Academic Notes

** SPECIAL NOTICES**

ARTICULATION AGREEMENTS

Program agreements between Indiana State University and our partner institutions allow students to complete a specific 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 agreement has recently been approved:

Liaoning Normal University
Bachelor of Science (B.S.) Dual Degree Program in Computer Science

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2008

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 5, 2008. **All submissions for inclusion in Academic Notes are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of Academic Notes on the following Monday. Submissions must be in hard copy along with an e-mail, disk, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to Academic Notes that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. Academic Notes is available using Acrobat Reader at http://www.indstate.edu/acad-aff/79.html**

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2008

Deadline for Items	Issue Date
April 9	April 14
April 16	April 21
April 23	April 28
April 30	May 5

THESES, DISSERTATIONS, AND RESEARCH PROJECTS

COLLEGE OF TECHNOLOGY - Ph.D. in Technology Management

Janett Gray will defend her dissertation entitled *Reducing Product Costs, Increasing Raw Materials of Non-Controversial Stem Cell Pharmaceuticals by Lean Waste Elimination: A Study with Implications for Reducing Healthcare Costs*, on Friday April 18, 2008, at 9:30 a.m., EST, in The Myers Technology Center, room TC 111. This defense will be conducted via video conference from Bowling Green State University. Members of her committee are: Dr. John Sinn, Chairperson; Dr. Todd Waggoner, Dr. L. Tom Andrews, Bowling Green State University; Dr. Cynthia Thompson, North Carolina A & T State University; and Dr. David Beach, Indiana State University.

DEPARTMENTS MERGE

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics

The Departments of Chemistry and Physics at Indiana State University share a common responsibility to foster and support student learning and scholarship in the physical sciences. This agreement establishes a framework for consolidating the Departments of Chemistry and Physics into a single academic unit. Implementation of the agreement is intended to strengthen the chemistry and physics programs while reducing administrative overhead.

CURRICULUM

UNDERGRADUATE PROPOSALS

PROGRAM REVISIONS

COLLEGE OF TECHNOLOGY: Technology Management

Career and Technical Education Major (Teaching Specialization) (52 semester hours)
CIP Code: 131320 Major Code: A142

Brief Summary:

Due to reorganizations in the College of Technology and increases in demand for post-secondary technical education in career and technical education (CTE) for community college faculty, it is necessary to change course prefixes and allow more program options. Furthermore, the program title has been changed to reflect one degree program; previously the CTE program provided two CTE degrees: teaching and non-teaching. The non-teaching option was almost identical to the Human Resource Development (HRD) program. The new CTE program will have two options: secondary and post-secondary education and none of the options are identical to the HRD program.

Student Learning:

The Student Learning outcomes assessment results, National Council for Accreditation of Teacher Education (NCATE) accreditation standards, and advice from Indiana Professional Standards Board (IPSB) were used to modify the CTE program. As a result, a new option focusing on post-secondary education has been added to the CTE program. The option focuses on instructors for post-secondary technical institutions.

Specific revisions include:

1) Changes of prefixes to existing career and technical education courses (new prefixes with CTE); and

2) Overall credit hour requirement for the Technical Core from 28 hrs to 24 hrs to be more attractive to students and yet provide a solid meaningful set of courses that will enhance a student's resume and employment opportunities.

Effectiveness:

Changes allow more opportunities for students in other majors to take a set of courses that will enhance their resume and afford them more employment opportunities. No additional courses outside the Technology Management department are used for the additional program option. The courses are consistently offered allowing the completion of both options in four years.

Proposed Catalog Copy:

Career and Technical Education Major (79 semester hours)
CIP Code: 131320 Major Code: _____

Career and Technical Education Professional Core (21 hours): 381—3 hr.; 472—3hrs; 481—3 hrs.; 483—3hrs; Human Resource Development 473—3 hrs; Technology Management 385—3 hrs.; 490—3 hrs.

Technical Core (24 hours): Students must complete an approved technical core or specialization in a technical area, as listed under Occupational Specialist License Titles, Indiana Department of Education. Students may also complete technical electives approved by the advisor, in the same technical area, if needed to equal 24 hours. The Technical Core can include transfer work.

Students must select one of the following two options:

Option A: Secondary School (34 hours): Technology Education 490—3 hrs.; Please see the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology (i.e. Phase I, Phase II, and Phase III Professional Education courses). Refer to College of Education Teaching Requirements. Candidates must also complete two years (4,000 clock hours) of successful employment in a recognized technical field or 1,500 hours of supervised work in an approved teacher education program or an equivalent combination.

Option B: Post Secondary School (34 hours): Career and Technical Education 479—3 hrs.; 484—3 hrs.; 485—3 hrs.; 494—3 hrs.; Human Resource Development 489—3 hrs.; Technology Management 351—3 hrs. (take twice for a total of 6 hours); 394—3 hrs.; 430—1 hr.; 492—3 hrs.; 493—3 hrs.; 497—3 hrs.
Preferred effective term: Fall 2008

UNDERGRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Criminology and Criminal Justice

CRIM 315 Techniques of Correctional Interviewing—3 hours. An introduction to the strategies, techniques, tactics, and special problems of interviewing as they relate to one or more of the various correctional settings.
   Change title and description to:
CRIM 315 Techniques of Criminal Justice Interviewing—3 hours. An introduction to the strategies, techniques, tactics, and special problems of interviewing as they relate to one or more of the various criminal justice settings.
Preferred effective term: Fall 2008

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

ELED 100 Initial Experiences in Elementary Education—1 hour. An opportunity to look at the role of the elementary school teacher, children in instructional and non-instructional situations, and the requirements of the teaching profession, and the opportunity to assess capabilities, preferences, and commitments. Required laboratory work involves experiences in public schools. Prerequisites: admission to the elementary education major, 2.5 cumulative GPA, and required scores on the PPST.
   Remove prerequisites
ELED 100 Initial Experiences in Elementary Education—1 hour. An opportunity to look at the role of the elementary school teacher, children in instructional and non-instructional situations, and the requirements of the teaching profession, and the opportunity to assess capabilities, preferences, and commitments. Required laboratory work involves experiences in public schools.
Preferred effective term: Fall 2008

GRADUATE APPROVALS

NEW PROGRAMS

COLLEGE OF TECHNOLOGY: Technology Management

Certificate of Graduate Study in Human Resource Development (12 semester hours)
CIP Code: 521001

Brief Summary:

The proposed Certificate of Graduate Study in Human Resource Development will provide an opportunity to introduce graduate study in Human Resource Development to students who may be contemplating enrollment in the M.S. HRD Program, as a specialization for another major at the graduate level, or to meet the needs of professionals who seek formal education in the HRD field. Credits from the certificate program may also be applied to the M.S. in HRD program. Applicants across the globe are encouraged to apply. Applicants must offer proof of a Bachelor of Arts or Science Degree and an acceptable grade point average from an accredited college or university. International applicants should have a TOEFL score of at least 550 (paper) or 213 (computer) or 70 (iBT) or better on the Test of English as a Foreign Language, or provide equivalent evidence of language proficiency.

The chair of the Public Administration Program met with HRD faculty twice and implemented discussions concerning the HRD Program offering a Certificate Graduate Program. In addition to being of interest to students in the Public Administration Program, the Certificate of Graduate Study in Human Resource Development may also appeal to students in the Health and Safety Programs, Nursing Programs, Communication Programs, and Education Programs, among others.

Student Learning:

Students who complete the Certificate of Graduate Study in Human Resource Development will have the knowledge to be effective HRD professionals providing essential services in industry, higher education, social agencies, and government. Competencies designed into the program focus on designing, developing, implementing, facilitating, and evaluating education, training, and other human resource development activities.

Proposed Catalog Copy:

Certificate of Graduate Study in Human Resource Development (12 semester hours)
CIP Code: 521001

Required Courses:

HRD 605 Developing Performance-Based Occupational Curriculum - 3 hours
HRD 670 Systematic Design of HRD Programs - 3 hours
HRD 675 Leadership of Human Resources in Education and Training - 3 hours
HRD 695 Rationale and Evaluation of HRD Programs - 3 hours
Preferred effective term: Fall 2008

PROGRAM REVISIONS

COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

Master of Education—Curriculum and Instruction (32 semester hours minimum)
CIP Code: 130301 Major Code: 8372

Brief Summary:

The primary purpose of this modification is to better prepare teachers and key stakeholders to take leadership roles in promoting and managing effective learning environments in schools. Beyond its importance to individual public school student's success, this leadership is critical as schools increasingly rely upon teachers and other key stakeholders as primary functionaries in envisioning and realizing school improvement. Moreover, accrediting bodies, such as the North Central Association, rely on this model for school improvement. Furthermore, school improvement is vital to individual school's success in demonstrating adequate yearly progress under the federal regulations of the No Child Left Behind legislation. As such, the program aims to support teachers and other key stakeholders in understanding and becoming effective in assuming their roles as leaders in schools.

A secondary purpose is to take advantage of the newly established concentrations in Banner to provide a more inclusive M. Ed. in Curriculum and Instruction. The new program will allow students for whom a master's degree is no longer feasible given program prioritization to earn an M.Ed. with a concentration in the desired content. Moreover, the new program will allow students to obtain the desired content while also allowing those with an existing teaching license the opportunity to professionalize that license. Concentrations will be added as disciplines so seek

Student Learning:

Results from student end-of-program surveys in addition to program prioritization outcomes drive this programmatic change.

Proposed Catalog Copy:

Master of Education—Curriculum and Instruction (33 semester hours minimum)
CIP Code: 130301 Major Code:_____

Degree Requirements:

Core Area Studies in Professional Education: (15 hours). The student must always include studies in the following core areas of professional education:
Research: Curriculum, Instruction, and Media Technology 610—3 hrs. or approved research course in major field or primary area as approved by advisor.
Curriculum: Curriculum, Instruction, and Media Technology 660—3 hrs.
Social Foundations: 3 hours from Curriculum, Instruction, and Media Technology 658, or Special Education 607, or social foundations course as approved by advisor.
Psychological Foundations: 3 hours from Educational Psychology 621.
Instruction-Supervision: 3 hours. Students not choosing a concentration outside curriculum and instruction may choose CIMT 689 or an approved course. Students choosing a concentration outside curriculum and instruction concentration may choose from CIMT 675 or CIMT 690 (Mentor Teacher Preparation.)
Area of Concentration: (15 hours). An academic area of concentration outside of curriculum and instruction may be chosen in the M.Ed. program. Those choosing an academic concentration must complete a minimum of 15 hours in the academic area.
Professionalizing a License: Professionalizing a Rules 2002 license may be accomplished by completion of the M.Ed. in Curriculum and Instruction, regardless of the selection of an academic concentration or not. For those choosing to professionalize a Rules 46 & 47 license, a major must complete a minimum of 6 hours in the major; those choosing to professionalize a minor must take a minimum of 12 hours in the minor. Those choosing to professionalize both a major and minor subject will take a minimum of 6 hours in the major and a minimum of 12 hours in the minor—thus increasing their overall program hours to 36 rather than 33 hours.
Addition of subject license to existing teaching license: Individuals who wish to add an additional subject license to the developmental/school setting license at which they are already licensed must contact the academic department.
Culminating Experience Requirement: (3 hours). The student must satisfactorily complete in the last 12 hours of the degree program Curriculum, Instruction, and Media Technology 775 — 3 hours. The Core Area Studies in Professional Education requirements of this degree are prerequisite to the culminating experience requirement.
Preferred effective term: Fall 2008

COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

Master of Science—Educational Technology (33 semester hours minimum)
CIP Code: 130501 Major Code: 8389

Brief Summary:

Educational technology develops dramatically. To keep up with the general tendency in this area, a revision of the current Master of Science in Educational Technology (Ed Tech) program at the Department of Curriculum, Instruction, & Media Technology (CIMT) is necessary. The current program was designed to meet the department's original goals for school teachers and technology coordinators. However, expressed interest by students has shown that it can hardly meet the current and potential students' needs anymore. In fact, the technology coordinator specialization has been removed from the Ed Tech program owing to low enrollment. This is part of the evidence of the need for changing the program to fit a broader spectrum of student interest and need.

A need was also identified in terms of ensuring our program meets the accepted standards for the field. The Association for Educational Communications and Technology (AECT) standards were selected because they are designed for "preparing educational personnel for positions in the broader arena of school media and educational technology in areas such as K-12 education, higher education, business, industry, military services, government, and health/community services" (AECT, 2005). A portion of the students on the MS in Ed Tech program have career goals beyond K-12 environments. While the program will serve those interested in K-12 settings, it will also meet the needs of students with goals set in higher education, business, or government. All the existing courses were examined against these standards.

Through review and comparison with the standards, major revision was determined. This revision includes a new required course and the removal of older courses that have historically been canceled due to low enrollment. The new required course is CIMT 689 Learning Theory and Instructional Strategies, which is created to strengthen students' fundamental theory base and to enhance effective instructional design skills. Several courses that are out of date, below the requirement level, or narrowly-focused are proposed to be removed.

This proposal for a revision of the existing Ed Tech program does not require additional resources from the university.
Persichitte, K.A. (2005). Standards for the Accreditation of School Media Specialist and Educational Technology Specialist Programs. Retrieved April 5, 2007 from http://www.aect.org

Student Learning:

The Association for Educational Communications and Technology (AECT) sponsors two sets of standards under the National Council for the Accreditation of Teacher Education (NCATE): 1) Standards for the Accreditation of Initial Programs that prepare School Media Specialists and Educational Technology Specialists, and 2) Standards for the Accreditation of Advanced Programs that prepare School Media Specialists and Educational Technology Specialists. For our program, only the

Standards for the Accreditation of Advanced Programs will be used because both specializations of the Educational Technology program, Educational Technology and Library Media, are advanced programs.

A further rationale for the use of AECT standards is their recognition by the National Association for Accreditation of Teacher Education (NCATE) which is the body that accredits our initial and advanced teacher education programs. Because the Library Media specialization does allow for students to obtain a license to add to their initial teaching license (with the completion of another course outside of this program), accounting for meeting those requirements for those students only must be provided. However, NCATE accreditation is not required program-wide, so use of standards that will accommodate the needs of individual students is required. Therefore, use of the AECT standards allow us to meet the needs of all students in the program while also accommodating the individuals seeking licensure. Again, because the students seeking an additional license in Library Media already hold an initial license, use of the Advanced Programs standards is indicated.

According to the information provided by AECT that is intended to help institutions decide which set of standards is appropriate for a particular program, AECT standards are appropriate for the following programs
* programs preparing school media specialists
* programs preparing educational personnel for positions in the broader arena of school media and educational technology in areas such as K-12 education, higher education, business, industry, military services, government, and health/community services
* programs preparing K-12 technology leaders, technology specialists, and technology coordinators at the state, district, or building levels.
Those are the goals of the MS in Ed Tech program at CIMT. Therefore, AECT Standards are used to evaluate each course on the Ed Tech program.

The revised more effective program will benefit students in the following ways:

* A new Learning Theory and Instructional Strategies course will strengthen students' fundamental theory bases and enhance effective instructional design skills
* Updated information and technology requirements to better meet students' needs that will broaden students' job opportunities
* Removal of old courses that are out of date, below the requirement level, or narrowly-focused to provide students with opportunities of taking higher-level courses that will enhance students' educational technology skills for better job opportunities.

Proposed Catalog Copy:

Master of Science—Educational Technology (33 semester hours minimum)
CIP Code: 130501 Major Code: _____

As an interdisciplinary field of study, the Educational Technology program prepares students to systematically design and develop instruction with optimal use of technology, and to implement, manage,

and evaluate the total process of teaching and learning in a variety of settings including K-12 schools, universities, government, business/industry, and the military to bring the most effective, efficient, and appealing instruction to various teaching and training settings. The program provides candidates with two possible specializations: one specialization provides deeper focus in educational computing and instructional design and one specialization provides deeper focus in Library Media. The library/media specialization (including an additional 3 credit hours of prerequisite) will add the Indiana Library/Media License to an existing Indiana license for the license school setting.

Degree Requirements:

Core Courses: Curriculum, Instruction, and Media Technology 610—3 hrs. and 620—3 hrs.

Specialization Areas:

Library/Media:
Required courses: Curriculum, Instruction, and Media Technology 509—3 hrs., 512—3 hrs., 513—3hrs., 522—3 hrs., 543—3 hrs., 631—3 hrs., 656—3 hrs., 660—3hrs., 659 (culminating practicum)—3 hrs.

Students desiring to add the Indiana Library/Media License to an existing Indiana license for the licensure school setting must take Curriculum, Instruction, and Media Technology 606—3 hrs. as an entry level course for the specialization.

Educational Technology:
Required courses: Curriculum, Instruction, and Media Technology 630—3 hrs., 640—3 hrs., 689—3 hrs., 793 (culminating practicum)—3hrs.; In consultation with advisor, select 15 hours from Curriculum, Instructional, and Media Technology 543—3 hrs., 625—3 hrs., 641—3 hrs., 647—3 hrs., 657—3 hrs., 672—3 hrs., 687—3 hrs., 720—3 hrs., 740—3 hrs.; Elementary Education 571—3 hrs., 671—3 hrs., 672—3 hrs.
*Culminating Experience***:** All students are required to complete a culminating practicum experience.

In general, one-half of the credit hours must be in courses numbered 600 or above.
Preferred effective term: Fall 2008

COLLEGE OF EDUCATION: Educational Leadership, Administration, and Foundations

Master of Science—Student Affairs and Higher Education (39 semester hours minimum)
CIP Code: 131102 Major Code: 8487

Brief Summary:

This proposal reflects a change in two course requirements for the Student Affairs and Higher Education (SAHE) master of science program. Currently, students take COUN 615, Introduction to Group Work, and COUN 635, Career Development. The proposal is to replace these two courses with

SAHE 652, Group Dynamics and Leadership, and ELAF 655, Legal Aspects of School Administration. A new course proposal for SAHE 652 is being submitted concurrently.

In addition, we are requesting a revision in the admission requirements to eliminate the requirements of coursework in behavioral sciences and standardized test scores on the Graduate Record Examination or Miller Analogies Test.

Student Learning:

The curriculum revision is the result of strategic planning sessions conducted by the SAHE instructional faculty in Spring 2007. Using professional standards for competencies of student affairs professionals as proposed by the American College Personnel Association and the Council for the Advancement of Standards in Higher Education, the faculty determined how best to meet professional standards through the SAHE curriculum. This revision will bring the SAHE program in line with current best practices in student affairs professional preparation programs.

The elimination of the requirement for coursework in behavioral sciences results from its lack of usefulness in admission decisions. This requirement is a holdover from the SAHE program's previous alignment with the former Department of Counseling; its inclusion in the SAHE admission standards was reasonable in alliance with the other programs in counseling. With our shift to the ELAF department and our shift in focus away from counseling and toward administration, the coursework that undergraduates complete as part of a general education program are sufficient prerequisites for success in the SAHE program.

Proposed Catalog Copy:

Master of Science—Student Affairs and Higher Education (39 semester hours minimum)
CIP Code: 131102 Major Code: _____

The master's degree program in Student Affairs Administration is designed to provide professional training for entry positions in the student affairs field at university, college, and two-year post-secondary levels. Focus areas of performance include residence halls, student development, management, admissions, financial aid, student activities, student health promotion, career development, non-traditional student populations, and other areas. A corollary purpose is to provide a foundation for advanced work in this field and the closely related fields of counseling, guidance, and higher education. The program is offered on-campus and as distance education, although SAHE 533, SAHE 641, and SAHE 652 or their equivalent must be taken in a traditional classroom.

Admission Requirements:

Each applicant must satisfy the general criteria for admission to the School of Graduate Studies and each of the following requirements:

1.   Have an overall undergraduate grade point average near or above 2.75 on a 4.00 point scale. For students with a GPA near or below 2.75 on a 4.00 point scale GPA, special attention is given to

their final 60 credit hours.

2. Have an approved Assistantship or work full time in an approved area of Student Affairs and Higher Education. Exceptions may be made on a case by case basis.

Degree Requirements:

Research: Student Affairs and Higher Education 651 or Counseling 712—3 hrs.
Student Affairs and Higher Education: Student Affairs and Higher Education 637—3 hrs.; 638—3 hrs.; 640—3 hrs.; 641—3 hrs.; 650—3 hrs.; 652—3 hrs.; 680—3 hrs.; Educational Leadership, Administration, and Foundations 655—3 hrs.
Practicum and Internship Experiences: SAHE 533—3 hrs.; SAHE 634—9 hrs.
Thesis (optional): Educational Leadership, Administration, and Foundations 699—6 hrs.
Preferred effective term: Fall 2008

CORRECTIONS

The following program was published as approved in Academic Notes of March 31, 2008. The concentration in Teaching English as a New Language should read "as a Second Language". The correction is reflected in bold and italic font.

PROGRAM REVISIONS

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

Language, Literatures, and Linguistics – Teacher Education (39 semester hours)
CIP Code: 169999 Major Code: _____

Brief Summary:

The Program Prioritization process has given the Department the opportunity to further develop its original intention to combine language study under one degree program. However, it is unable to follow the same pattern for teacher education programs because of licensure and tracking requirements. The proposal here would eliminate separate degree programs in French, German, Latin, Spanish and ENL, but would create concentrations in Spanish, World Languages and TESL teaching. The ensuing degree program will: 1) allow students to combine languages, 2) reflect the Departments commitment to culture studies, 3) bring greater flexibility to the Department in order to respond to demands teachers of less commonly-taught languages in Indiana ; 4) reduce credit hours to the major to allow the major to complement other areas of study, 5) require students in the program to pursue study abroad or other experiences that immerse them in their study of language and culture.

Discussions with the director of Education Students Services, who recommends student licensure to the State Board of Professional Standards, indicate that the concentrations as proposed will meet standards for teacher licensure in the state of Indiana. The Department has also been encouraged by the State to pursue teacher education licensing in the lesser-taught languages, particularly Chinese.

Student Learning:

ssessment information as well as national discussion show that students need and want more culture studies in relation to their language study. Our research suggests that students are best served when language and culture study supplement other areas of study. The addition of the "applied" component recognizes that students can strengthen their language skills in an immersion environment in less time than in the traditional credit hour structure, while additionally gaining valuable cultural and personal experience.   The introduction of national testing tools will allow the programs to monitor the increase in program effectiveness through cooperation with institutions abroad.   Since teaching licensure in the state of Indiana requires that students meet performance outcomes, rather than take a prescribed set of course work, the proposed program provides enough flexibility for students to gain the required proficiencies on-site or through study abroad, applied experiences or transfer credit, but maintains integrity through performance assessment.

Proposed Catalog Copy:

Language Studies--Teaching (31 semester hours)
CIP Code: 169999 Major Code: _____

TEACHING CURRICULA

Language Studies--Teaching (31 semester hours)

Student should be familiar with the requirements for admission to the Teacher Education Program and the teaching curriculum. Refer to the College of Education and the Department of Curriculum, Instruction and Media Technology sections in this catalog.

Required LLL courses (7 hours minimum): Languages, Literatures, and Linguistics 200--3 hrs.; 402--1 hr.; Linguistics 420--3 hrs.

Required courses: Follow the requirements for elected concentration area.

An applied experience component within the 30 hours. Must consist of at least 6 hours of 300/400-level course work taken in study abroad.

A minimum 2.5 grade point average for all course work required in the major.

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 ACTFL test for advanced level credit.

Concentration in Spanish Teaching (24 semester hours)*:

Required courses: Spanish 201--3 hrs., 202--3 hrs., 301--3 hrs., 303--3 hrs., 311--3 hrs., 312 A or B--3 hrs., 321--3 hrs., and 404 or approved 400-level culture course.

Indiana Teaching licensure recommendation is based on achieving intermediate high language proficiency in accordance with ACTFL standards. In some cases, a student may require more course work to achieve the proficiency required for licensure.

*Six hours of the 300/400 level Spanish teaching courses maybe fulfilled by six hours of study abroad.

Concentration in World Languages (24 semester hours)

Required courses: 201--3 hrs., 202--3 hrs.
Electives (18 hours): 300/400-level course work to include 6 hours of culture, 3 hours of literature, 3 hours of advanced grammar and 3 hours of oral communication.

Indiana Teaching licensure recommendation is based on achieving intermediate high or mid 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.

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 (24 semester hours)

Required courses: 201--3 hrs. in a single language other than English; Linguistics 210--3 hrs., 311--3 hrs., 413 or 415--3 hrs.; 414 or 417--3 hrs.
Electives: 9 semester hours at the 300/400 level.
Preferred effective term: Fall 2008

The following program was published as approved in Academic Notes of March 31, 2008. The major code was incorrect. The correct major code is: 8589.

PROGRAM ELIMINATIONS

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

Master of Education—Literacy (32 semester hours)
CIP Code: 131202 Major Code: *8589*

Brief Summary:

Recommended for elimination by Program Prioritization because of low graduation rate.

Proposed Catalog Copy:

None.
Preferred effective term: Fall 2008