



# *Academic Notes*

January 26, 2009

AN 2008-2009

## ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2009

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 11, 2009. All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of *Academic Notes* on the following Monday. Submissions must be in hard copy along with an e-mail, disk, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to *Academic Notes* that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. *Academic Notes* is available using Acrobat Reader at [http://www1.indstate.edu/academicaffairs/academic\\_notes.htm](http://www1.indstate.edu/academicaffairs/academic_notes.htm)

## ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2009

<u>Deadline for Items</u>	<u>Issue Date</u>
January 28	February 2
February 4	February 9
February 11	February 16
February 18	February 23
February 25	March 2
March 4	March 9
March 11	March 16
March 18	March 23
March 25	March 30
April 1	April 6
April 8	April 13
April 15	April 20
April 22	April 27
April 29	May 4
May 6	May 11

## ACALOG NOTE

The format for curriculum proposals has changed to correspond with the structure of Acalog, the new version of the electronic catalogs. Some proposals will be published under the old structure and some under the new structure during this transition period.

## Improved Electronic Catalog

The new electronic version of the undergraduate catalog is posted at

<http://www.indstate.edu/academics/catalogs.htm>. Some advantages of the new format are:

- It is easily searchable and searchable from the internet
- It is easier for students and advisors to find and choose the courses students need
- Students create a personal portfolio of courses in which they are interested
- Links to information such as department web sites, advising information, and video clips can easily be added
- Every page can easily be printed, decreasing the number of printed catalogs

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

# CURRICULUM

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# UNDERGRADUATE PROPOSALS

## NEW COURSES

### COLLEGE OF ARTS AND SCIENCES: Political Science

#### **PSCI 419 – Law and American Society**

3 credits

Advanced introduction to the study of law as political and cultural practice. Overview of classical and contemporary socio-legal theories and perspectives. Law is treated as a political practice and cultural forum from multiple disciplinary standpoints, examining how law and a range of legal institutions embody and constitute political, cultural, economic, and social forces.

Prerequisites: PSCI 201 or equivalent.

A-F Grading

*Preferred effective term: Fall 2009*

## COURSE REVISIONS

### **COLLEGE OF ARTS AND SCIENCES: History**

#### **HIST 435 - History of Thought in the United States II**

3 credits

The impact of American thought of industrialization, urbanization, the scientific and technological revolutions, the major upheavals in domestic and international affairs over the past century.

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

*Change title to:*

#### **HIST 435 – History of Thought and Culture in the United States, 1860 to the present**

3 credits

The impact of American thought of industrialization, urbanization, the scientific and technological revolutions, the major upheavals in domestic and international affairs over the past century.

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

*Preferred effective term: Fall 2009*

## **GRADUATE PROPOSALS**

### NEW COURSES

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

#### **GEOL 682 – Paleooceanography**

3 credits

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

**Repeatable:** May be repeated for credit.

A-F Grading

*Preferred effective term: Fall 2009*

## **GRADUATE APPROVALS**

### PROGRAM PROPOSALS

### **COLLEGE OF EDUCATION: Educational Leadership, Administration, and Foundations**

#### **Ph.,D. Educational Administration**

**CIP Code: 130401 Major Code: 8488**

## **Brief Summary:**

We are proposing substituting ELAF 761 - Inquiry in Higher Education for ELAF 708 Seminar in the Foundations of Modern Education. The purpose of this change is twofold. First, our K-12 doctoral students currently have just one course in their curriculum assisting them with the development of a dissertation, ELAF 859 - Research Seminar in Education. The ELAF 859 course attempts to both teach research methods/design and provide the students an opportunity to work on the actual crafting of a dissertation. We find that one course simply cannot accomplish both of these tasks adequately. Our Higher Education Leadership doctoral program, by contrast, has a two course research sequence of ELAF 761 followed by ELAF 859 that has been very effective in equipping our students with the full array of skills needed to do a dissertation. We would like to do the same for K-12 doctoral students.

Second, we feel that we adequately equip our K-12 doctoral students with the Foundations curriculum they need via a combination of what they get in their MEd and EdS curriculums and other courses in the doctoral curriculum where Foundations related content is covered. In summary, we feel that the need for an additional research course is more necessary than having a second, stand alone Foundations course in this program (i.e., we wish to drop ELAF 708 from the K-12 doctoral curriculum, although not from our course offerings as it continues to serve other programs within and outside ELAF). We also do not think it appropriate to add an additional 3-credit credits into this curriculum.

Finally, the current catalog copy does not provide complete information on the course requirements for the specialization in School Administration. This proposal rectifies this by delineating the program of study.

## **Student Learning:**

Our student learning outcomes assessment for the K-12 doctoral program has indicated the need to strengthen the research skill foundation of our doctoral students. This is a critical need as students move into and conduct a dissertation. This proposed change will enhance student learning of research skills and the crafting of a dissertation.

## **Proposed Catalog Copy:**

### **Ph.,D. Educational Administration**

**CIP Code: 130401 Major Code: \_\_\_\_\_**

#### **A. Foundational Studies (15 credits minimum)**

To develop competencies through understanding of contributions from philosophical, sociological, historical, psychological, and research foundations of education.

Educational Leadership, Administration, and Foundations 806 – 3 credits; Educational Leadership, Administration, and Foundations 710 or approved equivalent – 3 credits; Educational Leadership, Administration, and Foundations 605, 608 or approved equivalent – 3 credits; Educational Psychology 621 or approved equivalent – 3 credits; Curriculum, Instruction, and Media Technology 610 or approved equivalent – 3 credits.

#### **B. Educational Administration (36 credits minimum)**

To develop a knowledge and understanding in educational administration, including curriculum and supervision. The student may choose to develop a highly specialized knowledge and competency in such areas of educational administration as school finance and business

management, school plant planning, and school law.

Educational Leadership, Administration, and Foundations 657 – 3 credits and 755 – 3 credits;  
Educational Leadership, Administration, and Foundations 650, 655, 656, 681, 751, 753, 754,  
757, 759, or approved equivalents – 3 credits each; 24 total credits; Curriculum Instruction and  
Media Technology 770 or approved equivalent – 3 credits.

**C. Ph.D. Core in Theory and Research in Educational Administration (15 credits minimum)**

To develop competencies and breadth of understanding in the application of leadership theory and research the student must complete the following core:

Educational Leadership, Administration, and Foundations 761 – 3 credits; 859 – 3 credits; 850 – 3 credits; Educational Psychology 612 – 3 credits; Educational Psychology 712 – 3 credits.

*Preferred effective term: Fall 2009*