### INSTRUCTIONS: Please check the items below which describe the purpose of this request.

- [x] 1. New course with supporting documents (complete proposal form)
- [ ] 2. Add existing course offered at another campus
- [ ] 3. Expiration of a course
- [ ] 4. Change in course number
- [ ] 5. Change in course title
- [ ] 6. Change in course credit type
- [ ] 7. Change in course attributes
- [ ] 8. Change in instructional hours
- [ ] 9. Change in course description
- [ ] 10. Change in course requisites
- [ ] 11. Change in semesters offered
- [ ] 12. Transfer from one department to another

### PROPOSED:

- **Subject Abbreviation**: CIT
- **Course Number**: 56500
- **Long Title**: Teaching Computer Programming & Applications
- **Short Title**: Teaching Comp. Prog. & Apps.

### EXISTING:

- **Subject Abbreviation**: 
- **Course Number**: 
- **Long Title**: 
- **Short Title**: 

### TERMS OFFERED:

- **Check All That Apply**:
  - [x] Summer
  - [x] Fall
  - [x] Spring

### CAMPUS(ES) INVOLVED:

- [ ] Calumet
- [ ] Cont Ed
- [ ] Ft. Wayne
- [x] N. Central
- [x] Tech Statewide
- [x] Indianapolis
- [ ] W. Lafayette

### CREDIT TYPE:

- **1. Fixed Credit: Cr. Hrs.**: 3
- **2. Variable Credit Range**: Minimum Cr. Hrs. (Check One) To Or Max
- **3. Equivalent Credit**: Yes No
- **4. Thesis Credit**: Yes No

### COURSE ATTRIBUTES:

- **1. Pass/No Pass Only**: 
- **2. Satisfactory/Unsatisfactory Only**: 
- **3. Repeatable**: 
- **4. Credit by Examination**: 
- **5. Special Fees**: 
- **6. Registration Approval Type**: 
  - [ ] Department
  - [ ] Instructor
- **7. Variable Title**: 
- **8. Honors**: 
- **9. Full Time Privilege**: 
- **10. Off Campus Experience**: 

### COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):

Participants will explore best methods for teaching secondary computer programming and computer applications. Additionally, participants will learn to integrate other subjects with computer programming and applications.

### OFFICE OF THE REGISTRAR

- **Calumet Department Head**: [Signature] Date
- **Calumet School Dean**: Date
- **Calumet Undergraduate Curriculum Committee**: Date
- **Fort Wayne Department Head**: [Signature] Date
- **Fort Wayne School Dean**: Date
- **Fort Wayne Chancellor**: Date
- **Undergraduate Curriculum Committee**: Date
- **Indiana School Dean**: [Signature] Date
- **North Central Department Head**: Date
- **North Central School Dean**: Date
- **North Central Chancellor**: Date
- **Undergraduate Curriculum Committee**: Date
- **Chicago Department Head**: [Signature] Date
- **Harley School Dean**: Date
- **Harley Graduate Council**: Date
- **Graduate Council Secretary**: Date
- **Graduate Area Committee Convener**: Date
- **Graduate Dean**: Date
- **Graduate Council Secretary**: Date
- **West Lafayette Department Head**: Date
- **West Lafayette College/School Dean**: Date
- **West Lafayette Chancellor**: Date
- **Undergraduate Curriculum Committee**: Date
- **West Lafayette Registrar**: Date
Supporting Document for a New Graduate Course

To:    Purdue University Graduate Council
From:  Faculty Member: Charlie Feldhaus
        Department: CILT
        Campus: Indianapolis
        08/17/2009
Date:  
Subject: Proposal for New Graduate Course-Documentation
        Required by the Graduate Council to Accompany
        Registrar's Form 40G

Contact for information if questions arise:

Name:  Charlie Feldhaus
Phone Number:  (317) 278-1863
E-mail:  cfeldhau@iupui.edu
Campus Address:  ET 309F

Course Subject Abbreviation and Number:  CIT 56500

Course Title:  Teaching Computer Programming & Applications

A. Justification for the Course:

- Provide a complete and detailed explanation of the need for the course (e.g., in the preparation of students, in providing new knowledge/training in one or more topics, in meeting degree requirements, etc.), how the course contributes to existing fields of study and/or areas of specialization, and how the course relates to other graduate courses offered by the department, other departments, or interdisciplinary programs.

- Justify the level of the proposed graduate course (50000- or 60000-level) including statements on, but not limited to: (1) the target audience, including the anticipated number of undergraduate and graduate students who will enroll in the course; and (2) the rigor of the course.

B. Learning Outcomes and Method of Evaluation or Assessment:

- Describe the course objectives and student learning outcomes that address the objectives (i.e., knowledge, communication, critical thinking, ethical research, etc.).

- Describe the methods of evaluation or assessment of student learning outcomes. (Include evidence for both direct and indirect methods.)

- Grading criteria (select from dropdown box); include a statement describing the criteria that will be used to assess students and how the final grade will be determined.

Criteria: Papers and Projects
Identify the method(s) of instruction (select from dropdown box) and describe how the methods promote the likely success of the desired student learning outcomes.

Method of Instruction [Lecture]

C. Prerequisite(s):

- List prerequisite courses by subject abbreviation, number, and title.
- List other prerequisites and/or experiences/background required. If no prerequisites are indicated, provide an explanation for their absence.

D. Course Instructor(s):

- Provide the name, rank, and department/program affiliation of the instructor(s).
- Is the instructor currently a member of the Graduate Faculty? [ ] Yes [ ] No
  (If the answer is no, indicate when it is expected that a request will be submitted.)

E. Course Outline:

- Provide an outline of topics to be covered and indicate the relative amount of time or emphasis devoted to each topic. If laboratory or field experiences are used to supplement a lecture course, explain the value of the experience(s) to enhance the quality of the course and student learning. For special topics courses, include a sample outline of a course that would be offered under the proposed course.

F. Reading List (including course text):

- A primary reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
- A secondary reading list or bibliography should include material students may use as background information.

G. Library Resources

- Describe the library resources that are currently available or the resources needed to support this proposed course.

H. Example of a Course Syllabus (While not a necessary component of this supporting document, an example of a course syllabus is available, for information, by clicking on the link below, which goes to the Graduate School's Policies and Procedures Manual for Administering Graduate Student Programs. See Appendix K.)


(Revised and Approved by the Graduate Council 2/08)
Supporting Document
CIT 56500  Teaching Computer Programming & Applications

Description

In this course, participants will explore best practices for teaching high school students computer programming and computer applications. Participants will learn the best methods for teaching various programming languages and applications to high school students. Additionally, participants will integrate other subject matters with computer programming and applications to create meaningful and interactive lesson plans.

A. Justification for the Course:

This course is a major piece of training individuals in teaching computer education. With an Indiana Computer Education Teaching license, individuals can teach computer programming and computer applications. Before preservice teachers are expected to enter the classroom and instruct students on computer topics, they should know the best practice for completing this task. Preparing students to teach in these fields is pertinent, and the main focus of this class is giving preservice teachers the experiences and tools to be better equipped to serve 5-12 stakeholder needs. Since individuals will be coming from non-educational-related STEM backgrounds, a 500-level course is appropriate since the teaching methodology concepts will be introductory. The class will be taught once a year with expected enrollment to be 10 graduate students.

B. Learning Outcomes and Method of Evaluation or Assessment:

Course Objectives

By the end of the course, you should be able to do the following:

- Demonstrate in-depth knowledge and competencies in core technology areas necessary for instructing students in computer applications and computer programming (ISTE 1.1, ISTE 2.1, ISTE 2.2, ISTE 2.3, IN 1, IN 2, IN 4, IN 7, BTE 1, BTE 2, BTE 3, BTE 4, BTE 5, BTE 6, BTE 7)
- Explain the role and purpose of computer applications and computer programming courses in public schools (ISTE 1.1, ISTE 2.3, ISTE 3.4, IN 7, IN 10, BTE 1, BTE 6)
- Identify a variety of computer applications and programming instructional strategies that meet the needs of all learners in the middle and high school settings and meet curriculum and community goals (ISTE 1.2, ISTE 3.1, ISTE 3.2, ISTE 3.4, ISTE 3.5, IN 2, IN 3, IN 9, IN 10, BTE 1, BTE 2, BTE 4, BTE 5, BTE 6, BTE 7, BTE 8)
- Create lesson plans geared toward building secondary students’ skills in computer subjects, while improving critical thinking and problem-
solving skills through multiple settings (ISTE 2.3, ISTE 3.1, ISTE 3.2, ISTE 3.4, IN 1, IN 2, IN 4, IN 5, IN 7, BTE 1, BTE 2, BTE 3, BTE 4, BTE 5, BTE 7)

- Develop behavioral standards for computer applications and computer programming and incorporate these into lesson plans (ISTE 3.1, ISTE 3.4, IN 2, IN 5, IN 6, BTE 2, BTE 5, BTE 6)

- Identify strengths of different assessment techniques and demonstrate the ability to use relevant assessment methods in appropriate situations (ISTE 3.1, ISTE 3.2, ISTE 3.4, IN 1, IN 2, IN 3, IN 4, IN 8, BTE 1, BTE 2, BTE 3, BTE 4, BTE 8)

- Analyze contemporary social, professional, ethical, and legal issues related to technology and computing through oral and written work (ISTE 2.1, ISTE 3.2, IN 1, IN 7, IN 9, BTE 6, BTE 7, BTE 9, BTE 10)

- Develop expertise in the maintenance and management of lab instructional tools and technology (ISTE 2.1, ISTE 2.2, IN 1, BTE 1)

- Demonstrate teaching competencies through peer teaching/critiquing in computer applications and computer programming (ISTE 3.1, ISTE 3.2, ISTE 3.4, ISTE 3.5, IN 1, IN 2, IN 3, IN 4, IN 5, IN 6, IN 7, IN 9, BTE 1, BTE 2, BTE 3, BTE 4, BTE 5, BTE 6, BTE 7)

- Evaluate personal instructional strategies and communication methods to identify strengths and weaknesses in pedagogy (ISTE 3.4, IN 9, BTE 9)

ISTE: International Society for Technology in Education  
IN: INTASC Principles  
BTE: Business/Technology Education

**Evaluation**

**Grading Standards**
Letter grades will be assigned in accordance with the following scale:

- 100% to 98 = A+
- 97.99 to 93 = A
- 92.99 to 91 = A-
- 90.99 to 88 = B+
- 87.99 to 83 = B
- 82.99 to 81 = B-
- 80.99 to 78 = C+
- 77.99 to 73 = C
- 72.99 to 70 = C-
- 70 and lower = F

**Evaluation Method**
Your grade for the course will be determined by the following items:
1. Papers, Presentations, and Other Assignments (25% of Final Grade)
   - Classroom Management Presentation
   - Position Paper (The Role and Future of Secondary School Computer Courses—Identify and Address Issues and Give Presentation of Paper)
   - Professional Development Paper
   - Observation Reflections
   - Case Studies on Technology Specifics & Management
   - Legal and Ethical Technology Issues and the Impact on Society Presentation
2. Peer Teaching (Includes Lesson and Unit Plans and Course Outlines Based on State Standards) (30% of Final Grade)
   - Computer Applications—4 lessons
   - Computer Programming—4 lessons
   - Unit Plan
   - Course Outline
3. Evaluation Materials (a binder) (15% of Final Grade)
   - Computer Applications—8 Evaluation Resources
   - Computer Programming—8 Evaluation Resources
4. Resource Materials (organized into files) (15% of Final Grade)
   - Computer Applications—8 Resources
   - Computer Programming—8 Resources
5. Literature Review (15% of Final Grade)
   - 10-15 Pages in Length
   - Based on an Area of Interest in 5-12 Computer Education That Warrants Inquiry

Students will be expected to complete several assignments and participate in a variety of activities. These will help address the hands-on and theoretical aspects of teaching computer education. Also, at the end of the course, students will have several resources to take with them and use in the 5-12 classroom.

C. Prerequisite(s):

Graduate status in the School of Engineering and Technology

D. Course Instructor(s):

Eugenia Fernandez
Department Chair: Computer, Information, & Leadership Technology
Associate Professor: Computer and Information Technology
Phone: 317-274-6794
Office: ET 301B
E-mail: efernand@iupui.edu
E. Course Outline:

1. Issues in computer education (including status, background, and role of computer education in public schools)
2. Principles, concepts, and instructional strategies for teaching computer education and lesson and unit planning
3. Teaching methodologies for computer applications and computer programming
4. Assessment techniques and procedures for computer applications and computer programming

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom Management (Developing Personal Model)</td>
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<tr>
<td>2</td>
<td>Lesson Planning &amp; Unit Planning</td>
</tr>
<tr>
<td>3</td>
<td>Assessment Techniques &amp; Strategies</td>
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<tr>
<td>4</td>
<td>Computer Education State Curriculum</td>
</tr>
<tr>
<td>5</td>
<td>Teaching Word Processing &amp; Spreadsheets</td>
</tr>
<tr>
<td>6</td>
<td>Peer Teaching of Word Processing &amp; Spreadsheets</td>
</tr>
<tr>
<td>7</td>
<td>Teaching Databases &amp; Presentation Software</td>
</tr>
<tr>
<td>8</td>
<td>Peer Teaching of Databases &amp; Presentation Software</td>
</tr>
<tr>
<td>9</td>
<td>Teaching Computer Programming (Basic Concepts)</td>
</tr>
<tr>
<td>10</td>
<td>Peer Teaching of Computer Programming</td>
</tr>
<tr>
<td>11</td>
<td>Teaching Computer Programming (Advanced Concepts)</td>
</tr>
<tr>
<td>12</td>
<td>Peer Teaching of Computer Programming</td>
</tr>
<tr>
<td>13</td>
<td>Computer Education History &amp; Issues in the Field</td>
</tr>
<tr>
<td>14</td>
<td>Sponsoring Student Organizations</td>
</tr>
<tr>
<td>15</td>
<td>Wrap-Up—Professional Issues (Getting a Job)</td>
</tr>
</tbody>
</table>

F. Reading List (including course text):


G. Library Resources

Students will be required to complete a literature review. Journal articles & other necessary media can be found at the University Library at IUPUI.

H. Example Course Syllabus

See attached.
I. HEADER:

Course Number: CIT 56500
Course Title: Teaching Computer Programming & Applications

Instructor: Eugenia Fernandez
Department Chair: Computer, Information, & Leadership Technology
Associate Professor: Computer and Information Technology
Phone: 317-274-6794
Office: ET 301B
E-mail: efernand@iupui.edu

Prerequisites: Graduate status in the School of Engineering and Technology

II. COURSE DESCRIPTION AND RATIONALE:

Description
In this course, participants will explore best practices for teaching high school students computer programming and computer applications. Participants will learn the best methods for teaching various programming languages and applications to high school students. Additionally, participants will understand the importance of integrating other subject matters with computer programming and applications.

Rationale
This course is a major piece of training individuals in teaching computer education. Before preservice teachers are expected to enter the classroom and instruct students on computer topics, they should know the best practice for completing this task.

III. EDUCATIONAL OBJECTIVES:

By the end of the course, you should be able to do the following:

- Demonstrate in-depth knowledge and competencies in core technology areas necessary for instructing students in computer applications and computer programming (ISTE 1.1, ISTE 2.1, ISTE 2.2, ISTE 2.3, ISTE 2.3, IN 1, IN 2, IN 4, IN 7, BTE 1, BTE 2, BTE 3, BTE 4, BTE 5, BTE 6, BTE 7)
- Explain the role and purpose of computer applications and computer programming courses in public schools (ISTE 1.1, ISTE 2.3, ISTE 3.4, IN 7, IN 10, BTE 1, BTE 6)
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- Create lesson plans geared toward building secondary students' skills in computer subjects, while improving critical thinking and problem-solving skills through
multiple settings (ISTE 2.3, ISTE 3.1, ISTE 3.2, ISTE 3.4, IN 1, IN 2, IN 4, IN 5, IN 7, BTE 1, BTE 2, BTE 3, BTE 4, BTE 5, BTE 7)

- Develop behavioral standards for computer applications and computer programming and incorporate these into lesson plans (ISTE 3.1, ISTE 3.4, IN 2, IN 5, IN 6, BTE 2, BTE 5, BTE 6)

- Identify strengths of different assessment techniques and demonstrate the ability to use relevant assessment methods in appropriate situations (ISTE 3.1, ISTE 3.2, ISTE 3.4, IN 1, IN 2, IN 3, IN 4, IN 8, BTE 1, BTE 2, BTE 3, BTE 4, BTE 8)

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- Develop expertise in the maintenance and management of lab instructional tools and technology (ISTE 2.1, ISTE 2.2, IN 1, BTE 1)

- Demonstrate teaching competencies through peer teaching/critiquing in computer applications and computer programming (ISTE 3.1, ISTE 3.2, ISTE 3.4, ISTE 3.5, IN 1, IN 2, IN 3, IN 4, IN 5, IN 6, IN 7, IN 9, BTE 1, BTE 2, BTE3, BTE 4, BTE 5, BTE 6, BTE 7)

- Evaluate personal instructional strategies and communication methods to identify strengths and weaknesses in pedagogy (ISTE 3.4, IN 9, BTE 9)

ISTE: International Society for Technology in Education
IN: INTASC Principles
BTE: Business/Technology Education

IV. COURSE CONTENT:

1. Issues in computer education (including status, background, and role of computer education in public schools)

2. Principles, concepts, and instructional strategies for teaching computer education and lesson and unit planning

3. Teaching methodologies for computer applications and computer programming

4. Assessment techniques and procedures for computer applications and computer programming

V. REQUIRED AND RECOMMENDED TEXTS:


Additionally, you will need a file box of some kind with dividers for organizing the resource files and assessments for Computer Applications and Computer Programming.

**VI. EVALUATION AND GRADING:**

**Grading Standards**

Letter grades will be assigned in accordance with the following scale:

- 100% to 98 = A+
- 97.99 to 93 = A
- 92.99 to 91 = A-
- 90.99 to 88 = B+
- 87.99 to 83 = B
- 82.99 to 81 = B-
- 80.99 to 78 = C+
- 77.99 to 73 = C
- 72.99 to 70 = C-
- 70 and lower = F

**Evaluation Method**

Your grade for the course will be determined by the following items:

1. **Papers, Presentations, and Other Assignments (25% of Final Grade)**
   - Classroom Management Presentation
   - Position Paper (The Role and Future of Secondary School Computer Courses—Identify and Address Issues and Give Presentation of Paper)
   - Professional Development Paper
   - Observation Reflections
   - Case Studies on Technology Specifics & Management
   - Legal and Ethical Technology Issues and the Impact on Society Presentation

2. **Peer Teaching (Includes Lesson and Unit Plans and Course Outlines Based on State Standards) (30% of Final Grade)**
   - Computer Applications—4 lessons
   - Computer Programming—4 lessons
   - Unit Plan
   - Course Outline

3. **Evaluation Materials (a binder) (15% of Final Grade)**
   - Computer Applications—8 Evaluation Resources
   - Computer Programming—8 Evaluation Resources

4. **Resource Materials (organized into files) (15% of Final Grade)**
   - Computer Applications—8 Resources
5. Literature Review (15% of Final Grade)
   - 10-15 Pages in Length
   - Based on an Area of Interest in 5-12 Computer Education That Warrants Inquiry

**Explanation of Assignments**

**Classroom Management Presentation**
You will develop a classroom management plan to use in your computer lab. Additionally, you will be given some scenarios on handling various issues. Then, you will develop a presentation that covers your plan and responses to the scenarios.

**Position Paper**
The position paper should be developed from at least 10 articles dated no later than 2000. You should write the paper as if you were preparing it for your principal or curriculum director. You will also give a 5-10 minute oral presentation of your paper. You will find an outline for the position paper at the end of the syllabus.

**Professional Development Paper**
You will write a 3-5 page paper on the importance of continual professional development in the computer education field. You will identify specific ways to stay abreast with future trends and new technologies. An outline of this paper is at the end of the syllabus.

**Observation Reflections**
You will watch multiple lesson plan demonstrations by current computer education teachers. During the lesson you will take notes on the instruction method being demonstrated. Following the lessons, you will reflect on what you feel worked and did not work. Also, you will discuss ways that the lesson demonstrated can be improved.

**Case Studies on Technology Management**
A large aspect of your job as a computer educator is managing your computer lab. As a class, we will have discussions on the many facets of lab maintenance. Additionally, you will be given scenarios on this topic to analyze.

**Legal and Ethical Technology Issues and the Impact on Society Presentation**
You will create a presentation on the legal and ethical issues in the technology field. Additionally, you will discuss how technology impacts society, especially how the legal and ethical issues have implications on society. The presentation developed should be approximately 15 minutes in length.

**Peer Teaching (Lesson Plans and Unit Plans)**
Using Indiana computer applications and computer programming standards, you will develop lesson plans and unit plans. You will be given a specific format to use as a guide when producing your plans. You will design specific plans based on the topic you are assigned. At the time of your peer teaching, the class will critique you. You are expected
to give at least 10 minutes of the lesson you have prepared. The lesson plan is due the same day you are expected to peer teach. Overall, the lesson plan should be designed to cover a 75-minute period.

**Evaluation Materials**
You will collect evaluation ideas/procedures for computer applications and computer programming. You should collect eight evaluation methods for each subject. Evaluation materials can include rubrics, test/quiz ideas, projects, or other assessment methods. Each item/idea in the notebook should be preceded by a separate sheet that contains the name of the item and a rationale that indicates the kind of evaluation it will provide and why this evaluation is good.

**Resource Files**
You will collect resources for computer applications and computer programming under the premise that these will aid you with planning once you have your own class. Resources can be a variety of items—lesson plan ideas, lesson materials, fun learning methods, etc. For each resource, you should create a cover sheet that includes the following information: the topic within the subject area, the object to which the resource contributes, an explanation of how the resource will be used, and how it matches up with INTASC standards.

**Literature Review**
You will write a literature review on a topic of your choice and one that is approved by your instructor. This topic must be related to K-12 computer education and warrants inquiry. You will collect current research-based articles from established refereed and trade journals and read and evaluate these sources. The research paper should be 10-15 pages in length, doubled spaced, one-inch margins, and keyed in 12-point, Times New Roman font. When preparing this document, use APA format.

**VII. BIBLIOGRAPHY**

**VIII. CHEATING AND PLAGIARISM**

Indiana University has adopted a code that applies, with only minor differences, to students on all Indiana University campuses. The code, which is available in the Office of the Dean of Students and in all school office, spells out what constitutes unacceptable behavior and the procedures to be followed when there are alleged cases of misconduct. The dean of students also has some very brief pamphlets on key areas of the code. What follows is not the code but rather abbreviated and paraphrased statements on key elements of the code: academic and personal misconduct as well as a section on what students should do if they believe that other students, faculty, or staff have violated their rights. The code also explains the procedures employed and how students may appeal decisions. For more information, consult the Code of Student Rights, Responsibilities, and Conduct as well as brochures located in the Office of the Dean of Students.

Indiana University Purdue University Indianapolis Code of Conduct

-5-
Cheating of any kind will be grounds for failure. You are allowed to discuss your assignments with others. However, you are expected to submit your own work for grading. You are expected to create your own assignments independent of others except when directed to work in teams. Do not cheat. The submission of false computer output is also considered to be cheating.

Cheating will not be tolerated. Cheating and/or plagiarism will be immediately punished with a grade of zero for the assignment in question, reported to the Chairman of the Department of Computer and Information Technology and a letter describing the infraction will be placed in your student file. Further disciplinary action will be pursued according to university policy as described in Part III of the Code of Student Rights, Responsibilities, and Conduct (Issued August 15, 1997).

Instructors using software to detect plagiarism are encouraged to investigate whether or not the student’s permission is needed.

IX. AMERICANS WITH DISABILITIES ACT

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in CA 001E.
Position Paper Outline:

Please use the following outline when writing your position paper. You should use specific, referenced facts, but also let your enthusiasm for computer education show.

I. Introduction: What are the general points that you intend to make about the need for computer education courses in the middle school and high school curriculum.

II. Overview: Provide an overview of computer-related problems in society/economy and how computer education addresses them. How do these factors fit into your argument? Be detailed and specific.

III. Concerns: Identify employers concerns; needs for competent employees and how computer education addresses them. How do these factors fit into your argument? Be detailed and specific.

IV. Needs: Identify students' needs in high school, college, and personal life (and thereafter) and how computer education addresses them.

V. Features of computer courses:
   A. Relevance of content
   B. Reinforcement and enrichment of learning
   C. Specific competencies

VI. Summary and Conclusions
Professional Development Paper Outline:

Please use the following outline when writing your professional development paper. You should use specific, referenced facts, but also let your enthusiasm for computer education show.

I. Introduction: Explanation of professional development and general importance.

II. Research: Using specific research, identify the benefits and necessities of continued professional development in your job, especially in the education field. Give specific examples of how this is beneficial and necessary in being a computer educator.

III. Methods: Identify specific methods in which you can stay abreast in the computer education field (conference, readings, etc.). With each method you list, explain its purpose and its helpfulness to adding to professional development.

IV. Opportunities: Locate specific events and materials that you can specifically benefit from in being a computer educator in Indiana.

V. Summary and Conclusions
Evaluation Notebook Cover Page:

Name:

Date:

Evaluation Method Content Area:

Course:

Source of Item/Idea:

Unit/Chapter that Evaluation Is Related:

Topic Within Unit/Chapter:

How will this item be used to assess?
Resource Notebook Cover Page:

Name:

Date:

Resource File Content Area:

Source of Item/Idea:

Course:

Unit/Chapter that Resource is Related:

Topic Within Unit/Chapter:

Instructional Strategy—How will this item be used?

Identify related INTASC principle(s) and explain how the principle is applicable to the item itself and how it will be used.
New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [ ] Professional credit [ ]

1. School/Division: Purdue School of Engineering & Technology
2. Academic Subject Code: CIT (Computer & Info. Tech)

3. Course Number: 58500 (must be cleared with University Enrollment Services)
4. Instructor: Eugenia Fernandez

5. Course Title: Teaching Computer Programming & Applications
   Recommended Abbreviation (Optional): Teaching Comp. Program. & Apps.
   (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010

7. Credit Hours: Fixed at ______ or Variable from ______ to ______

8. Is this course to be graded S-F (only)? Yes [ ] No [ ]

9. Is variable title approval being requested? Yes [ ] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication: Participants will explore best methods for teaching secondary computer programming and computer applications. Additionally, participants will learn to integrate other subjects with computer programming and applications.

11. Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

13. Estimated enrollment: ______ of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: Every Term [ ] Will this course be required for majors? Yes [ ]

15. Justification for new course: Part of MS in Technology, Area of Concentration in Computer Education

16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] [Signature]
Department Chairman/Division Director
Date: 8/17/09

Approved by: [Signature] [Signature]
Dean
Date: 9/8/09

Dean of Graduate School (when required)

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

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