



Academic Notes

MARCH 13, 2006

AN 2005-2006

****SPECIAL NOTICES****

FACULTY ATTENDANCE FORM FOR SPRING COMMENCEMENT

All faculty are asked to go to the Academic Affairs Web site and fill out the Faculty Attendance form for Spring Commencement 2006, the form is located at the end of this document, and online at <http://www.indstate.edu/site/acad-aff/2451.html>. After completing the attendance form, click on the submit button, and it will be sent directly to the Office of the Provost. Please complete the attendance form no later than **5 p.m., Wednesday, May 3, 2006**. If you have questions, please contact Donna Royse at x2307.

ACADEMIC APPAREL RENTAL FORM

Faculty members needing to rent academic apparel for Spring 2006 Commencement need to fill out the Academic Apparel Rental Form on the last page of this document, and send it **by April 1, 2006**, to:

**TERRI LAVINDER
ISU BOOKSTORE**

A late fee will be applied after that date to cover additional shipping charges.

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2006

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 1, 2006. **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, along with an E-Mail or a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication. *Academic Notes* is available using Acrobat Reader at <http://www.indstate.edu/site/acad-aff/2315.html> –.**

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2006

<u>Deadline for Items</u>		<u>Issue Date</u>
Academic Notes	1	MARCH 13, 2006

March 15
March 22
March 29
April 5
April 12
April 19
April 26

March 20
March 27
April 3
April 10
April 17
April 24
May 1

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF ARTS AND SCIENCES: Languages, Literatures, and Linguistics

Erin Doyle will defend her thesis, entitled *French Pejorative Suffixes: Meaning and Morphology*, at 10:00 a.m. on Saturday, March 25, 2006, in Root Hall, room A-116. The members of her committee are Dr. Betty Phillips, chairperson, Dr. Cecil Nelson, and Dr. Tony Macheak.

COLLEGE OF EDUCATION: Educational Leadership, Administration, and Foundations

Kent Kelso will defend his dissertation, entitled *An Empirical Investigation of the Intercultural Sensitivity of Student Affairs Practitioners at a Midwest Metropolitan University*, at 3:00 p.m. on Wednesday, March 22, 2006, in the College of Education, room 1214. The members of his committee are Dr. Kandace Hinton, chairperson, Dr. Josh Powers, and Dr. Michelle Boyer.

PROGRAM 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:

Vincennes University

AS Business Administration to BS Finance

Final 2/23/2006

AS Business Administration to BS Insurance and Risk Management

Final 2/23/2006

AS Business Administration to BS Operations Management and Analysis

Final 2/23/2006

Lake Land College

AA in Criminal Justice/Law Enforcement to BS Criminology

Final 2/13/2006

CURRICULUM

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UNDERGRADUATE GENERAL EDUCATION APPROVAL

NEW COURSE

COLLEGE OF ARTS AND SCIENCES: African and African American Studies

AFRI 470 **Racial Expression in African American Popular Culture**--3 hours. An analysis of the ways in which racial identity is created, expressed and contested in African American cultural forms, with particular emphasis on film, television, and popular music. Primary emphasis will be placed upon the constructions of black/white identities and the ways they are expressed and received within various communities. Pre-requisite: at least 78 credit hours and seven of nine required Liberal Studies courses. See the General Education section of the Catalog for a complete description of the capstone requirement. *General Education Credits [GE 2000: Capstone Course]*

Preferred Effective Term: Fall 2006

UNDERGRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Military Science

MSCL 102 **Foundations of Officership**--2 hours. The course introduces the student to the basic officer competencies and establishes a firm foundation for continued study in higher ROTC courses. Instructs basic life skills pertaining to personal fitness and interpersonal communication skills. Students will be introduced to the US Army values, national values, and expected ethical behavior. Students will be exposed to the unique duties and responsibilities of officers and the expectations of selfless service, dedication and duty to the nation. Designed to introduce the basic soldier skills and introduce squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Change title to:

MSL 102 **Leadership and Personal Development**--2 hours. The course introduces the student to the basic officer competencies and establishes a firm foundation for continued study in higher ROTC courses. Instructs basic life skills pertaining to personal fitness and interpersonal communication skills. Students will be introduced to the US Army values, national values, and expected ethical behavior. Students will be exposed to the unique duties and responsibilities of officers and the expectations of selfless service, dedication and duty to the nation. Designed to introduce the basic soldier skills and introduce squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Preferred Effective Term: Fall 2006

MS 102L Foundations of Officership Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, planning, and organization skills. Requirement: concurrent enrollment in Military Science 102—Fundamental Military Concepts.

Change title and description to:

MSL 102L Leadership and Personal Development Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, planning, and organization skills. Requirement: concurrent enrollment in Military Science 102--Leadership and Personal Development.

Preferred Effective Term: Fall 2006

MS 104 Basic Leadership--2 hours. Examines the leadership process as affected by individual differences and styles, group dynamics and personality behavior of leaders. Introduces a generic model of problem solving. Teaches the basic skills that underlie effective problem solving in different work environments. Instructs how to relate the problem-solving model and basic problem solving skills to the resolution of military problems. Students will experience an introduction of fundamental leadership concepts, and examine factors that influence leader and group effectiveness. Designed to teach the basic soldier skills and squad level tactical operations through student involvement in briefings and hands on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Change title to:

MSL 104 Foundations in Leadership--2 hours. Examines the leadership process as affected by individual differences and styles, group dynamics and personality behavior of leaders. Introduces a generic model of problem solving. Teaches the basic skills that underlie effective problem solving in different work environments. Instructs how to relate the problem-solving model and basic problem solving skills to the resolution of military problems. Students will experience an introduction of fundamental leadership concepts, and examine factors that influence leader and group effectiveness. Designed to teach the basic soldier skills and squad level tactical operations through student involvement in briefings and hands on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Preferred Effective Term: Fall 2006

MS 104L **Basic Leadership Laboratory**--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 104—Basic Leadership.

Change title and description to:

MSL 104L **Foundations in Leadership Laboratory**--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 104--Foundations in Leadership .

Preferred Effective Term: Fall 2006

MS 201 **Individual Leadership Studies**--2 hours. Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principles of subordinate motivation and organizational change. Teaches hands on soldier skills and squad level tactical operations. Students will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills and decision-making abilities, test basic tactical proficiency skills, and improve planning and organizational skills both in and out of the classroom environment. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Change title to:

MSL 201 **Innovative Tactical Leadership**--2 hours. Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principles of subordinate motivation and organizational change. Teaches hands on soldier skills and squad level tactical operations. Students will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills and decision-making abilities, test basic tactical proficiency skills, and improve planning and organizational skills both in and out of the classroom environment. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Preferred Effective Term: Fall 2006

Undergraduate Approvals: Course Revisions – continued.

MS 201L Individual Leadership Studies Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 201—Advanced Leadership and Management.

Change title and description to:

MSL 201L Innovative Tactical Leadership Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 201--Innovative Tactical Leadership

Preferred Effective Term: Fall 2006

MS 202 Leadership and Teamwork--2 hours. Further develops leadership skills by focusing on conventional basic squad and small unit tactics and introducing students to the basic tactical principles of maneuver. Examines better citizenship and the roots of national and Army values. Allows students to apply principles of ethical decision-making and resolve ethical issues in case studies. Examines the legal and historical foundations, duties and functions of the Army officer. Teaches basic soldier skills and squad level tactical operations. Students will analyze the roles officers played in the transition of the Army from the Vietnam conflict to the twenty-first century. Special attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Change title to:

MSL 202 Leadership in Changing Environments--2 hours. Further develops leadership skills by focusing on conventional basic squad and small unit tactics and introducing students to the basic tactical principles of maneuver. Examines better citizenship and the roots of national and Army values. Allows students to apply principles of ethical decision-making and resolve ethical issues in case studies. Examines the legal and historical foundations, duties and functions of the Army officer. Teaches basic soldier skills and squad level tactical operations. Students will analyze the roles officers played in the transition of the Army from the Vietnam conflict to the twenty-first century. Special attention is devoted to development of leadership potential through practical exercises both in and out of the classroom.

Preferred Effective Term: Fall 2006

Undergraduate Approvals: Course Revisions – continued.

MS 202L Leadership and Teamwork Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multiechelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement, concurrent enrollment in Military Science 202—Leadership, Tactics and Officership.

Change title and description to:

MSL 202L Leadership in Changing Environments Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement, concurrent enrollment in Military Science 202--Leadership in Changing Environments

Preferred Effective Term: Fall 2006

MS 204 ROTC Leader's Training Course--4 hours. Conducted at Fort Knox, Kentucky, home of the United States Armor Branch, during the summer months. The Basic Camp is a way for students to catch up on missed Military Science courses in order qualify for the Advanced ROTC Course at RHIT. This course requires a period of approximately 30 days of paid training and excitement with students from all over the nation. The Department of Military Science ROTC battalion provides travel to and from Fort Knox, and room and board are free.

Change description to:

MSL 204 ROTC Leader's Training Course--4 hours. Conducted at Fort Knox, Kentucky, home of the United States Armor Branch, during the summer months. The Basic Camp is a way for students to catch up on missed Military Science courses in order to qualify for the Advanced ROTC Course at RHIT. This course requires a period of approximately 30 days of paid training and excitement with students from all over the nation. The Department of Military Science ROTC battalion provides travel to and from Fort Knox, and room and board are free.

Preferred Effective Term: Fall 2006

MS 301 Leadership and Problem Solving--3 hours. Course is designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course focus is to build cadet leadership competencies in preparation for attending and completing the ROTC National Advanced Leadership Camp at Fort Lewis, Washington. Provides an indepth review of the

features and execution of the Leadership Development Program, and provides the cadet with periodic assessment of performance in leadership positions. Students will study squad and platoon level tactics, troop leading procedures, mission analysis, land navigation skills training,

Undergraduate Approvals: MSL 301 – continued.

military operations plans and orders development, execution of squad battle drills, and basic briefing techniques.

Change title to:

MSL 301 Adaptive Team Leadership--3 hours. Course is designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course focus is to build cadet leadership competencies in preparation for attending and completing the ROTC National Advanced Leadership Camp at Fort Lewis, Washington. Provides an in-depth review of the features and execution of the Leadership Development Program, and provides the cadet with periodic assessment of performance in leadership positions. Students will study squad and platoon level tactics, troop leading procedures, mission analysis, land navigation skills training, military operations plans and orders development, execution of squad battle drills, and basic briefing techniques.

Preferred Effective Term: Fall 2006

MS 301L Leadership and Problem Solving Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 301—Small Unit Leadership.

Change title and description to:

MSL 301L Adaptive Team Leadership Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 301-- Adaptive Team Leadership.

Preferred Effective Term: Fall 2006

MS 302 Leadership and Ethics--3 hours. Designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course is a follow-on module to the MS 301 class, in preparing cadets for attending and completing the ROTC National Advanced Leadership Camp at Fort Lewis, Washington. The course will focus on self-development through the Leadership Development Program, and an advance-learning environment of

doctrinal leadership and tactical operations at the small unit level. Cadets will plan and conduct individual and collective skill training for offensive operations. Cadets will be exposed to the developmental counseling program throughout the course period.

Change title to:

Undergraduate Approvals: MSL 302 – continued.

MSL 302 Leadership Under Fire--3 hours. Designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course is a follow-on module to the MS 301 class, in preparing cadets for attending and completing the ROTC National Advanced Leadership Camp at Fort Lewis, Washington. The course will focus on self-development through the Leadership Development Program, and an advance-learning environment of doctrinal leadership and tactical operations at the small unit level. Cadets will plan and conduct individual and collective skill training for offensive operations. Cadets will be exposed to the developmental counseling program throughout the course period.

Preferred Effective Term: Fall 2006

MS 302L Leadership and Ethics Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multiechelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement, concurrent enrollment in Military Science 302—Small Unit Operations.

Change title and description to:

MSL 302L Leadership Under Fire Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement, concurrent enrollment in Military Science 302--Leadership Under Fire.

Preferred Effective Term: Fall 2006

MS 401 Leadership and Management--3 hours. Course is designed to develop, train and transition the advanced course graduate from cadet to lieutenant for service as an officer. Cadet will study how army staff organizations function and the processes of the army's hierarchical organizational structure. Students will learn in-depth counseling responsibilities and methods, officer and non-commissioned officer evaluation report development, officer evaluation report support form development, and training plan development. Cadets will receive training on basic leadership responsibilities to foster an ethical command climate, to meet moral obligations, and to accommodate subordinate spiritual needs.

Change title to:

MSL 401 Developing Adaptive Leaders--3 hours. Course is designed to develop, train and

transition the advanced course graduate from cadet to lieutenant for service as an officer. Cadet will study how army staff organizations function and the processes of the army's hierarchical organizational structure. Students will learn in-depth counseling responsibilities and methods, officer and non-commissioned officer

Undergraduate Approvals: MSL 401 – continued.

evaluation report development, officer evaluation report support form development, and training plan development. Cadets will receive training on basic leadership responsibilities to foster an ethical command climate, to meet moral obligations, and to accommodate subordinate spiritual needs.

Preferred Effective Term: Fall 2006

MS 401L Leadership and Management Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 401—Leadership, Management and Ethics.

Change title and description to:

MSL 401L Developing Adaptive Leaders Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 401--Developing Adaptive Leaders.

Preferred Effective Term: Fall 2006

MS 402 Officership--3 hours. Continued development to transition the advanced camp graduate from cadet to lieutenant for service as an officer. Course analyzes the legal aspects of decision-making and leadership in action. Course will expose cadets to the foundations of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice. Students will undergo hands-on training and instruction in Joint Ethics regulations, joint strategic level operations, army administrative and logistics management, depth counseling techniques, and duty at first military assignment. Students will also receive training in personal awareness financial planning.

Change title and description to:

MSL 402 Leadership in a Complex World--3 hours. Continued development to transition the advanced camp graduate from cadet to lieutenant for service as an officer. Course analyzes the legal aspects of decision-making and leadership in action. Course will expose cadets to the foundations of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice. Students will undergo hands-on training and

instruction in Joint Ethics regulations, joint strategic level operations, army administrative and logistics management, in-depth counseling techniques, and duty at first military assignment. Students will also receive training in personal awareness financial planning.

Preferred Effective Term: Fall 2006

Undergraduate Approvals: Course Revisions – continued.

MS 402L Officership Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 402—Transition to Lieutenant.

Change title and description to:

MSL 402L Leadership in a Complex World Laboratory--0 hours. The leadership laboratory supplements classroom instruction. This laboratory is a multi-echelon exercise that introduces Military Science cadets to basic military combat skills, and provides hands-on-training and confidence building. The laboratory is designed to develop individual and team skills, problem solving, decision making, oral and written communication, and planning and organization skills. Requirement: concurrent enrollment in Military Science 402--Leadership in a Complex World.

Preferred Effective Term: Fall 2006

COLLEGE OF ARTS AND SCIENCES: Theater

THTR 387 Voice for the Stage--2 hours. Focuses on the development of fundamental voice skills including breath support, freedom, range, muscularity, and characterization. Students may enroll twice for credit. Prerequisite: 150 or permission of the instructor.

Change description and prerequisites to:

THTR 387 Voice for the Stage--2 hours. This course focuses on developing voice quality, volume, and expressiveness by enhancing the use of the entire body, the larger mechanism for the human voice. Techniques for releasing into natural alignment, increasing overall coordination, and freeing natural breathing will be practiced, and then applied through speaking poems and monologues. Since this course has rotating content, students may take Theater 387 a maximum of three times over three semesters, for a maximum of 6 credits. Prerequisite: 250 or permission of the instructor.

Preferred Effective Term: Summer I 2006

THTR 388 Movement for Actors--2 hours. This course focuses on the development of fundamental physical skills including release, flexibility, responsiveness, alignment, expressivity, specificity, and commitment. Students may enroll twice for credit. Prerequisite: 150 or permission of the instructor.

Change description and prerequisites to:

THTR 388 Movement for Actors--2 hours. This course focuses on the development of fundamental physical skills including release, flexibility, responsiveness, alignment, expressivity,

specificity, and commitment. Since this course has rotating content, students may take Theater 388 a maximum of three times over three semesters, for a maximum of 6 credits. Prerequisite: 250 or permission of the instructor.

Preferred Effective Term: Summer I 2006

Undergraduate Approvals: Course Revisions – continued.

***THTR 452 Advanced Playwriting**--3 hours. The focus of this course will be on play adaptations. Besides examining a variety of plays and the original literary works from which they were adapted, students will engage in their own projects of writing a full-length or long one-act play based on a piece of poetry, short fiction, a part of a novel or epic, a classic play or a work from some other artistic genre. Prerequisite: 450 or consent of instructor.

Change title and description to:

***THTR 452 Advanced Playwriting: Adaptations**--3 hours. This course centers on the creation of stage adaptations based on a wide variety of original texts, including poems, novellas, short stories, essays, letters, interviews, folk tales, myths, and earlier or classical plays. Students will study diverse models, looking at both the originals and the adaptations, while writing their own stage adaptation from an original in the same genre as those studied in class. Consult the Theater department for specific content. Since this course has rotating content, students may take Theater 452/552 a maximum of three times over three semesters, for a maximum of nine credits. Prerequisite: 450 or consent of instructor.

Preferred Effective Term: Summer I 2006

**Course has graduate level equivalent*

*** THTR 484 Advanced Acting Technique I**--3 hours. 484, 485 and 486 are sequential studies in advanced acting. Each semester will be a further development of performance technique as it relates to the rehearsal process. Scene work will be used as a means of gauging the actor's ability to apply studio exercise work to text. Technique I focuses on the study of character and the given circumstances. Prerequisite: 250 or equivalent, and permission of instructor.

Change title, description, and prerequisite to:

*** THTR 484 Advanced Acting Technique I: Characterization**--3 hours. This course focuses on the actor's development of stage characters in a variety of imaginative given circumstances. Consult the Theater department for specific content. Since this course has rotating content, students may take Theater 484 a maximum of three times over three semesters, for a maximum of nine credits

Preferred Effective Term: Summer I 2006

**Course has graduate level equivalent*

*** THTR 485 Advanced Acting Techniques II**--3 hours. Continuing study in technique as it relates to the rehearsal process, with a focus on clarity, specificity, and verbs. Prerequisite: 250 or permission of the instructor.

Change title, description, and prerequisite to:

*** THTR 485 Advanced Acting Techniques II: Scene Study**--3 hours. This course focuses on the actor's work in a number of scenes with contrasting acting challenges. Consult the Theater

Department for the specific content. Since this course has rotating content, students may take Theater 485 a maximum of three times over three semesters, for a maximum of nine credits.

Preferred Effective Term: Summer I 2006

**Course has graduate level equivalent*

Undergraduate Approvals: Course Revisions – continued.

*** THTR 486 Advanced Acting Techniques III--3 hours.** Continuing study in technique as it relates to the rehearsal process, with an emphasis on the specific use of poetic or heightened language in the creation of believable characters. Course material will focus on the performance demands of poetic realism, language, and style. Prerequisite: 250 or permission of the instructor.

Change title, description, and prerequisite to:

*** THTR 486 Advanced Acting Techniques III: Style--3 hours.** This course focuses on acting in a variety of historical and/or contemporary styles. Consult the Theater department for the specific content. Since this course has rotating content, students may take Theater 486 a maximum of three times over three semesters, for a maximum of nine credits.

Preferred Effective Term: Summer I 2006

**Course has graduate level equivalent*

COLLEGE OF HEALTH AND HUMAN PERFORMANCE: Recreation and Sport Management

RCSM 450 Venue/Event Management and Design--3 hours. Theory, principles, and applications of community based comprehensive planning for park, recreation, and sports areas and facilities, including current practices in planning, design, and development. Further, venue management theory will be reviewed. Field trip required.

Change title and description to:

RCSM 450 Venue and Event Design and Management--3 hours. This course has been designed to assist the student in understanding facility and event management. Further, the student will learn the steps in developing a sport facility for high school, colleges and universities, sport agencies, and professional venues as reviewing specific sport area designs.

Preferred Effective Term: Fall 2006

RCSM 451 Recreation and Sport Facility Operations and Maintenance--3 hours. Principles and practices for facility operations, management, and maintenance of special use facilities such as aquatic facilities, fitness centers, community centers, ice rinks, and multi-purpose sport facilities. Prerequisite: completion of 336 or consent of instructor.

Change title and prerequisite to:

RCSM 451 Facility Management and Outdoor Design--3 hours. Principles and practices for facility operations, management, and maintenance of special use facilities such as aquatic facilities, fitness centers, community centers, ice rinks, and multi-purpose sport facilities. Prerequisite: completion of 331 or consent of instructor.

COLLEGE OF NURSING: Nursing

NURS 300 Transition to Professional Nursing Practice--4 hours. Exploration of the role transition process as well as issues within nursing and the health care system are the focus. Examination of the theoretical basis for professional nursing practice and review and expansion of computer skills are emphasized. Four classroom hours per week. General Education Credits [GE2000: Basic Studies-Information Technology Literacy]

Change prerequisite to:

NURS 300 Transition to Professional Nursing Practice--4 hours. Exploration of the role transition process as well as issues within nursing and the health care system are the focus. Examination of the theoretical basis for professional nursing practice and review and expansion of computer skills are emphasized. Four classroom hours per week. General Education Credits [GE2000: Basic Studies-Information Technology Literacy]
Prerequisite: For Registered Nurses or RN licensure candidates only.

Preferred Effective Term: Fall 2006

COLLEGE OF TECHNOLOGY: Electronics and Computer Technology

†**ECT 437 Industrial Computer Systems Management**--3 hours. Evaluation of control computers in an industrial environment, the direct and indirect cost trade-off of implementing a hardwired vs. a programmed controller. The effect of management decisions on industrial computer applications Economics of open and closed systems, software vs. hardware, in-house vs. contract maintenance, and multi-vendor vs. single vendor systems.

Change prerequisite to:

†**ECT 437 Industrial Computer Systems Management**--3 hours. Evaluation of control computers in an industrial environment, the direct and indirect cost trade-off of implementing a hardwired vs. a programmed controller. The effect of management decisions on industrial computer applications Economics of open and closed systems, software vs. hardware, in-house vs. contract maintenance, and multi-vendor vs. single vendor systems. Senior standing or consent of instructor.

Preferred Effective Term: Summer I 2006

ECT 490 (A-Z) Topics in Electronics and Computer Technology--1-3 hours. Selected topics which are not usually presented in regularly scheduled electronics technology courses. Each topic will be announced in advance and printed as part of the course title in the *Schedule of Classes*. The laboratory course may be repeated by the student, assuming a change in topic and subject.

Change prerequisite to:

ECT 490 (A-Z) Topics in Electronics and Computer Technology--1-3 hours. Selected topics which are not usually presented in regularly scheduled electronics technology courses. Each topic will be announced in advance and printed as part of the course title in the *Schedule of Classes*. The laboratory course may be repeated by the student, assuming a change in topic

and subject. Senior standing or consent of instructor.

Preferred Effective Term: Summer I 2006

PROGRAM REVISIONS

COLLEGE OF ARTS AND SCIENCES FAMILY AND CONSUMER SCIENCES FAMILY AND CONSUMER SCIENCES EDUCATION

Summary:

Change FCS 437 Infant Development --3 hrs. to FCS 237-Child Development--3 hrs.; required by the Family and Consumer Sciences Education Major

Rationale:

The proposed changes to the CDFL (HDFS) major with regard to the change of the numbering of FCS 437 to FCS 237 necessitate a revision in Family and Consumer Sciences Education as this is a required course in the FCS Ed major.

New Catalog copy:

Family and Consumer Sciences Education Major (54 semester hours)

This major may be added to the Senior High/Junior High/Middle School Instructional License and allows the holder to teach family and consumer sciences in grades 5-12.

Required courses: 7 hour Family and Consumer Sciences core.

Family and Consumer Sciences Education: 281—3 hrs.; 402—1 hr.; 491—3 hrs.; 498—2 hrs.

Child Development and Family Life: 237--3 hrs.; 336—3 hrs.; 436—3 hrs.

Family Economics and Home Management: 301—3 hrs.; 366—3 hrs.; 475—3 hrs.

Food and Nutrition: 201—3 hrs.; 226—3 hrs.; 426—3 hrs. or 427—3 hrs. or 428—3 hrs. or 429—3 hrs.

Interior Design: 150—2 hrs.

Textiles, Apparel, and Merchandising: 217—3 hrs.; 111—3 hrs. or 211—3 hrs. or 212—3 hrs. or 216—3 hrs.

Health, Safety, and Environmental Health Sciences: 111—3 hrs.*

Candidates for the education degree must also complete two years (4,000 clock hours) of successful employment in a recognized family and consumer sciences-related occupation or 1,500 clock hours of supervised work in the occupational family and consumer sciences field under an approved teacher education program or an equivalent combination.

*This course meets the University Liberal Studies SBS:E requirement.

COLLEGE OF ARTS AND SCIENCES: FAMILY AND CONSUMER SCIENCES
ADD TITLE: B.S. HUMAN DEVELOPMENT AND FAMILY STUDIES
ASSIGN NEW MAJOR CODE
ELIMINATE TITLE: CHILD DEVELOPMENT AND FAMILY LIFE AND MAJOR
CODE 1521

Summary:

1. The changes in the Child Development/Family Life major will meet professional standards for the National Council on Family Relations. The revision represents an increase in credit hours; however the revision does not require additional staffing.
2. This revision includes a new name for the major. The proposed name change (Human Development and Family Studies) is consistent with the National Council on Family Relations standards and “best practices.”
3. The proposed revision maximizes the interdisciplinary nature of the profession and maximizes existing resources within the FCS Department and across the College of Arts and Sciences.
4. The program includes course revisions specifically designed to produce measurable outcomes as defined by the current CDFL (to be renamed Human Development and Family Studies) outcome-based assessment plan.
5. As part of the revision’s professionalization of the curriculum, students will be required to proceed through the program in a logical sequence. To increase the overall preparedness of student ability to perform in upper-division courses, course revisions include new pre-requisites. Please note the course revisions include pre-requisites within the existing/proposed curriculum and do not functionally increase total credit hours per se.
6. Proposed changes to the major include:
 - Change FCS 440 to FCS 140 and revise
 - Change FCS 437 to FCS 237 and revise
 - Change FCS 438 to FCS 238 and revise
 - Revise FCS 436
 - Add FCS 448 Practicum (new course)
 - Add FCS 449 Internship (with course revisions)
 - Delete ELED 441
 - Add PSY 100, 101; SOC 280 [please note that SOC 280 has been reduced from 4 to 3 hrs. by the department], 421; SOWK 240
 - Change total credit hours from 42 to 51

Rationale:

The objective of this proposal is to revise the existing Child Development/Family Life major in a fashion consistent with the contemporary discipline, current staffing, and the establishment of outcomes-based standards (i.e. best practice, professional standards). Further, the proposed revision will satisfy

professional standards established by the National Council on Family Relations (NCFR) and be the basis for subsequent program certification. For the purpose of clarity, the program outcomes are listed below:

UNDERGRADUATE APPROVALS: Human Development and Family Studies Major – Continued.

Graduates from the CDFL major will:

1. identify and describe historical and current demographic, social, and cultural trends in families.
2. apply principles of family dynamics to novel case studies.
3. explain human development across the lifespan.
4. describe physiological, social, personal, and moral aspects of human sexuality.
5. account for the role of interpersonal skills in family dynamics.
6. identify the significant family resource management principles across the lifespan.
7. classify the significant aspects of parent education.
8. outline public policies and laws that directly and indirectly effect families.
9. demonstrate professional ethics and apply in reflective journal and practicum.
10. employ family life education methodologies in self-created unit plans and in practicum settings.

New Catalog Copy:

Human Development and Family Studies Major (51 semester hours)

This interdisciplinary major provides student with coursework that will prepare them for a career in the human development and/or human services field. Completion of two semesters of practicum is required, and students must maintain a 2.25 GPA in all major coursework.

Required Family and Consumer Sciences Core: Family and Consumer Sciences 107—1 hr.; 109—3 hrs.; 410*—3 hrs.

Required Courses: Family and Consumer Sciences 140—2 hrs.; 237—3 hrs.; 238—3 hrs.; 301—3 hrs.; 336—3 hrs.; 436—3 hrs.; 441—3 hrs.; 448—3 hrs.; 449—3 hrs.; Psychology 100—3 hrs.; Sociology 280—3 hrs.; 421—3 hrs.; or 472—3 hrs.; Social Work 240—3 hrs.

Required General Education Courses: Health, Safety, and Environmental Health Sciences 111—3 hrs.; Psychology 101—3 hrs.

*This course satisfies the General Education Capstone course requirement

Preferred Effective Term: Fall 2006

**COLLEGE OF ARTS AND SCIENCES: FAMILY AND CONSUMER SCIENCES
ADD TITLE: HUMAN DEVELOPMENT AND FAMILY STUDIES MINOR AND**

ASSIGN NEW MAJOR CODE

**ELIMINATE TITLE: CHILD DEVELOPMENT AND FAMILY LIFE MINOR AND
MAJOR CODE 1521**

Summary:

1. The changes in the Child Development/Family Life major will meet professional standards for the National Council on Family Relations. The revision represents a decrease in credit hours; however the revision does not require additional staffing.

UNDERGRADUATE APPROVALS: Human Development and Family Studies Minor – Continued.

2. This revision includes a new name for the major. The proposed name change (Human Development and Family Studies) is consistent with the National Council on Family Relations standards and “best practices.”
3. The proposed revision maximizes the interdisciplinary nature of the profession and maximizes existing resources within the FCS Department and across the College of Arts and Sciences.
4. The program includes course revisions specifically designed to produce measurable outcomes as defined by the current CDFL (to be renamed Human Development and Family Studies) outcome-based assessment plan.
5. As part of the revision’s professionalization of the curriculum, students will be required to proceed through the program in a logical sequence. To increase the overall preparedness of student ability to perform in upper-division courses, course revisions include new pre-requisites. Please note the course revisions include pre-requisites within the existing/proposed curriculum and decreases the total credit hours.
6. Proposed actions within the minor:
 - Incorporate revised courses (FCS 140, 237, 238)
 - Delete FCS 436
 - Require FCS 336
7. Include basic courses of FCS core (FCS 107 and 109)

Rationale:

1. The objective of this proposal is to revise the existing Child Development/Family Life minor in a fashion consistent with the contemporary discipline, current staffing, and the establishment of outcomes-based standards (i.e. best practice, professional standards). Further, the proposed revision will satisfy professional standards established by the National Council on Family Relations (NCFR) and be the basis for subsequent program certification.

New Catalog Copy:

Human Development and Family Studies Minor (24 semester hours)

This interdisciplinary minor will inform and support a student’s major by providing a background in human development and family studies. Students may choose electives tailored to their specific career interests.

Required Courses: Family and Consumer Sciences 107—1 hrs.; 109—3 hrs.; 140—2 hrs.; 237—3 hrs.; 238—3 hrs.; 336—3 hrs.

Directed Electives (9 hours): Choose from FCS 301, 436, 441, 448, 497

Preferred Effective Term: Fall 2006

PROGRAM ELIMINATIONS

COLLEGE OF ARTS AND SCIENCES

CRIMINOLOGY

A.S. CRIMINOLOGY, ELIMINATE TITLE A.S. DEGREE, AND MAJOR CODE 0801

Executive Summary:

Eliminate the A.S. in Criminology

Rationale:

The College of Arts and Sciences has made the policy decision to move away from Associate degrees, since our community college partners are moving into this area.

New Catalog Copy:

None.

Preferred Effective Term: Fall 2006

COLLEGE OF ARTS AND SCIENCES

COMMUNICATION

BA/BS MANAGERIAL COMMUNICATION

ELIMINATE CIP CODE 090901 AND MAJOR CODE 0534

Executive Summary:

Due to increasing low enrollments (currently we have one student in this program who will graduate this year) and stressed resources, declining numbers of faculty (the person who developed this program has left the university), we no longer can reasonably offer this program.

Rationale:

With the elimination of this program, the department can more effectively put resources into more effective and higher enrolled programs. This decision is also based on ongoing program review in the department and an attempt to modify programs. Despite the fact that this reads as an interdisciplinary program, the practical reality is that it never has been. The Department of Communication has been singularly responsible for advising, recruitment, and all activities surrounding this program.

Proposed Catalog Copy:

None.

GRADUATE APPROVALS

NEW COURSE

COLLEGE OF ARTS AND SCIENCES: History

- *HIST 519 Nazi Germany and the Holocaust--3 hours.** This course examines the rise of the Nazi Party in the 1920s and the collapse of the Weimar Republic, the creation of a “Nazi” state and society, and the evolving place of Anti-Semitism in the regime. The course then turns to look at the Holocaust in the broader context of the Nazis’ ideological war aims with a focus on the motivations of Nazi Perpetrators, the reactions of Nazi victims and the complicity/resistance of bystanders. Finally, the memory of the Nazi regime/Holocaust will be considered.

Preferred Effective Term: Fall 2006

**Course has undergraduate level equivalent*

COLLEGE OF EDUCATION: Educational Leadership, Administration, and Foundations

- SAHE 650 Leadership and Administration in Student Affairs and Higher Education--3 hours.** The leadership, administrative, managerial, financial, and legal aspects of student affairs and higher education are covered with attention to how these affect student development and learning. Leadership and consultation skills will receive particular emphasis.

Preferred Effective Term: Summer I 2006

- SAHE 651 Program Evaluation--3 hours.** This course covers multiple perspectives and concepts pertinent to conducting program evaluations in mental health agencies, educational settings, and other organizations. Program evaluation is covered from the conceptualization stage to the presentation of findings stage, including data gathering and analysis. Prerequisite: knowledge in measurement and research.

Preferred Effective Term: Summer I 2006

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

- SPED 622 Strategies in Reading and Language Arts--3 hours.** Strategies for teaching students with disabilities-strategies in reading, writing, and other language art areas. Prerequisites: 601 and 602.

Preferred Effective Term: Summer I 2006

SPED 623 Learning Strategies in Mathematics, Science, and Social Studies--3 hours. Strategies for teaching students with disabilities-strategies in mathematics and other content and school areas. Prerequisites: 601 and 602.

Preferred Effective Term: Summer I 2006

GRADUATE APPROVALS: New Courses - Continued.

SPED 624 Assistive Technology--3 hours. The application and use of both electronic and non electronic forms of assistive technology. Case management, assessment, intervention strategies, and instructional uses of assistive technology are included. Prerequisites: 601 and 602.

Preferred Effective Term: Summer I 2006

COLLEGE OF TECHNOLOGY: Industrial and Mechanical Technology

IMT 513 Application and Gaging of Geometric Dimensioning and Tolerancing--3 hours. The ISO and ANSI technical graphic standards are studied and applied to assemblies with specific design requirements. The course primarily addresses methods of calculating positional and geometric form tolerances. Methods of verifying the geometric controls by gaging and inspection are also studied. Prerequisite: IMT 103 or equivalent.

Preferred Effective Term: Fall 2006

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Languages, Literatures, and Linguistics

LLL 607 Introduction to Problems of Research in Languages, Literatures, and Linguistics--3 hours. Designed to familiarize students with the problems of research in languages, literatures, and linguistics and to acquaint them with the most important bibliographical tools and major journals in their language. A graduate-level research paper is required.

Change description and title to:

LLL 607 Research Methods in Languages, Literatures, and Linguistics--3 hours. Designed to familiarize students with the issues of research in languages, literatures, and linguistics and to acquaint them with the most important bibliographical tools and major journals in their area. A graduate-level research paper is required.

Preferred Effective Term: Fall 2006

COLLEGE OF EDUCATION: Counseling

COUN 738 A,B,C,D,M Professional Seminar--1-3 hours. Attention is directed toward the nature of professional practice in various work contexts. Current professional issues, professional and personal development, ethics in research and practice, legal issues, manpower developments, and placement processes are discussed.

- 738A Professional Seminar:** Counseling Psychology
- 738B Professional Seminar:** School Counseling
- 738C Professional Seminar:** Student Affairs Administration
- 738D Professional Seminar:** Master's in Counseling Psychology
- 738M Professional Seminar:** Marriage and Family Therapy

GRADUATE APPROVALS: Counseling 738 – Continued.

Change description and title to:

COUN 738 A,B,C,D,M Ethics and Professional Practice--1-3 hours. Ethical and legal issues germane to professional research and practice are addressed.

- 738A Ethics and Professional Practice:** Counseling Psychology
- 738B Ethics and Professional Practice:** School Counseling
- 738C Ethics and Professional Practice:** Counselor Education
- 738D Ethics and Professional Practice:** Mental Health Counseling
- 738M Ethics and Professional Practice:** Marriage and Family Therapy

Preferred Effective Term: Summer I 2006

PROGRAM REVISION

**COLLEGE OF EDUCATION
ELEMENTARY, EARLY, AND SPECIAL EDUCATION
M.A./M.S. SPECIAL EDUCATION**

Executive Summary:

This revision of our current Master's degree program in special education will allow students interested in the education of students with disabilities to obtain initial licensure in the area of "Mild Interventions" as currently described by the Indiana Professional Standards Board. To be eligible for the degree, students will complete a total of thirty-six semester hours of study, twenty four of which are in the major area of special education.

Rationale:

Both the State Department of Education and our national accrediting agency, the National Council for Accreditation of Teacher Education (NCATE) have changed their standards for the teacher of exceptional children within the last few years. In order to comply with these changes it is necessary for our master's degree program to modify its' thrust-going from an emphasis on the different categories of disabilities to the more general focus of preparing teachers at the graduate level to work with a wide range of students with mild disabilities.

In making these changes our master's degree program will be in a far better position to meet the demands of both our state licensing agency, the Indiana Professional Standards Board (IPSB), and our national accrediting agency, NCATE. Additionally, the results of our ongoing outcomes assessment has provided

data that strongly suggests that graduate students of the immediate future in special education will be selecting only those programs that meet the new state standards as published by the IPSB and NCATE.

New Catalog Copy:

GRADUATE APPROVALS: M.S. Special Education – Continued.

Master of Arts or Master of Science-Special Education (36 semester hours minimum)

This master's degree program is designed for students desiring advanced preparation for positions in special education in such agencies as public and private schools, child and family service agencies, medical settings, group homes, or other social service agencies. The requirements for this degree allow individual tailoring for each student based on prior licensure, experience, or coursework. A student may add a special education teaching license to an existing teaching license by completing the twenty-four semester hours of required coursework as prescribed below, excluding any prerequisites needed. However, a student will be recommended for licensure ONLY at the development level of their existing license. The area of licensure will be mild interventions.

Admission Requirements

Applicants must satisfy the general criteria for admission to the School of Graduate Studies.

Degree Requirements

Prerequisites: Candidates must have completed the following basic special education courses or their equivalents prior to taking courses in the major area of concentration: Special Education 601 and 602.

Required Courses (24 hrs.): Special Education 608,622,623,624,626,690, 698D, and 625 or 590.

Required Research and Professional Education Courses (12 hrs.): Select 12 credit hours from the following options. Curriculum, Instruction, and Media Technology 610,611, 560, 660, Elementary Education 660, Educational Leadership, Administration and Foundations 605,607,608, Educational Psychology 521,522,621 or 625

Culminating Experience: Special Education 690 will be required of all degree seeking students' as the culminating experience.

Preferred Effective Term: Fall 2006

PROGRAM SUSPENSION

COLLEGE OF ARTS AND SCIENCES

LANGUAGES, LITERATURES, AND LINGUISTICS

M.A. FRENCH – SUSPENSION, CIP CODE 160901, MAJOR CODE 1270

SUMMARY:

We have not been accepting students into the Master's program in French for several years, since our French faculty have been reduced to one tenure-track person. Therefore, we think it wise to suspend the French M. A. program until the university budget situation allows us to rebuild our French faculty,

One of the Strategic Goals of the LLL Department is to strengthen the undergraduate program in French, and by trying to maintain a graduate program as well we would be removing our sole faculty member in French from crucial undergraduate courses.

GRADUATE APPROVALS: M.A. French – Continued.

New Catalog Copy:

HISTORY OF THE PROGRAM

The Department of Languages, Literatures, and Linguistics has existed under various names since the beginnings of the institution. After Indiana State Teachers College became Indiana State University in 1965, the department began to offer the master of arts and master of science degrees in French, Spanish, and Latin. In 2001 the teaching English as a second language/linguistics faculty joined the department and the program was totally revised as a single degree program with options in a single language (Spanish) or in linguistics/teaching English as a second language/cross-linguistics.

GENERAL PROGRAM DESCRIPTION

The Department of Languages, Literatures, and Linguistics offers two options for completion of the master of arts degree: the single language [Spanish] option and the linguistics/teaching English as a second language/cross-linguistics option. The department also offers a 12-semester hour graduate certificate in teaching English as a second language/teaching English as a foreign language. This is not a degree program, nor does it confer an Indiana teaching license on its recipients. Certificate (in TEFL or TESL) is an internationally recognized term, and many employers in other countries require a certificate of teachers who don't hold a master's degree. In conjunction with the College of Education, the Transition to Teaching Program offers graduate students the opportunity to obtain initial teacher licensure at the post-baccalaureate level. In cooperation with the College of Education, the department also offers a Ph.D. in curriculum and instruction with a specialization in language education for students specializing in the research and practice of second language teaching and teacher education.

MAIN OBJECTIVES

The curriculum of the single language option is designed to enhance the written skills and spoken fluency of Spanish as a necessary instrument in modern communication, to acquaint students more thoroughly with the cultural background and the literature of these languages, and to guide them in the critical analysis of texts. The curriculum of the linguistics/teaching English as a second language/cross-linguistics option is designed to allow students to create a program of course work with a linguistic focus such as TESL or work in a combination of languages and linguistics. As such, it acquaints students with the theoretical and methodological approaches to these disciplines. The program is

de- signed to meet the needs of those expecting to terminate their graduate work with the master's degree as well as those intending to pursue further advanced work.

ADMISSION REQUIREMENTS

In addition to meeting all requirements of the School of Graduate Studies, prospective graduate majors or minors in the Department of Languages, Literatures, and Linguistics and those seeking the graduate certificate in TESL/TEFL or Transition to Teaching Program must submit their undergraduate records to the department. If the student's preparation seems unsatisfactory on the basis of his or her undergraduate record, he or she may be asked to take additional undergraduate *GRADUATE APPROVALS: M.A. French – Continued.*

courses or be given an examination to test his or her competence in the area. Applicants for admission to the Ph.D. program in Curriculum and Instruction with Specialization in Language Education should see the College of Education section of the Catalog for a description of the admission requirements for the program.

DEGREE REQUIREMENTS

Master of Arts (32 semester hours minimum)

Research: Languages, Literatures and Linguistics 607-3 hours.

Core: Languages, Literatures and Linguistics 600-2 hours.

Other Requirements: 6 approved hours taken in a second area within the department or outside the department; students must demonstrate proficiency in a non-native language *Culminating*

Experience: Languages, Literatures, and Linguistics 699 Master's Thesis-6 hours or successful completion of comprehensive examinations covering course work in the student's major area.

Single Language (Spanish) Option

Additional Requirements: at least 21 hours in the primary area (Spanish)

Linguistics/TESL/Cross-Linguistics Option

Additional Requirements: at least 21 hours from graduate courses in the Department of Languages, Literatures, and Linguistics with a linguistic focus. Students may combine their linguistic study with TESL or with appropriate courses from different languages.

Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (12 semester hours)

Required Courses: Linguistics 520-3 hrs.; 601-3 hrs.; 613-3 hrs.; Electives: choose one from Linguistics 513, 514, 515, 517,621, or 792-3 hrs.

Applied Experience Requirements: This requirement is fulfilled by one of the following:

Two years study (or equivalent fluency) of a language that is not the student's native language

Experience living in a culture that is not the student's native culture (three months minimum)

ESL/EFL teaching or cross-cultural experience (three months minimum)

Preferred Effective Term: Fall 2006

APPROVED COURSE BANKING AND ELIMINATION 2005-2006

COURSES TO BE BANKED

COLLEGE OF ARTS AND SCIENCES: Undergraduate and Graduate Courses

COLLEGE OF ARTS AND SCIENCES: Art

ARTH 584

COLLEGE OF ARTS AND SCIENCES: Chemistry

CHEM 639

CHEM 649

CHEM 659

CHEM 669

CHEM 690

CHEM 695

CHEM 699

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 334

COMM 335

COMM 367

COMM 383

COMM 410

COMM 438

COMM 450

COMM 460

COMM 467

COMM 480

COMM 180

COMM 201

COMM 320

COMM 332

COMM 372

COMM 445B

COMM 514Y

COMM 514Z

COMM 614A

COMM 614P

JOUR 306
JOUR 350
JOUR 448

COLLEGE OF ARTS AND SCIENCES: Economics

ECON 403
ECON 441
ECON 447
ECON 451
ECON 542
ECON 546
ECON 547
ECON 600

COLLEGE OF ARTS AND SCIENCES: English

ENG 234
ENG 334
ENG 341
ENG 448N
ENG 548N
ENG 685B
ENG 685C
ENG 792

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 470
FCS 471
FCS 476
FCS 497EM

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

GEOG 193

COLLEGE OF ARTS AND SCIENCES: History

HIST 341
HIST 342
HIST 343
HIST 344
HIST 387

COLLEGE OF ARTS AND SCIENCES: International Studies

IS 110
IS 390

COLLEGE OF ARTS AND SCIENCES: Languages, Literatures, and Linguistics

FREN 641
FREN 601
FREN 661
FREN 686

COLLEGE OF ARTS AND SCIENCES: Math and Computer Science

CS 572
CS 584

COLLEGE OF ARTS AND SCIENCES: Music

MUS 101L
MUS 169V
MUS 369V
MUS 470S
MUS 676
MUS 676S

COLLEGE OF ARTS AND SCIENCES: Political Science

PSCI 306
PSCI 309
PSCI 380
PSCI 385
PSCI 404
PSCI 407
PSCI 426
PSCI 429
PSCI 432
PSCI 474
PSCI 475
PSCI 477
PSCI 486
PSCI 504
PSCI 507

PSCI 574
PSCI 575
PSCI 577
PSCI 581
PSCI 586
PSCI 431
PSCI 481

COLLEGE OF ARTS AND SCIENCES: Psychology

PSY 471
PSY 571

COLLEGE OF ARTS AND SCIENCES: Science Education

SCED 673A
SCED 673B
SCED 673C
SCED 673D
SCED 673E
SCED 673F
SCED 673I

COLLEGE OF BUSINESS: Undergraduate and Graduate Courses

COLLEGE OF BUSINESS: Finance

FIN 108
FIN 480
FIN 635
FIN 660
FIN 668

COLLEGE OF EDUCATION: Undergraduate and Graduate Courses

COLLEGE OF EDUCATION: Communication Disorders

CD 500

COLLEGE OF EDUCATION: Counseling

COUN 595P

COLLEGE OF EDUCATION: Curriculum Instruction and Media Technology

CIMT 472
CIMT 572
CIMT 710
CIMT 800

COLLEGE OF EDUCATION: Early, Elementary, and Special Education

ELED 595D
ELED 595Q

COLLEGE OF EDUCATION: Educational Leadership, Administration, and Foundations

ELAF 595B
ELAF 595C

COLLEGE OF EDUCATION: Educational and School Psychology

SPSY 713

COLLEGE OF HEALTH AND HUMAN PERFORMANCE: Undergraduate and Graduate Courses

COLLEGE OF HEALTH AND HUMAN PERFORMANCE: Health, Safety, and Environmental Health Sciences

HLTH 215
HLTH 444

COLLEGE OF TECHNOLOGY: Undergraduate and Graduate Courses

COLLEGE OF TECHNOLOGY: Manufacturing and Construction Technology

MCT 199
MCT 352
MCT 559
MCT 575

COURSES TO BE ELIMINATED

COLLEGE OF ARTS AND SCIENCES: Undergraduate and Graduate Courses

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 203
COMM 391
COMM 456
COMM 414F
COMM 414S
COMM 514F
COMM 514S
COMM 614R

COLLEGE OF ARTS AND SCIENCES: History

HIST 220
HIST 301
HIST 403
HIST 482
HIST 503
HIST 582

COLLEGE OF ARTS AND SCIENCES: Philosophy

PHIL 590A

COLLEGE OF ARTS AND SCIENCES: Psychology

PSY 590K
PSY 610

FACULTY ACADEMIC APPAREL ORDER AND ATTENDANCE FORMS

1. Please provide the following information concerning your plans for the Commencement so that, if attending, you can be included in the lineup.
2. To order faculty academic apparel, fill out the faculty academic apparel order form on the next page and send to Terry Lavinder, ISU Bookstore by April 1, 2006.

Attendance Form

Check one:

I shall participate in Commencement _____

I shall NOT participate in Commencement _____

Check one:

I have my own academic apparel _____

I have placed my order for rental of academic apparel from the ISU Bookstore (see form below) _____

Name: _____

Rank: _____

Year(s) Of Service at ISU: _____

Please send form to:

Office of the Provost and Vice President for Academic Affairs by May 3, 2006

Parsons Hall, Room 208

(812) 237-2304

FAX: (812) 237-3607

Faculty Academic Apparel Rental Order Form
ISU Bookstore (812)237-3500
Fax Number (812)237-3498

Please place a rental order for academic apparel for use at Commencement of Indiana State University.

Name _____
 Height _____ Weight _____ Hat Size _____ (If you don't know, measure in inches)

Degree _____ Field of Study in Which I Obtained My
 Degree _____

Name and Location of Institution from Which I Received the Degree:

Institution: _____
 City / State _____

Hood Color (if known) _____
 Method of Payment _____

Phone # _____

Check one of the following:

I will require cap, gown, and hood _____
 I will require hood only _____
 I will require cap and gown only _____

<u>Doctor Regalia:</u>		Tax	Total
Cap, gown and hood	\$62.96	\$3.78	\$66.74
Cap and gown only	\$33.96	\$2.04	\$36.00
Hood only	\$27.98	\$1.68	\$29.66
<u>Master Regalia:</u>			
Cap, gown and hood	\$50.96	\$3.06	\$54.02
Cap and gown only	\$21.98	\$1.32	\$23.30
Hood only	\$20.98	\$1.26	\$22.24
<u>Bachelor Regalia:</u>			
Cap, gown and hood	\$46.96	\$2.82	\$49.78
Cap and gown only	\$23.98	\$1.44	\$25.42
Hood only	\$22.98	\$1.38	\$24.36
Cap and tassel only	\$ 6.98	\$0.42	\$7.40

Please fill out form completely and return to Terri Lavinder, ISU Bookstore by
 April 1, 2006 *

A late Fee will be applied after that date to cover additional shipping charges

Packet of information to order custom regalia are available at the ISU Bookstore.
 Approximately 6 to 8 weeks are necessary lead-time to create custom regalia.

The ISU Bookstore