



Academic Notes

JUNE 24, 2002

AN 2001-2002

****SPECIAL NOTICES****

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SUMMER 2002

Below is the circulation schedule for the hard copy of *Academic Notes* through August 12, 2002. An asterisk (*) indicates a curricular issue. **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^a prior to the distribution of *Academic Notes* on the following Monday, along with an E-Mail or a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication.** An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU Web Page at – <http://web.indstate.edu/acadnotes/> –.

Deadline for Items

July 10
July 24*
August 7*

Issue Date

July 15
July 29*
August 12*

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF ARTS & SCIENCES

POLITICAL SCIENCE

Mr. Fodei J. Batty will defend his thesis, entitled *Teaching Public Administration in 21st Century African Universities: Programmatic Analysis and a Survey of the Stakeholders*, at 2:00 p.m. on Friday, July 12, 2002 in Holmstedt Hall, room 223. The members of his committee are Dr. Manindra K. Mohapatra, Chairperson, Dr. Robert K. Goidel, and Dr. Samory Rashid.

PSYCHOLOGY

Ms. Angela T. Razon will defend her dissertation, entitled *Social Skills Deficits in Children with ADHD: A Consideration of Gender and Subtype*, at 2:00 p.m. on Friday, June 28, 2002 in Root Hall, room B-

230. The members of her committee are Dr. Elizabeth O'Laughlin, Chairperson, Dr. Jerome Cerny, and Dr. Robert Grant.

THESES, DISSERTATIONS, & RESEARCH PROJECTS – Psychology: continued

Ms. Rakefet Y. Richmond will defend her dissertation, entitled *Putting it in Reverse: How Communal Relationships are Pulled Baack into Exchange Norms by Conflict*, at 12:00 p.m. on Friday, June 28, 2002 in Root Hall, room B-230. The members of her committee are Dr. Virgil Sheets, Chairperson, Dr. June Sprock, and Dr. Liz O'Laughlin.

SCHOOL OF EDUCATION

CURRICULUM, INSTRUCTION, AND MEDIA TECHNOLOGY

Ms. Elizabeth Chaney will defend her dissertation, entitled *Pharmaceutical Employers' Perceptions of Employees or Applicants with E-degrees or Online Coursework*, at 10:00 a.m. on Monday, July 8, 2002 in the School of Education, room 1014. The members of her committee are Dr. Susan Powers, Chairperson, Dr. Gene England, and Dr. Jim Thompson.

EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATION

Mr. Louis Cavallo will defend his dissertation, entitled *Self-Perception of Competence and Its Relationship to the Academic Achievement of Students Attending Middle School*, at 9:00 a.m. on Wednesday, July 3, 2002 in the School of Education, room 1203. The members of his committee are Dr. Gregory Ulm, Chairperson, Dr. Joanne Burrows, and Dr. James Jacobs.

Mr. Scott Hanback will defend his dissertation, entitled *Indiana Public Schools Superintendents' Perceptions of Literature Based Reasons for Implementing Full Day Kindergarten*, at 1:00 p.m. on Monday, July 15, 2002 in the School of Education, room 1203. The members of her committee are Dr. Robert Boyd, Chairperson, Dr. Gregory Ulm, and Dr. Robert George.

Ms. Roberta Mattingly will defend her dissertation, entitled *An Analysis of the Role of Regional Safe School Program Administrators*, at 2:00 p.m. on Friday, June 28, 2002 in the School of Education, room 1214. The members of her committee are Dr. Gregory Ulm, Chairperson, Dr. Joanne Burrows, and Dr. Kathleen Doyle Phillips.

SCHOOL OF HEALTH & HUMAN PERFORMANCE

ATHLETIC TRAINING

Mr. Schinichiro Sugiura will defend his thesis, entitled *Clinical Responsibility is a Predictive Factor of Perceived Stress and Work Related Strain Among Certified Athletic Trainers in the College and University Setting*, at 10:00 a.m. on Monday, June 24, 2002 in the Arena, room C-08. The members of his committee are Dr. Catherine L. Stemmans, Chairperson, Dr. Christopher Ingersoll, and Dr. John Storsved.

GRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Center for Science Education

SCED 685E Elementary Science Methods for the Transition Student – 3 hours. Experiences in the pedagogies of science instruction for teachers. This course is designed for students who have a special interest in the teaching of science and/or required special instruction pertaining to one or more specific curriculum projects. This will be a module oriented course to meet the Elementary Practicum Based Transition to Teaching Program requirements.

**Preferred Effective Term: Spring 2004*

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 602 Curriculum and Philosophy of Secondary Schools – 2 hours. Philosophy and organization of curriculum of the reformed middle and high schools; the teacher as instructional leader; the teacher as collaborator; and teacher responsibilities as a professional educator. Prerequisite or corequisite: EPSY 621.

**Preferred Effective Term: Fall 2002*

CIMT 603 Instructional Strategies in Secondary Schools – 2 hours. Emphasis on skills development in basic teaching and content literacy strategies. Includes integration of national and state standards into planning to teach diverse learners, interdisciplinary curriculum and instruction, cooperative and individualized instruction, integration of instructional technology, performance assessment, management of the learning environment. Field experiences integrated with pedagogical knowledge of teaching. Prerequisites or corequisites: EPS 621, CIMT 602.

**Preferred Effective Term: Fall 2002*

CIMT 604 Promoting Student Development in Secondary Schools – 2 hours. Strategies for collaborating with other educational professionals, with parents, and with others in the community to understand secondary pupils as whole persons and to help pupils meet the challenges they currently face or will likely face beyond the classroom. Ways to help develop problem-solving and decision-making abilities useful beyond the classroom. Information on laws relevant to teaching. Includes a teaching practicum in a high school. Prerequisites or corequisites: EPSY 621, CIMT 602, CIMT 603.

**Preferred Effective Term: Fall 2002*

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED 583T Elementary Language Arts and Reading for the Transition Student – 3 hours. This course is designed to promote teaching skills which enhance language arts and reading skill development within the elementary student. This is a field based course which requires demonstration of ability to teach reading and writing with elementary age students. The

course will prepare the transition student through understanding of reading theory, and skill development techniques applicable to the language arts.

**Preferred Effective Term: Fall 2003*

ELED 650T Elementary Math Methods for the Transition Student – 3 hours. This course will prepare the Transition Student to teach elementary mathematics, and develop an understanding of both math theory and teaching techniques. Math standards from grade 1 through 6 will be covered. The Transition student will demonstrate both content area knowledge and pedagogical proficiency within a field based setting.

**Preferred Effective Term: Fall 2003*

ELED 660T The Elementary Curriculum for Transition Students – 3 hours. An introductory course in curriculum which includes the foundations and meaning of curriculum, patterns of curriculum forms and ways of organizing curriculum, forces and processes in curriculum change, curriculum for special groups, and current criticisms of curriculum.

**Preferred Effective Term: Summer II 2004*

ELED 666T Elementary Social Studies Methods for the Transition Student – 3 hours. This course will prepare the Transition student to teach elementary social studies. The course will cover the major content areas of social studies, along with the core concepts within each discipline. Transition students will demonstrate both knowledge of each of the six major disciplines of social studies as well as an understanding of developmental characteristics of learners and how these characteristics influence understanding of core concepts within the social studies.

**Preferred Effective Term: Spring 2004*

SCHOOL OF EDUCATION: Communication Disorders and Special Education

SPED 607 Diversity and Disability in Today's Schools – 3 hours. A study of diversity and disability in the classroom. Emphasis on how teachers must account for the special differences a variety of students bring to the learning environment. Special techniques on how to create a classroom environment in which the diversity of the group and the uniqueness of individuals are recognized and celebrated. Includes integration of national and state standards into planning to teach diverse learners. Field experience integrated with pedagogical knowledge of teaching.

**Preferred Effective Term: Fall 2003*

NEW GRADUATE PROGRAMS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology Post-Baccalaureate, Non-Degree License Program for Secondary Teachers

Executive Summary:

The Post-Baccalaureate, Non-Degree License Program for Secondary Teachers is designed to

provide an alternative graduate-level program for teacher licensure for individuals who have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold a graduate degree; or hold a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall, and have had five (5) years of relevant professional experience. The curriculum is composed of 18 semester hours of study in teacher preparation coursework and supervised field experiences. The program is designed so that it can be completed in less than 12 months. The majority of the coursework will be offered by the Internet and will include field experiences that could be adapted to accommodate individuals working full time in a secondary school. Candidates will complete appropriate practica and a student teaching experience under the joint supervision of a clinical instructor and a university supervisor. Candidates for licensure must meet the appropriate content and developmental standards (Early Adolescent and Adolescent/Young Adult) of the Indiana Professional Standards Board, successfully complete all assessments, and pass all exams required by the state for licensure. An additional fee will be assessed to each candidate at the beginning of the program to cover evaluation, supervision and administration costs. Candidates completing this program will be eligible for an Indiana Initial Practitioner license to teach in middle school/junior high and senior high school settings in a content area in which the university currently offers undergraduate licensure programs.

Rationale:

The 2001 Indiana Legislature, as part of charter school legislation, mandated that, by July 1, 2002, every college and university engaged in teacher preparation establish a Transition to Teaching program in the subject areas corresponding to existing licensure programs currently offered by the institution. The program is designed to facilitate the transition into the teaching profession of competent professionals in fields other than teaching. This program is limited, under the law and Rule 6, title 515 Professional Standards Board, (515 IAC 1-6-1:8) to a maximum of 18 credit hours for secondary teaching, with appropriate field experiences included. A participant who completes the ISU program is eligible for an initial license for teaching in both school settings of middle school/junior high and senior high.

The Post-Baccalaureate, Non-Degree License Program for Secondary Teachers offered by Indiana State University through the Department of Curriculum, Instruction, and Media Technology is aligned with IPSB and NCATE standards and the current unit assessment system, ensuring that candidates who are recommended for licensure meet both the expectations based upon state license standards and those applicable to all graduates of ISU's undergraduate Senior High-Junior High/Middle School program. The new program offers career changers who wish to enter teaching – both those now teaching out-of-field with a limited license and those who wish to teach but have no teaching degree – an opportunity to gain licensure expeditiously with an already earned baccalaureate. The program requires performance demonstrations from each candidate that will ensure quality commensurate with the traditional undergraduate preparation program. The course content of this program is related to the content of the traditional undergraduate program in sequence and topics, with additional graduate-level work requirements. In addition, the program incorporates the standards of the National Board for Professional Teaching Standards (NBPTS) as well as the INTASC standards used for the undergraduate program.

NEW CATALOG COPY

Post-Baccalaureate, Non-Degree License Program – Secondary Teacher

The Post-Baccalaureate, Non-Degree License Program for Secondary Teachers is designed to provide an alternative graduate-level program for teacher licensure for individuals who have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold a graduate degree; or hold a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall, and have had five (5) years of relevant professional experience. Candidates completing this program will be eligible for an Indiana Initial Practitioner license to teach in middle school, junior high school and senior high school settings in the content area or areas in which the individual meets program requirements.

Admission Requirements for Licensure Programs

In addition to the general criteria for admission to the School of Graduate Studies, the applicant for admission to this non-degree licensure program is expected to have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold a graduate degree; or hold a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall, and have had five (5) years of relevant professional experience.

Review and clearance by the relevant academic department must be completed as a condition of admission to the program. That department is the one which offers the undergraduate teaching major that corresponds to the baccalaureate or master's degree of the applicant. See the specific academic department catalog section for a general description of the content specialization requirements. ~~Additional~~ requirements in the specialization that must be met prior to licensure will be reported to the student, the Department of Curriculum, Instruction and Media Technology, and Education Student Services by the academic department.

PRAXIS I and relevant PRAXIS II scores that meet the requirements of the Indiana Professional Standards Board must be presented prior to admission to the program.

Evidence of dispositions associated with effective teaching must be demonstrated. Contact the Department of Curriculum, Instruction, and Media Technology for means by which this can be accomplished.

Program Requirements:

The following courses should be completed in this sequence or in groups simultaneously:
Educational Psychology 621 – 3 hrs.; Curriculum, Instruction, and Media Technology 602 – 2 hrs.;
603 – 2 hrs.; 604 – 2 hrs.; approved credit in methods of teaching in the content specialization – 2-3 hrs.;
Special Education 607 – 3 hrs.; Curriculum, Instruction and Media Technology 501 – 3 hrs.

**Preferred Effective Term: Fall 2002*

SCHOOL OF EDUCATION: Elementary and Early Childhood Education Post-Baccalaureate, Non-Degree Elementary Education Licensure, Transition to Teaching

Executive Summary:

A Post-Baccalaureate, Non-degree Elementary Education Licensure, Transition to Teaching Program has been designed to provide an alternative graduate level program for teacher certification for individuals who have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold both a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall and five years of professional experience.

The curriculum will be limited to a maximum of 24 semester hours of study in professional studies and supervised field experiences. The cohort-based program sequence will begin with an intensive summer session and extend over two academic terms and the following summer, with the intent of the program being completed in 15 months. While completing the fall and spring term course work, candidates will be immersed in a year-long field placement under the joint supervision of a clinical instructor and a university supervisor. Candidates for licensure must meet the Elementary Education content and developmental standards of the Indiana Professional Standards Board, successfully complete all assessments, and pass all exams required by the state for licensure. An additional fee will be assessed to each candidate at the beginning of the program to cover evaluation, supervision, and administration costs. Candidates completing this program will be eligible for an Indiana Initial Practitioner license to teach in kindergarten, primary, and intermediate elementary settings.

Rationale:

The 2001 Indiana Legislative, as part of Charter school legislation, mandated that every college and university engaged in teacher training establish a Transition to Teaching program in the subject areas corresponding to existing licensure programs, by July 1, 2002. The program is designed to facilitate the transition into the teaching profession of competent professionals in fields other than teaching. This program is limited, under the law and Rule 6, title 515 Professional Standards Board, (515IAC 1-6-1:8) to a maximum of 24 credit hours for elementary teaching, including at least six credit hours in the teaching of reading. A participant who completes the ISU program is eligible for an initial license in elementary teaching in both school settings of elementary-primary and elementary-intermediate.

NEW CATALOG COPY

Post Baccalaureate, Non-Degree – Elementary Education Licensure (24 semester hours maximum)

This program is designed for students who wish to transition into teaching from other careers. Students who have completed an appropriate baccalaureate degree with a GPA of 3.0 on a 4.0 scale or a GPA of 2.5 with five years experience in an educational field may be eligible for the Indiana Initial Practitioner Generalist: Elementary license by completed the program outlined below. The program is cohort-based and courses are taken in a defined sequence beginning with an intensive seminar, extending over an academic year and concluding with a capstone course in the following summer. An additional fee for supervision and administrative costs will be assessed upon admission to the program.

Admission Requirements

1. Candidate must have a bachelor's degree with an earned grade point average of 3.0 on a 4.0 scale or:
2. Candidates must have a bachelor's degree with an earned grade point average of 2.5 on a 4.0 scale with a minimum of 5 years of teaching related experience.
3. Candidates must pass the PRAXIS I at the cut off scores established by the State of Indiana.

Degree Requirements

Pedagogy and Development: Educational Psychology 521—3 hrs.; Elementary and Early Childhood Education 591—3 hrs. or 592—3 hrs.; Special Education 607—3 hrs.

Practicum Based Methods: Elementary and Early Childhood Education 583T—3 hrs., 650T—3 hrs., 666T—3 hrs.; Science Education 685E—3 hrs.

Capstone: Elementary and Early Childhood Education 680T—3 hrs.

Pass Praxis II Exams at state established cut off scores.

**Preferred Effective Term: Fall 2002*

COURSE REVISIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 501 Student Teaching – 8 hours. Ten or more weeks of student teaching to fit the needs of the individual student teacher. Prerequisites: Phase II, TEP II, special methods course(s), approval of the departments of the subjects to be taught and approval of the Department of Curriculum, Instruction, and Media Technology. No more than 3 hours may apply toward a master's degree program.

Change credit hours and description to:

CIMT 501 Student Teaching – 1-12 hours. Ten or more weeks of student teaching to fit the needs of the individual student teacher. Prerequisites or corequisites for students enrolled in the Post-Baccalaureate, Non-Degree License Program for Secondary Teachers: EPSY 621; SPED 607; CIMT 602, 603, 604; special methods courses, approval of the departments of the subjects to be taught and approval of the Department of Curriculum, Instruction, and Media Technology. Prerequisites for all other students: Pre-Student Teaching Phase II, special methods courses, approval of the Department of Curriculum, Instruction, and Media Technology. No more than 5 hours may apply toward a master's degree program.

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED *541 Early Childhood: Program Administration--3 hours. Analysis and evaluation of current educational programs for young children with emphasis on designing and developing a program commensurate with needs of children. Prerequisites: 440, 444, and 445 or teaching or administrative experience in a center for young children.

Change title and description to:

ELED *541 Early Childhood: Program Administration and Leadership – 3 hours. This course focuses on developing administrative and leadership strategies in opening, managing, evaluating, and advocating an early childhood program in a variety of settings.

**Course has an undergraduate level equivalent*

**Preferred Effective Term: Fall 2002*

ELED *542 Early Childhood: Cultural and Ethnic Awareness--3 hours. Review of research and practices related to the psychological, intellectual, physical, and social needs of young children from various cultural and ethnic backgrounds.

Change number, title, and description to:

ELED *532 Early Childhood: Teaching Within a Diverse Society – 3 hours. This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse cultural, racial, and socio-economic backgrounds. This course introduces the conceptual frameworks of multicultural teaching and reviews the current research and practices relevant to teaching-learning solutions.

**Course has an undergraduate level equivalent*

**Preferred Effective Term: Fall 2002*

ELED *543 Early Childhood: Practicum/Cultural and Ethnic Awareness and Home Based Learning--3 hours. Teaching under supervision at the primary level in community or university centers or in home-based programs established specifically for the education of culturally different children.

Change title, description, and credit hours to:

ELED *543 Practicum in Early Childhood Programs – 3-5 hours. This course provides students an opportunity to demonstrate their pedagogical knowledge and teaching skills in an early childhood program. Course outcome focuses on the ability to provide developmentally and culturally appropriate curriculum to young children.

**Course has an undergraduate level equivalent*

**Preferred Effective Term: Spring 2003*

ELED *546 Early Childhood: Infant/Toddler Child Care--3 hours. Focus on developing infant and toddler child (day) care services with emphasis on daily planning, equipment, health and nutritional needs, psychological needs, and parental roles. Required laboratory work involves experiences with very young children.

Change number, title, and description to:

ELED *526 Early Childhood: Educating Infants and Toddlers in an Inclusive Environment – 3 hours. This course focuses on fostering caregivers' skills in promoting infants and toddlers' physical, social, emotional, and cognitive development with emphasis on their daily routines, environmental safety, health and nutritional needs and their psychological needs. The course content integrates national standards and addresses child rearing practices in different cultures. Field experience is required in an infant and toddler setting.

**Course has an undergraduate level equivalent*

**Preferred Effective Term: Spring 2003*

ELED *547 Early Childhood: Special Needs Programming--3 hours. Focuses on young children

with special needs with emphasis on learning to observe behavior accurately, identifying each child's special needs, and developing approaches that are in concert with each child's learning style. Required laboratory work involves experiences with young children with disabilities integrated in typical classrooms.

Change number, title, and description to:

ELED *537 Early Childhood: Theories and Practices in Working with Exceptional Children –3 hours. This course focuses on providing early childhood student with knowledge and skills to work with children with special needs in an inclusive classroom setting. The course provides students with learning opportunities to observe children's behavior, identify each child's special needs, and implement appropriate learning and assessment strategies. Field experience is required and involves interactions with atypical young children.

**Course has an undergraduate level equivalent*

**Preferred Effective Term: Fall 2002*

ELED *548 Early Childhood: Workshop--2 hours. Activities to promote growth of both preservice and in-service teachers in working with young children. Topics, problems, and procedures vary to meet the needs of students.

Change description to:

ELED *548 Early Childhood: Workshop – 2 hours. This course provides early childhood educators an opportunity to study a contemporary topic or enhance heir skills in implementing an innovative and developmentally appropriate practice with young children. Workshop topics vary based on the needs of the students.

**Course has an undergraduate level equivalent*

**Preferred Effective Term: Fall 2002*

GRADUATE PROGRAM REVISION

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology M.S. in Educational Technology

Executive Summary:

The proposal changes the title of the M.S. in Educational Media to Educational Technology and creates three distinct specializations within the degree that serve three distinct needs of students and the community. The revisions also bring the coursework and degree program in line with certification standards for the Library/Media Specialization, and International Society for Technology Education (ISTE) standards for advanced degrees in educational technology and for technology coordinators. The change in hours from a minimum of 32 to a minimum of 33 provides a more realistic view of the hours required.

Rationale:

The program responds to the ISU Strategic Goal Two. Within the School of Education, the program revisions will provide a more viable connection to practice within our professional development schools, and a more direct track to the Ph.D. in Curriculum Instruction with a specialization in Media Technology, i.e. these courses are more in line with the expected outcomes of the program.

Three specializations have been created within the master's to meet different needs. The

Library/Media specialization provides a Master's degree opportunity for those completing the course work for additional licensure. The Educational Technology specialization is an updated version of the current educational media option. The Technology Coordinator specialization is offered nowhere else in the state. Most school systems nationwide have a technology coordinator located in the central office; this is not a licensed position. School systems have difficult time recruiting qualified candidates. This specialization would prepare a student to have a background in administration, and management through the required Educational Leadership and Foundation courses and supervision course, and a solid grounding in expected technology knowledge through the required networking course.

OLD CATALOG COPY

CURRICULA FOR LICENSURE PROGRAMS

Master of Arts or Master of Science--Educational Media (32 semester hours minimum)

The program is designed to provide candidates with the appropriate professional skill to plan, operate, and evaluate specific types of instructional media and technology programs in educational institutions.

The curriculum stresses a broad concept of media in order to provide students with experience in a variety of instructional media.

The program can be designed to provide the necessary course work to professionalize an all grade major in school media services or a minor in audiovisual services or library services.

Degree Requirements

Research: Curriculum, Instruction, and Media Technology 610--3 hrs.

Major Area: 18 hours of educational media courses and approved related area courses. If the student has not had the following as undergraduate courses he or she must take them as part of the major area: Curriculum, Instruction, and Media Technology 543--3 hrs.; 544--3 hrs.; 546--3 hrs.

NOTE: Students seeking the M.A. degree will take Curriculum, Instruction, and Media Technology 699--6 hrs. as part of the major area.

Professional Education: 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; 3 hours from Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611; 3 hours from Elementary Education 660, Curriculum, Instruction, and Media Technology 660, or 560M.

Electives: 2-3 hours.

Culminating Experience: All students are required to pass a final culminating examination.

In general, one-half of the credit hours must be in courses numbered 600 or above.

MASTER'S DEGREE PROGRAMS FOR INSTITUTIONAL AND AGENCY SETTINGS

Master of Arts or Master of Science--Educational Media (32 semester hours minimum)

The program is designed to provide candidates with the appropriate professional skills to plan, operate, and evaluate specific types of instructional media and technology programs in educational institutions.

Admission Requirements

Applicants must satisfy the general criteria for admission to the School of Graduate Studies.

Degree Requirements

Research: Curriculum, Instruction, and Media Technology 610--3 hrs. or 740--2 hrs.

Major Area: 18 hours of educational media courses and approved related area courses. If the student has not had the following as undergraduate courses he or she must take them as part of the major area: Curriculum, Instruction, and Media Technology 543--3 hrs.; 544--3 hrs.; 546--3 hrs.

Adjunct Field: 8 hours in related field.

Electives: 3-4 hours.

Culminating Experience: All students are required to pass a final culminating examination.

In general, one-half of the credit hours must be in courses numbered 600 or above.

NOTE: Students seeking the M.A. degree will take Curriculum, Instruction, and Media Technology 699--6 hrs. as part of the major area.

NEW CATALOG COPY

Master of Science--Educational Technology (33 semester hours minimum)

The program provides candidates with one of three possible specializations. The Library/Media Specialization (and an additional 6 credit hours) will add the Indiana Library/Media license on to an existing Indiana License for the license school setting. The Educational Technology specialization provides a background in instructional design, distance education, instructional technology, and organization of educational technology centers. The Technology Coordinator specialization provides preparation for the candidate interested in assuming a non-licensed, administrative role with the implementation of educational technology in the school setting.

Degree Requirements

Research: Curriculum, Instruction, and Media Technology 610--3 hrs.

Core Courses: Curriculum, Instruction, and Media Technology 660 and 620--6 hrs.

Major Area: Select 21 hours of educational technology courses and approved related area courses from selected specialization.

Library/Media – Curriculum, Instruction, and Media Technology 512, 509, 522, 531, 656, 543,

659;

Educational Technology – Curriculum Instruction and Media Technology 630 (required), 543, 547, 635, 640, 641, 647, 656, 671, 672, 740, 743; Elementary Education 571, 573, 671, 672; or other courses as approved by the advisor.

Technology Coordinator – Curriculum, Instruction, and Media Technology 630, 641 (both required), 675 (required), 543, 544, 546, 547, 571, 625, 640, 647, 671, 672, 740, 743; Educational Leadership and Foundations 650 (required), 656 or 657 (one is required); ~~Elementary~~ Education 573, 671, 672; or other courses as approved by the advisor.

Electives: 3 hours.

Culminating Experience: All students are required to pass a final culminating examination or complete a culminating practicum experience.

In general, one-half of the credit hours must be in courses numbered 600 or above.

**Preferred Effective Term: Fall 2002*

SCHOOL OF EDUCATION: Educational Leadership, Administration, and Foundations Post-Master's, Non-Degree Program for Building Level Administrator Licensure

Executive Summary:

The ELAF Department received approval for revisions to its Master of Education degree in School Administration and Supervision earlier this academic year. The changes proposed to the Post-Master's, Non-Degree Program for School Administrator Licensure bring this program into alignment with the new licensing regulations. The Department currently offers two separate tracks of the program, one for elementary and the other for secondary educational settings (See *Catalog*), to accommodate existing certification requirements. The Department is requesting to collapse the two tracks into a single licensure program for school administrators in PK-12 settings.

The revisions proposed include:

1. Increase the number of credits required for the program from 36 to 39.
2. Drop Curriculum, Instruction, and Media Technology 611, Measurement and Evaluation in Education, 3 hrs and ADD a research methods course chosen from Educational Psychology 620, Counseling 620, Curriculum, Instruction, & Media Technology 610
3. From the Elementary option, drop Educational Psychology 521. From the Secondary option, drop Educational Psychology 522.
4. Add: <ul style="list-style-type: none">• Educational Leadership, Administration, and Foundations 683, Leadership for Learning, 3 hrs.• Educational Psychology 621, Life Span Development, 3 hrs.
5. Replace the culminating experience video with a culminating portfolio, which is completed as part of the two-semester seminar/internship sequence.
6. Drop the Campus Option.

Rationale:

The program changes being proposed bring the Department's program into step with the new certification requirements for building administrators in Indiana. In 1998, the Indiana Professional Standards Board (IPSB) moved to drop the practice of separate certifications for elementary and secondary principals and approved a single certification of Building Level Administrators that covers all levels of schooling from pre-Kindergarten through 12th grade. The collapsing of the two existing master's programs into a single program is necessary to meet the standards for this new certification. The revised program must be approved and in place by Fall 2002 in order for new students to be eligible for licensure upon completion. Universities and colleges throughout the state are also redesigning their programs to meet new certification standards.

The professional education sequence is designed to provide PK-12 preparation program that culminates in a year long, building level internship experience supported by a curricular component and a site mentor-university supervisor team. The new program will have built in checkpoints to assist the department to determine satisfactory progress toward completion of the program and certification requirements. An initial assessment will provide advisors with an opportunity to assist students to develop individual growth plans and portfolios. University supervisors will provide guided activities for interns that will assist them with successfully completing the SLLA-ETS examination.

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POST-MASTERS, NON-DEGREE PROGRAMS FOR SCHOOL ADMINISTRATOR LICENSURE

Post-Masters, Non-Degree License Program

Elementary School Administration and Supervision

Students who have completed the M.Ed.--Elementary School Administration or a master's degree leading to a Professional License in Early Childhood, Kindergarten-Primary, Elementary, Junior High/Middle School, Senior High-Junior High/Middle School, or All Grade Teaching with a graduate grade point average of 3.25 or better may become eligible for the Standard Elementary School Administration and Supervision License by completing the program outlined below. The applicant must hold a Professional Instructional License and have no less than three years of teaching experience at the junior high level or below to qualify.

Standard License--Elementary School Administration and Supervision (36 semester hours minimum)

The student must complete, either as part of his/her master's degree or as a part of the Post-Masters, Non-Degree License Program, the following courses:

Educational Leadership, Administration, and Foundations 605--3 hrs.; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; Curriculum, Instruction, and Media Technology 611--3 hrs. or an approved measurement course; Educational Psychology 521--3 hrs. or an approved educational psychology course; Elementary Education 660--3 hrs. and complete either the campus or the field option listed below.

Campus Option: Educational Leadership, Administration, and Foundations 653--3 hrs., 657—3 hrs., 682--3 hrs.; and 3 hours from 658 or 751.

Field Option: Educational Leadership, Administration, and Foundations 758 (taken twice)--6 hrs., and 793

(taken twice)--6 hrs.

A minimum of 45 semester hours of graduate study is required. At least 15 hours must be taken from Indiana State University after admission to the program.

Post-Masters, Non-Degree License Program-- Secondary School Administration and Supervision

Students who have completed the M.Ed.--Secondary School Administration or a master's degree leading to a Professional Junior High/Middle School, Secondary, Senior High-Junior High/Middle School, or All Grade Teaching License with a graduate grade point average of 3.25 or better may become eligible for the Standard Secondary School Administration and Supervision License by completing the program outlined below. The applicant must hold a Professional Institutional License and have no less than three years of teaching experience at the junior high/middle or secondary school level to qualify.

Standard License--Secondary School Administration and Supervision (36 semester hours minimum)

The student must complete, either as part of his/her master's degree or as a part of the Post-Masters, Non-Degree License Program, the following courses:

Educational Leadership, Administration, and Foundations 605--3 hrs.; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; Curriculum, Instruction, and Media Technology 611-3 hrs. or an approved measurement course; Curriculum, Instruction, and Media Technology 660--3 hrs.; Educational Psychology 522 or an approved educational psychology course—3 hrs.; and complete either the campus or the field option listed below.

Campus Option: Educational Leadership, Administration, and Foundations 654--3 hrs.; 657—3hrs.; 682--3 hrs.; and 3 hours from Educational Leadership, Administration, and Foundations 658 or 751.

Field Option: Educational Leadership, Administration, and Foundations 793 (taken twice)--6 hrs., and 758 (taken twice)--6 hrs.

A minimum of 45 semester hours of graduate study is required. At least 15 semester hours must be taken from Indiana State University after admission to the program.

NEW CATALOG COPY

POST-MASTERS, NON-DEGREE PROGRAMS FOR SCHOOL ADMINISTRATOR LICENSURE

Post-Masters, Non-Degree License Program

School Administration and Supervision

Students who have completed a master's degree with a minimum graduate grade point average of 3.25, hold at least a Standard Instructional License or a Proficient Practitioner License, and have no less than two years of teaching experience may become eligible for the initial Building Level Administrator License by completing the program outlined below.

Initial License--School Administration and Supervision (39 semester hours minimum)

The student must complete, either as part of his/her master's degree or as a part of the Post-Masters, Non-Degree License Program, the following courses:

Educational Leadership, Administration, and Foundations 605--3 hrs.; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; 683--3hrs; 758*--6 hrs., and 793*--6 hrs.; Curriculum, Instruction, and Media Technology 610, Educational Psychology 620, or Counseling 620--3 hrs. or an approved research methods course; Educational Psychology 621--3 hrs. or an approved educational psychology course; Elementary Education 660 or Curriculum, Instruction, and Media Technology 660--3 hrs.

*Educational Leadership, Administration, and Foundations 758 and 793 comprise the internship/seminar component of the program must be taken concurrently.

A minimum of 39 semester hours of graduate study is required. At least 15 hours must be taken from Indiana State University after admission to the program.

**Preferred Effective Term: Fall 2002*