



Academic Notes

February 23, 2009

AN 2008-2009

ARTICULATION AGREEMENTS

Program articulation agreements between Indiana State University and our two-year partner institutions allow students to complete a specific associate degree program at another institution and receive credit toward a specific bachelor's degree program at Indiana State University. Each agreement details the transfer courses accepted for credit at ISU, the courses needed to complete the bachelor's degree, and any other requirements or guidelines that apply. The following agreements have recently been approved and are available on the Transfer Central web site <http://www1.indstate.edu/transfer/articulations.htm>

Vincennes University

AS Electronics Technology-Electronics Technician to BS Electronics Technology
1/20/2009

AAS in Electronics Technology-Electronics Technician to BS Electronics Technology
1/20/2009

AAS Electronics Technology-Specialist Option to BS Electronics Technology
1/20/2009

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

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR SPRING 2009**

<u>Deadline for Items</u>	<u>Issue Date</u>
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

THESES, DISSERTATIONS, AND RESEARCH PROJECTS

COLLEGE OF EDUCATION: Educational Leadership, Administration, and Foundations

Paul Kaiser will defend his dissertation entitled *Allocations of Educational Resources in Indiana School Districts and The Effect on 10th Grade ISTEP +*, on Wednesday, March 4, 2009, at 1:00 p.m. in the College of Education, room 1203. Members of his committee are: Dr. Robert Boyd, Chairperson; Dr. Terry McDaniel and Dr. Carrie Milner.

Mary Meduna will defend her dissertation entitled *An Examination of Communities of Practice on Leadership Capacity and Organizational Functioning: A Case Study*, on Friday, March 6, 2009, at 3:00 p.m., in the College of Education, room 1214. Members of her committee are: Dr. Steve Gruenert, Chairperson; Dr. Bradley Balch and Dr. John Correll.

FIELD TRIPS

Dr. Gregory Bierly is accompanying students of the President Scholars Association on their annual trip to Chicago, IL. In addition to seeing a performance of the musical Chicago, the students are also planning to visit the Museum of Science and Industry and the Sears tower. The trip is Feb 28 to March 1, 2009.

A list of the participating students will be on file in the office of Dr. Greg Bierly, Director of the University Honors Program.

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: Geography Geology, and Anthropology

GEOL 471 - Quaternary Paleoecology

3 credits

This course will examine natural records to reconstruct ecological and environmental changes during a dynamic time of Earth's history.

A-F Grading

Preferred effective term: Fall 2009

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 469 - Public Relations Case Studies

3 credits

Typical public relations problems in agencies, industry, labor, education, government, social service, and trades associations. Focus on case analysis of public relations campaigns and cultivation of professional attitudes.

Prerequisites: COMM 329 or consent of instructor.

Change number and title to:

COMM 466 - Public Relations Case Analysis

3 credits

Typical public relations problems in agencies, industry, labor, education, government, social service, and trades associations. Focus on case analysis of public relations campaigns and cultivation of professional attitudes.

Prerequisites: COMM 329 or consent of instructor.

A-F Grading

Preferred effective term: Fall 2009

GRADUATE PROPOSALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: Geography Geology, and Anthropology

GEOL 571 - Quaternary Paleoecology

3 credits

This course will examine natural records to reconstruct ecological and environmental changes during a dynamic time of Earth's history.

A-F Grading

Preferred effective term: Fall 2009

GEOL 607 - Environmental Geochemistry

3 credits

The focus of this course is on the geochemical processes that control the fate and transport of pollutants in the environment. Students will have opportunities to collect environmental samples and learn analytical techniques to evaluate local environmental problems.

A-F Grading

Preferred effective term: Fall 2009

GEOL 690 – Advanced Topics in Earth and Quaternary Sciences

The study of selected topics in Earth and Quaternary science will be discussed. Examples include modern day global change in the context of Quaternary climate variability, humans as agents of change, and the impact of environmental pressures on ecosystems and organisms.

A-F Grading

Preferred effective term: Fall 2009

PROGRAM REVISIONS

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

M.S. Geology – Thesis and Non-Theses Options (33 semester hours)

CIP Code: 400601 Major Code: 2183

Brief Summary:

The proposed title and program changes are in response to the Program Prioritization process. We are proposing only minor changes (i.e., name change and change to the core) that will result in the development of a more interdisciplinary broad-based earth science MS degree that is more inclusive of and highlights the research interests of the Anthropology and Geology faculty.

The term Earth Science is proposed because it is a more all-embracing term for the sciences related to the planet Earth. The term also more aptly reflects the broad research interest of the faculty in areas dealing with the lithosphere, hydrosphere, paleoclimatology, paleobiology, geochemistry, and geophysics. The term "Quaternary" is also added to the name because it represents the most recent geologic time period that includes the Pleistocene (ice age) and the Holocene (recent) Epochs. Evidence of dramatic changes in climate, vegetation, fauna, and geologic processes are preserved in the recent rocks and sediments of this period. The Quaternary Period also marks the development of human species and the arrival of early humans in North America. The research interests of most of the geologists (four out of five) and all of the anthropologists focus on this time frame. The Geology and Anthropology programs also have extensive teaching and research collections in wood, rocks, archaeological artifacts, microfossils, modern and fossil invertebrates/vertebrates, and human remains that date from the Quaternary Period as well as earlier geologic periods. Based on our resources, student interest, and faculty expertise, we believe the proposed changes to the MS program more appropriately emphasizes the integrated nature of the Earth Sciences.

Students enrolled in the MS program will continue to be trained in field and laboratory techniques necessary to interpret earth and environmental processes, analyze and evaluate geoscience data, and assess new environmental and geological situations. Focus will be placed on the integration of Earth and Quaternary sciences to understand earth processes.

We view this degree program as timely and filling a unique niche in the sciences for more interdisciplinary studies. This change is timely because Quaternary science programs and centers are appearing at universities across the nation and abroad (see list below), serving as an integrated link between traditional disciplinary-related programs in the geosciences and anthropology/archaeology. The interdisciplinary education received by students in our program will provide them with a strong background necessary for positions with private and government employers who are seeking scientists with expertise to address multidisciplinary environmental and geoscience issues, such as environmental impact, water quality, pollution, archaeological clearances of properties, restoration of mined lands, resource management, national park and recreation resource management, and baseline studies for environmental change prediction. As we continue to populate the planet, deplete its resources, and experience global environmental changes, we anticipate that there will be continued demand for graduate students with interdisciplinary training in Earth and Quaternary sciences.

We believe there will be an abundance of graduate students interested in this program. In particular, we will draw from the existing pool of traditional geology graduate students and from a new pool of students that include students wishing to work with faculty that have expertise in the Quaternary science areas of anthropology, geoarchaeology, environmental sciences, paleoecology, soil sciences, oceanography, geochemistry, and dendrochronology and from those students with strong, non-traditional background who apply to the geology program and do not meet the entry requires for advanced degrees in geology (currently about 5-10 students/year). Previously, students pursuing graduate studies in geoarchaeology and dendrochronology (over

20 students in the past 5 years) have completed their degrees through Geography; however, this association has changed with the reorganization. Additionally, faculty that contribute to the Program have brought over \$1 million in external research funding that support graduate student research over the past five years. We believe these research dollars are a good indicator of the level of external funding that can be anticipated in the future.

We will continue to offer the thesis and non-thesis options, which have been successful in the past. We are revising the major core requirements to include courses that focus on skills needed to be successful in graduate school and on topics that address the impact of global environmental change on Earth and its ecosystem. Electives can be taken from geology or from allied scientific disciplines that have courses addressing earth and quaternary sciences, geochemistry, geobiology, geoarchaeology, paleoecology, paleoclimatology, evolution, and environmental sciences. The non-thesis option will require a research experience (GEOL 597) and an additional elective course in lieu of a written thesis. We have begun the process to eliminate several low enrollment courses and integrated more interdisciplinary courses into the curriculum. These changes will address the concerns of program prioritization. It is hoped that with this program redesign all geology courses will be taught on a two-year rotation.

Graduate Degree Programs in the Quaternary Sciences
Northern Arizona University
University of Main, Institute of Quaternary Studies
Rutgers
University of Wisconsin, Madison
University of Bern
University of Uppsala, Sweden
University of Wales, Aberystwyth

Quaternary Centers/Groups
Amherst University
University of Iowa
University of Cambridge
University of Alaska
University of Cape Town
University of Durham
University of Manchester
University of Massachusetts
University of Washington

Student Learning:

In developing the program, careful consideration was given to alumni and industry surveys (comprehensive surveys were conducted in 2005), student interest demonstrated in applications and at recruitment events at professional meetings, and the curriculum of similar Earth and/or Quaternary science programs to ensure our graduates are well prepared for graduate studies and professional employment. This Program also fills a niche for students seeking interdisciplinary studies who do not meet the traditional requirements for entry into the Geology MS Program. Students interested in geoarchaeology, dendrochronology, oceanography, paleoecology, soil

sciences, geochemistry, archaeology, and environmental sciences are among those who have expressed interest in this type of program. Because of the wide range of students that can be accommodated by the Earth and Quaternary Sciences MS Program, we anticipate that this will be a more popular graduate program.

The proposed curricular revision will enable students to achieve the outcomes detailed in the geology program's outcome statement. Students will be able to assess Earth and Quaternary features, interpret mapped data, summarize and present research results orally and in written form, and apply an interdisciplinary understanding of Earth and Quaternary sciences to new situations. Program revisions will provide students with critical thinking skills and a more comprehensive, interdisciplinary education to approach geological and environmental situations from a more integrated and holistic perspective. We anticipate that these changes will promote a continued increase in enrollments (we have more than doubled our enrollments since 2001). Primary assessment of this outcome will be evaluated through course work, and lab and field exercises, plus a research presentation at a national, regional, or local venue, and/or thesis defense (if that option is chosen).

Proposed Catalog Copy:

M.S. Geology – Thesis and Non-Theses Options (33 credits)

CIP Code: 400601 Major Code:

MASTER'S DEGREE ADMISSION REQUIREMENTS

A student must have a baccalaureate degree with the equivalent of a minor in geography or geology before being admitted to the Master of Arts (geography) or the Master of Science (geology) Programs.

MASTER'S DEGREE GRADUATION REQUIREMENTS

All candidates for the master's degree in geography are required to submit a thesis or its equivalent in research reports as one of the requirements for the degree. A list of courses making up the core program of 18 credits for the geography degree will be provided by the advisor. A minor outside of the department of not more than ten credits may be counted toward the degree.

Candidates for the master's degree in geology are required to submit a thesis or complete the non-thesis option as described in this Catalog. A course of study or program established in the first semester of participation as a graduate student will be followed.

Students should expect to take two years to complete the master's program in geography or geology unless they enter the program with advanced standing.

Master of Science -- Earth and Quaternary Sciences (33 credits minimum) (Thesis Option)

Research: Geology 699--6 credits

Major: Geology 571--3 credits or Geography 552--3 credits; Geology 588--3 credits; Geology 690--3 credits

Electives: 18 credits of directed electives from geology or from allied scientific disciplines that focus on topics in environmental sciences, geochemistry, geoarchaeology, geosciences, paleoecology, paleoclimatology, geobiology, and evolution (to be determined in consultation

with the student's advisor).

Culminating Experience: Successful defense of thesis.

At least 17 credits must be earned in courses numbered 600 or above.

Master of Science -- Earth and Quaternary Sciences (33 credits minimum) (Non-Thesis Option)

Major: Geology 571--3 credits or Geography 552--3 credits; Geology 588--3 credits; Geology 690--3 credits; Geology 697--3 credits

Electives: 21 credits of directed electives from geology or from allied scientific disciplines that focus on topics in environmental sciences, geochemistry, geoarchaeology, geosciences, paleoecology, paleoclimatology, geobiology, and evolution (to be determined in consultation with the student's advisor).

Culminating Experience: Presenting research results at a departmental seminar or regional/national conference or successfully passing the National Association of State Boards of Geology (ASBOG) exam.

At least 17 credits must be earned in courses numbered 600 or above.

Preferred effective term: Fall 2009