

BALL STATE UNIVERSITY

ACADEMIC POSTING

2012-2013

VOLUME XLIV – 7

March 29, 2013

This posting may contain all or part of the following: new, revised, and dropped programs, courses and prefixes. The posting period begins April 1, 2013. If no demurrer is received within ten school days, the changes will be certified for implementation. *The effective date for implementing undergraduate materials posted after April 16, 2012 is Fall Semester 2013. Graduate materials posted after April 16, 2012 have an implementation date of Fall Semester 2014.*

INTERDEPARTMENTAL PROGRAMS

ENGLISH AS A FOREIGN LANGUAGE (ENEF)

Dropped:

147 Seminar in English as a Second Language (ESL)
(1.5-3)

148 Study Skills for International Students 1 (1.5-3)

157 International Teaching Assistant Preparation (1.5-3)

158 Study Skills for International Students 2 (1.5-3)

Revised:

101 Writing Fundamentals (1.5-3) Focuses on the development of basic writing skills. Students will identify parts of the sentence, apply basic rules for writing, write sentences in different tenses, and practice the writing process, especially proofreading.

102 Grammar Fundamentals (1.5-3) Provides the foundations of language structure for the students. Key concepts that need to be communicated are parts of speech and basic word order.

103 Reading Fundamentals (1.5-3) Assists students in gaining and practicing recognition skills such as skimming and scanning for pre-level one reading development. Gives opportunities for developing reading comprehension and also provides the students with practice in the skills of responding appropriately to demonstrate comprehension of reading material.

104 Oral Communication Fundamentals (1.5-3) Students will learn how to respond appropriately to basic verbal classroom directions, make polite requests to an instructor,

request information from others, introduce themselves and others verbally, and retell information from verbal introductions of others. They will also gain practice in reporting on important and frequently-discussed topics.

105 Extensive Reading and Keyboarding 1 Fundamentals (1.5-3) Focuses on increasing reading fluency and students' typing speed. Depending on the abilities of the students, the course can work on reading for enjoyment as well as comprehension and overall understanding, with the aid of an abridged reader.

106 Vocabulary and Literacy Fundamentals (1.5-3) Focuses on vocabulary acquisition, including the pronunciation and spelling of the words. Students are also introduced to the vowel sounds of English, and must learn to recognize them orally and in writing.

111 Writing Level 1 (1.5-3) Focuses on advancing students' ability to express their thoughts and inquiries in written form by using an added tense and learning about sentence variety. Students will also develop the ability to appropriately use basic electronic written communication in the target language. Finally, students will begin pre-development of research skills by being encouraged through writing exercises to ask questions of interest and to label sources of information.

112 Grammar Level 1 (1.5-3) Students continue to master simple verb tenses, basic parts of speech, and simple sentences. They are introduced to compound and complex sentences. Students also continue to learn how to ask and respond to questions appropriately. In addition, students are introduced to the different meanings of phrasal verbs, definite and indefinite nouns as well as adjective forms.

113 Reading Level 1 (1.5-3) Designed to help students develop reading and vocabulary skills. The topics in this course are real-world topics related to culture, science, social studies, and so forth. Students will improve their reading comprehension, acquire dictionary skills to build vocabulary, and develop visual literacy.

114 Oral Communication Level 1 (1.5-3) Designed to enhance students' speaking skills along with the other language skills. Among other things, students will be able to introduce themselves and others, respond appropriately to common classroom directives, and report (orally or in writing) events using more than 10 sentences.

115 Extensive Reading and Keyboarding 2 Level 1 (1.5-3) Designed to enhance students' reading fluency and typing speed. Two readers will introduce students to cultural concepts.

121 Writing Level 2 (1.5-3) Teaches students to identify and write the following types of paragraphs: definition, description, process-analysis and opinion. Each of the writings should include all of the elements of a paragraph (i.e. topic sentence, supporting sentences and concluding sentence). They should also demonstrate correct spelling, accurate grammar, and a variety of sentence structures.

122 Grammar Level 2 (1.5-3) Introduces more complex concepts of English grammar, such as modals. Students begin to analyze their grammar choices instead of simply applying the appropriate rule.

123 Reading Level 2 (1.5-3) Focuses on increasing students' overall reading proficiency through reading practice of an authentic text. Students will also develop basic reading strategies such as using context and inflections in order to increase overall comprehension of a text and build on prior knowledge of a topic when reading.

124 Oral Communication Level 2 (1.5-3) Through open-ended, in-class group discussion and a variety of activities, students learn about general cultural behaviors, beliefs, and expectations in the U.S. The focus for this course is to guide students in becoming yet more familiar with and comfortable in a new culture and to aid them in becoming integral participants.

125 Extensive Listening 1 Level 2 (1.5-3) Students will improve both their discrete and global listening skills in this course. Students will watch American sitcoms and should understand the main idea/dilemma, produce a paragraph describing characters, and analyze politeness, formality, and gestures in the episodes.

131 Writing Level 3 (1.5-3) Level 3 Writing is the introduction to the academic essay. Students learn the basic features of an essay and write two essay types: compare/contrast and a summary/response essay. They also are introduced to topics such as incorporating citations, summarizing, and paraphrasing. Students are expected to acquire more than a basic understanding of intellectual property as they learn these skills.

132 Grammar Level 3 (1.5-3) Students develop mastery in the interpretation and production of the tense-aspect system of English, paying particular attention to present perfect, present perfect progressive, and past perfect.

133 Reading Level 3 (1.5-3) Students in Level 3 engage in reading an authentic academic text as they use prior knowledge and comprehension strategies to understand the meaning. They also develop research skills by locating materials through CardCat.

134 Oral Communication Level 3 (1.5-3) Communicative speaking/listening course that focuses on higher-level usage of conversational skills such as interviewing and formal group discussions. Pragmatic issues such as politeness, especially in agreement and disagreement, are key outcomes of the course. This course reinforces many skills including grammar, logical structures from writing, and vocabulary.

135 Extensive Listening 2 Level 3 (1.5-3) Students will improve both their discrete and global listening skills in this course. Thus, the approach should be two-pronged, using both the text Sound Advice (which is very much oriented towards distinguishing sound changes in spoken American English) and using authentic listening clips from news reports.

141 Writing Level 4 (1.5-99) Provides students with the strategies and skills needed to write and edit a two-page cause and effect essay and a three-page argumentative paper. Focusing on critical thinking as a foundation of the writing process, students will learn to accurately paraphrase, summarize, and synthesize peer-reviewed articles and cite sources using APA style.

142 Grammar Level 4 (1.5-99) Focuses on grammatical features including the perfect and perfect progressive aspects, passive voice, relative clauses, and degree complements. Students continue to build on previous knowledge from earlier levels and work toward a better understanding in order to use the previous grammar rules in a meaningful way.

143 Reading Level 4 (1.5-99) Focuses on guiding learners through the process of using authentic academic textbooks and databases. Students learn to locate argumentative texts for future research projects; acquire the skills to evaluate the objectivity, credibility, and appropriateness of texts and cited sources; and develop reading strategies for understanding the structure and content of argumentative texts.

144 Speaking Level 4 (1.5-99) Students continue to learn and master the skills of participating in and leading academic classroom discussions in a culturally, pragmatically appropriate way. This is the last course to explicitly focus on these skills, so students should be confident in their discussion skills before completion of the course.

145 Listening Level 4 (1.5-99) Introduces students to academic lectures and teaches them the skills they need to comprehend their content. Students learn to use their notes to successfully answer both detail-level and "big-picture" comprehension questions about a lecture. They also learn strategies, such as interpreting non-verbal cues, which can aid in comprehension of a lecture.

146 Vocabulary and Literacy Level 4 (1.5-99) Focuses on improving reading fluency through reading a high-level

abridged novel and mastering the Level 4 word list (part of the AWL). Students are expected to apply the critical thinking skills to the texts.

151 Writing Level 5 (1.5-99) The primary goal is to teach students how to write a six-page argumentative research paper using a process approach that involves brainstorming, prewriting, database research, drafting, revising, and publication. Students also complete an annotated bibliography.

152 Grammar Level 5 (1.5-99) Students will build on their knowledge of previously learned structures and add more complex grammatical features such as sensory and causative verbs, modals of prediction and inference, and conditionals.

153 Reading Level 5 (1.5-99) Offers a rigorous continuation of Level 4 academic reading, emphasizing critical reflection. Students will guess the meaning of words in context, identify main ideas, and trace arguments. Students will also paraphrase, summarize, and interpret graphs/tables/charts to demonstrate comprehension.

154 Speaking Level 5 (1.5-99) Students learn about delivery and presentation skills as well as focus on creating strong content. In addition to the presentation focus, there is a pronunciation goal of improving intonation.

155 Listening Level 5 (1.5-99) The purpose of this course is to continue preparing students to comprehend academic lectures. While the course reinforces overall listening skills developed in Level 4, it introduces students to the abstract thinking skills that they need to assess and support arguments presented in academic lectures. They will also be expected to understand a lecture after hearing it once.

161 Writing Level 6 (1.5-99) Students continue to learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized argumentative research paper of approximately 8-10 pages in length. Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review.

162 Grammar Level 6 (1.5-99) Focuses on more advanced grammar features including various finite and nonfinite clauses; complex sentences; the verb system – tense, aspect, and voice; and determiners. Students will work on meaning and production while continuing to build on previous knowledge from past grammar courses. Students should also focus on self-correction and using the grammar learned in this course in authentic and meaningful ways.

163 Reading Level 6 (1.5-99) Students practice critical reading with longer academic texts and apply reading strategies acquired in previous levels. They practice and develop advanced college reading skills (vocab in context, main ideas, inference, argument, etc.) and analyze texts to trace different types of arguments.

164 Speaking Level 6 (1.5-99) Focuses on both debate and pronunciation. The purpose of debate in this course is to help

students develop critical argumentative and thinking skills. In addition to debate, students are encouraged to become aware of their own pronunciation difficulties and set their own goals for pronunciation improvement.

165 Listening Level 6 (1.5-99) The purpose of this course is to provide instruction in advanced listening comprehension. The ability to take efficient and accurate notes of an academic lecture and use those notes to answer comprehension questions is a fundamental course 254 outcome.

171 Writing for Graduate Students Level 6 (1.5-99) Students continue to learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized argumentative research paper of approximately 8-10 pages in length. Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review.

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174 International Teaching Assistant Speaking Training (1.5-99)

181 Special Topics in Writing 8 (1.5-99)

182 Special Topics in Grammar 8 (1.5-99)

183 Special Topics in Reading 8 (1.5-99)

184 Special Topics in Speaking 8 (1.5-99)

185 Special Topics in Listening 8 (1.5-99)

186 Seminar in English as a Second Language (ESL) (1.5-99)

191 Special Topics in Writing 9 (1.5-99)

192 Special Topics in Grammar 9 (1.5-99)

193 Special Topics in Reading 9 (1.5-99)

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126 Vocabulary and Literacy Level 2 (1.5-99) Using a graded reader, students will identify the main idea in a reading, use context to identify unknown vocabulary, and identify specific figures of speech, such as metaphors, similes, and personification. They should also be able to generate and answer questions about a text and summarize accurately.

131 Writing Level 3 (1.5-99) Level 3 Writing is the introduction to the academic essay. Students learn the basic features of an essay and write two essay types: compare/contrast and a summary/response essay. They also are introduced to topics such as incorporating citations, summarizing, and paraphrasing. Students are expected to acquire more than a basic understanding of intellectual property as they learn these skills.

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146 Vocabulary and Literacy Level 4 (1.5-99) Focuses on improving reading fluency through reading a high-level abridged novel and mastering the Level 4 word list (part of the AWL). Students are expected to apply the critical thinking skills to the texts.

151 Writing Level 5 (1.5-99) The primary goal is to teach students how to write a six-page argumentative research paper using a process approach that involves brainstorming, prewriting, database research, drafting, revising, and publication. Students also complete an annotated bibliography.

152 Grammar Level 5 (1.5-99) Students will build on their knowledge of previously learned structures and add more complex grammatical features such as sensory and causative verbs, modals of prediction and inference, and conditionals.

153 Reading Level 5 (1.5-99) Offers a rigorous continuation of Level 4 academic reading, emphasizing critical reflection. Students will guess the meaning of words in context, identify main ideas, and trace arguments. Students will also paraphrase, summarize, and interpret graphs/tables/charts to demonstrate comprehension.

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155 Listening Level 5 (1.5-99) The purpose of this course is to continue preparing students to comprehend academic lectures. While the course reinforces overall listening skills developed in Level 4, it introduces students to the abstract thinking skills that they need to assess and support arguments presented in academic lectures. They will also be expected to understand a lecture after hearing it once.

156 Vocabulary and Literacy Level 5 (1.5-99) Focuses on improving reading fluency and comprehension through reading a popular novel and mastering the Level 5 word list (part of the AWL).

161 Writing Level 6 (1.5-99) Students will continue to learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized argumentative research paper of approximately 8-10 pages in length. Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review.

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163 Reading Level 6 (1.5-99) Students will practice critical reading with longer academic texts and apply reading strategies acquired in previous levels. They practice and develop advanced college reading skills (vocab in context, main ideas, inference, argument, etc.) and analyze texts to trace different types of arguments.

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166 Vocabulary and Literacy Level 6 (1.5-99) Focuses on improving reading fluency and comprehension through reading a BSU-selected freshman reader and mastering the Level 6 word list (part of the AWL).

171 Writing for Graduate Students Level 6 (1.5-99) Students will continue to learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized argumentative research paper of approximately 8-10 pages in length. Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review.

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152 Grammar Level 5 (1.5-99) Students will build on their knowledge of previously learned structures and add more complex grammatical features such as sensory and causative verbs, modals of prediction and inference, and conditionals.

153 Reading Level 5 (1.5-99) Offers a rigorous continuation of Level 4 academic reading, emphasizing critical reflection. Students will guess the meaning of words in context, identify main ideas, and trace arguments. Students will also paraphrase, summarize, and interpret graphs/tables/charts to demonstrate comprehension.

154 Speaking Level 5 (1.5-99) Students learn about delivery and presentation skills as well as focus on creating strong content. In addition to the presentation focus, there is a pronunciation goal of improving intonation.

155 Listening Level 5 (1.5-99) The purpose of this course is to continue preparing students to comprehend academic lectures. While the course reinforces overall listening skills developed in Level 4, it introduces students to the abstract thinking skills that they need to assess and support arguments presented in academic lectures. They will also be expected to understand a lecture after hearing it once.

156 Vocabulary and Literacy Level 5 (1.5-99) Focuses on improving reading fluency and comprehension through reading a popular novel and mastering the Level 5 word list (part of the AWL).

161 Writing Level 6 (1.5-99) Students continue to learn and

practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized argumentative research paper of approximately 8-10 pages in length. Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review.

162 Grammar Level 6 (1.5-99) Focuses on more advanced grammar features including various finite and nonfinite clauses; complex sentences; the verb system – tense, aspect, and voice; and determiners. Students will work on meaning and production while continuing to build on previous knowledge from past grammar courses. Students should also focus on self-correction and using the grammar learned in this course in authentic and meaningful ways.

163 Reading Level 6 (1.5-99) Students practice critical reading with longer academic texts and apply reading strategies acquired in previous levels. They practice and develop advanced college reading skills (vocab in context, main ideas, inference, argument, etc.) and analyze texts to trace different types of arguments.

164 Speaking Level 6 (1.5-99) Focuses on both debate and pronunciation. The purpose of debate in this course is to help students develop critical argumentative and thinking skills. In addition to debate, students are encouraged to become aware of their own pronunciation difficulties and set their own goals for pronunciation improvement.

165 Listening Level 6 (1.5-99) The purpose of this course is to provide instruction in advanced listening comprehension. The ability to take efficient and accurate notes of an academic lecture and use those notes to answer comprehension questions is a fundamental course 254 outcome.

166 Vocabulary and Literacy Level 6 (1.5-99) Focuses on improving reading fluency and comprehension through reading a BSU-selected freshman reader and mastering the Level 6 word list (part of the AWL).

171 Writing for Graduate Students Level 6 (1.5-99) Students continue to learn and practice the various steps necessary to do effective research. The focus of this course is to write a well-supported and well-organized argumentative research paper of approximately 8-10 pages in length. Students will use library databases to search for sources, identify a research topic of their own, create an annotated bibliography, and write a literature review.

COLLEGE OF APPLIED SCIENCES AND TECHNOLOGY

Department of Family and Consumer Sciences

Revised:

**MAJOR IN FAMILY AND CONSUMER SCIENCES,
66-87 hours**

All family and consumer sciences majors must complete the common core and at least one of the options. Students who declare a double option in the department will be required to complete an internship in both options.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
Common core, 9 hours			
FCS	103	Introduction to FCS	3
	403	FCS in Practice	3
Elective in family and consumer sciences			3
Complete one option			
<i>Option: Apparel design, 67-70 hours</i>			
CHEM	100	People and Chemistry	3
ECON	116	Survey of Economic Ideas (3)	
or			
	201	Elementary Microeconomics (3)	3
FCFA	101	Dimensions of Clothing	3
	102	Fund of Apparel Construction	3
	202	Fit Intermed Apparel Construct	3
	230	Textiles for Apparel	3
	265	Fashion Illustration	3
	270	The Fashion Industry	3
	275	Computer Design and Present	3
	300	Flat Pattern	3
	303	Draping	3
	315	Fashion Product Analysis	3
	350	Advanced Construction	3
	360	History of Costume	3
	365	Fashion Designers and Forecast	3
	369	Fashion Apparel (1-6)	3-6
	410	Comp Apparel Prod Develop	3
	415	Apparel Manufact and Wholesale	3
	480	Studio Design	3
	481	Fashion Promotion	3
	497	Portfolio Dev for Fashion	1
MGT	300	Managing Behavior in Org	3
MKG	300	Principles of Marketing	3
			76-79 hrs

Option: Family and child, 58-63 hours

Complete the following, 37 hours

FCFC	100	Intro Family Child Studies	1
	202	Family Wellness	3
	250	Family Relations	3
	265	Infant/Toddler Develop Educ	3
	275	Child Development	3
	380	Parenting	3
	393	Present Practice Tech Fam Educ	3
	425	Grant Writing Research Methods	3
	484	Family Stressors and Crises	3
	485	Family Policy	3
EDPS	351	Adolescent Psychology	3
PSYS	100	Intro to Psychological Science	3

FCFN	240	Nutrition for Educators (3)	
	or		
	275	Personal Nutrition (3)	3

Choose one track to complete the option:

Child development track, 21 hours

EDEL	260	EC Curriculum and Instruction	3
	442	Administration of EC Programs	3
FCCD	400	Internship Child Dev (3-6)	3
FCFC	310	Promot Prosocial Behav Child	3
	320	Leadership Mgt Child Dev Prog	3
	465	Adv Child Dev in Practice	3
SPCE	210	Thry/Pract in EC Spec Ed	3

Child life track, 26 hours

BIO	100	Biology for a Modern Society	3
	254	Biology in the Social Context	3
FCCL	400	Internship in Child Life (3-6)	3
FCFC	310	Promot Prosocial Behav Child	3
	465	Adv Child Dev in Practice	3
	492	Pro Practice Child Life	3
HSC	471	Death and Dying	3
NUR	101	Termin/Health Care Prof & Cons	2
	103	Health Behav: Cult Variations	3

Family studies track, 21 hours

EDPS	355	Adult Psychology (3)	
or			
SOC	431	Aging and the Life Course (3)	3
FCFC	340	Life Workplace Management	3
	475	Marriage	3
FCFS	400	Internship in Family Studies (3-6)	3
HSC	261	Health, Sex, & Family Life (3)	
or			
PSYS	277	Psychology of Sexual Behavior (3)	3
SOCW	100	Introduction to Social Work	3
	230	Human Behav and Social Envr 1	3

67-72 hrs

Option: General, 57-71 hours

FCFA	101	Dimensions of Clothing	3
	102	Fund of Apparel Construction	3
FCFC	202	Family Wellness	3
	265	Infant/Toddler Develop Educ (3)	
or			
	275	Child Development (3)	3
	250	Family Relations	3
	340	Life Workplace Management	3
	393	Present Practice Tech Fam Educ	3
FCFN	110	Prin Food Prep and Food Serv	3
	210	Customer Service	3
	275	Personal Nutrition	3
FCGI	369	General Internship (1-6)	3-6
FCPM	104	Housing Decisions	3
	123	Interior Design Basics	3
	235	Intro to RPM	3

Minor 15-26

66-80 hrs

Students completing this option must complete one of the following minors:

- Anthropology (18-19 hours)
- Business Information Technology (15 hours)
- Communication Studies (21 hours)
- Consumer Finance (15 hours)
- Energy (21 hours)
- Entrepreneurship (18 hours)
- Environmental Context for Business (21 hours)
- Environmental Management (22 hours)
- Environmental Policy (24 hours)
- Financial Planning (15 hours)
- Food Management (20 hours)
- Foundations of Business (21 hours)
- Foundations of Management (21 hours)
- Gerontology (21 hours)
- Historic Preservation (18 hours)
- Hospitality Management (22 hours)
- Interpersonal Relations (15 hours)
- Marketing (18 hours)
- Political Science (21 hours)
- Psychological Science (18 hours)
- Psychology of Human Development (18 hours)
- Public Health (22-26 hours)
- Social Work (18 hours)
- Sociology (15 hours)
- Spanish (15 hours)
- Speech Pathology and Audiology (24 hours)
- Telecommunications (24 hours)
- Urban Planning and Development (20 hours)
- Women's and Gender Studies (18 hours)
- Workplace Wellness (20-22 hours)

Other minors are possible, but must be approved by the family and consumer sciences general program director prior to beginning the minor.

Option: Hospitality and food management, 60 hours

ACC	201	Principles of Accounting 1	3
ECON	116	Survey of Economic Ideas (3)	
		or	
	201	Elementary Microeconomics (3)	3
FCFN	105	Hospitality Foodserv Industry	1
	110	Prin Food Prep and Food Serv	3
	147	Foodservice Sanitation	1
	210	Customer Service	3
	222	Advanced Culinary Techniques	3
	250	Lodging Management	3
	262	Facilities, Plan, Layout & Design	3
	275	Personal Nutrition	3
	300	Cost Control Hosp & Food Ind	3
	369	Food or Hospitality Internship	3
	376	Intro Event Management	3
	400	Restaurant Management	4
	450	Strategic Lodging Operation (3)	
		or	
	475	Catering for Profit (3)	
		or	
	477	Advanced Event Management (3)	3
FCFN	395	Food and Culture (3)	
		or	

FCS	400	FCS Field Study (3-6)	3
GEOG	261	Tourism Systems (3)	
		or	
	262	Tourism Regional (3)	3
ISOM	125	Micro Apps for Business	3
MGT	300	Managing Behavior in Org	3
	361	Managing Human Resources	3
MKG	300	Principles of Marketing	3

69 hrs

Students completing this option are required to complete a bachelor of arts degree or a minor.

Option: Interior design, 78 hours

AHS	100	Introduction to Art	3
FCID	100	Intro to the Interior Design	1
	101	Rapid Visualization	3
	110	Design Fundamentals	3
	111	Graphic Communication 1	3
	112	Design Presentation	3
	115	Interior Finishes	3
	210	Hist and Theoretical Studies 1	3
	211	Graphic Communication 2	3
	221	Graphic Communication 3	3
	222	Interior Design Studio 1	3
	224	Interior Design Studio 2	3
	225	Hist and Theoretical Studies 2	3
	261	Universal Design	3
	300	ID Professional Practice	3
	314	Color and Light in ID	3
	321	Graphic Communication 4	3
	324	Interior Design Studio 3	3
	334	Interior Design Studio 4	3
	362	Inter Construction & Detailing	3
	369	Internship in Interior Design	5
	390	Interior Design Programming	3
	424	Interior Design Studio 5	3
	484	Interior Design Studio 6	3

6 hours from

ACC	201	Principles of Accounting 1 (3)	
ACR	221	Introduction to Metals (3)	
	231	Introduction to Glass (3)	
AFA	101	Drawing 1 (3)	
ARCH	100	Introduction to Architecture (2)	
	329	History of Architecture 2 (3)	
ECON	116	Survey of Economic Ideas (3)	
FCID	220	Sustainable Interiors (3)	
	320	Furniture Design (3)	
MKG	300	Principles of Marketing (3)	
TCST	104	Introduction to Construction (3)	
	180	Construction Documents (3)	
	250	Construction Methods Matls 1 (3)	
TDPT	299X	Experimental Development Topic (3-6)	6

87 hrs

Students are placed in pre-interior design program for the first two years. All pre-interior design students are required to participate in *Portfolio Review* during the second semester of the second year to be admitted to the 300-level courses and higher. Students will be admitted to the interior design

program, upon successful completion of the review. See interior design Web site for more details. A grade of C or better is required in all required courses with the exception of AHS 100 and FCS core courses. Students with grade of C- or lower need to retake the course. Students may not progress through the program until they satisfy the requirements.

Option: Residential property management, 63-66, hours

ACC	201	Principles of Accounting 1	3
ECON	116	Survey of Economic Ideas (3)	
	or		
	201	Elementary Microeconomics (3)	3
FCFN	210	Customer Service	3
FCPM	104	Housing Decisions	3
	123	Interior Design Basics	3
	235	Intro to RPM	3
	275	Market Leasing Resident Prop	3
	305	Maintenance for Prop Mgr	3
	315	Sr Housing: Design, Mkg, & Mgt	3
	330	Apt Financial Management	3
	350	Residential Equip, Energy Tech	3
	369	RPM Internship	3-6
	375	Simulation in RPM	3
	400	Housing & Society	3
	405	Mgt of Gov Assisted Housing	3
	425	RPM Project	3
	435	Trends Issues in RPM	3
TDPT	213	Int Const Mat Pro Prod	3
MGT	300	Managing Behavior in Org	3
MKG	300	Principles of Marketing	3
RE	230	Real Estate Principles	3

72-75 hrs

Students pursuing the residential property management option must meet the following additional requirements:

- Grade of C or better in FCPM 275, 369, and 425.
- Sit for the National Apartment Leasing Professional (NALP) and Certified Apartment Manager (CAM) exams.

MAJOR IN PRE-DIETETICS/DIETETICS, 95 hours

The Department of Family and Consumer Sciences offers a baccalaureate degree in dietetics that is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. To pursue this program, students must have sufficient mathematical preparation to meet the prerequisite for required chemistry courses (two years of high school algebra or successful completion of MATH 108). Students pursuing a baccalaureate degree in dietetics must begin their academic career as a pre-dietetics major. Students will apply into the dietetics major in the spring semester of the second year, or as required courses are completed. Please refer to the Dietetics Program Director for full program requirements and program admission criteria.

Admission Criteria:

Students interested in the dietetics program at Ball State University are required to begin their academic career as a pre-dietetics major. Once the following minimum

requirements have been met, the students may apply for admission into the undergraduate dietetics program. The application packet is due on the second Tuesday in February, the same date as the dietetic internship applications.

Minimum requirements for admission include:

- Credit in FCFN 101, 110, 220, and 340 (or equivalent) with a grade of B (3.0) or better; and
- Credit in CHEM 111, 112, 231, 260; BIO 113; ANAT 201; and PHYS 215 with a grade of C (2.0) or better; and
- A cumulative undergraduate grade-point average of 3.0 or higher.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
Family and consumer sciences			
Common core, 9 hours			
FCS	103	Introduction to FCS	3
	403	FCS in Practice	3
FCS		FCS elective	3
Dietetics courses, 86 hours			
FCFN	101	Introduction to Dietetics	1
	110	Prin Food Prep and Food Serv	3
	147	Foodservice Sanitation	1
	220	Meal Design and Presentation	3
	340	Prin of Human Nutrition	3
	345	Macronutrients	3
	346	Micronutrients and Phytochemicals	3
	350	Technology of Food Science	3
	363	Admin of Food and Nutr Systems	3
	395	Food and Culture	3
	396	Nutrition Counseling Practicum	3
	400	Restaurant Management	4
	446	Medical Nutrition Therapy 1	3
	447	Medical Nutrition Therapy 2	3
	455	Lifecycle Nutrition	3
	456	Community Nutrition	3
FCFN		FCFN Elective	3
Required support courses			
ANAT	201	Fundamentals of Human Anatomy	3
BIO	113	Microbiology for Health Sci	5
CHEM	111	General Chemistry 1	4
	112	General Chemistry 2	4
	231	Organic Chemistry 1	4
	360	Essentials of Biochemistry	4
MGT	300	Managing Behavior in Org	3
PHYS	215	Human Physiology	5
PSYS	100	Intro to Psychological Science	3
	241	Statistics	3

95 hrs

TEACHING MAJOR IN FAMILY AND CONSUMER SCIENCES, 54 hours

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
FCED	150	Basic Concept Second Ed in FCS	3
	492	Implentation of FCED Program	3
	493	Cooperative Programs in FCED	3
FCFA	101	Dimensions of Clothing	3
	102	Fund of Apparel Construction	3
	230	Textiles for Apparel	3
FCFC	202	Family Wellness	3
	250	Family Relations	3
	275	Child Development	3
	340	Life Workplace Management	3
FCFN	110	Prin Food Prep and Food Serv	3
	220	Meal Design and Presentation	3
	275	Personal Nutrition (3)	3
		or	
	340	Prin of Human Nutrition (3)	3
FCPM	104	Housing Decisions	3
	123	Interior Design Basics	3
	350	Residential Equip, Energy Tech	3
FCS	103	Introduction to FCS	3
	403	FCS in Practice	3

54 hrs

CHEM 100, as a prerequisite for FCFA 230 and FCFN 240, is waived.

SENIOR HIGH, JUNIOR HIGH/MIDDLE SCHOOL EDUCATION PROGRAM

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
<i>Professional education sequence, 33 hours</i>			
EDFO	420	Soc, Hist, Phil Found of Ed	3
EDJH	385	Prin of Tchng in Mid Schl	3
EDMU	205	Intro to Multicul Ed	3
EDPS	251	Development Secondary	3
	390	Educational Psychology	3
EDRD	320	Content Area Reading	3
EDSE	380	Princ of Tchng in Sec School	3
		Student teaching	12

33 hrs

See Professional Education Assessment/Decision Points, p. 494, for additional information.

School of Physical Education, Sport, and Exercise Science

Revised:

MASTER OF ARTS OR MASTER OF SCIENCE IN PHYSICAL EDUCATION AND SPORT, 33 hours

Sport Administration, 33 hours

Core requirements

SPTA	611	Sport Marketing and Promotions	3
	615	Sport Law	3

	617	Financial Principles in Sport	3
	676	Sport Administration	3
		Research requirements	
		Master of Arts	
		Choose one	
		Master of Arts, internship	
PEP	601	Research App Non-Thesis	3
SPTA	698	Internship in Sport Admin	6

Master of Arts, research paper/creative project

EDPS	641	Statistical Methods (3)	
PEP	601	Research App Non-Thesis (3)	
RES	697	Research Paper (1-3)	
		or	
CRPR	698	Creative Project (3 or 6)	9-12

Master of Science, thesis

EDPS	641	Statistical Methods (3)	
EXSC	611	Research Methods (Thesis) (3)	
THES	698	Thesis (1-6)	12

Directed electives

ACC	501	Financial Accounting (3)	
ECON	509	Survey of Economics (3)	
EDAD	600	Intro to Ed Leadership (3)	
	630	Human Resource Development (3)	
	640	Edu Admin & Public Rltns (3)	
	686	School Law (3)	
	687	Legal Aspects of Education (3)	
	688	Schl Bldings, Grnds, & Equip (3)	
	698	Sem/Theory of Ed Admin (3)	
EDFO	631	Philosophy of Education (3)	
MGT	500	Managing Org Behavior (3)	
MKG	505	Survey of Marketing (3)	
PEP	609	Sport Psychology (3)	
	630	Evaluation in PE (3)	
	644	Psych-Social Processes Sport (3)	
	685	Curriculum Development in PE (3)	
	690	Sport Sociology (3)	
	696	Advanced Techniques in AT (3)	
PR	660	P R Theories and Applications (3)	
	664	P R Evaluation Techniques (3)	
SPTA	603	Sport Ethics and Philosopy (3)	
	605	Administration of Recreation (3)	
	619	Sport Facilities and Events (3)	
	628	International Sport (3)	
	677	Intercollegiate Athletics (3)	
	691	Sports on Film (3)	
	695	Personnel in Sport (3)	9-12

33 hrs

Due to the differences in research requirements, the MA requires 12 hours of electives and the MS requires 9 hours of electives.

Department of Technology

Revised:

**MAJOR IN CONSTRUCTION MANAGEMENT,
96 hours**

Students preparing for management positions in the field of construction will complete the program below with a required minor in business administration. The option prepares graduates to become project managers, estimators, project planners, technical trainers, CAD technicians, safety officers, site superintendents, product marketing representatives, and purchasers.

Two required internship experiences provide students with relevant work experience in the field of construction.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
CHEM	111	General Chemistry 1	4
ECON	201	Elementary Microeconomics	3
MATH	132	Brief Calculus	3
	181	Elementary Probability Stats (3)	
		or	
ECON	221	Business Statistics (3)	3
PHYC	110	General Physics 1	4
	112	General Physics 2 (4)	
		or	
CHEM	112	General Chemistry 2 (4)	4
TCST	104	Introduction to Construction	3
	106	CAD for Const Management	3
	180	Construction Documents	3
	200	Site Preparation	3
	222	Technical Presentation	3
	250	Construction Methods Matls 1	3
	261	Mechanical Construction	3
	262	Electrical Construction	3
	300	Structural Mechanics	3
	310	Ethics in Construction	3
	320	Estimating	3
	355	Planning and Scheduling	3
	365	Construction Safety	3
	400	Const Proj Mngmnt	3
	420	Construction Finance and Law	3
	460	Capstone in Construction	3
TDPT	380	Internship in Technology (3)	6
TCST		technical electives approved by advisor	6
			81 hrs

The prerequisite for MATH 132 is a C- or better in MATH 111, or an appropriate score on the SAT/ACT or on the mathematics placement test, or permission of the department chairperson. The prerequisite for ECON 221 is a C or better grade in MATH 111 or a passing grade in MATH 132, 161, 162, 165, or 166. Other prerequisites may be necessary for MATH 111.

CHEM 111, ECON 201, MATH 132, PHYC 110, and TCST 460 are required as part of the University Core Curriculum.

Students may elect to take MATH 112, 125, and one additional science course (PHYC 112 or CHEM 112) instead of taking MATH 132 to meet accreditation, university, and

program requirements. This election may take more than 120 credit hours for graduation.

Minor in Business Administration for Construction Management, 15 hours

ACC	201	Principles of Accounting 1	3
BL	260	Principles of Business Law	3
ISOM	251	Introductory Operations Mgt	3
MGT	200	Management Principles	3

Business elective			3
			15 hrs

96 hrs

Students may choose the business elective from ACC 202; ECON 202; RE 230; RMI 270; MGT 241, 261; or other business elective as approved by the construction management student advisor.

**TEACHING MAJOR IN TECHNOLOGY AND
ENGINEERING EDUCATION, 39 hours**

The Teaching Major in Technology and Engineering Education curriculum prepares students to teach engineering and technology education at the secondary level (grades 6-12).

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
MATH	111	Pre-calculus Algebra	3
TCST	250	Construction Methods Matls 1	3
TDPT	100	Technology and Society	3
	204	Energy Processing	3
	210	Engineering Principles	3
	303	Manufacturing Systems	3
	406	Technical Decision Making	3
TEDU	108	Production Techniques	3
	305	Technological Systems	3
	403	Technological Enterprise	3

3 hours from design competency

TCST 106 CAD for Const Management (3)

TEDU 102 Design Techniques (3)

TMFG 105 Technical Design Graphics (3) 3

3 hours from information processing

CS 110 Intro Comp Sci & Web Prog (3)

TCMP 111 Computer Assembly Trblshooting (3)

TGRA 180 Introduction to Graphic Arts (3) 3

3 hours from engineered resources

TDPT 203 Material Processing (3)

TMFG 262 Manufacturing Materials (3) 3

39 hrs

CHEM 111 is prerequisite to TMFG 262. Students should take PHYS 100 for the University Core Curriculum and to satisfy the prerequisite for TDPT 210. Either CHEM 111 or PHYC 100 may satisfy the University Core Curriculum Tier 1 Domain-Natural Sciences.

**SENIOR HIGH, JUNIOR HIGH/ MIDDLE SCHOOL
EDUCATION PROGRAM**

PREFIX	NO	SHORT TITLE	CR HRS
<i>Professional education sequence, 42 hours</i>			
EDFO	420	Soc, Hist, Phil Found of Ed	3
EDJH	385	Prin of Tchng in Mid Schl	3
EDMU	205	Intro to Multicul Ed	3
EDPS	251	Development Secondary	3
	390	Educational Psychology	3
EDRD	320	Content Area Reading	3
EDSE	380	Princ of Tchng in Sec School	3
	460	Student Tchng: Sec Schl (6-7)	7
	465	Elective Student Teaching (3 or 5)	5
TEDU	195	Exploring Technology Education	3
	395	Teaching Technology	3
	396	Prgrm Plnng Implemt	3
			42 hrs

See Professional Education Assessment/Decision Points, p. 494, for additional information. Students must complete TEDU 195, 395, and 396 prior to student teaching.

Suspended:

**TEACHING MAJOR IN CAREER AND TECHNICAL
EDUCATION, 52 hours**

**COLLEGE OF ARCHITECTURE AND
PLANNING**

Department of Landscape Architecture

LANDSCAPE ARCHITECTURE (LA)

Revised:

201 Site Design (4) Application of basic design principles, programming, and analysis to small-scale site-specific landscape design problems. Visual and functional design principles as they relate to natural and cultural influences in landscape design.

Open only to LA majors.

202 Park and Open Space Design (4) Design projects emphasizing park design, park and recreational master planning, and open-space design in rural, suburban, or urban settings.

Prerequisite: LA 201.

Open only to LA majors.

280 Computer Applications in Landscape Architecture (3)

An introduction to the use of computers in landscape architecture. Emphasizes two- and three-dimensional computer-aided design and drawing, landscape data inventory and analysis, and landscape engineering.

Parallel: LA 202.

Open only to LA majors and minors.

301 Housing and Community Design (4) Design projects focusing on social, political, economic, cultural, and environmental issues as they relate to land-planning and site design for housing developments and residential communities.

Prerequisite: LA 202 and 280.

Open only to LA majors.

302 Planting Design (4) Design problems focusing on the functional, ecological, and aesthetic uses of plants in the landscape.

Prerequisite: LA 311 and 341.

Open only to LA majors.

311 Landscape Architectural Engineering 1 (4) Principles and practices of landscape engineering. Emphasizes the techniques and applications of land surveying, earthwork techniques including grading and estimation, and principles of site drainage.

Prerequisite: LA 270.

Open only to LA majors and minors.

312 Landscape Architectural Engineering 2 (4) Principles and practices of landscape architecture engineering and construction emphasizing landscape materials, structures, planting, and fabrication techniques. Includes design implementation techniques and construction documents.

Open only to LA majors and minors.

320 Therapeutic Landscapes (3) Principles and practices of planning and design of landscapes for healthy living. Topics may include the history and theory of therapeutic landscapes in support of health care services, active living issues in community design, and post-occupancy evaluations. Field trips may be required.

Prerequisite: LA 202 or 270; or permission of the instructor.

369 Landscape Architecture Internship (0-1) A minimum of ten weeks of supervised employment under the direction of a landscape architect or allied design professional.

Departmental approval required in advance of qualified employment. Requires employer and self-evaluation reports. Requires two registrations: one zero-hour registration during semester of field experience and one one-hour registration the following fall semester. Offered credit/no credit only.

Prerequisite: LA 302 and 312.

A total of 1 hour of credit may be earned.

Open only to LA majors.

371 Theories and Practices of Sustainable Site Design (3)

Interdisciplinary course examining theories, tools, and practices of sustainable site design and landscape planning. Connections are made between theories and green design movements; sustainable design projects are examined. Emphasis is placed on the interdisciplinary nature of sustainable design, collaboration, and site design processes for complex systems.

401 Regional Landscape Design (5) The application of principles of landscape architectural design to large-scale landscape settings. Topics include land planning, visual quality management, and natural and cultural landscape resource management.

Prerequisite: LA 301.

Open only to LA majors.

403 Urban Design (5) Design studio emphasizing the physical and socio-behavioral influences on the design of cities. Projects may focus on the design of new urban environments or the redesign and revitalization of existing urban centers. May include interdisciplinary studies.

Prerequisite: LA 312 or 401 or permission of the instructor.

Open only to LA majors.

413 Landscape Architectural Engineering 3 (4) Principles and practices of landscape engineering and construction. Emphasizes roadway and parking lot engineering, practices of storm water management, and advanced grading.

Prerequisite: LA 311.

Open only to LA majors.

451 Landscape Architecture Research (3) Methods, procedures, and case studies of landscape architectural research. Includes guided development of an individual research program and proposal leading to the landscape architecture comprehensive project (LA 404).

460 Professional Practice (3) Methods and practices of the profession of landscape architecture. Subjects include business and governmental organization, elements of contract law, business management, marketing, professional licensure, and ethics.

Prerequisite: LA 302 or permission of the instructor.

Department of Urban Planning

URBAN PLANNING (PLAN)

Dropped:

615 Introduction to Quantitative Analysis (1)

616 Demographic/Socio-Economic Forecasting Methods (1)

617 Introduction to Planning Research Methods (1)

New:

614 Quantitative Analysis (3) Data analysis and presentation skills for planners, including demographic, economic, and socioeconomic projection techniques, descriptive and inferential statistics, and sampling and survey research methods. Focus on collection and analysis of data from multiple sources, translation of data into reliable and defensible information, and effective communication of

information to decision makers.

Revised:

690 Planning Portfolio Review (0) During the second semester of study and upon selection of ACS each student assembles a professional resume, examples of work, strategic plans for both career and internship, and an outline of a capstone project for review before a panel of faculty and for the purpose of self-assessment and faculty critique and guidance. Offered credit/no credit only.

MILLER COLLEGE OF BUSINESS

Correction:

MINOR IN SIX SIGMA, 15 hours

PREFIX	NO	SHORT TITLE	CR HRS
ECON	221	Business Statistics (3)	
		or	
GEOG	250	Spatial Analytical Methods (3)	
		or	
MATH	221	Probability and Statistics (3)	
		or	
POLS	210	Pol Sci Res Methods (3)	
		or	
PSYS	241	Statistics (3)	
		or	
		Equivalent (3)	3
ISOM	321	Quantitative Business Analyses	3
		355 Quality Management	3
TMFG	365	Advanced Six Sigma	3
		465 Six Sigma Project 1	3
			15 hrs

Students can add Professional Certification, with permission, by completing the following:

TMFG	469	Six Sigma Project 2	3
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Department of Finance and Insurance

Revised:

MINOR IN RISK MANAGEMENT AND INSURANCE, 15 hours

Open only to non-business majors and Miller College of Business majors except those majoring in risk management and insurance.

PREFIX	NO	SHORT TITLE	CR HRS
RMI	270	Principles of Risk Mgt & Ins	3
	474	Seminar in Risk Mgt & Ins	3

9 hours from			
FIN	110	Personal Finance (3)	
		or	
	255	Introduction to Investments (3)	
		or	
	310	Investments 1 (3)	
		or	
BL	260	Principles of Business Law (3)	
RMI	330	Employee Benefits & Ret Plan (3)	
	369	Risk Mgt & Ins Internship (3)	
	371	Life & Health Insurance (3)	
	377	Operations of Ins Enterprises (3)	
	378	Commercial Risk Mgt & Ins (3)	
	473	Insurance Law (3)	
	497	Independent Study in RMI (3)	9
			<hr/>
			15 hrs

Department of Information Systems and Operations Management

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT (ISOM)

Revised:

369 Industry Internship (3-6) Students complete an appropriate, approved and supervised internship for academic credit in a business or governmental organization. The internship is designed to provide hands-on experiences to complement classroom learning.

Prerequisite: junior standing; ISOM 351; and permission of the department chairperson.

A total of 6 hours of credit may be earned.

480 Supply Chain Management Integration Project (3)

Senior level capstone course requires students to plan, develop, and present a capstone project in operations and supply chain management. Topics include global manufacturing strategies, green movement and reversed logistics, lean Six Sigma, enterprise resource planning and implementation, process design—value stream mapping, and product costing. In addition to class meeting time, students will be required to meet in arranged times to complete a capstone project.

Prerequisite: ISOM 361, 453, 460 or permission of the department chairperson.

Open only to operations and supply chain management majors.

COLLEGE OF COMMUNICATION, INFORMATION, AND MEDIA

Department of Journalism

Revised:

TEACHING MAJOR IN JOURNALISM, 39 hours

(See baccalaureate information for admission and retention standards.)

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
EDRD	320	Content Area Reading	3
JOUR	101	Media and American Society	3
	103	Introduction to Visual Comm	3
	234	Intro to Design and Graphics	3
	235	Intro to Photojournalism	3
	280	Introductory Magazine Writing	3
	320	Media Art Dir Creative Process	2
NEWS	105	Journ Storytelling: Intro	2
	108	Fndtns Great Storytellers	1
	109	Fndtns Ethic Legal Principles	1
	120	Newsgathering: Research	1
	121	Newsgathering: Interviewing	1
	122	Storytelling: Covering Events	1
	132	Multimedia: Audio	1
	133	Multimedia: Video	1
	221	Storytelling: Covering Issues	3
	315	News Editing	2
	397	Immersion: Special Topics (3-9)	3
	409	Fndtns Ethical Legal Issues	2
			<hr/>
			39 hrs

SENIOR HIGH, JUNIOR HIGH/ MIDDLE SCHOOL EDUCATION PROGRAM

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
<i>Professional education sequence, 40 hours</i>			
EDFO	420	Soc, Hist, Phil Found of Ed	3
EDJH	385	Prin of Tchng in Mid Schl	3
EDMU	205	Intro to Multicul Ed	3
EDPS	251	Development Secondary	3
	390	Educational Psychology	3
EDSE	150	Basic Concepts of Secondary Ed	3
	380	Princ of Tchng in Sec School	3
JOUR	395	Journ Teach and Advising Mthds	4
	474	Producing Secondary Pubs	3
		Student teaching	12
			<hr/>
			40 hrs

See Professional Education Assessment/Decision Points, p. 494, for additional information.

LICENSE ADDITION IN JOURNALISM, 18 hours

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
NEWS	105	Journ Storytelling: Intro	2
	130	Multimedia: Design	1
	131	Multimedia: Stills	1
	132	Multimedia: Audio	1
	133	Multimedia: Video	1
	229	Multimedia: Production	3
	233	Multimedia: Reporting	3

339	Social Media Aud Interactivity	3
449	Legal and Ethical Issues	3
		<hr/>
		18 hrs

350	Motion Graphics and Design (3)	
351	Web Development (3)	
444	TCOM Management (3)	
450	Emerging Media Seminar (3)	
487	Video Production Seminar (3-6)	
499	Production Seminar/Spl Proj (3)	3
		<hr/>
		9 hrs

JOURNALISM (JOUR)

Revised:

369 Paid Internship (0-3) Practical, supervised, on-the-job experience in a media-related industry or organizational setting. Offered credit/no credit only.

Prerequisite: permission of the department chairperson.
A total of 3 hours of credit may be earned.

479 Unpaid Internship (0-3) Practical, supervised, on-the-job experience in a media-related industry or organizational setting. Offered credit/no credit only.

Prerequisite: permission of the department chairperson.
A total of 3 hours of credit may be earned.

Digital video

TCOM	334	Advanced Video Production	3
	487	Video Production Seminar (3-6)	3

3 hours from

TCOM	333	Advanced Audio Production (3)	
	350	Motion Graphics and Design (3)	
	351	Web Development (3)	
	444	TCOM Management (3)	
	450	Emerging Media Seminar (3)	
	499	Production Seminar/Spl Proj (3)	3
			<hr/>
			9 hrs

NEWS (NEWS)

Revised:

221 Journalistic Storytelling: Covering Issues (3)

Developing issue-based news stories from idea to final presentation using traditional and emerging media technologies. Emphasis on topics related to the community, government, and the courts.

Prerequisite: NEWS 120, 121, 122, and successful completion of a departmental language usage proficiency exam.

Open only to students in a journalism department program and students in the telecommunications news track.

Emerging media

TCOM	350	Motion Graphics and Design	3
	351	Web Development	3
	450	Emerging Media Seminar	3
			<hr/>
			9 hrs

Digital audio, digital video, and emerging media tracks complete 6 hours from the following and then repeat for the second 6 hours from

6 hours from

ENG	213	Intro to Digital Literacies (3)	
	285	Intro to Creative Writing (3)	
	306	Creative Nonfiction Writing (3)	
	307	Fiction Writing (3)	
	310	Screenwriting (3)	
	410	Adv Screenwriting (3)	
	425	Film Studies (3)	6

ENG 306, 307, and 310 require ENG 285 as a prerequisite.
ENG 410 requires ENG 310 as a prerequisite.

Department of Telecommunications

Revised:

MAJOR IN TELECOMMUNICATIONS, 45-59 hours

Digital production option, 36-38 hours

TCOM	330	Beginning Audio Production	4
	331	Media Aesthetics	1
	332	Beginning Video Production	4
	384	Electronic Media Law	3
	408	Med Ethics/Soc Responsibility	3
			<hr/>
			15 hrs

Choose one sequence

Digital audio

TCOM	333	Advanced Audio Production	3
	433	Audio Production Seminar	3

3 hours from

TCOM	334	Advanced Video Production (3)	
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6 hours from

ACC	201	Principles of Accounting 1 (3)	
	202	Principles of Accounting 2 (3)	
BUSA	101	Introduction to Business (3)	
COMM	251	Bus and Prof Comm (3)	
	290	Intercultural Communication (3)	
	310	Speechmaking and Democracy (3)	
	320	Persuasion (3)	
	322	Comm and Popular Culture (3)	
	330	Small Group Decision Making (3)	
	375	Presentational Communication (3)	
ECON	201	Elementary Microeconomics (3)	
	202	Elementary Macroeconomics (3)	
FIN	110	Personal Finance (3)	
	255	Introduction to Investments (3)	
MKG	200	Fundamentals of Marketing (3)	
MGT	200	Management Principles (3)	

TGRA	286	Digital Photography 1 (3)	
	387	Digital Photography 2 (3)	
THEA	103	Aesthetics of Theatre 1 (3)	
	220	Stagecraft (3)	
	232	Acting 1 (3)	
	233	Acting 2 (3)	
	250	Directing 1 (3)	
	280	Practicum (1-3)	
	326	Stage Lighting (3)	6

6

45-47 hrs

ACC 202 requires ACC 201 as a prerequisite. ECON 202 requires ECON 201 as a prerequisite. THEA 233 requires THEA 232 as a prerequisite. THEA 250 requires THEA 103, 104 and permission of the instructor as prerequisites. THEA 326 requires THEA 220 or permission of the department chairperson as a prerequisite.

NEWS (NEWS)

Revised:

221 Journalistic Storytelling: Covering Issues (3)

Developing issue-based news stories from idea to final presentation using traditional and emerging media technologies. Emphasis on topics related to the community, government, and the courts.

Prerequisite: NEWS 120, 121, 122, and successful completion of a departmental language usage proficiency exam.

Open only to students in a journalism department program and students in the telecommunications news track.

COLLEGE OF SCIENCES AND HUMANITIES

Department of Computer Science

New:

Pending ICHE approval

MASTER OF SCIENCE IN SOFTWARE ENGINEERING, 33 hours

PREFIX	NO	SHORT TITLE	CR HRS
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Background courses

Students whose undergraduate transcripts do not include courses similar to the ones listed below will be required to take all of the following courses and achieve a grade of B or better. These courses provide the background material that is assumed in the required and elective courses and will not count towards the total required number of course hours for the master's degree.

CS	120	Computer Science 1	4
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	121	Computer Science 2	4
	124	Discrete Structures	3
	230	Computer Org and Arch	3
	324	Des/Analy of Algorithms	3
MATH	161	Applied Calculus 1	3
	181	Elementary Probability Stats (3)	
	or		
	221	Probability and Statistics (3)	3

Required courses, 18-21 hours

CS	689	Research Methods	3
	690	Software Engineering	3
	691	Soft Req and Design	3
	692	Soft Ver and Val	3
	693	Metrics and Models	3
	695	Software Engineering Capstone (3)	
	or		
THES	698	Thesis (1-6)	3-6

18-21 hrs

Elective courses, 12-15 hours

Students without significant experience in computer networks are expected to take a graduate networking course. Students without significant experience in database work are expected to take a graduate database course. Additional graduate level courses approved by the department's director of graduate programs would count on the MS program in computer science (this set of courses would count towards either program).

12-15

33 hrs

COGNATE IN SOFTWARE ENGINEERING, 15 or 24 hours

PREFIX	NO	SHORT TITLE	CR HRS
CS	690	Software Engineering	3
	691	Soft Req and Design	3
	692	Soft Ver and Val	3
	693	Metrics and Models	3
	694	Software Architecture	3

Additional courses that would count on the MS in Computer Science or MS in Software Engineering as approved by the doctoral committee

0 or 9

15 or 24 hrs

COMPUTER SCIENCE (CS)

New:

693 Metrics and Models (3) Covers the process of software development and the evolution of large-scale software systems. It includes concepts and techniques for controlling the software process and product to ensure that development,

release and maintenance of software is systematic, disciplined, and reported.

Prerequisite: CS 690.

694 Software Architecture (3) An in-depth study of software architecture throughout the software development life cycle and in the technical, project life-cycle, business and professional contexts. Various software architecture styles will be presented as well as instruction on selecting, building, evaluating, and recovering architectures. Students will apply their knowledge on a large project.

Prerequisite: CS 691.

695 Software Engineering Capstone (3) The software engineering capstone provides an opportunity for graduate students to apply their knowledge in real software development and project management. The capstone is intended to be a comprehensive use of the tools, skills, and techniques of software engineering and their application. Completion of a major project is designed to integrate knowledge and skills gained through previous study and provide experience of the constraints commonly experienced in industry.

Prerequisite: departmental permission, 24 credits of the MSSE program coursework.

Open only to students in master of science in software engineering program.

Department of Mathematical Sciences

MATHEMATICAL SCIENCES (MATH)

Revised:

201 Number, Algebra, and Probability for the Elementary Teacher (4) In-depth treatment of concepts underlying common topics in the elementary mathematics curriculum including concepts in number and operation, algebra, and probability. Use of selected concrete manipulatives and technology is included.

Prerequisite: appropriate score on the SAT/ACT, or appropriate score on the mathematics placement test, or credit in MATH 108, or permission of the department chairperson.

Open only to option 1 mathematics teaching majors, or majors in elementary, special, or early childhood education.

395 Teaching and Learning Mathematics in the Secondary School (3) Examination of national and state mathematics standards, curricular materials, and methods for teaching mathematics to secondary school students. Issues related to mathematics curriculum, instruction, and assessment of secondary school students. Class ideas applied in teaching situations.

Prerequisite: C- or better in MATH 250, and 311 or 310, and MATH 345 or 360, and 393; a minimum grade-point average of 2.5 in all mathematics courses to be applied to the major, and admittance to teacher education and permission to enroll in 300/400-level professional education courses.

Parallel: EDJH 385 and EDSE 380.

Department of Modern Languages and Classics

SPANISH (SP)

New:

306 Composition for Heritage Speakers (3) A composition course designed for heritage or native speakers of Spanish. Extensive practice in written communication to increase fluency and accuracy.

Prerequisite: SP 202.

Open only to heritage or native Spanish speakers (as determined by department chairperson).

361 Survey of Spanish Literature (3) Analysis of largely canonical texts, as well as literary movements from Spain. Reading and discussion will be supported by an introduction to tools of literary criticism.

Prerequisite: SP 301 and 302 or SP 305 and 306.

362 Survey of Spanish-American Literature (3) Analysis of largely canonical texts, as well as literary movements from Spanish-America. Reading and discussion will be supported by an introduction to tools of literary criticism.

Prerequisite: SP 301 and 302 or SP 305 and 306.

Revised:

335 Topics in Hispanic Cultures (3-6) Specified topics in contemporary and/or historical cultures from a variety of Spanish-speaking countries and regions.

Prerequisite: SP 301 and 302 or SP 305 and 306.

A total of 6 hours may be earned in courses with different topics.

337 Spanish Phonetics and Phonology: Theory and Application (3) An introductory course in Spanish phonetics, phonology, and basic concepts of second language acquisition. Application of phonetics and phonology to understanding, speaking, and teaching Spanish. Use of the International Phonetic Alphabet.

Prerequisite: SP 301 and 302 or SP 305 and 306.

338 Spanish for Professions (3-6) A concise introduction to Spanish grammar and communication designed to meet the working needs of pre-professionals and professionals in specified disciplines.

Prerequisite: SP 301 and 302 or SP 305 and 306.

A total of 6 hours of credit may be earned in courses with different topics.

340 Survey in Spanish Linguistics (3) A survey of Spanish linguistics with an emphasis on morphology, syntax, sociolinguistics, applied linguistics, and historical events pertinent to linguistic developments. Delineates major contrastive linguistic features between English and Spanish.

Prerequisite: SP 301 and 302 or SP 305 and 306.

498 Readings (1-9) Individual reading or research to allow students to explore special topics with an individual instructor.

Prerequisite: SP 301 and 302 or SP 305 and 306.

A total of 9 hours of credit may be earned.

Department of Philosophy and Religious Studies

RELIGIOUS STUDIES (RELS)

New:

206 Sex and the Bible (3) Academic study of biblical literature and the sexual practices contained, described, or interpreted to be within ancient religious materials. Situates the norms and practices for understanding the sexual and biblical materials in a range of historical, literary, political, cultural, and even ethical contexts and effects, especially in their ancient settings and their more recent, continuing uses.

210 Religion, Morality, and Public Debate (3) Examination of approaches to moral reasoning, the role of religious traditions in forming ethical judgments, and the relationship between moral argument and public debate. Also addresses a range of moral issues that citizens and scholars debate in religious and secular terms.

TEACHERS COLLEGE

Department of Elementary Education

EDUCATION: ELEMENTARY (EDEL)

Revised:

400 Student Teaching: Pre-Kindergarten (6) Capstone clinical experience in the practice and application of teaching skills with pre-kindergarten children. Students enroll in EDEL 400 (6) the same semester as EDEL 401 (6) or EDEL 402 (6). Offered credit/no credit only.

Prerequisite: completion of decision point 3: admission to student teaching; C or better grades in EDEL 301 and 351 and EDRD 400 and EDPS 393 and MATH 391 and SCI 398 and SS 398; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 401 or 402.

401 Student Teaching: Kindergarten (6) Capstone clinical experience in the practice and application of teaching skills with kindergarten children. Students enroll in EDEL 400 (6) the same semester as EDEL 401 (6) or EDEL 402 (6). Offered credit/no credit only.

Prerequisite: completion of decision point 3: admission to student teaching; C or better grades in EDEL 301 and 351 and EDRD 400 and EDPS 393 and MATH 391 and SCI 398 and

SS 398; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 402.

402 Student Teaching: Primary Grades (6) Capstone clinical experience in the practice and application of teaching skills with primary grade (1-3) children. Students enroll in either EDEL 401 (6) or EDEL 402 (6) the same semester as EDEL 400 (6). Offered credit/no credit only.

Prerequisite: completion of decision point 3: admission to student teaching; C or better grades in EDEL 301 and 351 and EDRD 400 and EDPS 393 and MATH 391 and SCI 398 and SS 398; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 400.

463 Student Teaching: Elementary (3) Capstone clinical experience in the practice and application of teaching skills with elementary grade children. Students enroll simultaneously for EDEL 463 (3), 464 (6), 465 (3). Offered credit/no credit only.

Prerequisite: completion of decision point 3: admission to student teaching; C or better grades in EDEL 300 and 350 and EDRD 400 and EDPS 393 and MATH 391 and SCI 397 and SS 397; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 464 and 465.

Open only to elementary education majors.

464 Student Teaching: Elementary (6) Capstone clinical experience in the practice and application of teaching skills with elementary grade children. Students enroll simultaneously for EDEL 463 (3), 464 (6), 465 (3) or EDEL 464 (6) and SPCE 489 (6) (Dual Elementary Education/Special Education). Offered credit/no credit only.

Prerequisite: completion of decision point 3: admission to student teaching; C or better grades in EDEL 300 and 350 and EDRD 400 and EDPS 393 and MATH 391 and SCI 397 and SS 397; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 463 and 465; or SPCE 489.

Open only to elementary education and dual elementary/special education majors.

465 Student Teaching: Elementary (3) Capstone clinical experience in the practice and application of teaching skills with elementary grade children. Students enroll simultaneously for EDEL 463 (3), 464 (6), 465 (3). Offered credit/no credit only.

Prerequisite: completion of decision point 3: admission to student teaching; C or better grades in EDEL 300 and 350 and EDRD 400 and EDPS 393 and MATH 391 and SCI 397 and SS 397; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 463 and 464.

Open only to elementary education majors.

Ron Murphy, Associate Director
Office of Academic Systems

