



Academic Notes

December 14, 2009

AN 2009-2010

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2010

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 10, 2010. All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of *Academic Notes* on the following Monday. Submissions must be in hard copy along with an e-mail, disk, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to *Academic Notes* that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. *Academic Notes* is available using Acrobat Reader at http://www.indstate.edu/academicaffairs/academic_notes.htm

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2010

<u>Deadline for Items</u>	<u>Issue Date</u>
January 6	January 11
January 13	January 19
January 20	January 25
January 27	February 1
February 3	February 8
February 10	February 15
February 17	February 22
February 24	March 1
March 3	March 8
March 10	March 15
March 17	March 22
March 24	March 29
March 31	April 5
April 7	April 12
April 14	April 19
April 21	April 26
April 28	May 3
May 5	May 10

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.

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

CURRICULUM

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GRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Earth and Environmental Systems

ENVI 521 - Geographical Analysis of Urban Systems

3 credits

The theoretical and empirical spatial organization of the metropolitan landscape, emphasizing social and economic function, movement, growth, and policy.

Prerequisites: ENVI 110, 111 or 213, or consent of instructor.

Change prerequisites to:

ENVI 521 - Geographical Analysis of Urban Systems

3 credits

The theoretical and empirical spatial organization of the metropolitan landscape, emphasizing social and economic function, movement, growth, and policy.

Prerequisites: ENVI 110 or 213, or consent of instructor.

A-F Grading

Preferred effective term: Fall 2010

ENVI 554 - Introduction to Hydrology

3 credits

Study of surface water systems, hydrologic budgets, and hydro-climatology. Emphasis is on techniques and methods used in the collection of hydrologic data. A two-hour lecture and a two-hour laboratory weekly.

Prerequisites: ENVI 160 or 170; MATH 111 and 112 or 115.

Note: Field trip and term paper required. Open to graduate students. Graduate students are required to do additional work of a research nature.

Change prerequisites to:

ENVI 554 - Introduction to Hydrology

3 credits

Study of surface water systems, hydrologic budgets, and hydro-climatology. Emphasis is on techniques and methods used in the collection of hydrologic data. A two-hour lecture and a two-hour laboratory weekly.

Prerequisites: ENVI 110 or 170; MATH 111 and 112 or 115.

Note: Field trip and term paper required.

A-F Grading

Preferred effective term: Fall 2010

ENVI 588 - Geoscience Research Methods

3 credits

The use of computers as tools to evaluate and present geologic data, with particular emphasis on using real data to investigate geologic and environmental problems.

Prerequisites: ENVI 160 or 170 and 270.

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

Change prerequisites to:

ENVI 588 - Geoscience Research Methods

3 credits

The use of computers as tools to evaluate and present geologic data, with particular emphasis on using real data to investigate geologic and environmental problems.

Prerequisites: ENVI 110 or 170 and 270.

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 518 - Textiles, Apparel, and Merchandising Work Experience

3 credits

Supervised experiences in business concerned with textiles, apparel, and merchandising. Satisfactory/unsatisfactory grades given.

Prerequisites: junior or senior standing or current registration in the Professional Practices Program, and consent of instructor.

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

Change description, prerequisites, and grading scale to:

FCS 518 - Textiles, Apparel, and Merchandising Work Experience

3 credits

Supervised experiences in business concerned with textiles, apparel, and merchandising.

Prerequisites: consent of instructor.

A-F Grading

Preferred effective term: Fall 2010

COURSE REACTIVATION

COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

CIMT 568 – Reading Strategies for Content Area Teachers

3 credits

Diagnostic and instructional strategies for improving reading in content area classrooms.

Techniques for helping teachers.

A-F Grading

Preferred effective term: Fall 2010

PROGRAM REVISIONS

COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

Master of Education Curriculum and Instruction

CIP Code: 130301 Major Code: 8372

Brief Summary:

Working with the Elementary, Early and Special Education Department, the Department of CIMT wishes to add an area of concentration in Gifted and Talented to our Masters in Education program.

In our initial program modification proposal, we indicated that our primary purpose was to better prepare teachers and key stakeholders to take leadership roles in promoting and managing effective learning environments in schools. Beyond its importance to individual public school student's success, this leadership was deemed critical as schools increasingly rely upon teachers and other key stakeholders as primary functionaries in envisioning and realizing school improvement. Moreover, accrediting bodies, such as the North Central Association, rely on this model for school improvement. Furthermore, school improvement is vital to individual school's success in demonstrating adequate yearly progress under the federal regulations of the No Child Left Behind legislation. As such, the program aimed to support teachers and other key stakeholders in understanding and becoming effective in assuming their roles as leaders in schools.

A secondary purpose was to take advantage of the newly established concentrations in Banner to provide a more inclusive M. Ed. in Curriculum and Instruction. The now approved program modification allows students for whom a master's degree is no longer feasible given program prioritization to earn an M.Ed. with a concentration in the desired content. Moreover, the program allows students to obtain the desired content while also allowing those with an existing

teaching license the opportunity to professionalize that license. When the program modification went forward, we indicated that concentrations would be added as disciplines so sought. Thus, this further modification of the program is requested.

Student Learning:

The State of Indiana mandates that k-12 pupils of high ability be identified for intervention, leaving a dearth of appropriately qualified teachers. Adding the concentration in Gifted and Talented to the M.Ed. program best prepares the candidate in that not only is the matriculating individual identified as a master teacher, the individual is licensed to meet the specific learning needs of the identified population of k-12 public school pupils.

The assessment plan for accreditation, already on file for the M.Ed. program, will fulfill the needs associated with adding this area of concentration.

Proposed Catalog Copy:

Master of Education Curriculum and Instruction

CIP Code: 130301 Major Code: _____

Degree Requirements:

Core Area Studies in Professional Education: (15 credits). The student must always include studies in the following core areas of professional education:

Research: Curriculum, Instruction, and Media Technology 610—3 credits or approved research course in major field or primary area as approved by advisor.

Curriculum: Curriculum, Instruction, and Media Technology 660—3 credits

Social Foundations: Curriculum, Instruction, and Media Technology 658—3 credits or Special Education 607—3 credits, or social foundations course (3 credits) as approved by advisor.

Psychological Foundations: Educational Psychology 621—3 credits.

Instruction-Supervision: 3 credits. Students not choosing a concentration outside curriculum and instruction may choose CIMT 689 or an approved course. Students choosing a concentration outside curriculum and instruction concentration may choose from CIMT 675 or CIMT 690.

Area of Concentration: (15 credits). An academic area of concentration outside of curriculum and instruction may be chosen in the M.Ed. program. Those choosing an academic concentration must complete a minimum of 15 credits in the academic area.

Area of Concentration: Curriculum and Instruction (15 credits)

In consultation with advisor, select 15 credits from:

CIMT 568 – Reading in the Content Areas (3)

CIMT 611 – Measurement and Evaluation in Education (3)
CIMT 625 – Multimedia Design for Interactive Learning (3)
CIMT 665 – Instructional Innovation (3)
CIMT 675 – Supervision of Instruction (3)
CIMT 650 - Classroom Management (3)
CIMT 690 – Mentor Teacher Preparation (3)
Other as approved by advisor.

Area of Concentration: Gifted and Talented (15 credits)

The Gifted and Talented area may be added to an existing, current, Rules 2002 Indiana teaching license at the school level of the current license. For holders of a Rules 46/47 license, a new 2002 GT license will be issued at the developmental level of the existing license. The addition of this license may be completed only at the graduate level.

SPED 578 Practicum with Gifted and Talented (3 credits)
SPED 590 Education of the Gifted (3 credits)
SPED 591 Methods with the Gifted (3 credits)
Electives (6 credits) Courses are to be chosen in consultation with the academic advisor.

Professionalizing a License: Professionalizing a Rules 2002 license may be accomplished by completion of the M.Ed. in Curriculum and Instruction, regardless of the selection of an academic concentration or not. For those choosing to professionalize a Rules 46 & 47 license, a major must complete a minimum of 6 credits in the major; those choosing to professionalize a minor must take a minimum of 12 credits in the minor. Those choosing to professionalize both a major and minor subject will take a minimum of 6 credits in the major and a minimum of 12 credits in the minor—thus increasing their overall program hours to 36 rather than 33 credits. Addition of subject license to existing teaching license: Individuals who wish to add an additional subject license to the developmental/school setting license at which they are already licensed must contact the academic department.

Culminating Experience Requirement: (3 credits). The student must satisfactorily complete in the last 12 credits of the degree program Curriculum, Instruction, and Media Technology 775, Action Research in Education - 3 credits. The Core Area Studies in Professional Education requirements of this degree are prerequisite to the culminating experience requirement.
Preferred effective term: Fall 2010