Academic Notes

ACADEMIC NOTES PUBLICATION SCHEDULE

Below is the publication schedule for the electronic copy of *Academic Notes* through May 5, 2014. All submissions for inclusion in Academic Notes are due in the Office of Academic Affairs no later than 11:00 a.m. on the <u>Deadline for Items</u> date shown below. Submissions must be in hard copy along with an email, zip drive, 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://www.indstate.edu/academicaffairs/academic_notes.htm
During the summer months, Academic Notes is published every other week.
If you have questions, please contact Yvonne Russell in Academic Affairs, extension 3662.

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2014

Deadline for Items	Issue Date
March 21	March 31
March 28	April 7
April 4	April 14
April 11	April 21
April 18	April 28
April 25	May 5

March 24, 2014

CURRICULUM

UNDERGRADUATE PROPOSALS

COURSE REVISIONS
FOUNDATIONAL STUDIES CREDIT

COLLEGE OF ARTS AND SCIENCES: Science Education

SCED 100 Inquiry into Physical Science
3 credits
A one-semester introductory course to the principles of physical science for students in education-related professions.
Co-requisite: Concurrent enrollment in SCED 100L
Foundational Studies Credit: [FS 2010: Science with Laboratory]
A-F Grading
Effective term: Fall 2013

SCED 100L Inquiry into Physical Science Lab
1 credit
A two hour, weekly laboratory in which physical science laboratory procedures and techniques are emphasized.
Co-requisite: Concurrent enrollment in SCED 100.
Foundational Studies Credit: [FS 2010: Science with Laboratory]
A-F Grading
Effective term: Fall 2013

NEW PROGRAMS

COLLEGE OF TECHNOLOGY: Built Environment

Architectural Engineering Technology Major (71 credits)
CIP Code: 04.0901 Major Code:

Brief Summary:

This program is designed to provide graduates with an architectural education combining an understanding of the philosophy of building design with an applied technical knowledge of construction systems and materials acquired in a technically oriented studio structure. A variety of graphic tools and techniques is explored including freehand drawing, building information management systems (BIM), physical models, virtual computer models, and computer imaging. Students are exposed to a wide range of software programs, graphic communication techniques, and problem-solving skills.

The program will place graduates in the architectural profession working as technologists and managers for architects, engineers, city planners, interior designers, construction managers, and

facilities managers.

Curriculum:
The curriculum has been designed to satisfy the criteria published by the Accreditation Board of Engineering and Technology - TechnologyAccreditation Commission (ABET-TAC). The proposed ArET program requires a minimum of 71 major credit hours, which can be completed in eight semesters. Course content includes technical requirements, technical and management electives, math and science, and other foundational studies. Experiential learning is emphasized through laboratories, cooperative practice, internship, and other community/industry engagements.

Objective:
An accreditable program in Architectural Engineering Technology will prepare graduates with the technical and managerial skills necessary to enter careers in the planning, design, construction, operation or maintenance of the built environment. Graduates typically have strengths in their knowledge of the building, testing, operation, and maintenance of building systems with the ability to produce and utilize basic construction documents and perform basic analysis and design of system components. They are prepared to analyze and design systems, specify project methods and materials, perform cost estimates and analyses, and manage technical activities in support of architectural projects.

Student Learning:

Program Outcomes (as listed in the 2014-15 ABET Engineering Technology Accreditation Commission criteria)
a.   employ concepts of architectural theory and design in a design environment;
b.   utilize instruments, methods, software, and techniques that are appropriate to produce A/E documents and presentations;
c.   utilize measuring methods that are appropriate for field, office, or laboratory;
d.   apply fundamental computational methods and elementary analytical techniques in sub-disciplines related to architectural engineering;
In addition graduates if baccalaureate degree programs will, to the extent required to meet Program Educational Objectives:
e.   create, utilize, and present design, construction, and operations documents;
f.   perform economic analyses and cost estimates related to design, construction, and maintenance of building systems;
g.   select appropriate materials and practices for building construction;
h.   apply principles of construction law and ethics in architectural practice, and;
i.   perform standard analysis and design in at least one recognized technical specialty within architectural engineering technology that is appropriate to the goals of the program.
source: http://www.abet.org/etac-criteria-2014-2015/

Proposed Catalog Copy:

Architectural Engineering Technology Major (71 credits)
CIP Code: 04.0901 Major Code: _____

Program Mission

This program is designed to provide graduates with an architectural engineering technology education combining an understanding of the philosophy of building design with an applied technical knowledge of construction systems and materials acquired in a technically oriented studio structure. A variety of graphic tools and techniques are explored in the studios including freehand drawing, computer-aided drafting, physical models, virtual computer models, Building Information Modeling (BIM), and computer imaging. Students are exposed to a wide range of software programs, graphic communication techniques, and problem-solving skills.

Construction (36 credits):

Construction (36 credits):

- CNST 106 - Architectural Graphics 3 credits
- CNST 111 - Construction Materials, Methods, and Equipment 3 credits
- CNST 201 - Construction Contract Documents and Project Delivery 3 credits
- CNST 206 - Residential Design and Construction 3 credits
- CNST 213 - Environmental and Mechanical Systems for Buildings 3 credits
- CNST 214 - Plan Interpretation and Quantity Take-Off 3 credit hours
- CNST 304 - Construction Scheduling 3 credit hours
- CNST 306 - Commercial Design and Construction 3 credits
- CNST 314 - Estimating and Bid Preperation 3 credits
- CNST 318 - Statics and Strength of Materials 3 creedits
- CNST 351- Professional Internship   0 credits
- CNST 420 - Plane Surveying 2 credits
- CNST 430 - Senior Seminar 1 credit
- CNST 480 - Construction Capstone 3 credits

Civil Engineering Technology (3 credits)

- CVET 410 - Structural Analysis and Reinforced Concrete Design 3 credits

Interior Architecture Design (12 credits):

- IAD 110 - Introduction to Interior Design 3 credits
- IAD 152 - Interior Architecture Design Graphics 1: Drafting 3 credits
- IAD 310 - Construction and Detailing: Commercial 3 credits
- IAD 360 - Sustainable Practices 3 credits

Mechanical Engineering Technology (3 credits)

- MET 304 Engineering Analysis   3 credits

Physics (8 credits):

- PHYS 105/L General Physics I and Lab 4 credits
- PHYS 106/L General Physics II and Lab 4 credits

Mathematics (9 Credits)

- MATH 115 3 credits
- MATH 123 3 credits
- MATH 301 3 credits

Effective term: Fall 2014

UNDERGRADUATE APPROVALS

<u>COURSE REVISIONS</u>
<u>FOUNDATIONAL STUDIES CREDIT</u>

COLLEGE OF ARTS AND SCIENCES: Art and Design

ARTE 390 - VISUAL ARTS IN ELEMENTARY SCHOOLS
4 credits
An integrated lecture/laboratory experience designed to promote an appreciation for and a functional knowledge of the visual arts for children.
Note: For elementary education majors and minors.
Foundational Studies Credit: [FS 2010: Fine and Performing Arts]
  Add prerequisite to:
ARTE 390 - VISUAL ARTS IN ELEMENTARY SCHOOLS
4 credits
An integrated lecture/laboratory experience designed to promote an appreciation for and a functional knowledge of the visual arts for children.
Prerequisite: Restricted to elementary education majors and minors only.
Foundational Studies Credit: [FS 2010: Fine and Performing Arts]
A-F Grading
Effective term: Spring 2015

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 101 - Introduction to Speech Communication
3 credits
Link
(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.)

Basic principles and practices of oral communication.

Note: Required of all freshmen.
Foundational Studies Credit: [FS 2010: Communication]
> *Change title and description to:*

COMM 101 – Introduction to Public Communication
3 credits
Link
(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.)

This course introduces the theory and practice of communication in public contexts including individual, small group, and interpersonal practices.
Foundational Studies Credit: [FS 2010: Communication]
A-F Grading
Effective term: Fall 2014

COMM 202 - Public Speaking
3 credits
An introduction to the process of communication as it operates in person-to-group settings.
Foundational Studies Credit: [FS 2010: Communication]
> *Change title, description, and prerequisites to:*

COMM 202 – Introduction to Communication
3 credits
The course teaches students that culture is a communicative achievement produced by acts of its members. Students learn an overview of conceptual and critical frameworks that inform the contemporary study of communication, in preparation for major study. Students examine divergent perspectives on the process of communication and develop the skills needed to observe, critique, and create communication in cultural contexts as individual and group actors. The course includes a co-requisite weekly seminar, COMM 202L.
Corequisite: COMM 202L
Foundational Studies Credit [FS 2010: Communication]
A-F Grading
Effective term: Fall 2014

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 241 - PRINCIPLES OF STATISTICS
3 credits
A course for non-mathematics majors and minors. Graphical and numerical representation of data, probability, sampling, statistical inference, correlation, and regression.
Prerequisites: Appropriate placement exam score or MATH 099 or equivalent.
> *Change description and prerequisites to:*

MATH 241 - PRINCIPLES OF STATISTICS
3 credits
A course for non-mathematics majors and minors. Graphical and numerical representation of data, probability, sampling, statistical inference, correlation, and regression.
Prerequisites: Appropriate placement exam score or MATH 035 or equivalent.

Foundational Studies Credit: [FS 2010: Quantitative Literacy or Mathematics)
A-F Grading
Effective term: Fall 2014

PROGRAM REVISIONS

COLLEGE OF ARTS AND SCIENCES: Communication

Communication Major (45 credits)
CIP Code: 090101 Major Code: 0535

Brief Summary:

We propose a substantial revision of the Communication major. The program was last revised in 2007. Specifically, we propose to:

1.   Increase the core requirement from 5 courses (15 credit hours) to 8 courses (24 credit hours) by moving three courses previously identified as concentration requirements to the core: Comm 211 (Interpersonal Communication--currently 311); Comm 303 (Advanced Research); and Comm 312 (Persuasion Theories)
2.   Redesign each existing concentration (substantially or minimally) while maintaining its five course array, as follows:
a.   Human Communication becomes Communication and Culture; four of the HC courses are moved to the core or elective category (211 (currently 311), 303, and 312 to core; 261 to elective) four courses previously required in other concentrations or offered as electives are redefined to constitute the concentration (381, 383, 428, 483); 455 is retained as a requirement in the concentration.
b.   Two courses currently required in Journalism are retained (309, 409); two are shifted to the elective category (270 and 373); one is revised significantly (327) and two new courses are created (308, 422).
c.   Electronic Media is renamed Media Studies; two specialized production courses are defined as electives and two new courses replace them (330, 343 and 320, 420, respectively); the 300-level research course is moved to the core (303); one course is shifted from elective to concentration requirement (433) and 468 is retained as a requirement.
d.   The introductory course in Public Relations is renumbered to the 300-level; two courses are added in place of two that were shifted to the core (309, 455 and 303, 312, respectively), a course previously defined as an elective is moved to a requirement (466) and one course is retained in the concentration (470).
3.   Reduce the elective requirement from 15 credit hours to 12 credit hours.
4.   As a result of changes in core and elective requirements, we are increasing the required credit hours in the major from 45 to 51.
5.   The minor program in Communication retains its design--students complete one concentration including any course pre-requisites. Changes in concentrations, including pre-requisites, change the number of hours required in the minor to 24 from a range of 18-24 currently.
6.   Remove one course from Foundational Studies--currently 436 (proposed to change to

336) is removed from the FPA category.

7.   Creation of six new courses (Concentration Courses: Intro to Journalism, Intro to Health Communication, Investigative Journalism, Community Journalism, Multimedia Production III; elective course: Media Performance). Investigative Journalism and Community Journalism are proposed as significantly revised replacements for existing courses; Media Performance replaces a course regularly offered as a topics course (214D).

8.   Revisions in titles, descriptions, and pre-requisites of 34 courses (5 core; 17 concentration; 12 electives).

9.   Banking of at least three courses (305, 311, all 445) depending on the numbers accepted for new and revised courses (note: we have banked more than 30 UG courses in the past two years as part of preparation for the new major with a clarified course index; two additional courses are being banked in a separate curricular proposal to revise our FS--Comm course array-- 215 and 302).

Student Learning:

We last revised our programs in 2007. That revision recognized changes in faculty resources and the need for a more coordinated curriculum that clarified for students that the degree awarded in the major is Communication with a focus in a specialized area of study within the discipline. The structure we designed in 2007 included four components--major core, concentration, electives, and a minor or equivalent program completed outside the department. The current revision of the major retains the coordinated structure developed for the 2007 program changes, but we make several significant revisions in the array of courses that populate each category and in course descriptions. Most importantly, the changes we propose underscore our commitment to ensure that our program reflects current research, theory, practice, and naming in our discipline. Changes also recognize the current profile of our faculty and of the number and profile of students who major in Communication. Our revision increases the required hours in the major from 45 to 51. We make this proposal mindful of the need to ensure that students can navigate requirements and complete degree plans in four years. We do not believe the increase of 6 hours creates an obstacle to students' progress toward degree completion. Sufficient "open electives" remain to support the minor requirement and to afford some "play as you learn" course choices.

History of this Proposal. Faculty began examining the major in anticipation of changes during the 2010-2011 academic year. Proposed changes reflect what we learned from student focus groups scheduled during the spring 2011 term and from individual interviews conducted with students enrolled in a 200- and 400-level course in the fall 2010 and spring 2011 terms. The majority of the changes sought in this proposal were approved by the Communication faculty early in the fall 2011 term. In fact, course modification proposals were submitted to the Dean's office for preparation to be included in a major program change packet in October 2011. Changes in 14 courses and a list of 35 banked courses were processed between October 2011 and January 2013. We scheduled many of the courses proposed here as permanent replacements or as new classes using our topics course numbers and began substituting those revised offerings for the stated requirements in 2011-2012. It is safe to say that no major in Communication has completed the degree with fewer than 3-4 exceptions to address the "limbo" created by the pace of change in curricula of this complexity.

Faculty revisited the proposed major and minor in consultation with the new department chair throughout the 2012-2013 academic year. Substantive conversations occurred during faculty meetings held on April 29 and May 15, 2013. At the conclusion of the May meeting, the faculty voted to approve the proposal and authorized the curriculum committee chair to prepare a final copy of the package for review and final vote August 15, 2013. The package was approved unanimously. Minutes from the April, May, and August meetings are attached.

Rationale for Core Revisions
The proposed revision of the core seeks to clarify for students that they are earning a degree in Communication with a focus in a specific area of study. That is, our students graduate prepared as professionals in Communication with a knowledge base in a particular area of communication inquiry and practice--not with a degree in Journalism or Public Relations. We seek to more fully integrate core and concentration offerings, to be certain that core classes function as foundational courses. Specific changes in the core include adding Interpersonal Communication, Multimedia Production I, Advanced Research, and Persuasion Theories to our core offerings and removing the requirement of an Independent Project or Internship from the core.

We added two practice courses--Interpersonal Communication and Multimedia Production-- because they both represent foundational learning experiences. It seems obvious that every student of Communication must graduate with at least basic understanding and skills in multimedia production. Interpersonal Communication provides relevant preparation to our concentrated focus areas (it was required by one concentration in the 2007 curriculum) and offers a focus that may grow, based on student interest and faculty resources.

An audit of enrollment patterns in our 2007 major demonstrated that nearly all of our students were completing both the advanced research course (303) and Persuasion Theories (312). We eliminated Comm 305, a duplicate of Comm 303, from the schedule of classes three years ago to create common second-course in the research sequence. In addition to recognizing the key role persuasion plays in the study of Communication, we noted that at least 1/2 of our majors were already required to complete Persuasion Theories and it would be a requirement in the new Health Communication concentration. Also, our review of elective choices indicated Persuasion Theories was selected regularly. We want our core to guide and engage students in inquiry and practice: we are confident that our revised core provides the opportunity for progressive experience with theory, research, and application that will facilitate student work in their areas of concentration.

We moved the independent project or internship requirement to elective status for two reasons. First, we wanted to elevate those experiences by establishing pre-requisites that spoke to competency and ability to complete the courses successfully and, secondly, because such courses are delivered as overload work undertaken by faculty. We have been urged to make faculty work fully visible by eliminating or reducing required TBA courses and we recognize the need to ensure that faculty effectiveness in all arenas is not compromised by the obligation to teach what amounts to an additional course each term in a department that houses 300 or more majors and includes fewer than 10 permanent faculty. Concerns about faculty labor were less decisive than the desire to make it clear to students that representing the department as an intern, or engaging in independent research, or serving as a teaching or research assistant is a learning experience for

which they should be fully prepared and be expected to demonstrate ability. These courses remain available as electives to students who meet the pre-requisites. We revised the required Communication Law class to guarantee that all majors complete an experiential learning component in an advanced level course.

Rationale for Reduction of an Elective and Omission of the Minor Requirement
We reduced the number of electives to 4 from 5 because we wanted to provide students opportunities for elective learning, but to protect open electives in light of increases in the core requirements. We debated the wisdom of retaining the requirement of an outside minor and decided that this might prove to be an impediment to students' timely completion of their degrees. For this reason, we have omitted the requirement of an outside minor for our new undergraduate degree program. We agree that we can profitably advise our majors to pursue minor programs of study if their interests and their capabilities warrant it.

Rationale for specific courses in concentration:
We propose minimal changes in the **Public Relations** program; we are adding Reporting, Contemporary Issues, and Organizational Communication, which replace Persuasion Theories, Advanced Research, and a course in "tactics." We stopped offering the tactics course two years ago, allowing students to substitute one of 2 other courses. These changes allow us to recognize the key role of inquiry-based writing and theory-driven research in Public Relations as well as ensuring that students encounter the important variable of organizational context in PR.

We made substantial revisions in content and/or focus in the other three existing concentrations. **Media Studies** will now ensure that students develop higher order skills and understanding of multimedia production by completing a two-course sequence that follows the introduction required in our core. In addition, students will spend a course focused on writing for media, media theory, and media criticism. To allow majors to focus on writing, we have decided to remove the writing course from the Fine and Performing Arts category of the Foundational Studies program. We propose to change Comm 436 to COMM 336 and establish the appropriate pre-requisite. The FS Council chair and the Dean of the University College are both aware of this change; because the course enrolls fewer than 25 students and the majority of those enrolled are Communication majors, they both support the change. In combination, these courses demonstrate our commitment to preparing our students to work in multiple media contexts and offer perspectives as producers and consumers of media content.

Our **Journalism** concentration has suffered in the past few years from changes in our faculty so that the concentration included only two reporting courses and three skills courses that were loosely connected (photojournalism, publications design, and internet communication). The revised concentration clearly situates students in an intense study and practice of journalism as they complete an introduction to the profession and practice, reporting and advanced reporting, investigative, and community journalism. We are especially pleased to offer a concentration that restores the civic mission of journalism to the work our students will undertake.

Our **Human Communication** concentration was designed as a "general study" category and housed two skills courses, one class each in context, theory, and research. The theory, research, and one practice course are now part of the core. We used this opportunity to redesign the

concentration so that it can function still as a general engagement with the discipline for students who may seek further study in Communication or intend to pursue professional or graduate degrees in law or business. The Communication and Culture concentration reflects our department's long-time focus on the production, circulation, and consumption of communication practices in public contexts. The courses in the concentration feature this framework; students complete Political Communication, Gender Communication, Media & Identity, Organizational Communication, and an introductory course in the area of Communication & Culture. We anticipate that this new focus will attract more students than did Human Communication.

Approved Catalog Copy:

Communication Major (51 credits)
CIP Code: 090101 Major Code: 0535

The degree in communication requires a combination of core courses, one concentration, and 12 credit hours of electives. Students who major or minor in Communication must earn a C or higher in each course required in these respective programs. Students must complete a minor outside of the Department of Communication; those who complete or have completed the University Honors Program, a second major, or a second degree satisfy this requirement. COMM 202 and 202L are recommended for all majors who have not already completed the Foundational Studies Communication requirement.

Core Requirements (24 credits)

COMM 204--Media and Society 3 credits
COMM 209--Introduction to Research in Communication 3 credits
COMM 211--Interpersonal Communication 3 credits
COMM 220--Multimedia Production I 3 credits
COMM 290--Media Writing 3 credits
COMM 303--Advanced Communication Research 3 credits
COMM 312--Persuasion Theories 3 credits
COMM 459--Communication Law 3 credits

Major Concentrations (15 Credits)
Every major will complete one of the following concentrations:

Communication and Culture Concentration
COMM 381 - Political Communication 3 credits
COMM 383 - Communication in Everyday Life 3 credits
COMM 428 - Media and Identity 3 credits
COMM 455 - Organizational Communication 3 credits
COMM 483 - Gender Communication 3 credits

Journalism Concentration
COMM 308 - Introduction to Journalism 3 credits
COMM 309 - Reporting I 3 credits

COMM 327 - Investigative Journalism 3 credits
COMM 409 -Advanced Media Writing 3 credits
COMM 422 - Community Journalism 3 credits

Media Studies Concentration
COMM 320 - Multimedia Production II 3 credits
COMM 336 - Digital Storytelling 3 credits
COMM 420 - Multimedia Production III 3 credits
COMM 433 - Media Criticism 3 credits
COMM 468 - Media Theory 3 credits

Public Relations Concentration
COMM 309 - Reporting I 3 credits
COMM 368 - Public Relations 3 credits
COMM 455 - Organizational Communication 3 credits
COMM 466 - Contemporary Issues in Public Relations 3 credits
COMM 470 - Campaign Planning 3 credits

Electives (12 Credits)
Every major will complete courses in addition to those required in the core and the declared concentration. Any three-credit-hour Communication course except Comm 202, those required in the core, and those required in a student's declared concentration may be used to satisfy an elective requirement in the major. A full listing of courses in Communication is available in the undergraduate catalog.

Effective term: Fall 2014

COLLEGE OF ARTS AND SCIENCES: Language Literatures and Linguistics

Language Studies – Teaching Major (38 credits)
CIP Code: 169999 Major Code: 1243

Brief Summary:

Intermediate Russian (RUSS 201 & 202) is being eliminated. LLL 201/201L & 202/202L are being created in its place. LLL can be taught in any language for which we have an available instructor, so we are replacing RUSS 201/202 in the Teaching English as a Second Language Concentration in the Language Studies Teaching major.

Approved Catalog Copy:

Language Studies – Teaching Major (71 credits)
CIP Code: 169999 Major Code: 1243

REQUIRED LANGUAGES, LITERATURES, AND LINGUISTICS COURSES (8 CREDITS):

LING 420 - Language Acquisition 3 credits
LLL 200 - Introduction to Language and Culture for Students of Languages, Literatures, and Linguistics 3 credits
LLL 400 - Senior Project for Students of Language Studies 1 credits
LLL 402 - Teaching an Integrated Unit 1 credits

REQUIRED STUDY ABROAD

An applied experience component is required within the 38 credits and must consist of at least six credits of 300/400-level course work taken as a Department of Languages, Literatures, and Linguistics study abroad course approved by advisor.

OTHER REQUIREMENTS

Completion of the ACTFL Oral Proficiency Interview (OPI), when one exists, is required, as well as completion of the Praxis II.

A minimum overall grade point average of 2.75 in departmental course work is required.

CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:

CONCENTRATION IN SPANISH TEACHING (30 CREDITS)*:

REQUIRED COURSES:
SPAN 201 - Intermediate Spanish I 3 credits
SPAN 201L - Intermediate Spanish I Laboratory 1 credits
SPAN 202 - Intermediate Spanish II 3 credits
SPAN 202L - Intermediate Spanish II Laboratory 2 credits
SPAN 301 - Advanced Spanish Grammar 3 credits
SPAN 303 - Readings in Spanish 3 credits
SPAN 311 - Introduction to Spanish and Spanish American Culture 3 credits
SPAN 321 - Advanced Spanish Conversation 3 credits
SPAN 404 - Spanish Phonetics 3 credits or approved 400-level culture course.

CHOOSE ONE FROM THE FOLLOWING:

SPAN 312A - Introduction to Spanish Literature 3 credits
SPAN 312B - Introduction to Spanish American Literature 3 credits

ELECTIVE:

One SPAN course at the 300/400 level.

*Six credits of the 300/400 level Spanish teaching courses may be fulfilled by six credits of study abroad.

CONCENTRATION IN WORLD LANGUAGES (30 CREDITS)

REQUIRED COURSES (9 CREDITS):

CHOOSE ONE SET FROM THE FOLLOWING:
FREN 201 - Intermediate French I 3 credits
FREN 201L - Intermediate French I Laboratory 1 credits
FREN 202 - Intermediate French II 3 credits
FREN 202L - Intermediate French II Laboratory 2 credits
or
GERM 201 - Intermediate German I 3 credits
GERM 201L - Intermediate German I Laboratory 1 credits
GERM 202 - Intermediate German II 3 credits
GERM 202L - Intermediate German II Laboratory 2 credits
or
LAT 201 - Intermediate Latin I 3 credits
LAT 201L - Intermediate Latin I Laboratory 1 credits
LAT 202 - Intermediate Latin II 3 credits
LAT 202L - Intermediate Latin II Laboratory 2 credits
or
SPAN 201 - Intermediate Spanish I 3 credits
SPAN 201L - Intermediate Spanish I Laboratory 1 credits
SPAN 202 - Intermediate Spanish II 3 credits
SPAN 202L - Intermediate Spanish II Laboratory 2 credits

ELECTIVES (21 CREDITS):

Twenty one credits of 300/400-level course work in languages, literatures, and linguistics, or one specific language, to include 6 credits of course work in culture, 3 credits of literature, 3 credits of advanced grammar, and 3 credits of oral communication. Credits toward these electives may be earned through study abroad courses.

NOTE:

Students should be aware that in the case of less commonly taught languages some courses may not be routinely available on campus. Credit can be earned via appropriate study abroad or transfer work.

CONCENTRATION IN TEACHING ENGLISH AS A SECOND LANGUAGE (30 CREDITS)

REQUIRED COURSES:

LING 210 - Introduction to Linguistics 3 credits
LING 311 - Linguistic Analysis of English 3 credits

CHOOSE ONE PAIR FROM THE FOLLOWING:

FREN 201 - Intermediate French I 3 credits
FREN 201L - Intermediate French I Laboratory 1 credits
GERM 201 - Intermediate German I 3 credits
GERM 201L - Intermediate German I Laboratory 1 credits
GRK 201 - Intermediate Greek I 3 credits
GRK 201L –Intermediate Greek I Laboratory 1 credit
ITAL 201 - Intermediate Italian I 3 credits
ITAL 201L – Intermediate Italian I Laboratory 1 credit
JAPN 201 - Intermediate Japanese I 3 credits
JAPN 201L – Intermediate Japanese I Laboratory 1 credit
LAT 201 - Intermediate Latin I 3 credits
LAT 201L – Intermediate Latin I Laboratory 1 credit
LLL 201 – Topics in Intermediate Language I 3 credits
LLL 201L – Topics in Intermediate Language I Laboratory 1 credit
SPAN 201 - Intermediate Spanish I 3 credits
SPAN 201L – Intermediate Spanish I Laboratory 1 credit

CHOOSE ONE FROM THE FOLLOWING:

LING 414 - Lexicology: Word Form and Function 3 credits
LING 417 - Language Differences and Linguistic Universals 3 credits

CHOOSE ONE FROM THE FOLLOWING:

LING 413 - Linguistic Diversity in the United States 3 credits
LING 415 - Topics in Sociolinguistics 3 credits

ELECTIVES:

Fourteen credits from LLL departmental courses at the 300/400 level. Credits toward these electives may be earned through study abroad courses.

TEACHER EDUCATION PROGRAM

Students pursuing the language studies teaching major must also fulfill the requirements of the Teacher Education Program listed below:

PROFESSIONAL EDUCATION COURSES TAUGHT IN THE BAYH COLLEGE OF EDUCATION (30 CREDITS):

CIMT 200 - Teaching I 2 credits
CIMT 301 - Teaching IIa 2 credits
CIMT 302 - Teaching IIb 2 credits

CIMT 400 - Teaching III 3 credits
CIMT 400L - Teaching III Practicum 1 credits
CIMT 401 - Student Teaching 11 credits
EPSY 202 - Psychology of Childhood and Adolescence 3 credits
EPSY 341 - Education in a Multicultural Society 3 credits
SPED 226 - The Exceptional Learner in the Regular Classroom 3 credits

PROFESSIONAL EDUCATION COURSES TAUGHT IN THE COLLEGE OF ARTS AND SCIENCES (3 CREDITS):

REQUIREMENT FOR SPANISH TEACHING AND WORLD LANGUAGE TEACHING:

Three credits of content methods course work are required in the senior high-junior high/middle school professional education sequence described in the Department of Curriculum, Instruction, and Media Technology.

LLL 490 - Language Teaching Methods 3 credits

REQUIREMENT FOR TEACHING ENGLISH AS A SECOND LANGUAGE:

Three credits of content methods course work are required in the all-grade professional education sequence described in the Department of Curriculum, Instruction, and Media Technology.

LING 316 - Introduction to Teaching English as a Second Language 3 credits

NOTE:
Students who enter with a strong language background are eligible to receive credit by examination through various sources such as the University's placement test or CLEP tests for beginning and intermediate level credit, and the American Council for the Teaching of Foreign Languages test for advanced level credit.

Teaching licensure recommendation is based on achieving adequate language proficiency in accordance with ACTFL standards, depending upon the language. In some cases, a student may require more coursework to achieve the proficiency required for licensure.

Effective term: Fall 2014

COLLEGE OF TECHNOLOGY: Human Resource Development & Performance Technologies

Adult & Career Education Major (42 credits)
CIP Code: 131320 Major Code: 12E641 BS

Brief Summary:

The BS in Adult and Career Education (ACE) program is designed for returning adults to

complete their undergraduate work and earn a degree. The ACE program has recently moved from the Applied Engineering and Technology Management (AETM) department to the Human Resource Development and Performance Technologies department. This move was made due to the technical and engineering focus of the AETM programs of study. The ACE program recruitment and retention efforts were being limited in scope. The competencies designed into the HRDPT department's core curriculum support the ACE student's work background and/or allows students to develop specialized areas of expertise. The competencies designed into the ACE program curriculum closely align with the mission of the HRDPT department.   The associated undergraduate courses with the CTE prefix (CTE 330, 381, 472, 479, 481, 483, 484, 485, & 494) and two undergraduate courses with the TMGT prefix (TMGT 495 & 497) were moved to the HRDPT Department.

Student Learning:

Core coursework in the ACE program focuses on skills that are in high demand by today's employers. Currently, two of the seven major courses within the ACE program are offered in the HRDPT department. Placing the ACE program in HRDPT department will increase student learning through the collaboration of faculty with their various expertise in the areas of human resource development. The assessment of the student learning outcomes will be more effective due to the centralized collecting of artifacts in the core curriculum. The HRDPT department will continue with the existing assessment plan for the ACE major.

Approved Catalog Copy:

Adult & Career Education Major (42 credits)
CIP Code: 131320 Major Code: 12E641 BS

The bachelor of science in adult and career education is designed for returning adult students who have previously earned a significant number of college credits, preferably 60 or more, but for various reasons did not complete their undergraduate work and earned a degree**.**

Required Courses:
Adult and Career Education (9 credits)
• 	ACE 330 Introduction to Adult and Career Education 3 credits
• 	ACE 350 Leadership in Organizations 3 credits
• 	ACE 495 Critical Thinking 3 credits

Human Performance Technology (6 credits)
• 	HPT 494 Digital Communication Tools 3 credits
• 	HPT 497 Problem Solving: An Organizational Approach 3 credits

Human Resource Development (6 credits)
• 	HRD 355 Work-Life Integration 3 credits
• 	HRD 489 Adult Learners in Higher Education and Training 3 credits

Directed Elective (3 credits)

Eighteen Hour Track (18 credits):
Can be fulfilled with an Indiana State University minor, certificate, or interdisciplinary course work approved by advisor.

Effective term: Fall 2015

COLLEGE OF TECHNOLOGY: Human Resource Development & Performance Technologies

Post-Secondary Facilitator Certificate (15 credits)
CIP Code: 131201 Major Code: 08 E539

Brief Summary:

While the Post-Secondary Facilitator Certificate is a stand-alone certificate, it is tied closely with the BS in Adult and Career Education (ACE). The Certificate, the ACE program, and all associated undergraduate courses (CTE 330, 381, 472, 479, 481, 483, 484, 485, & 494 and TMGT 495 & 497) were recently moved to the Human Resource Development and Performance Technologies (HRDPT) department. The competencies designed into the HRDPT department's core curriculum support the student's work background and/or allows students to develop specialized areas of expertise. The competencies designed into the Certificate curriculum closely align with the mission of the HRDPT department. This paperwork is being processed to address changes to the related courses.

Student Learning:

Core coursework in the Certificate focuses on skills that are in high demand by today's employers. Currently, four of the five required courses within the Certificate are offered in the HRDPT department. Placing the Certificate in HRDPT department will increase student learning through the collaboration of faculty with their various expertise in the areas of human resource development. The assessment of the student learning outcomes will be more effective due to the centralized collecting of artifacts in the core curriculum.

Approved Catalog Copy:

Post-Secondary Facilitator Certificate (15 credits)
CIP Code: 131201 Major Code: 08 E539

Human Performance Technology (3 credits):
•   HPT 484 - Post-Secondary Technical Education 3 credits

Human Resource Development (12 credits):
•   HRD 473 - Evaluating Learner Performance 3 credits
•   HRD 489 - Adult Learners in Higher Education and Training 3 credits

- HRD 369 - Developing Occupational and Training Programs 3 credits
- HRD 385 - Methods and Strategies for Instructional Programs 3 credits

Effective term: Fall 2015