIVERSITY BLOOMINGTON

Jill Shedd*
Assistant Dean for Teacher Education
Email: jshedd@indiana.edu

INDIANA UNIVERSITY EAST

Kelly Blewett
Assistant Professor of English
Director of the Writing Program, English
Email: keblewet@iu.edu

INDIANA UNIVERSITY KOKOMO

Christina Romero-Ivanova
Assistant Professor of Education
Email: civanova@iuk.edu

INDIANA UNIVERSITY SOUTH BEND

Okrah Kwadwo
Associate Professor of Secondary & Foundations Education
Director, Center for Global Education
Email: kokrah@iusb.edu

INDIANA UNIVERSITY SOUTHEAST

Jeremy Wells
Associate Professor of English
Coordinator, Literature Program
Email: jewells@ius.edu

IVY TECH COMMUNITY COLLEGE

Andrea Jefferson
Associate Professor, Education Program Chair
School of Arts, Sciences, and Education
Email: ajefferson32@ivytech.edu

Amanda Purcell*
Associate Professor & Program Chair of Education, Liberal Arts, General Studies, & Student Success, Acting Dean, School of Arts, Sciences, & Education
Email: apurcell15@ivytech.edu

03.23.2023

Transfer Single Articulation Pathways

PURDUE UNIVERSITY FORT WAYNE

Luke Rodesiler
Associate Professor
Chair of Teacher Education
Email: rodesill@pfw.edu

PURDUE UNIVERSITY NORTHWEST

Kelly Vaughan
Associate Professor of English Education
Email: vaughak@pnw.edu

PURDUE UNIVERSITY WEST LAFAYETTE

Tara Johnson
Associate Professor of English Education,
Coordinator English Education and Transition to
Teaching Programs
Email: tarastar@purdue.edu

UNIVERSITY OF SOUTHERN INDIANA

David O'Neil
Assistant Professor of English
Email: dgoneil@usi.edu

VINCENNES UNIVERSITY

Ann Herman
Education Department Chair
Email: aherman@vinu.edu

Matt Norman
English Department Chair
Email: mnorman@vinu.edu

03.23.2023

Pathway: Secondary Education English

Approved: 4.10.2023

Preamble:

The courses mapped for this Transfer Single Articulation Pathway (TSAP) associate's degree are based upon a set of competencies agreed upon across all of the public institutions and are the minimum competencies for transfer in this major.

After a statewide review process, some four-year universities may have specific competencies required that are not included in this mapping and **may limit the admission options for TSAP students**.   To increase the likelihood of student success, TSAP advisors in the two-year programs are encouraged to contact the academic advising offices in the major area of the TSAPs at the four-year institutions to discuss the minimum criteria for admission.

It is important that individual students review the published TSAP admission criteria at the specific university/campus to which they wish to transfer. This should be done at the beginning of their enrollment as a TSAP student at either Ivy Tech or Vincennes University. Understanding admission and degree requirements will facilitate student success. The universities in the state of Indiana are committed to the success of TSAP students, and student success is a three-way partnership among students and the academic advisors at both institutions.

A lack of communication after students enroll in a TSAP could result in a misunderstanding of the admission requirements to a specific four-year institution and/or TSAP program, such as minimum grades, specific course sequences, etc., and such misunderstanding could affect the time to graduation.

To be eligible, a student must:

- Have met the TSAP and Indiana College Core eligibility guidelines as defined by Indiana Code,
- Have graduated with the TSAP associate degree,
- Have met all the admission requirements (e.g., minimum GPA, minimum course grades, etc.) of the TSAP program at the 4-year institution, and
- Have been admitted to the campus AND into the degree program as a TSAP student.

Required Major-Specific Content Areas

This agreement requires that any associate degree must include competencies from the following primary content areas:

Transfer Single Articulation Pathways

1. **Secondary Education Competency Areas**

   1.1.   Adolescent Development
   1.2.   Instructional Technology
   1.3.   Diversity/Multicultural Issues
   1.4.   Roles and Responsibilities of Educators
   1.5.   Educational Learning Theory
   1.6.   History and Philosophy of Education
   1.7.   Clinical Experiences

2. **Social Studies**

   2.1.   Analytical/Reasoning
   2.2.   Ethical and Social Responsibility in a Diverse World
   2.3.   Demonstrates Knowledge of Disciplinary Facts, Tools, and Concepts and Structures of Inquiries
   2.4.   Leverage Social Studies Knowledge and Literacies, Technology, Theory and Research to Support the Civic Competence of Learners

The competencies and outcomes established below should be met at the associate level so that students who graduate with the TSAP associate degree will be prepared to begin work at the upper level of the baccalaureate program (this does not restrict lower-level coursework from being completed at the four-year institutions when necessary).

Section 1. Secondary Education

1.1 Adolescent Development

1.1. a. Beginning secondary education teacher candidates have an emerging understanding of adolescent development and diversity.

   1.1. i. Demonstrate an emerging understanding of adolescent cognitive, social, emotional, physical and moral development.

   1.1. ii. Demonstrate an emerging understanding of how culture, economic background, linguistics background, gender, religion and family structure impact adolescents.

1.2 Instructional Technology

1.2. a. Beginning secondary education teacher candidates demonstrate an understanding of software and educational technologies associated with operations and concepts for

instruction and use of technology to enhance productivity, efficiency and professional practice.

1.2. i. Demonstrate an understanding of classroom-based software and educational technologies as a means to evaluate and select information, sources, and digital tools that are appropriate for students based on age and ability.

1.2. ii. Apply instructional technology to generate ideas, products or processes.

1.3 Diversity/Multicultural Issues

1.3. a. Beginning secondary education teacher candidates demonstrate understanding and awareness of diverse adolescent abilities and their influence on instructional needs.

1.3. b. Beginning secondary education teacher candidates demonstrate an understanding of how culture, economic background, linguistics background, gender, religion and family structure influence the learning of adolescents.

1.3. c. Beginning secondary education teacher candidates demonstrate sensitivity to varying adolescent abilities and diversity.

1.4 Roles and Responsibilities of Educators

1.4. a. Beginning secondary education teacher candidates have an emerging understanding of professional roles and responsibilities.

1.4. i. Demonstrate an understanding of the ethics of the profession, e.g. confidentiality, plagiarism.

1.4. ii. Demonstrate ability to collaborate and communicate with peers, students and education professionals.

1.4. iii. Understand the appropriate use of social networking and/or electronic communication with peers, students, and education professionals.

1.4. iv. Recognize varying roles of teachers in schools and community.

1.5 Educational Learning Theory

1.5. a. Beginning secondary education teacher candidates will demonstrate an emerging understanding of contemporary learning theories and theories of motivation and how development occurs according to these theories.

1.5. i. Demonstrate an emerging understanding of how adolescents construct meaning based on different learning theories.

04.10.2023

Transfer Single Articulation Pathways

1.5. ii. Demonstrate an emerging understanding of how adolescents respond to instructional strategies and learning environments based on different motivation theories.

1.6 History and Philosophy of Education

1.6. a. Beginning secondary education teacher candidates will acquire an emerging understanding of the historical, philosophical, ethical, and legal foundations of the field.

1.6. i. Demonstrate an emerging understanding of key historical events that have influenced American public education.

1.6. ii. Demonstrate an emerging understanding of key philosophical orientations that have influenced American public education.

1.6. iii. Demonstrate an emerging understanding of legal influences of American public education.

1.6. iv. Demonstrate an emerging understanding of the inherent value of equity in American public education.

1.7 Clinical Experiences

1.7. a. Beginning secondary education teacher candidates will demonstrate sensitivity to varying adolescent abilities and diversity through experiences in both community and school settings.

1.7. b. Beginning secondary education teacher candidates will acquire a familiarity with current secondary school settings.

1.7. c. Beginning secondary education teacher candidates will demonstrate appropriate professional dispositions, presentation and behaviors, e.g., collegiality, ability to self-assess accurately.

Section 2. Social Studies

2.1. Analytical/Reasoning

2.1. a. Learners identify methods of data collection across the disciplines of social studies including quantitative methods and qualitative methods.

2.1. b. Learners develop disciplinary claims supported by evidence.

2.1. c. Learners analyze and evaluate the quality of argumentative claims, interpretations, beliefs, or theories.

2.1. d. Learners develop compelling questions that are significant to disciplinary practice.

04.10.2023

Transfer Single Articulation Pathways

2.1. e. Learners explore implications and consequences on real-world contexts of disciplinary theory and practice.

2.1.f. Learners develop affective disciplinary competencies of empathy, intellectual perseverance, and integrity.

2.2. Ethical and Social Responsibility in a Diverse World

2.2.a. Learners describe ethical and professional terminology, concepts, and theories in a global and diverse society.

2.2. b. Learners evaluate ethical decisions and utilize critical thinking based on respect, societal-based norms, social justice, and inclusivity.

2.2. c. Learners engage in culturally responsive concepts, tools, and interactions across cultures.

2.2. d. Learners develop cognitive, social, and emotional disciplinary dispositions for a diverse and ethical community, society, and world.

2.2. e. Learners explore interrogate and reflect upon their own cultural frames to deal with issues of equity, diversity, human rights, access, and social justice.

2.3. Demonstrate Knowledge of Disciplinary Facts, Tools, and Concepts, and Structure of Inquiries

2.3. a. Learners use basic terminology, concepts, and theories in social and behavioral fields of study.

2.3. b. Learners describe examples of relevant and practical applications of disciplines within the social and behavioral sciences.

2.3. c. Learners differentiate how hierarchies of power are created and maintained in social, interactional, structural arrangements in society.

2.3. d. Learners explain the role and place of individual differences and how these affect society.

2.3. e. Learners recognize identify and demonstrate the power and context of community, collective action, and human agency, in bringing about innovative change.

2.3.f. Learners correctly apply disciplinary based/structures in finding solutions to common societal problems.

04.10.2023

Transfer Single Articulation Pathways

2.4. Leverage Social Studies Knowledge & Literacies, Technology, Theory and Research to Support the Civic Competence of Learners

2.4. a. Learners engage with inquiry, concepts, and tools to identify and explain civic competence.

2.4.b. Learners identify and employ everyday literacies including the social and cultural lenses that learners already utilize to read the world outside of school.

2.4.c. Learners read, write, understand, create, and communicate academic knowledge.

2.4.d. Learners use inquiry literacies, such as questioning, gathering, and evaluating sources, developing claims, and using evidence, and communicating conclusions.

2.4.e. Learners integrate social studies content, including digital sources, digital learning, tools, and other contemporary technologies. Digital sources, tools, and technologies are different across disciplines. For example, in history, students use digital archives.

2.4.f. Learners evaluate the quality and accuracy of digital sources in disciplinary specific ways.

Transfer Single Articulation Pathways

STAC Leadership Team

BALL STATE UNIVERSITY

Dr. Kecia McBride
Vice Provost for Academic Affairs
Professor, Department of English
Ball State University
Phone: 765-285-3717
Email: kmcbride@bsu.edu

David Frye
Director of Upper Division
Ball State University
Phone: 765-285-5514
Email: dwfrye@bsu.edu

Dr. Tarek Mahfouz
Associate Vice Provost of Academic Planning and
Operations &
Professor of Construction Management
Ball State University
Phone: 765-285-3716 or 765-285-4210
Email: tmahfouz@bsu.edu

INDIANA STATE UNIVERSITY

Dr. Susan Powers
Associate Vice President for Academic Affairs
Indiana State University
Phone: 812-237-2307
Email: susan.powers@indstate.edu

Dr. April Hay
Registrar
Indiana State University
Phone: 812-237-2020
Email: April.Hay@indstate.edu

Laura Vanatti
Associate Registrar
Indiana State University
Phone: 812-237-4113
Email: laura.vanatti@indstate.edu

INDIANA UNIVERSITY

Dr. Dennis Groth
Professor of Informatics
Vice Provost for Undergraduate Education
IU Bloomington
Phone: 812-856-1079
Email: dgroth@indiana.edu

Dr. Michael Lundell
Senior Assistant Vice Provost for Undergraduate
Education, Director for Undergraduate Academic Policy
IU Bloomington
Phone: 812-855-8783
Email: mlundell@indiana.edu

Dr. Margie Ferguson
Senior Associate Vice Chancellor for Academic Affairs
Professor of Political Science
IUPUI
Phone: 317-274-4500
Email: mferguso@iupui.edu

04.10.2023

Transfer Single Articulation Pathways

IVY TECH COMMUNITY COLLEGE

Dr. Russ Baker
Vice President for Academic Affairs
Ivy Tech
Phone: 317-921-4313
Email: rbaker80@ivytech.edu

Dr. Todd Roswarski
Vice Chancellor for Academic Affairs
Professor of Psychological Sciences
Ivy Tech
Phone: 765-269-5620
Email: troswars@ivytech.edu

PURDUE UNIVERSITY

Dr. Catherine Golden
Assistant Vice Provost for Academic Initiatives
Purdue West Lafayette
Phone: 765-494-7929
Email: cagolden@purdue.edu

Dr. Rebecca Stankowski
Associate Vice Chancellor for Academic Affairs
Purdue Northwest
Phone: 219-989-2239
Email: stankowski@pnw.edu

Dr. Terri Swim
Associate Vice Chancellor for Academic Programs
Professor of Early Childhood Education
Purdue Fort Wayne
Phone: 260-481-6442
Email: Swimt@pfw.edu

Dr. Jody Dekorte
Dean and Vice President, School of General Education
Purdue University Global
Phone: 303-485-0651
Email: jdekorte@purdueglobal.edu

Allegra Fowler
Senior Director of Transfer and Articulation
Purdue Global University
Phone: 312-777-6832
Email: alfowler@purdueglobal.edu

UNIVERSITY OF SOUTHERN INDIANA

Dr. Julie McCullough
Interim Associate Provost for Academic Affairs
University of Southern Indiana
Phone: 812-465-7017
Email: jmccullo@usi.edu

VINCENNES UNIVERSITY

Rick Kribs
Assistant Provost of Curriculum and Instruction
Vincennes University
Phone: 812-888-4176
Email: rkribs@vinu.edu

Dr. Laura Treanor
Provost and Vice President of Instructional
Services/Dean of the Faculty
Vincennes University
Phone: 812-888-4176
Email: ltreanor@vinu.edu

04.10.2023

COMMISSION STAFF

Dr. Ken Sauer
Senior Associate Commissioner and Chief Academic
Officer
Phone: 317-232-1090
Email: ksauer@che.in.gov

Jessica Barrett
Director of Academic Affairs and Transfer
Phone: 317-232-1054
Email: jbarrett@che.in.gov

Jillian Scholten
Director of Academic Affairs and Talent Credentialing
Phone: 317-232-1071
Email: jscholten@che.in.gov

04.10.2023

Transfer Single Articulation Pathways

Secondary Education Social Studies Faculty Panel

*Denotes Co-chairs

BALL STATE UNIVERSITY

Michael Gurlea
Assistant Professor of History
Email: michael.gurlea@bsu.edu

INDIANA STATE UNIVERSITY

Dan Clark
Associate Professor Department of History,
Coordinator, Social Studies Education Program
Email: Dan.Clar@indstate.edu

INDIANA UNIVERSITY BLOOMINGTON

Jeffrey Anderson
Professor, Associate Dean for Undergraduate
Education
Email: jander2@indiana.edu

INDIANA UNIVERSITY EAST

Wazir Mohamed
Associate Professor School of Humanities and
Social Sciences
Email: wmohamed@indiana.edu

INDIANA UNIVERSITY KOKOMO

Okrah Kwadwo
Associate Professor of Secondary &
Foundations Education
Director, Center for Global Education
Email: kokrah@iusb.edu

INDIANA UNIVERSITY SOUTHEAST

Bradford Griggs
Associate Professor
Email: cbgriggs@ius.edu

IVY TECH COMMUNITY COLLEGE

Julie Bilz*
Program Chair, Education
Email: jbilz@ivytech.edu

Clifford Jack
Education Program Chair, Associate Professor,
Department Chair
Email: cjack8@ivytech.edu

PURDUE UNIVERSITY FORT WAYNE

Donald (Joe) Ohlinger
Assistant Professor of Education
Email: ohlinged@pfw.edu

04.10.2023

31

INDIANA COMMISSION *for*
HIGHER EDUCATION

Transfer Single Articulation Pathways

PURDUE UNIVERSITY NORTHWEST

LaVada Taylor
Professor of Education
Email: brandonl@pnw.edu

PURDUE UNIVERSITY WEST LAFAYETTE

Chrystal Johnson*
Associate Professor, Social Studies Education
Email: johnsocs@purdue.edu

UNIVERSITY OF SOUTHERN INDIANA

Jason Hardgrave
Associate Professor of History, Chair of History
Department
Email: jhardgrave@usi.edu

VINCENNES UNIVERSITY

Ann Herman
Education Department Chair
Email: aherman@vinu.edu

04.10.2023