

ILLINOIS STATE UNIVERSITY

**∞ DEPARTMENT
OF
LANGUAGES, LITERATURES,
AND CULTURES ∞**

<http://lan.illinoisstate.edu>

**Graduate Student
Handbook**

2019 – 2020 Academic Year

Revised 08/19

Table of Contents

Introduction	2
Requirements for the M.A.	3
Optional Certificates	
Simultaneous M.A. with Teacher Certification	4
Graduate Certificate in Instructional Technology in World Languages	5
Certificate in Teaching English to Speakers of Other Languages (TESOL)	6
Areas of Emphasis: Introductory Comments	7
Literary and Cultural Studies	8
Theoretical and Applied Linguistics	9
Courses	
Core Courses	10
Graduate Course Offerings	10
Projected Core Courses	12
General Policies	
Administrative Structure	13
Degree Audit	13
Register / Add-Drop	14
Independent Study	14
Course Load	15
Graduate Assistantships	15
First-Year Evaluations	15
Study Abroad	16
Graduation Requirements	16
Timeline Toward Graduation	17
Comprehensive Exam	17
Thesis Option	20
Awards, Recognitions, Scholarships	
Department	22
University	23
Other Information	
Code of Student Conduct	25
Emergency Loans	25
TechZone	25
Parking and Transportation	25
Resources on Graduate Study	25
Appendix I: Forms	
Checklist of Program Requirements	27
Plan of Study Worksheet / Advisement Sheet	28
Appendix II: Degree Audit	
General Information	29
Procedures and Instructions	30
Appendix III: Sample of Extra-Departmental Courses	32

Introduction

Congratulations on your admission to the Master of Arts in Languages, Literatures, and Cultures (LAN) program at Illinois State University! By accepting you to the program, the faculty has expressed its confidence in your promise as a graduate student. Successful realization of that promise over the next several semesters will depend on communication, cooperation, and shared commitment.

The decision to undertake graduate study implies much more than simply adding two years to the coursework you began as an undergraduate. The mastery suggested by the term “Master of Arts” demands a level of intellectual curiosity, critical thinking, and effort above and beyond the mere completion of courses, however excellent your work in them may be. During your time with us, you can expect to explore your area of emphasis in greater depth and with increasing critical insight; refine the basic intellectual skills learned in your undergraduate studies, while discovering and acquiring new skills; and become knowledgeable about research techniques and resources.

Your fellow graduate students, your advisor, and the entire graduate faculty can enhance your program. Getting into the habit of discussing your interests with them will help you to grow and develop intellectually, while forming relationships that may last many years.

We are delighted that you have decided to join us, and we wish you the best as you begin your graduate career in the Department of Languages, Literatures, and Cultures.

Note: This handbook represents the requirements and standards in place if you begin your study in Fall 2019. If you enrolled before Fall 2019 and wish to continue your studies under the program described here, please contact your graduate advisor.

If there are any changes (e.g. errors corrected) made during the year, the Graduate Coordinator will notify the students and update the version of the handbook online to reflect the change.

Requirements for the M.A.
in
Languages, Literatures, and Cultures

1. Graduate School and University Requirements: as described in the *Graduate Catalog*; check online for the latest edition.
2. Department Requirements:
 - a. Minimum of 33 graduate credits with a GPA of 3.0 (see p. 15, “Course Load”).
 - b. Minimum of 18 credits (typically 6 courses) at the 400 level.
 - c. Minimum of 18 credits (typically 6 courses) conducted in the major language. (This requirement may be adjusted at the discretion of the Graduate Committee based on a student’s language proficiency.)
 - d. Minimum of 9 credits (typically 3 courses) in the Area of Emphasis (Literary and Cultural Studies *or* Theoretical and Applied Linguistics).
 - e. Minimum of 9 credits in core courses (LAN 405, LAN 475 *or* LAN 480, LAN 485, LAN 490).
 - f. Sufficient electives to complete a minimum of 33 credit hours of coursework.
 - g. Maximum total of 9 credits from study in another department or at another university, including study abroad, transferred and applied to the M.A. These will normally be applied at the 300 level, with a maximum of 6 credits at the 400 level for courses taken in other ISU departments.
 - h. A comprehensive examination, usually taken in the last semester of study, *or* a thesis. If interested in the thesis option, please see the guidelines on p. 20.
 - i. All requirements, including the comprehensive exam or thesis, completed within 6 years.

Simultaneous M.A. and Teacher Certification

In addition to the regular graduate program requirements, graduate students who wish to prepare for the Illinois teacher certification exam and receive teacher certification must complete or have completed the following:

- All required courses for the undergraduate Teacher Certification Sequence in the language of study (see undergraduate catalog under Languages, Literatures, and Cultures).
 - Some of these courses are at the 300 level and may count towards the 33 hours required for the master's degree.
 - Some graduate level courses may be substituted for the teacher education major courses with permission of the Graduate Committee.
- All required courses for the Professional Education Sequence:
 - EAF 228 or EAF 231 or EAF 235 (3 hours).
 - C&I 210 (3 hours).
 - C&I 212 (2 hours), C&I 214 (3 hours), and C&I 216 (3 hours).
 - STT 399 (8 hours): Student teaching.
- A global studies course in non-Western studies.
- All requirements listed in the university-wide teacher education section of the undergraduate catalog.

The M.A. with the teaching certificate requires about 3 years, depending on the undergraduate courses in the language that you have already taken.

For further details, consult with your advisor and the Coordinator of Teacher Education. Check the "Teacher Education" link on the LAN website for additional information.

ORAL PROFICIENCY REQUIREMENT: In order to enroll in LAN 319 (Principles in Foreign Language Learning), you must have an Oral Proficiency Interview (OPI) score of at least Intermediate High, and to begin student teaching, you must have an OPI score of Advanced Low. Consult with the Coordinator of Teacher Education for more information.

Graduate Certificate in Instructional Technology in World Languages

The Graduate Certificate in Instructional Technology in World Languages offers hands-on training in the use of new technologies in the teaching of foreign/second languages for K-12 and college settings. This certificate is intended for current language teachers at K-12 and/or university settings or graduate students interested in teaching world languages. You may apply to the certificate program throughout the year. Certificate applicants DO NOT have to be current students at ISU (they do need to get admitted to the certificate program though). For more information, see <https://illinoisstate.edu/academics/instructional-technology-world-languages-certificate/>

Pre-requisites: Graduate standing or B.A. in World Languages (e.g. French, German, Italian, Spanish, etc.).

Certificate courses:

Required: LAN 321 Integrating Technology into the Foreign Language Classroom (on campus—generally offered every other fall)

Choose two:

- ✓ C&I 401 Instructional Media and Technology (online)
- ✓ C&I 432 Instructional Technology Design (online)
- ✓ C&I 438 Distance Learning course (online)

Requested materials for applying:

- A completed [Graduate Admission Application](#).
- A letter of recommendation from someone who can address your qualifications for this certificate program. This might be a principal or other administrator, a colleague, or a professor from a graduate course you have already taken. There is no specific form or format required for the letter.
 - The letter of recommendation should be mailed to Dr. Montserrat Mir, Department of Languages, Literatures and Cultures, Campus Box 4300, Illinois State University, Normal, IL 61790, or sent by email.

For more information, contact:

Dr. Montserrat Mir (mmir1@ilstu.edu)
Dr. Rachel Shively (rshivel@ilstu.edu)

**Graduate Certificate in Teaching English to Students
of Other Languages (TESOL)**

The graduate certificate in TESOL, offered by the Department of English (ENG), is an option for students in a variety of disciplines who intend to teach English to speakers of other languages as a part of their professional focus.

Information about the TESOL certificate is available at the following link:
<https://illinoisstate.edu/academics/teaching-english-speakers-other-languages-certificate/>

Students interested in this certificate must apply through the Office of Admissions. Check with Admissions for details and procedures.

Note: None of the courses taken under the aegis of TESOL may be applied towards your area of emphasis, which must consist only of courses in our department.

Students interested in this certificate should inform the Graduate Coordinator, as the additional coursework may impact their time to degree.

Areas of Emphasis

Introductory Comments

The M.A. program in Languages, Literatures, and Cultures offers two areas of emphasis, which reflect the generally recognized areas of expertise in the field:

1. Literary and Cultural Studies
2. Theoretical and Applied Linguistics.

In designing the program, the department has taken into consideration the diversity of prospective graduate students. We know that interest in foreign languages and cultures takes many forms and has different applications. We have therefore created a program that provides a solid foundation of knowledge in both areas of emphasis, while allowing students enough flexibility to tailor their course of study according to their interests by selecting an area of emphasis. In other words, students can expect to take coursework in both areas of emphasis, especially since courses and faculty specialists may not be available in equal numbers for each semester in the two areas of emphasis.

It is important to recognize that the program's flexibility implies an important corollary—responsibility. By offering such a flexible program, the department has expressed its confidence in its graduate students. Such a program can succeed only if students accept primary responsibility for the coordination and coherence of their program. Although you will work closely with your advisor and seek informal advisement from other faculty members, you must look at your program of study as the most important single assignment of your graduate career here.

Undergraduate study has accustomed students to the idea that completion of a prescribed set of courses will inevitably constitute a coherent whole. Graduate study assumes rather that the student is committed to the study of a particular field, and is prepared to do more than simply complete courses in order to gain a deeper understanding of his or her area. This additional work is provided in the form of a reading list that students should become acquainted with during their first semester of graduate study. While courses will cover some of the texts on the list, students should expect to read many others on their own, since a significant dimension of graduate study is the ability to work independently. Reading lists are available on the departmental website (Academics → Graduate Program); a ULID and password are needed for access.

The comprehensive examination represents the culminating experience and synthesis of your studies. It assumes that you have a good general knowledge of your area of emphasis, regardless of the specific courses you have taken. In other words, you will not simply be re-tested on individual course content. To complete the comprehensive examination successfully, you will not be expected to have a specialized grasp of all aspects of the field. However, you should have some specialized knowledge (depth)—probably associated with advanced coursework—and a general knowledge (breadth) of your field, achieved through your own synthesis of coursework and independent reading. The reading list, in combination with your coursework, will enable you to demonstrate the depth and breadth of your knowledge on the comprehensive exam. More information on the exams appears elsewhere in this handbook.

You should attempt to define your interests and formulate a general plan of study during the first semester. In order to progress through the program most effectively, you should plan to take at least one or two courses taught in your target language per semester. (As outlined earlier, you will need 18 hours—typically 6 courses—in your target language to graduate.)

Read the material in this handbook carefully and seek all the advice you need from your graduate advisor and other faculty members. After your first two semesters of study (or 15-18 credits for those attending part-time), you will receive a brief written evaluation of your overall progress toward your degree.

Area of Emphasis 1

Literary and Cultural Studies

In its broadest meaning, the study of culture is the study of all that humanity has created, from classical literature to comic books, from war to table manners, from Mozart to music videos, from languages to our methods for studying and teaching them. Furthermore, the study of literature is commonly taken to constitute one of the most important areas of the humanities. While the reasons for this are complex, for centuries literary works have been valued for the light they shed on the human condition and for the degree of aesthetic accomplishment they represent. Not only in the modern western world but also in classical antiquity and in the great civilizations of Africa, the Middle East, and the Far East, literature in both written and oral forms has been considered indispensable to a comprehensive education.

The area of Literary and Cultural Studies in graduate school involves working at a more advanced level than previously, and students will be expected to carry out several operations simultaneously. Besides filling in various gaps in the basic subject matter, you will be expected to acquire a deeper understanding of works and movements you have encountered already, and of what it means to study literature and culture. As you become more conscious of the implications of your critical acts, you will need to acquire familiarity with some of the major problems addressed by contemporary critical thought. You will also be expected to familiarize yourself with basic concepts for this Area of Emphasis, such as genre, periodization, rhetorical devices, and narrative and poetic technique.

Courses that specifically include “culture” and/or “civilization” (e.g. SPA 305 Introduction to Spanish Culture) will focus on one or more of a number of broadly-defined social, historical, and artistic phenomena in your target-language culture or cultures. However, you should plan to familiarize yourself with these phenomena not only through coursework but also through extensive independent reading and, whenever possible, through personal experience.

You may study social and political events, government and non-governmental institutions, economic practices, family structure, and folklore in your target culture(s). You will also gain familiarity with popular culture, painting, sculpture, film, architecture, and music. You will study these subjects in and across particular historical periods.

The content of culture-specific courses (e.g. SPA 305, SPA 405) will vary from semester to semester according to scheduling needs, faculty availability and expertise, and student demand. You may take some approved coursework in other departments

such as History, Sociology and Anthropology, Politics and Government, or Economics. You should work closely with your advisor to ensure that you complement coursework with a well-conceived reading program.

The study of Literary and Cultural Studies can be profitable for careers in international relations, business, and the teaching of language and literature at all levels. Perhaps even more importantly, an understanding of the cultural experience and values of other peoples will enrich your contact with them and will provide you with an increased critical awareness of your own cultural heritage.

Area of Emphasis 2

Theoretical and Applied Linguistics

Theoretical Linguistics involves the study of the structure of language and addresses such issues as:

- The organization and analysis of the various components of language, including the sound system (phonology);
- The study of the different phones (i.e. sounds) used in Spanish (phonetics);
- Word formation (morphology);
- The relationship between words and clauses in a sentence (syntax);
- The formal meaning of words and phrases (semantics);
- The structural differences within a given language according to geography or social factors (dialectology and sociolinguistics);
- The structural differences between chronological stages of the same language (historical linguistics);
- The cognitive processes that govern the acquisition and use of language (psycholinguistics).

It should be emphasized that Theoretical Linguistics involves much more than just how to speak and write correctly. Such a prescriptive approach to language study is common at the undergraduate level and is useful for developing basic linguistic competence. Theoretical Linguistics, on the other hand, goes beyond simple (and often overly simplistic) rules of usage to ask why certain things happen (or do not happen) in a given language and how different aspects of a language can best be analyzed. For example, why do languages change, why are certain word orders more common than others, how can the underlying structure of certain grammatical processes best be described, and how do speakers learn their own (or another) language? These insights are useful not only for those who will later teach a language, but they also help us to understand the operation of the language faculty that we all possess.

Complementing Theoretical Linguistics is Applied Linguistics, which is, among other things, the study of the basic principles of teaching and learning a foreign language, a variety of teaching methods and approaches to teaching. Students will learn to identify, articulate, and apply both theoretical principles and practical techniques in the field. Although the language of instruction will generally be English for courses in Applied Linguistics, practical exercises will be in the student's major language, since all methods of language teaching involve the use of the target language. Where available, language-specific courses, such as SPA 370 Topics in Spanish Pedagogy, will also apply to this area of emphasis. TESOL courses, however, cannot be applied toward the area of emphasis (9/09). Advanced Topics in Foreign Language Instruction (LAN 480) may be repeated if the topics are different.

Courses

Core Courses

All graduate students must take a minimum of 9 credits (3 courses) of core courses. These courses are LAN 405, LAN 475 *or* LAN 480, LAN 485, and LAN 490. These courses are taught in English and in our department. As of Fall 2016, all students must take these courses as part of their degree completion.

- 405 Topics in Cultural Studies**
- 475 Foreign Language Teaching Methodologies at the College Level**
- 480 Advanced Topics in Foreign Language Instruction**
- 485 Selected Studies in Linguistics**
- 490 Topics in Literary Studies**

Graduate Course Offerings¹

Concentration: French

Area of Emphasis: Literary and Cultural Studies

- FRE 305 History of French Civilization
- FRE 314 Studies in Contemporary Francophone Culture
- FRE 325 Selected Topics in Francophone Literature and Cultures
- FRE 327 17th & 18th Century Lit & Culture
- FRE 328 19th & 20th Century Lit & Culture
- FRE 385 Topics: Renaissance Lit & Culture
- FRE 386 Topics in French and Francophone Cinema
- FRE 405 Seminar on Contemporary French Civilization
- FRE 420 Selected Topics in French Literature and Culture
- FRE 450 Seminar on French Prose
- FRE 460 Seminar on French Theater
- LAN 405 Topics in Cultural Studies
- LAN 490 Topics in Literary Studies

¹ Graduate courses may not be repeated if you took them as an undergraduate student in this department at Illinois State University, unless it is a topics course (e.g. SPA 305) and the content is different. Note that the language of instruction is English for all LAN courses.

Area of Emphasis: Theoretical and Applied Linguistics

FRE 335 Comparative French/English Grammar and Style
FRE 430 Introduction to French Linguistics
FRE 431 History of the French Language
LAN 319 Principles in World Language Learning
LAN 320 World Language Teaching in the K-12 Setting
LAN 321 Integrating Technology into the Foreign Language Classroom
LAN 350 Foreign Language Testing and Assessment
LAN 475 Foreign Language Teaching Methodologies at the College Level
LAN 480 Advanced Topics in Foreign Language Instruction

Concentration: Spanish

Area of Emphasis: Literary and Cultural Studies

SPA 305 Current Topics in Hispanic Civilization and Culture
SPA 323 Span lit, Medieval, and Renaissance
SPA 324 Span lit, 18th Century to Present Day
SPA 326 Span-American Lit – Foundations to Late 19th Century
SPA 327 Span-American Lit – Late 19th Century to Present Day
SPA 336 Selected Topics in Spanish-American Lit
SPA 337 Selected Topics in Peninsular Spanish Lit
SPA 385 Selected Topics in Spanish Literature
SPA 405 Seminar on Spanish and/or Spanish-American Culture
SPA 411 Spanish-American Novel
SPA 415 Studies in Seventeenth-Century Spanish Lit
SPA 418 Studies in Eighteenth and Nineteenth Century Spanish Lit
SPA 431 Studies in Early Spanish-American Lit
SPA 434 Studies in Modern Spanish-American Lit
SPA 470 Don Quixote
SPA 484 Studies in Twentieth Century Spanish Lit
LAN 405 Topics in Cultural Studies
LAN 490 Topics in Literary Studies

Area of Emphasis: Theoretical and Applied Linguistics

SPA 310 Spanish Syntax
SPA 311 Spanish Phonetics and Phonology
SPA 360 Studies in Spanish Linguistics
SPA 370 Topics in Spanish Pedagogy
SPA 421 History of the Spanish Language
SPA 425 Topics in Hispanic Linguistics
LAN 319 Principles in World Language Learning
LAN 320 World Language Teaching in the K-12 Setting
LAN 321 Integrating Technology into the Foreign Language Classroom
LAN 350 Foreign Language Testing and Assessment
LAN 475 Foreign Language Teaching Methodologies at the College Level
LAN 480 Advanced Topics in Foreign Language Instruction

Courses in literature traditionally have tended to be highly differentiated, and each course number corresponds to a specific subject or period. Courses with “Culture” and/or “Civilization” in the title, and courses in Theoretical and Applied Linguistics

include a higher percentage of variable topic classes (especially at the 400 level), which retain the same number from one semester to the next and which may be repeated as long as there is no duplication of subject matter. Finally, consult your graduate advisor if you are unsure regarding how a specific class fits into your Area of Emphasis.

Projected Core Courses

(LAN 405, LAN 475 OR 480, LAN 485, LAN 490)

Spring 2020

480 Advanced Topics in Foreign Language Instruction

Fall 2020

475 Foreign Language Teaching Methodologies at the College Level

485 Selected Studies in Linguistics

Spring 2021

490 Topics in Literary Study

350 Foreign Language Testing and Assessment

Fall 2021

475 Foreign Language Teaching Methodologies at the College Level

405 Topics in Cultural Study

**Changes may become necessary due to staffing or other contingencies.*

General Policies

1. Administrative Structure of the Graduate Program

The **Graduate Committee** oversees the program as a whole and makes recommendations on courses and policies that then must be approved by the voting faculty of the department. The Committee is composed of the Graduate Advisors (see below) for French, Spanish, and German who are elected by the members of those languages' sections; it also includes a member of the pedagogy faculty and a full-time graduate student representative, nominated and elected by graduate students. The Committee chaired by the Director of Graduate Studies who is appointed by the Chair of the department.

The **Director of Graduate Studies** (also referred to as the Graduate Coordinator) coordinates the program in concert with the Graduate Committee and deals with administrative and programmatic issues that affect all three language areas. S/he works to ensure that the department's policies and procedures conform to those mandated by the Graduate School at Illinois State University.

The **Graduate Advisors** in French, German, and Spanish work with students in the individual languages. You should talk with your advisor regularly. S/he will suggest courses that both meet your interests and contribute to a coherent program of study. Your graduate advisor will also approve and sign your final Plan of Study—the official list of courses that count toward the degree—which will be submitted to the Graduate School early in the semester in which you intend to graduate (see below). Although your main contact will be your graduate advisor, you should not hesitate to share your plans with other faculty members as well, particularly those in your area of emphasis.

The **Graduate Secretary** is the administrative contact who will help you with the practical day-to-day aspects of the program—payroll matters, deadlines, registration procedures, etc.; s/he also runs the graduate student elections each spring to select a representative to the Graduate Committee.

2. Degree Audit

The degree audit is the official procedure through which the Graduate School approves all aspects of your pending degree. It must be completed and filed with the Graduate School at the very beginning of your last semester of study. See Appendix II for more details.

Although the Graduate Secretary may remind you of important dates (submitting Degree Audits, applying for graduation, etc.), it is your responsibility to be aware of all deadlines. Check the list of “Important Dates and Deadlines” distributed every semester and posted in the departmental office, as well as the “Student Support” page on the Graduate School website:

<https://grad.illinoisstate.edu/students/>

Note the following: *You must arrange for a final Degree Audit at least two weeks before Graduate School deadlines (see Appendix II).*

3. **Registration/Add-Drop**

You should register as soon as possible. A fee for late registration is charged if you wait until mid-August. Some classes fill quickly and may be closed if you delay. In addition, if not enough students are registered for a class, it is possible that a class you wish to take may be cancelled due to insufficient enrollment. If you wish to add or drop a course you should see your advisor first. In order to withdraw from a course without receiving a withdrawal grade, you must do so by the end of the second week of classes. Check the academic calendar on the Illinois State University website for specific withdrawal deadlines and other important dates.

You may add classes without written permission through the third day of classes if the class is not filled. After that date you may do so only with the written permission of the instructor.

Should you wish to register for four classes and then choose the three you prefer and drop the fourth, you may do so during the first fifteen days and still receive a full refund of your registration fee. You are encouraged to make this decision as soon as possible.

FOLLOW THE INSTRUCTIONS BELOW TO REGISTER VIA my.illinoisstate.edu

a) Make sure you have activated your ULID and created a password to get into my.illinoisstate.edu. This is a newer system (August 2015), so let the department know if you have any questions. If you have activated your ULID and created your password and PIN and are still having problems signing in, contact the registrar's office (309) 438-2188 for help.

b) If you are trying to register for a 300-level class and are blocked because the computer doesn't recognize that you have the prerequisites to take a class, contact Graduate Secretary Stacy Albright (309) 438-2962 or slalbri@ilstu.edu. Tell her the course number and she will give you an override if there is an available seat in the class. If a seat isn't available, she will let you know and you may wish to contact the instructor.

c) If you are still having problems registering, it could be due to high volume of use on the registration site. All students are now able to log in and change their registration. During times of high demand (usually when pre-registration and registration periods first open), the system can become overloaded; just keep trying.

d) If you continue to have trouble registering, contact Stacy Albright.

4. **Independent Study**

Independent-study courses are meant to allow students and faculty to explore a topic of mutual interest with greater focus than is normally permitted during a regular class. The courses are not meant to replace regularly scheduled graduate courses, nor are they intended to provide a venue for pursuing thesis-related work once a thesis proposal has been approved by the Graduate School. A student may take no more than 6 hours of independent study and no more than 3 hours with the same professor.

5. **Course Load**

You must maintain a minimum of 9 semester credits to be a full-time student or graduate assistant.² If you are a graduate assistant, we strongly recommend that you take no more than 9 semester credits, although you are permitted to take up to 12. The department encourages graduate assistants—especially those with teaching responsibilities—to give themselves at least four semesters to complete their coursework.

Only 300-level courses approved for graduate credit and 400-level courses count toward the M.A. degree.

6. **Graduate Assistantships**

The Department of Languages, Literatures, and Cultures typically offers eligible graduate students a “Graduate Teaching Assistantship.” (The GTA is one of five distinct Graduate Assistantships offered by the University.) The Department distinguishes, for internal purposes only, two types of “Graduate Teaching Assistantship”: 1) Teaching Assistantships and 2) Instructional Lab Assistantships. Both types of assistantship support the pedagogical mission and goals of the department. Teaching Assistants teach their own course (typically one per semester) under faculty supervision. Instructional Lab Assistants do not teach their own course, but instruct and assist students in the department’s Language Lab. Pedagogical training is provided to students for both types of assistantship.

The Department recognizes the importance of teaching experience for our graduate students and will make every attempt to ensure that all eligible students have the opportunity to teach their own classes as part of their M.A. studies. Most of our full-time M.A. students will receive Teaching Assistantships. Department needs will determine how many Instructional Lab Assistantships are granted per semester. Assignments regarding what type of Assistantship students receive are made on a semester basis. The Graduate Committee will make the assignments based on careful consideration of the following criteria: appropriateness of Assistantship type to a student’s academic training, prior semester assignments, departmental needs, student performance in the M.A. program, teaching experience, etc. Students may be given an opportunity to express their interest in which type of Assistantship they would prefer; however, the final decision will be made by the Graduate Committee, in consultation with the department chair, based on the criteria listed.

7. **First-Year Evaluations**

After your first year of full-time graduate study (or after 15-18 credits if you are attending part time), you will receive a first-year evaluation letter consisting of a summary of remarks by faculty members whose courses you have taken. These comments will give an idea of how you are progressing through the program. You are encouraged to read your evaluation carefully and contact your professors and graduate advisor if you have questions or concerns. They are here to help you and see to your success in completing the M.A.

² Exceptions are made in a student’s final semester when s/he is preparing for the comprehensive examination and has only six credits remaining to complete her/his plan of study.

8. **Study Abroad**

The department encourages graduate students to study abroad in a country where their major language is spoken. Courses intended for ISU credit must be approved in advance by the department. Except in unusual circumstances, students will not study abroad during their first semester of graduate study. Special cases require a petition to the Chair of the department.

A maximum of 9 transfer credits taken outside of the department, including those taken abroad, may be counted toward 300-level courses required for the M.A.; transfer credit cannot be applied to 400-level courses. Students studying two languages may petition the Chair to spend a year abroad for up to fifteen credits. They will spend a semester in the country of each of the two languages studied.

Students studying one language are permitted to spend a full year abroad, but cannot apply more than 9 hours taken outside of the department toward the M.A. Due to financial aid considerations, they must register for 9 hours for both semesters. All the courses will show on the transcript, but no more than 9 external credits will count toward the M.A.

In some circumstances, if students enroll for a study-abroad program through Illinois State University with teaching ISU faculty on site, students may petition that one course taken abroad with an ISU professor be considered an on-campus course. In this case, the course would not count toward the maximum of 9 hours taken outside the department that can be applied to the M.A.

If you study abroad through an ISU program, and if you were a graduate assistant during the year prior to going, your tuition is partially waived for a summer abroad and it is reduced to an amount equivalent to the cost of two credit hours for a full semester.

If you study independently through a program not affiliated with ISU, you will pay only the tuition required by the foreign university. However, prior to enrolling in such a program, we urge you to research the program's course offerings thoroughly and discuss your plans with your advisor to make sure that the classes you take abroad will contribute to your plan of study and count towards your degree. Check also with the Office of Financial Aid since you may not be eligible for financial assistance if you are not registered at ISU

Many students find that the costs of study abroad do not exceed the costs of study on the home campus and may actually be less in some cases. If part-time employment is a consideration for you, however, you should be aware that those opportunities may not exist abroad.

Study abroad is a valuable experience and we encourage you to talk to your advisor if you are considering taking advantage of this opportunity.

9. **Graduation Requirements**

Besides completing coursework, during your last semester you must:

- a. *arrange for a Degree Audit by the Graduate School deadline (<https://grad.illinoisstate.edu/students/graduation/>);*
- b. *inform the Graduate Secretary that you plan to take the comprehensive examination, if you have chosen that option;*
- c. *apply for graduation by the Graduate School deadline (<https://grad.illinoisstate.edu/students/graduation/>)*

- d. *take and pass a comprehensive examination or earn the signatures necessary to state that you have a passing thesis and file it with the Graduate School.*

***NOTE:** Students choosing the thesis option should consult the Graduate Catalog and their advisors regarding procedures and deadlines.

10. **Timeline Towards Graduation** (See also *Appendix I-II*)

Semester	Degree completion	Completed degree audit due*	Exam (for those that choose this option)	Deadline to inform graduate secretary and advisor of exam attendance
Fall	December	August	November	September 15
Spring	May	January	April	February 15
Summer	December	May	August	February 15**

* Check “Dates and Deadlines” on the Graduate School website for the exact dates for your graduation year (<https://grad.illinoisstate.edu/students/thesis-dissertation/deadlines/>). Participation in graduate ceremonies comes with its own set of deadlines, also available on the website.

** This is a firm deadline—no names may be added to the August exams after this date; exceptions will be made only for students wishing to retake the exam after receiving their April results.

11. **The Comprehensive Examination**

Besides coursework, a comprehensive examination is one of two “exit options” for your degree. A thesis is the other option. The examination is given three times a year—in October/November, March/April, and August—over two days (see below). ***Please consult the departmental website for specific information regarding your target language.***

Procedures

- a. Students will be informed of the specific time and place of the examination, usually held in November, March/April and August. (Since the August examination is graded during the fall semester, students who pass their exam in August will be December graduates.)
- b. Cancellation within 72 hours of the examination, or failure to attend unless for a documented, excused absence, will count as an attempt toward the master’s comprehensive exam.
- c. See the “Timeline Towards Graduation” above for procedural deadlines (when to sign up for the comprehensive examination, to apply for

graduation, to pay fees, etc.). Don't forget that you must inform your advisor and the Graduate Secretary of your plans.

- d. The Graduate Committee will supervise preparation of the examination.
- e. Students will work with their advisors in preparing for the examination. Other faculty members will also welcome students to discuss the exam in general terms, though they cannot be expected to provide specific information. A Comprehensive Examination Workshop is generally held every fall semester.

Format

The comprehensive examination consists of four written questions. All four questions are on your Area of Emphasis (in which the student has had *at least* three courses). In preparing for the questions on the Area of Emphasis, course notes and materials, as well as reading lists and lists of concepts provided for each area, are essential. Area-specific question formats for Literary and Cultural Studies and Theoretical and Applied Linguistics appear at the end of this section.

In addition to the written component of the examination, students may be asked to participate in an oral defense of their responses, at which time they will be asked for further development or clarification of one or more of their written answers.

Although the comprehensive exam consists of multiple questions, it is graded as a single effort. That is, ***students pass or fail the entire exam***, not individual questions or areas.

Exam-day policies

- a. The comprehensive examination is normally given in two parts on two consecutive Saturdays in October/November and March/April; in August, it is given on Friday and Saturday of a single week. Questions 1 and 2 will normally be written during a four-hour period on Day 1 of the exam and questions 3 and 4 will normally be written during a four-hour period on Day 2. Times will vary.
- b. A member of the graduate faculty will proctor the examination.
- c. No dictionary, personal notes or reference materials of any kind may be used during the examination.
- d. You will have the option to handwrite your answers or to use a computer (pc only). Bluebooks and USB flash drives will be provided, but you must inform the Graduate Secretary of your choice in advance of the exam date.

NOTE: *For those students who choose to hand-write their responses: If faculty members deem your penmanship illegible, we reserve the right to fail the entire comprehensive exam in question.*

- e. At least two answers are normally to be written in the major language; the remaining answers may be written in English if the student chooses.
- f. Take time to organize and outline your response before writing; be sure that you provide supporting evidence and concrete examples for all your answers and check that details are accompanied by an interpretation of their significance. Set aside a few minutes to review grammar and spelling.

Repeat Policy

Re-takes for failed examinations may be scheduled for the following August, October/November, or March/April exam periods. Students should expect new questions. A student must sign up for a re-take by the previously-mentioned deadlines. In the event of a second non-pass, students will be required to complete additional coursework or readings prior to their third and final re-take.

Area-Specific Question Formats for Spanish; see French advisor for French formats

I. Questions for Literary and Cultural Studies

1. One question will test the candidate's breadth of knowledge. A question in this category might for example cover more than one period of the history of literature and/or cultural history. In responding the candidate is expected to supply examples from the reading list or other preparations.
2. One question will test the candidate's depth of knowledge. This question will invariably refer to literary and/or cultural works or critical or methodological concepts from the lists supplied to students preparing for the comprehensive exams.
3. One question will require a close reading of a literary passage, document, artifact, work, or idea; if it is a passage, it will be included with the question. This passage might be an excerpt from a poem, play, or prose work. It might be, but need not be, from course work or the reading list. The purpose of the question is to allow the candidate to apply what has been learned in his or her studies to a relatively unfamiliar passage.
4. A fourth question may be a general or specific question using one of the above-mentioned formats.

II. Questions for Theoretical and Applied Linguistics

Faculty in Theoretical and Applied Linguistics will choose 4 questions from the following 5 categories; multiple questions can come from one category.

1. A question directed to Phonetics and Phonology.
2. A question directed to Syntax and Semantics.
3. A question directed either to the History of the Language, Sociolinguistics, or Discourse/Pragmatics. (i.e. Diachronic or Synchronic Variation)
4. A question directed to Second Language Acquisition (Theory and/or Research).
5. A question directed to teaching methodology and the application of theory to practice related to FLES, middle school, high school, or college language teaching.

11. **Thesis Option**

As an alternative to the comprehensive examination, you may request the thesis option. For this option, you should notify your advisor of your interest in the **first semester**, follow the guidelines below, and review the Graduate School's *Guide for Writers of Master's Theses* as well as the relevant sections of the *Graduate Catalog*. To successfully complete a thesis in a timely manner, you must be prepared to be organized, pro-active, and dedicated; it is a lengthy process and you should prepare accordingly.

Department Guidelines

In addition to complying with Graduate School requirements, graduate students who choose the thesis option should take note of the following deadlines and guidelines established by the Department of Languages, Literatures, and Cultures:

It is highly recommended that the student discuss an initial proposal with a member of LAN's graduate faculty by the eighth week of the second semester of study (or after a part-time student has completed 15 hours of coursework). If no faculty member agrees to serve as director of the student's thesis committee, the student will need to take the comprehensive exam in lieu of writing a thesis. Together, the student and the thesis director will choose the other members of the committee. Service on a thesis committee is voluntary. Should any member of the committee resign, it is the student's responsibility to find a replacement. Projects without a fully constituted committee cannot proceed. For further instructions regarding composition of the thesis committee, see the following link on the Graduate School's website: <https://grad.illinoisstate.edu/students/thesis-dissertation/proposal/>

It is also recommended that the student submit the required written proposal to the thesis director by the twelfth week of the second semester of study (or after a part-time student has completed 18 hours of coursework). The proposal should outline the proposed topic and key questions to be discussed, explain the student's perspective

and methodological approach, and provide a preliminary bibliography and a timeline for completion of the study. See the following link for additional requirements set by the Graduate School: <https://grad.illinoisstate.edu/students/thesis-dissertation/>. The bibliography and format of the thesis itself should follow the style appropriate for the student's area of emphasis.

Under advisement from the thesis director, the student will submit the thesis proposal for approval to the thesis committee. Ideally, the thesis committee will approve the proposal by the end of the second semester of study (or after a part-time student has completed 18 hours of coursework). If the committee approves the proposal, the Proposal Approval Form will be completed and signed by the committee. This form requires IRB approval (if necessary) and a completed copyright checklist. For detailed instructions regarding the Proposal Approval Form, see the Graduate School's website:

<https://grad.illinoisstate.edu/students/thesis-dissertation/proposal/>

Typically, full-time students will research and write the thesis during the second year of study under the guidance of the director and with input from the other members of the committee. Part-time students will follow the timeline for the writing and defense of their thesis agreed upon with their thesis director.

During their final semester of study, full-time students will defend their thesis, complete final revisions, and have the final version approved by their committee, following the requirements and deadlines set by the Graduate School and outlined on the following links:

<https://grad.illinoisstate.edu/students/thesis-dissertation/plan/>

If the student does not make sufficient progress toward completing the thesis, the thesis director and committee may recommend the student forgo the thesis and prepare instead for the comprehensive exam.

Some General Comments Regarding the Thesis

Indicate whether the thesis will be prepared in English or in your major language. Approval for theses in a language other than English will be based on the Graduate Committee's and Graduate School's estimation of the student's ability to write in an accurate and appropriate academic style for the discipline, and upon the availability of committee members prepared to read the text. Theses written in languages other than English require two copies of the abstract and title pages, one of them in English; and all defenses must be conducted in English so that any interested member of the university community can participate.

The length of the thesis—usually 50 to 80 pages—will be decided by student and advisor together. The style in which it is to be written (e.g. APA) will be decided upon by your thesis director. Please ask him/her as soon as possible about the style.

It is important that you remain in close touch with your thesis advisor and committee members throughout the process of research and writing, showing them outlines and drafts for discussion at each stage. When you and your committee

members agree that the thesis is ready for defense, contact the Graduate Secretary (CC-ing the Graduate Coordinator) for scheduling. Again, check the catalog or call the Graduate School for relevant deadlines, since there are university rules requiring a certain amount of days to elapse between the format check, when a draft is reviewed by the Graduate School staff to see that it meets technical requirements; the announcement, at which time a copy of the thesis goes on display for public perusal; the defense itself, which is a public university event; the deposit of the corrected copy; and the end of the semester in which the student plans to graduate. Delay in meeting any of these deadlines will result in postponement of graduation. Students who have finished the requisite number of hours of thesis credit and who need to register only in order to defend may apply to the Graduate School for registration under a special reduced-cost category.

There is a maximum of 3 credit hours of LAN 499 that can be applied to their 33-hour plan of study. However, students who write a thesis must complete at least 4 and no more than 6 credit hours of 499 to fulfill the Graduate School requirement. (See Appendix II) Thesis hours do not count toward the 18 hours of 400-level courses, the 18 hours in the target language required by the program, or the minimum number of credit hours required for Area of Emphasis. As per Graduate School regulations, credit for 499 is deferred (DE) until completion of the thesis (deferred credit hours are not calculated into the student's overall GPA).

Writing a thesis can be a rewarding experience that significantly develops research and writing skills, while expanding on a topic that is of special interest to you. The Master's thesis may be especially desirable if you intend to apply to a Ph.D. program.

Awards, Recognitions, Scholarships

Note: To be eligible for an award granted in the spring semester, students *must be enrolled in the spring*.

DEPARTMENT

The Montserrat Vilarrubla Award for Excellence in Teaching

Presented in honor of a past language coordinator of the department, the Vilarrubla Award is given to the graduate teaching assistant who most exemplifies the combination of knowledge, skill, creativity, and passion of a great language instructor. The award is open to second-year teaching assistants with at least two full semesters of classroom experience.

Candidates are nominated by Graduate Assistant Section Supervisors; the winner is selected by the Graduate Committee and is awarded a monetary prize. Graduate Assistant Section Supervisors will make their nominations to the Graduate Committee before Winter Break and notify the nominees. The nominees will turn in a portfolio consisting of a teaching philosophy and five sample materials. These materials will include one 15-20-minute video of nominee's teaching, one lesson plan based on the video, and three other samples that exemplify nominee's teaching. Submission can be online (i.e. the nominee sends the web link from which Graduate Committee members can access the above-mentioned materials) **or** paper format (along with a flash drive containing the video). All of the requested materials should be sent by March 1 to the Graduate Secretary, Stacy Albright. Note: Previous student

evaluations will also be considered and will be provided by the Graduate Secretary to the Graduate Committee.

The Charter Department Award for Excellence

This award is granted annually to the graduate student who has demonstrated academic achievement. Service may also be considered. Candidates are nominated by the graduate faculty and the winner is selected by the Graduate Committee. The winner is announced at the department's Spring Banquet and is awarded a monetary prize.

UNIVERSITY

Illinois State Foundation Fellowship for Graduate Students

The Illinois State University Foundation Fellowship is an award of three thousand dollars (\$2,500) to students who have demonstrated a potential for academic excellence at the graduate level.

Applications will be accepted from those applying for, or already admitted to, a degree program. However, successful applicants must be admitted to the degree program by the application due date of March 15, but not have begun work as a graduate student in a degree program at Illinois State. Applicants must have attained a cumulative grade point average of 3.6 on a 4.0 scale on previous undergraduate and graduate course work. Receipt of this award may impact other financial aid that you receive.

Ada Belle Clark Welsh Scholarship Fund

The Ada Belle Clark Welsh Scholarship Fund provides a one-time award of approximately \$2,500, depending on available funds, to "mature women of good community standing with undergraduate degrees who show promise and are deserving of graduate educational opportunity" in the field of "liberal arts and humanities, including study for teacher preparation or improvement." Specific criteria shall include, in order of importance: a) a record of academic excellence, b) evidence of career orientation, and c) financial need.

All applicants must be admitted to a degree program in the Graduate School before their applications will be approved. The award decisions shall be made by a Selection Committee appointed by the Graduate School and approved by the Graduate Council. Receipt of this award may impact other financial aid that you receive. Award announcements will be made by April 15.

Donald F. McHenry Fellowship

Donald F. McHenry, a former U.S. Ambassador to the United Nations and a 1957 graduate of Illinois State University, attributed much of the success in his diplomatic career to the experiences he had at Illinois State. While a student, McHenry strengthened his communication skills and deepened his understanding of the great issues that helped him so ably serve the United States as Ambassador to the United Nations. Dr. McHenry participated in many student activities including: the student chapter of the NAACP, theatre productions, the student radio station, and the debate team which he captained in 1956, the same year he was named Outstanding Debater at Illinois State and in the United States. Dr. McHenry also cites Illinois State as a

place where he made lifelong friends. Illinois State provides many of its graduates with experiences that influence the rest of their lives.

Eligibility: Applicants must be U.S. citizens of African, Asian, Hispanic, or Native American ethnicity, admitted into an Illinois State University graduate degree program, attend on a full-time basis, demonstrate financial need, and academic potential.

Terms: The stipend for the Fellowship is \$6,000. A tuition waiver for the academic year (two semesters) will also be provided. Priority in selection will be given to first year students. The McHenry Fellowship recipient may also accept a graduate assistantship, awarded by the academic department, if the fellow meets the qualifications for that award. Receipt of this award may impact other financial aid that you receive.

Submission: Complete an application. Have two letter of reference sent directly to the Graduate School. Deadline for application is March 15. Awards are announced April 15.

The James L. Fisher Outstanding Thesis Award

A multi-tiered distinction (College, University, region), with monetary awards at each level, nominations for this prize are submitted by the department in early fall for theses completed the previous spring.

Lela Winegarner Scholarship

Lela Winegarner Fellowships will be awarded to promising international students who are pursuing careers of service to their country. The Selection Committee will evaluate the applicants' demonstrated scholarship and potential for using their education in a service capacity in their native country. All international students admitted to Illinois State University Graduate School programs whose career objective meet the above criteria are eligible.

The amount of each fellowship shall be determined by the Selection Committee in accordance with available funds. Recipients will be known as "Lela Winegarner Fellows." The award decision shall be made by a Selection Committee appointed by the Graduate School. Applications and supporting material must be received by September 15. Awards will be announced by October 15.

Ora Bretall Scholarship

Ora Bretall Scholarships will be awarded on a one-time basis to persons enrolled in graduate programs at Illinois State University whose proposal for master's thesis or doctoral dissertation deals significantly with issues in educational theory or philosophy of religion, and who give promise of continued contribution to the development of educational theory and practice. Educational theory refers to study in pedagogy, education foundations, curriculum and educational administration. Eligible students from all colleges in the University may compete for an Ora Bretall Scholarship.

The Selection Committee evaluates the applicant's demonstrated scholarship and potential as illustrated by a) the applicant's academic record, b) the proposed thesis/dissertation project, and c) letters of recommendation.

As a general guideline, an award of \$1,000 for master's thesis and \$2,000 for doctoral dissertation will be made, although variation to this standard may be made by the Selection Committee in relation to special aspects of the proposed

thesis/dissertation project and fund available from the endowment. Receipt of this award may impact other financial aid that you receive.

The Criteria for this Scholarship were arrived at by the Graduate Council, under the terms and provisions of the bequest establishing the Fund, and the approval of the trust officer of the fund.

More information and applications for grant and scholarship opportunities can be found on the Graduate School website (grad.ilstu.edu).

Other Information

Code of Student Conduct

All students are expected to adhere to the *Code of Student Conduct*, available on the Community Rights and Responsibilities (Dean of Students Office) website: <https://deanofstudents.illinoisstate.edu/conflict/conduct/code/>. Check with your professors individually about their expectations regarding outside editing, proof-reading, or grammar help on your written assignments.

Emergency Loans

Interest-free emergency loans are available from the Graduate School.

TechZone

On the second floor of the Bone Student Center, TechZone offers discounts and buying assistance to members of the University community on personal computers, software, peripherals, and supplies.

Parking and Transportation

Student parking permits may be purchased at the Office of Parking and Transportation located at 709 North Main Street, 438-8391. Public bus service is free for ISU students with a valid Redbird / Student I.D. card.

Resources on Graduate Study and Academic Life

Colón Semenza, Gregory M. *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities*. NY: Palgrave Macmillan, 2005.

Target audience: graduate students who wish to become tenure-track professors; the author was an assistant professor of English at the University of CT at the time of writing.

DeNeef, A. Leigh and Craufurd D. Goodwin, eds. *The Academic's Handbook*. 3rd ed. Durham and London: Duke UP, 2007.

For those planning or beginning an academic career; covers the tenure system, teaching and advising, funding research, publishing, and university governance. Authors are professors of English and Economics. DeNeef was associate dean of the Graduate School at Duke at the time of writing.

Macaulay, Monica. *Surviving Linguistics: A Guide for Graduate Students*. 2nd edition. Somerville, MA: Cascadilla Press, 2011.

This is a 'must-read' for students of linguistics. This is an excellent resource that walks the student through the very beginning to the final stages of graduate school. It is written in a conversational tone and is a high-recommend for all graduate students in the field.

Peters, Robert L. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or Ph.D.* NY: The Noonday Press, 1997 (revised ed.).

Comprehensive; includes sections on financial aid, examinations, the thesis, and oral presentations; also ones on dealing with stress, the social milieu, and being an underrepresented student, a woman, a returning student, etc.. The author received his Ph.D. in biology from Stanford.

Toth, Emily. *Ms Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*. Philadelphia: U of PA P, 2008.

A follow-up to her previous book, *Ms. Mentor's Impeccable Advice for Women in Academia*. Author is a professor of English and Women's Studies at Louisiana State University and a Q & A columnist for *The Chronicle of Higher Education*. Witty and readable.

APPENDIX I
MASTER OF ARTS IN LANGUAGES, LITERATURES AND CULTURES
CHECKLIST

Name: _____

Student ID number: _____ Catalog year: _____

Advisor: _____ Concentration (French or Spanish): _____

Area of Emphasis: _____

(Indicate either Literary and Cultural Studies or Theoretical and Applied Linguistics)

Requirements (all courses must be for graduate credit):

- _____ 33 semester credits, including the following:
- _____ at least 18 semester credits at the 400-level
- _____ at least 18 semester credits in the major language
- _____ at least 9 semester credits in the Area of Emphasis
- _____ at least 9 semester credits in Core Courses
- _____ Pass comprehensive exams or receive sufficient signatures for a 'Pass' of a Master's thesis
- _____ At least a 3.0 GPA

Degree Audit

_____ Degree Audit (last semester)

Graduation (This portion to be filled out at the beginning of the last semester of study.)

- _____ Degree Audit submitted by deadline?
- _____ Signed up for Comprehensive Examination by deadline?
- _____ Application made and fee paid for graduation by deadline?
- _____ Completed and passed Comprehensive exams or received sufficient signatures for a 'Pass' of a Master's thesis?

**Department of Languages, Literatures, and Cultures
M.A. PLAN OF STUDY WORKSHEET / ADVISEMENT SHEET**

Name:
Catalog year:
Area of Emphasis:

Student I.D. #:

Sem/Yr	Course	Title/Topic/Instructor	Grade	Total Credits	400-Level	Major Language	Area of Emphasis	Core courses	Electives	Transfer Credits	Deficiency

Totals:
Total Required for MA: (3.0) (33) (18) (18) (9) (9) (?) (<9)

APPENDIX II
DEGREE AUDIT
General information

Your degree audit, completed in consultation with your graduate advisor, details the courses that will be used to satisfy your degree requirements. The electronic audit must be submitted to the Graduate School from the ISU email account of the Graduate Coordinator/Director of your department/school and approved by the Graduate School before you can be cleared for graduation. Forms for the Degree Audit are available on the Graduate School website:

grad.illinoisstate.edu/downloads/mastersdegreeaudit10.pdf. They should not be submitted prior to the applicant's final semester of study.

In addition to the requirements listed in the catalog for Languages, Literatures, and Cultures, all audits are subject to the general rules listed in the front of the *Graduate Catalog* under "Colleges, Departments, Schools, and Course Offerings."

- Not every 300-level class counts for graduate credit; some are undergraduate credit only. Only 300-level courses listed in the *Graduate Catalog* are available for graduate credit.
- Courses 400-499 are graduate courses. Courses 500-599 generally are limited to terminal degree students in programs such as the Ed.D., M.F.A., and Ph.D.
- Candidates for a master's degree may present no more than 9 hours of credit from the "asterisk" courses toward their degrees (393, 397, 400, 493, and 498).
- No more than 6 hours of 400 Independent Study may count toward a master's degree.
- Professional Practice 498 hours are limited to no more than 20% of the hours toward the master's degree.
- Students writing a thesis must complete no less than 4 and no more than 6 credit hours of 499 (thesis hours). Please note that only 3 credit hours of 499 may count toward a student's 33-hour plan of study in the Department of Languages, Literatures, and Cultures.
- To count towards a degree program, Credit/No Credit (CR/NC) courses must be approved through the curricular process.
- Courses numbered 429 do not count toward graduate degree requirements.
- 399 student teaching does not count toward graduate degree requirements, even if it is taken for graduate credit.

TRANSFER OF COURSES: Upon recommendation of the department/school where the student is enrolled and with the approval of the Graduate School, a student may present a maximum of nine semester hours of graduate credit from another college or university that is accredited by the appropriate regional accrediting association for use in meeting the requirements of the master's degree. Credits more than six years old at the time of first registration into a degree program are not transferable from other institutions. Transfer credit may not be used in meeting the minimum number of 400-level credit hours required for the master's degree. The work must not form part of a degree program elsewhere. Under special circumstances, the Graduate School may allow a student to present a larger number of credits if recommended by the department. A student who plans to take work elsewhere should obtain prior

approval indicating that the course or courses are appropriate to the student's curriculum at Illinois State University. Correspondence courses are not accepted toward a master's degree. To be considered for transfer of credit, a course must be taught at the graduate level and the student must have received at least a B grade in the course. In addition, a departmental/school evaluation of all courses presented is necessary prior to consideration by the Graduate School. Forms for Transfer of Credit are available on the Graduate School website:

https://grad.illinoisstate.edu/faculty/online_forms/.

TIME LIMITS: All graduate credit used in meeting requirements for the degree must be earned within a period of six years.

ADMISSION TO CANDIDACY: In order to be admitted to candidacy students must have:

1. Completed all deficiencies.
2. Filed a degree audit with the Graduate School.
3. A minimum G.P.A. of 3.0 in graduate course work at ISU.
4. A research proposal on file in the Graduate Office if choosing a thesis option.

Procedures and instructions

FIRST SEMESTER OF GRADUATE STUDY: During your first semester of graduate study download the Degree Audit Form from the Graduate School website: grad.illinoisstate.edu/downloads/mastersdegreeaudit10.pdf.

As you progress through the program, begin filling in the form with the courses you take, credit hours, etc.

THIRD SEMESTER: Check the Graduate School website <https://grad.illinoisstate.edu/students/> for "Dates and Deadlines" for filing your degree audit, completing your thesis, applying for graduation, completing incomplete coursework, etc.

SAMPLE:

Degree Completion	Degree Audit due to Graduate School	Application for Completion of Degree or Certificate and \$40.00 fee due
December 2016	August 26, 2016	August 26, 2016
May 2017	January 20, 2017	January 20, 2017

END OF THIRD SEMESTER / BEGINNING OF FINAL SEMESTER: At least two weeks before degree audit due dates:

1. Request a copy of your unofficial transcript from the Graduate Secretary.
2. Print all pages of your completed Degree Audit Form.
3. Meet with the Graduate Advisor of your language section to prepare your Degree Audit; bring your unofficial transcript and your Degree Audit Form to this meeting. Your Graduate Advisor should also provide you with a (paper or electronic) copy of a Plan of Study Worksheet or Advisement Sheet that s/he has on file for you.
4. At the meeting you and your advisor will make sure that you have the courses, credits, and grades required for completion of your degree. Your Degree Audit Form and your Plan of Study Worksheet or Advisement Sheet **SHOULD MATCH**.
5. Email the completed Degree Audit Form to the LAN Director of Graduate Studies (DGS) **no later than two weeks before the Graduate School's due date**.
6. The DGS will review the Degree Audit Form and inform the student that a) all information is correct and complete, or b) requests clarification or corrections.
7. If corrections are needed, you should amend the Degree Audit Form as necessary and **email** a copy of this final document to the DGS along with copies of the Advisement Sheet and any necessary attachments, including syllabi for repeated topics courses.
8. The DGS will submit the final Degree Audit Form and other documents to the Graduate School via email attachment.

APPENDIX III

Sample of Extra-Departmental Courses of Possible Interest

****Consult with your advisor before enrolling.****

<u>Anthropology:</u>	383	Studies in Selected Cultures
<u>Art:</u>	369	History of Medieval Art and Architecture
	375	Italian Renaissance Art
	376	North Renaissance Art
	377	History of Baroque and Rococo Art
	378	Art in Europe: Romanticism—Impressionism
<u>Communication:</u>	370	Psychology of Language
	372	Intercultural Communication
<u>Curriculum & Instruction:</u>	319	Study of Bilingual/Bicultural Education
	320	Bilingual/Bicultural Program Design and Implementation
	321	Bilingual/Bicultural Methods and Materials
	409	Student Diversity and Educational Practices
<u>English:</u>	341	Introduction to Descriptive Linguistics
	342	Sociolinguistics
	343	Cross-Cultural Aspects of TESOL
	344	TESOL: Theoretical Foundations
	345	TESOL Methods and Materials
	346	Assessment and Testing in ESL
	382	Literary Criticism
	384	Introduction to Cultural Theory
	460	Feminist Literary Theories
	482	Studies in Literary Criticism
<u>Finance:</u>	312	International Business Law
<u>History:</u>	342	European Intellectual History Since 1600
	345	French Revolution and Napoleon
	356	The Enlightenment
	441	Seminar: European Intellectual History
<u>Management:</u>	349	Business in a Multicultural Environment
<u>Marketing:</u>	438	International Marketing
<u>Politics and Government:</u>	340	Topics in Latin American Politics
	341	Topics in European Politics
	344	Topics in Global Studies
	358	International Political Economy
<u>Social Work:</u>	484	International Social Work
<u>Theater:</u>	370	History of the Cinema
	371	Film Theory and Criticism
	376-77	Theater History I-II
<u>Women's Studies:</u>	391	Women's and Gender Studies Seminar