



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

MEMORANDUM

TO: State Board of Education

FROM: Amy Horton, Assistant Superintendent of Student Achievement and Improvement

DATE: December 1, 2013

SUBJECT: Changes to Course Titles and Descriptions for 2014-2015

To assure that Indiana provides students with the most current offerings, the Department of Education annually updates and distributes the course titles and descriptions for the following school year. Following are proposed changes to Indiana's state approved course titles for 2014-2015, based on feedback from Indiana's secondary education community, postsecondary/higher education and business/industry partners along with recommendations of the Career and Technical Education field, the College and Career Pathway Panels that regularly review pathways and courses, and the Statewide Advisory Committee for Career and Technical Education.

Proposed changes to Indiana's Advanced Placement (AP) and International Baccalaureate (IB) course offerings

We ask to make adjustments to the Advanced Placement (AP) and the International Baccalaureate (IB) courses offered in Indiana. These adjustments are a result of changes made by the governing organizations of these curricular programs. Because of the evolutionary nature of the AP and IB coursework, we ask additionally for flexibility in the future to make adjustments to Indiana's AP and IB course titles when the AP and IP governing organizations add courses or make changes to current course titles, in order to be more responsive as these programs evolve. The AP and IB course adjustments for 2014-2015 are:

Advanced Placement (AP)

- Physics 1: Algebra-Based, Advanced Placement (*replaces Physics B, Advanced Placement*)
- Physics 2: Algebra-Based, Advanced Placement (*New*)
- Research, Advanced Placement (*New*)
- Seminar, Advanced Placement (*New*)

International Baccalaureate (IB)

- Approaches to Learning 1: Grade 11, International Baccalaureate Career-Related Certificate (*New*)
- Approaches to Learning 2: Grade 12, International Baccalaureate Career-Related Certificate (*New*)
- Further Mathematics Higher Level, International Baccalaureate (*replaces Further Mathematics Standard Level, International Baccalaureate, which has been discontinued*)
- Language A: Literature Standard Level, International Baccalaureate (*replaces Language A-1 Standard Level, International Baccalaureate, which has been discontinued*)
- Language A: Literature Higher Level, International Baccalaureate (*New*)
- Language A: Language and Literature Higher Level, International Baccalaureate (*New*)
- Language A: Language and Literature Standard Level, International Baccalaureate (*New*)

Proposed new courses

We propose **adding** the following courses in order to expand the offerings available to schools, increase flexibility, facilitate alignment and sequencing of general/liberal arts courses and Career and Technical Education (CTE) courses, increase accuracy of enrollment reports, and continue development and implementation of Indiana's College and Career Pathways.

- English as a New Language, Middle Level
English as a New Language, Middle Level, an integrated English course based on Indiana's English Language Proficiency (ELP) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.
- Advanced Mathematics, Special Topics: _____ (Title descriptive of course content)
Advanced Mathematics, Special Topics is the course title that is to be used for reporting by schools that offer mathematics courses beyond the scope of approved courses. Schools must apply to the Indiana Department of Education for a non-standard course waiver and provide or propose a course description, standards, how the special topics course relates to student needs, and rationale describing postsecondary/higher education and business/ industry need and support. Schools are to follow the special topics course framework and provide feedback on that framework to the Department.
- Calculus
Calculus is a course that expands a student's mathematical knowledge beyond Pre Calculus and Trigonometry. Currently, our course offering is limited to *Calculus Advanced Placement*, which all schools are not able to offer. Adding *Calculus* expands schools' ability to meet student needs and interests and assures accurate reporting for enrollment and transcripts.

- Pilot Course: _____ (Title descriptive of course content)
Pilot Course, Indiana Department of Education is a course title that is to be used for reporting by schools that are piloting a new course, either for the Indiana Department of Education or with approval from the Indiana Department of Education. Schools must apply to the Indiana Department of Education for a non-standard course waiver and provide or propose a course description, standards, course relates to student needs, and rationale describing postsecondary/higher education and business/industry need and support. Schools are to follow the pilot course framework and provide feedback on that framework to the Department. This course title should be used for non-Career and Technical Education (CTE) courses.
- Career and Technical Education Pilot Course: _____ (Title descriptive of course content)
Career and Technical Education Pilot Course is a course title that would be used for enrollment reporting purposes by schools that are piloting a new Career and Technical Education course. Schools must apply to the Indiana Department of Education for a non-standard course waiver and propose a course description, standards, how the pilot course relates to an existing or innovative pathway, and rationale describing business and industry need and support. Schools are to follow the pilot course framework and provide feedback on that framework to the Department and the related pathway panel.
- Computer Science and Software Engineering PLTW
Computer Science and Software Engineering PLTW is a new Project Lead the Way course that is under development within the PLTW Pathway-To-Engineering project for full implementation in 2014-2015. Students work in teams to develop computational thinking and solve problems. The course aims to develop computational thinking, introduce computational tools that foster creativity, and build student awareness of the tremendous demand in all fields for computer specialists and professionals who have computational skills. The course engages students in considering issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require planning, documentation, and communication skills. NOTE: Use of this PLTW course is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.
- Introduction to Computer Science
Introduction to Computer Science allows students to explore the world of Computer Science. Students will gain a broad understanding of the areas composing Computer Science. There will be a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.
- Introduction to Entrepreneurship
Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Students will learn about starting and operating a business, marketing products and services, and identifying and securing resources to help. This course is ideal for students interested in starting their own entrepreneurial endeavor (art gallery, salon, restaurant, etc.).

- CTE/CTSO Leadership Development in Action
Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through CTSO student-directed programs or projects is required. Membership and active participation in a local-chapter, district, and state Indiana CTSO is required. Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.
- Work Based Learning (WBL)
Work Based Learning is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

The following stand-alone Work Based Learning courses are proposed:

- Work Based Learning, Multiple Pathways
- Work Based Learning, Advanced Manufacturing and Engineering
- Work Based Learning, Business and Marketing
- Work Based Learning, Family and Consumer Sciences
- Work Based Learning, Health Sciences
- Work Based Learning, Trade and Industry

Course titles to be revised

We propose renaming the following courses. Rationale is provided for each proposed course or group of courses.

- Critical Thinking and Argumentation (formerly *Group Discussion*)
 - Rationale: The previous title did not adequately describe the content of the course. The new title more clearly communicates the focus of the course and the skills students develop through this coursework.

- Residential Property Management Careers I & II (formerly *Residential & Commercial Facilities Management Career I & II*)
 - Rationale: With the increased focus on dual credit, this title better aligns with college courses under consideration for dual credit as well as labor market and business and industry needs. The title change more clearly differentiates this course from the courses titled Building & Facilities Management I & II.
- Automotive Collision Repair I & II (formerly *Automotive Collision Repair Technology I & II*)
 - Rationale: This change better reflects the knowledge and skills students develop; better matches business and industry needs; and reflects the work place focus to clarify teacher licensing requirements to teach this course.
- Construction Trades I & II (formerly *Construction Technology I & II*)
- Construction Trades: Electrical I & II (formerly *Construction Technology: Electrical I & II*)
- Construction Trades: Heavy Equipment I & II (formerly *Construction Technology: Heavy Equipment*)
- Construction Trades: HVAC I & II (formerly *Construction Technology: HVAC I & II*)
 - Rationale: These changes clarify the industry relationship and differentiate these courses from the more foundational construction technology (systems and processes) program that had previously been in place. These title changes better reflect the work place focus, more closely match business and industry terminology, and help clarify teacher licensing requirements.
- Housing and Interior Design I (formerly *Housing and Interior Design*)
- Housing and Interior Design II
 - Rationale: There is sufficient business and industry need and student interest in this pathway to develop the course at two levels. Providing two separate course numbers for level I and level II facilitates accurate enrollment reporting and with this change, our postsecondary partners confirm increase in opportunities for dual credit. A new pathway panel has been formed and will develop the pathway and course frameworks.