



# *Academic Notes*

March 30, 2009

AN 2008-2009

## **\*\* SPECIAL NOTICES\*\***

### **FACULTY ATTENDANCE FORM FOR SPRING COMMENCEMENT**

Commencement is a most important celebration for a campus. The participation of faculty in the celebration demonstrates to our graduates, their family members, and even to prospective students how important they are to us. Your participation is requested in the Commencement ceremonies that will be held on **May 9, 2009**. The Commencement Attendance Form and Faculty Academic Apparel Rental Order Form are available online at <http://www.indstate.edu/academicaffairs/commencement-faculty.htm>. Apparel rental deadline is **April 10, 2009**. Together we can make this celebration an event that all of our graduates will never forget. We want and need for them to leave here with nothing but fond memories of a University that provided both a quality education and a caring environment.

## **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>

### **Danville Area Community College**

AAS Manufacturing Engineering Technology - CAD option to BS Advanced Manufacturing Management

3/18/2009

## **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>
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 ARTS AND SCIENCES: Biology**

**Jessy Robbins** will be defending her thesis entitled *Effect of Environmental Density and Buoyancy on Growth and Gravitropic Response in Maize Roots* on Tuesday, April 7, 2009, at 3:00 p.m., in the Science Building, room 205. Members of her committee are: Dr. Timothy Mulkey, Chairperson; Dr. James Hughes and Dr. William Brett.

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

**Xuefei Hu** will defend his dissertation entitled *Impervious Surface Estimation From Remote Sensing Imagery Using Sub-pixel and Object-Based Classifications in Indianapolis, USA*, on Monday, April 6, 2009, at 2:30 p.m., in the Science Building, room 110. Members are Dr. Qihao Weng, Chairperson; Dr. Paul Mausel, Dr. Jim Speer, Dr. Cheng Zhao, and Dr. Michael Angilletta.

## **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

### INDEX

<b>Item</b>	<b>Page #</b>
<b>Graduate Proposals</b>	
<i>New Courses</i>	
COMM 566, CRIM 630, 635 .....	4
<i>Course Reactivation</i>	
ELED 580.....	4
ELED 591, 592; SPED 578.....	5
<i>Program Revisions</i>	
M.S. Clinical Mental Health Counseling .....	5
<b>Undergraduate Approvals</b>	
<i>New Courses</i>	
GEOL 471 .....	6
<i>Course Revisions</i>	
COMM 469 .....	6
COUN 434.....	7
<i>Program Revisions</i>	
Physical Education All Grade Major.....	7
<b>Graduate Approvals</b>	
<i>New Courses</i>	
GEOL 571, 607 .....	9
GEOL 682, 683, 690 .....	10
<i>Course Banking</i>	
FSC 692H; ELAF 659; PE 167 .....	10
<i>Course Elimination</i>	
ENG 669H.....	11
<i>Program Revisions</i>	
M.S. Geology (Thesis and Non-Theses Options).....	11
Ed.S. School Administration .....	15
M.Ed. School Counseling.....	17

# GRADUATE PROPOSALS

## NEW COURSES

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

#### **COMM 566 - 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.

A-F Grading

*Preferred effective term: Fall 2009*

### **COLLEGE OF ARTS AND SCIENCES: Criminology and Criminal Justice**

#### **CRIM 630 - Seminar in Corrections**

3 credits

An advanced course in corrections designed to cover history, development, current practices, critical issues, and the future of corrections. Particular focus will be on the study of the various theoretical and practical approaches to corrections and the current research in the field designed to assess these practices.

A-F Grading

*Preferred effective term: Fall 2009*

#### **CRIM 635 - Advanced Criminal Investigations**

3 credits

This course will examine the role of investigation and evidence in criminal justice. Management techniques, analysis and critical thinking, and the role of science and technology are explored. Ethical issues and special topics and controversies in criminal investigation are presented.

A-F Grading

*Preferred effective term: Fall 2009*

## COURSE REACTIVATION

### **COLLEGE OF EDUCATION: Elementary, Early, and Special Education**

#### **ELED 580 – Introduction to Reading**

3 credits

Exploration of the field of developmental reading as an area of study. The course is designed to acquaint students with the breadth of concerns of the elementary and middle school reading teachers.

*Preferred effective term: Fall 2009*

### **ELED 591 - Diagnostic and Corrective Reading Procedures in the Classroom**

3 credits

Analysis, diagnosis, prescription, and correction of developmental reading problems in the elementary and middle school classroom. Required laboratory work involves experiences with pupils at the appropriate age levels. Course is not open to students having taken ELED 398 or equivalent.

**Prerequisite:** foundations course in reading.

A-F Grading

*Preferred effective term: Summer I 2009*

### **ELED 592 - Trends and Issues in Reading Instruction**

3 credits.

This course enables the student to examine current concerns, to become acquainted with controversial issues, and to develop insight into emerging trends in the teaching of reading.

A-F Grading

*Preferred effective term: Summer I 2009*

### **SPED 578 – Practicum with the Gifted and Talented**

3 credits

Designed to provide experience in working with the gifted and talented.

**Prerequisites:** SPED 590, 591

A-F Grading

*Preferred effective term: Summer I 2009*

## **PROGRAM REVISIONS**

### **COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

#### **M.S. Clinical Mental Health Counseling (60 credits minimum)**

**CIP Code: 420601 Major Code: 8676**

#### **Brief Summary:**

Our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) now requires a course in substance abuse as part of the curriculum. All counselors encounter this issue and need training. To that end, we are making COUN 595K - Substance Abuse a required special topics course in counseling instead of an elective. The contextual information that students were receiving in the formerly required course, COUN 732 - Consultation, is being folded into their course in Community Counseling.

#### **Student Learning:**

This change is in preparation for our next accreditation review in 2011. As a result of this change, students will be better prepared to function in any type of counseling setting.

## **Proposed Catalog Copy:**

**M.S. Clinical Mental Health Counseling (60 credits minimum)**

**CIP Code: 420601 Major Code: \_\_\_\_\_**

**Research:** Educational Psychology 620 or Counseling 620 – 3 credits

**Major Area:** Counseling 533 – 3 credits; 534 – 3 credits; 595K – 3 credits; 615 – 3 credits; 628 – 3 credits; 633 – 3 credits; 634 – 3 credits; 635 – 3 credits; 666 – 3credits; 710 – 3 credits; 738D – 3 credits; 739D – 6 credits (739D – 3 hrs .taken twice for a total of 6 credits); Educational Psychology 621 or 721 – 3 credits; Psychology 558 – 3 credits; 568 – 3 credits;

**Approved Electives** – 9 credits

**Final Project:** The student must pass a comprehensive, theory-based written case presentation with oral defense.

In Addition to the 60 semester hours of course work, the student must acquire a minimum of 1,000 hours of client service with a minimum of 400 hours of direct client contact. Also, the student must take a national counselor exam.

**Note:** Students seeking to complete a master's thesis are required to take Counseling 699-6credits as part of their electives.

In general, at least one-half of the credit hours must be in courses numbered 600 or above.  
*Preferred effective term: Fall 2009*

## **UNDERGRADUATE APPROVALS**

### **NEW COURSES**

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

**GEOL 471 - Quaternary Paleocology**

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*

**COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**COUN 434 - Foundations of Counseling Psychology**

3 credits

An orientation to the field focusing on issues relevant to professional identity development. A survey of the historical and intellectual context of counseling, contemporary professional issues, and critical thinking as applied to clinical practice.

*Change title to:*

**COUN 434 - Foundations of Mental Health Counseling**

3 credits

An orientation to the field focusing on issues relevant to professional identity development. A survey of the historical and intellectual context of counseling, contemporary professional issues, and critical thinking as applied to clinical practice.

*Preferred effective term: Fall 2009*

**PROGRAM REVISIONS**

**COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education**

**Physical Education All Grade Major (52 semester credits)**

**CIP Code: 131314 Major Code: 19A523**

**Brief Summary:**

The main reason to modify the Physical Education (PE) - All Grade curriculum is to reduce program requirement credit credits while meeting the state standards without compromising the integrity of the program. The current PE all grade program should be revised to reduce the existing 89 credit credits for program completion toward 76 credit credits including required College of Education coursework. The revised curriculum would allow the students to complete program requirements in a timelier manner while pursuing a double major with health education or other concentration and minor options (i.e., Coaching, Strength & Conditioning minor, Dance minor, Martial arts minor, Driver Education.)

**Student Learning:**

The Indiana Department of Education licenses physical education teachers and health education teachers separately, although school corporations want teachers who are licensed to teach both. This revised program would allow the students to complete program requirements in a timelier manner while pursuing the double major program option or other minor or concentration options. Currently 184 credit credits are required to complete PE/Health double major programs for licensing (89 credits PE, 41 credits HE, 54 credits Gen Ed). The proposed program would help graduates complete both PE/Health education programs in timely manner or provide more options toward minor or concentration programs for more marketability.

### **Proposed Catalog Copy:**

Graduates of the Physical Education Teacher Education program are qualified to teach physical education in the public schools of Indiana, and most other states, at the elementary, middle, and high school levels. Graduates pursuing a double major program option with health education program will be qualified to teach both Physical Education and Health Education in the public schools of Indiana, and most other states, at the middle and high school levels while they will be qualified to teach Physical Education at the elementary school level as well. A coaching concentration to prepare students as coaches at the middle or high school level is also available. Exercise science majors are qualified in the continuously growing field of exercise and fitness to work in a variety of areas including cardiac rehabilitation, personal training, and wellness and fitness programs in business, healthcare, or community-based agencies.

### TEACHING CURRICULA

Students should be thoroughly familiar with the requirements for the teaching curriculum and admission to the Teacher Education Program. Additionally, students will follow the required sequence of professional courses and admission requirements in the College of Education. Refer to the College of Education and the Department of Curriculum, Instruction, and Media Technology in this Catalog.

### **Physical Education All Grade Major (43 credits)**

**CIP Code: 131314 Major Code: \_\_\_\_\_**

This major may be added to the All Grade Education Instructional License.

### **Required Skill Proficiencies (10 credits)**

- PE 211 – Net Sports in Educational Settings 2 credits
- PE 212 – Territorial Sports in Educational Settings 2 credits
- PE 213 – Dance in Educational Settings 2 credits
- PE 214 – Physical Education for Children 2 credits
- PE 217 – Physical Fitness in Educational Settings 2 credits

### **Theory and Methods (27 credits)**

- PE 201 – Introduction to Kinesiology 3 credits
- PE 266 – Human Growth and Motor Development 3 credits
- PE 290 – Instructional Strategies in Physical Education 3 credits
- PE 302 – Teaching Elementary Physical Education 3 credits
- PE 310 – Teaching Secondary Physical Education 3 credits



- PE 366 – Human Motor Learning 3 credits
- PE 404 – Scientific Aspects of Physical Education and Coaching 3 credits
- PE 442 – Assessment in Physical Education 3 credits
- PE 466 – Social Behavioral Aspects of Physical Education 3 credits

**Required Cognate (6 credits)**

- ATTR 210 – Human Anatomy for Allied Health Professions 2 credits
- ATTR 210L – Human Anatomy for Allied Health Professions Laboratory 1 credit
- PE 220 – Human Physiology for Allied Health Professions 2 credits
- PE 220L – Human Physiology for Allied Health Professions Laboratory 1 credit
- or
- BIO 231 – Human Anatomy 2 credits
- BIO 231L – Human Anatomy Laboratory 1 credit
- BIO 241 – Human Physiology 2 credits
- BIO 241L – Human Physiology Laboratory 1 credit

**Required Professional Education:**

The following are required in the All Grade Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology

- PE 400 – Teaching an Integrated Unit in Physical Education 1 credit
- PE 497 – Adapted Physical Education 3 credits

*Preferred effective term: Fall 2009*

## **GRADUATE APPROVALS**

### **NEW COURSES**

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

##### **GEOL 571 - Quaternary Paleocology**

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 682 – Paleoceanography**

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*

### **GEOL 683 – Coastal Environments**

3 credits

Seminar-based course discusses recent research on coastal processes. Topics include the causes and consequences of sea-level rise, coral reef destruction and beach erosion, and attempts to mitigate the negative impacts of these processes.

**Repeatable:** up to six credits

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*

## **COURSE BANKING**

### **COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences**

#### **FCS 692H – Workshop in Family Economic Home Management**

*Preferred effective term: Fall 2009*

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

#### **ELAF 659 – Workshop in School Administration**

*Preferred effective term: Fall 2009*

### **COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Physical Education**

#### **PE 167 – Karate**

*Preferred effective term: Fall 2009*

## **COURSE ELIMINATION**

**COLLEGE OF ARTS AND SCIENCES: English**

**ENG 669H – Studies in English Literature since 1800**

*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 reseach 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  
Universit of Uppsala, Sweden  
University of Wales, Aberyswyth

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:**

**Master of Science -- Earth and Quaternary Sciences-- Thesis and Non-Theses Options (33 credits minimum)**

**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*

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

### **Ed.S. School Administration (66 credits minimum)**

**CIP Code: 130401 Major Code: 8489**

#### **Brief Summary:**

EPSY 521 - Advanced Child Psychology and EPSY 522 – Adolescent Psychology are no longer offered by the CDCSEP Department but instead they now offer EPSY 621 – Development Through the Lifespan. Thus, we wish to remove EPSY 521 and EPSY 522 as course elective options and simply leave the one course, EPSY 621 as the course that students must take. The course catalog currently indicates that any of the three are options.

In addition, we wish to remove EPSY 625 – Psychological Aspects of Teaching as a course elective option and simply leave ELAF 710 – Social Foundations of Leadership as the requisite course that students need to take from between these two options. EPSY 625 has not been offered in years and as per Dr. Eric Hampton, there do not appear to be plans to offer it in the future.

#### **Student Learning:**

The EPSY 621 course provides the skills that students need in this arena given that it incorporates the content of the other two courses, EPSY 521 and EPSY 522. Students also receive the requisite curriculum training they need with CIMT 660 or ELED 660 and CIMT 770. The EPSY 625 course is no longer offered and ELAF 710 meets our need more effectively for grounding the students in the foundations of leadership, a hole that was filled a year ago in this EdS curriculum for K-12 district administrators.

#### **Proposed Catalog Copy:**

### **Ed.S. School Administration (66 credits minimum)**

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

#### **Degree Requirements:**

---

#### **Basic Professional Courses:**

- CIMT 610 – Research in Education credits: 3
- CIMT 611 – Measurement and Evaluation in Education credits: 3
- EPSY 621 – Development Through the Lifespan credits: 3
- ELAF 710 – Social Foundations of Leadership credits: 3

#### **Choose one of the following:**

- ELAF 605 – Philosophy of Education credits: 3
- ELAF 608 – School and Society credits: 3

**Major Field:**

- 
- ELAF 650 - Foundations of Educational Leadership credits: 3
  - ELAF 655 - Legal Aspects of School Administration credits: 3
  - ELAF 656 - School and Community: Collaborating for Effective Schools credits: 3
  - ELAF 681 - The School Principal: Leadership for Changing Schools credits: 3
  - ELAF 754 - School Business Administration credits: 3

**Choose one of the following:**

- 
- CIMT 770 - Curriculum Development credits: 3
  - and
  - ELED 660 - The Elementary Curriculum credits: 3

**Or:**

- 
- CIMT 660 - Curriculum Fundamentals credits: 3
  - and
  - ELED 770 - Curriculum Development credits: 3

**Complete the 12 hour Campus or Field Option:**

**Campus Option:**

- 
- ELAF 657 - Human Relations in Education Administration credits: 3
  - ELAF 682 - Contemporary Problems in Educational Administration credits: 3

**Choose one of the following:**

- 
- ELAF 653 - Simulated Experiences in Elementary School Administration credits: 3
  - ELAF 654 - Simulated Experiences in Secondary School Administration credits: 3

**Choose one of the following:**

- 
- ELAF 658 - Collective Bargaining in Education credits: 3
  - ELAF 751 - Administration of School Personnel credits: 3

**Field Option:**

- 
- ELAF 758 - Principal Internship credits: 3-6  
(taken twice)
  - ELAF 793 - Seminar in Effective Practices for Principals credits: 1-3  
(taken twice)

**Complete the following 12 hour Concentration:**

**Leadership in School Business Affairs:**

- 
- ELAF 751 - Administration of School Personnel credits: 3
  - ELAF 753 - Public School Finance credits: 3
  - ELAF 757 - Educational Facility Planning credits: 3
  - ELAF 759 - Seminar in School Superintendency credits: 3

**Thesis or Field Study:**



- ELAF 790 - Individual Research and Study credits: 1-3
- ELAF 792 - Field Research Projects credits: 1-3

*Preferred effective term: Fall 2009*

**COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**M.Ed. School Counseling (49 semester hours)**

**CIP Code: 131101 Major Code: 8667**

**Brief Summary:**

The purpose for dropping COUN 595Q, Technology in Counseling, is that students entering the program have a vast amount of computer expertise. This was not the case in 1998 when the program of study was developed. In-coming students of all ages are exposed to and utilize technology on a regular basis. The course has evolved over the prior three years and no longer addresses the original intent of the course; exposing students to basic computer skills, such as e-mail, word processing, and spreadsheets. The course is no longer necessary to ensure that all students are adequately prepared for a hybrid program. Material being taught is embedded in other courses, particularly COUN 623, Counseling Children and Adolescents, COUN 666, Multicultural Counseling, and COUN 739B, Internship.

**Student Learning:**

Course feedback over the past three years indicated that the course was not useful and students were not learning new information.

**Proposed Catalog Copy:**

**M.Ed. School Counseling (49 credits)**

**CIP Code: 131101 Major Code: \_\_\_\_\_**

**DEGREE REQUIREMENTS**

**Research:** Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620--3 credits.

**Major Area:** Counseling 533—3 credits.; 535—3 credits.; 615—3 credits.; 623—3 credits.; 628—3 credits.; 634—3 credits.; 635—3 credits.; 666—3 credits.; 731—3 credits.; 739B—3 credits. (taken twice for 6 hours total); 793B—3 credits.

**Professional Education:** Educational Leadership, Administration, and Foundations 608—3 credits.; Educational Psychology 621—3 credits.

**Culminating Experience:** Counseling 738B--3 credits, taken within the last 12 credit hours of the degree program.

**Completing the Thesis option requires** Counseling 699--6 credits.

*Preferred effective term: Fall 2009*