

# BALL STATE UNIVERSITY

## ACADEMIC POSTING

2015-2016

VOLUME XLVI – 3

February 4, 2016

This posting may contain all or part of the following: new, revised, and dropped programs, courses and prefixes. The posting period begins February 5, 2016. If no demurrer is received within ten school days, the changes will be certified for implementation. *The effective date for implementing the undergraduate and graduate materials posted after May 4, 2015 is Fall Semester 2016.*

### INTERDEPARTMENTAL PROGRAMS

### WRITING PROFICIENCY PROGRAM (WPP)

#### New:

**394 Writing Proficiency Seminar (1)** May be used to satisfy Writing Proficiency requirement by students who have earned at least 90 but no more than 108 completed credits and have not previously attempted either WPP 392 or WPP 393.

Required of eligible returning students who have not previously attempted WPP 392 or WPP 393 and have been inactive for at least one calendar year. Provides intensive writing instruction to prepare students to write an essay under timed circumstances that is assessed similarly to WPP 392. May be attempted one time only and is offered on a credit/no credit basis.

*Prerequisite:* ENG 104 or 114 (or equivalent) with a grade of C or better; completed at least 90 but no more than 108 completed credits by the first day of the semester within which the student wishes to attempt the course.

### Legal Studies

#### Revised:

### MAJOR IN LEGAL STUDIES (BA/BS), 69 credits

This major prepares students for careers as legal assistants or paralegals. It also provides a strong foundation in law-related courses for students who plan to work in the courts, the legislature or in legal departments of government and business.

PREFIX	NO	SHORT TITLE	CREDITS
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Interdisciplinary major requirements

Common core, 36 credits

BL	367	Principles of Estate Planning	3
POLS	130	American National Government	3

141	Introduction to Paralegalism	3
229	Law Office Mgmt and Technology	3
241	Family Law	3
242	Legal Research and Writing	3
243	Litigation	3
344	Adv Legal Research and Writing	3
342	Problems in Public Policy (3)	
or		
431	Congress (3)	3
369	Pd Prof Exp Amer Gov and Law (3)	
or		
479	Pract Exp Amer Gov and Law (3)	
or		
480	Access to Justice Clinic (3)	3
445	Adv Litigat and Alt Disp Res	3
250	Access to Justice in Legal Sys (3)	
or		
455	Administrative Law (3)	3
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36 crs		

#### Complete one concentration

##### Concentration 1: Public Law, 33 credits

ACC	201	Principles of Accounting 1	3
BL	260	Principles of Business Law	3
POLS	433	The Judiciary	3
RMI	270	Principles of Risk Mgt and Ins	3

#### 15 credits from

COMM	340	Leadership Communication (3)	
	385	Rhet of Marginalized Voices (3)	
POLS	237	State and Local Politics (3)	
	238	Urb Gov in United States (3)	
	347	Environmental Law and Policy (3)	
	408	Topics in Legal Studies (3)	
	435	Intergovernmental Relations (3)	
	443	American Constitutional Law (3)	
	444	Constitutional Liberties (3)	
	474	Women and Politics (3)	
	475	Minority Group Politics (3)	
	490	International Law (3)	
PSYS	471	Psych in the Legal System (3)	
RE	332	Legal Aspects of Real Estate (3)	

SOC	425	Sociology of Law (3)	15
6 credits from			
ACC	202	Principles of Accounting 2 (3)	
CJC	101	Intro to Criminal Justice (3)	
COMM	220	Argumentation and Debate (3)	
	320	Persuasion (3)	
	325	Interviewing (3)	
MGT	300	Managing Behavior in Org (3)	
MKG	300	Principles of Marketing (3)	
PHIL	200	Symbolic Logic (3)	
RE	331	RE Construction Law and Fin (3)	
RMI	473	Insurance Law (3)	
SOC	425	Sociology of Law (3)	6
			<hr/>
			69 crs

*Concentration 2: Business Law, 33 credits*

Students interested in pursuing this concentration must complete the following courses before registering for 300- and 400-level business courses.

ACC	201	Principles of Accounting 1	3
	202	Principles of Accounting 2	3
BL	260	Principles of Business Law	3
ECON	201	Elementary Microeconomics	3
	202	Elementary Macroeconomics	3
	221	Business Statistics	3
ISOM	210	Business Information Systems	3
12 credits from			
BL	362	Law of Business Associations (3)	
	363	Uniform Commercial Code (3)	
BUSA	302	Career Management (3)	
ECON	346	Law and Economics (3)	
FIN	300	Principles of Finance (3)	
ISOM	228	Adv Micro Apps for Business (3)	
	313	DB and Info Resource Mgt (3)	
	415	Information Systems Management (3)	
MGT	300	Managing Behavior in Org (3)	
	361	FDN of HR Employee Relations (3)	
MKG	300	Principles of Marketing (3)	
PHIL	200	Symbolic Logic (3)	
POLS	281	Econ Pol Prob of Emerg Ntns (3)	
	347	Environmental Law and Policy (3)	
	408	Topics in Legal Studies (3)	
	433	The Judiciary (3)	
	435	Intergovernmental Relations (3)	
	443	American Constitutional Law (3)	
	444	Constitutional Liberties (3)	
	474	Women and Politics (3)	
	490	International Law (3)	
RE	230	Real Estate Principles (3)	
	331	RE Construction Law and Fin (3)	
	332	Legal Aspects of Real Estate (3)	
RMI	270	Principles of Risk Mgt and Ins (3)	
	330	Employee Benefits and Ret Plan (3)	
	473	Insurance Law (3)	
SOC	425	Sociology of Law (3)	12
			<hr/>
			69 crs

The prerequisite for ISOM 210 is demonstrated proficiency in

computer skills. Proficiency may be demonstrated by examination or credit in ISOM 125, CS 104 or the equivalent. ECON 221 requires C or better grade in MATH 111, or a passing grade in MATH 132, 161, 162, 165, or 166 as the prerequisite.

## Sustainability

### SUSTAINABILITY (SUST)

#### New:

#### **510 Sustainability Foundations: Atmosphere Systems (1)**

Introduction to the atmosphere and to processes, through its physical and chemical components, and the interactions among the many additional factors that produce weather and climate, as well as interactions of the atmosphere with the oceans, within the broad social and economic issues which relate to understanding the atmosphere as a system.

#### **511 Economic Sustainability: Ecological Systems (1)**

Introduction to the principles and dynamics of ecological systems at the population, community, ecosystem, and biome levels. Study of the effects of physical and biological conditions on the abundance, distribution, and diversity of plants and animals. Emphasis on human impacts on ecosystems and the provision of ecosystem services, and the related issues of conservation, planning, and restoration of ecological systems.

**512 Environmental Sustainability: Soils (1)** Introduction to the principles and dynamics of soil formation and the potentials for damage. Examination of the physical and chemical properties of soils and their role in agricultural production, storm water filtration, and aquifer recharge, and support of biota in the varying biomes of the world.

**513 Environmental Sustainability: Material Resources and Waste (1)** Introduction to concepts, issues, and practices surrounding the use of material resources and waste streams. Emphasis on reducing the environmental and human health impacts of materials and waste. Study of resource conservation, reuse, and recycling; and solid, liquid, and molecular waste stream reduction. Emphasis on the whole life cycle of materials from cradle to grave, or cradle. Discussion of the Living Product Challenge, Design for Sustainability, and Cradle to Cradle.

**514 Water Resources (1)** Introduction to and evaluation of water security issues, including how climate, population, economic growth, technological changes, and other socioeconomic factors affect the water supply and demand imbalances.

**515 Social Sustainability: Food Systems (1)** Introduction to domestic and global food production, supply, and consumption, both historically and projected to future likelihoods. Differentiation of food systems by cultural groups with an emphasis on the full life-cycle of food within a

society. How political, sociological, and ecological structures shape consumption will be emphasized. Considerations of human health, environmental impacts, and ethical questions of food are addressed.

**516 Economic Sustainability: Energy Resources (1)**

Introduction to the sourcing, distribution, and use of energy. Examination of conventional fossil-fuel systems and more contemporary alternative energy and green power sourcing, distribution, and use. Comparative study of distributed energy networks against centralized systems.

**519 Economic Sustainability: Environmental Law (1)**

Critical investigation of the American political and legal system in shaping possible responses to issues of environmental sustainability. Topics may include: the foundations of environmental law, the process of environmental law-making and implementation; the role of the courts; and specific controversies regarding pollution regulation, energy production, and land use management/planning.

**520 Economic Sustainability: Environmental Ethics (1)**

Critical examination of central concepts, principles, theories, and issues in environmental ethics. Topics may include: environmental theory, history of ethics, animal rights, population ethics, future generations, climate ethics, the ethics of activism, and corporate responsibility.

**521 Social Sustainability: Human Health and Well-Being (1)**

Introduction to concepts, issues, and practices related to individuals living together while maximizing human potential and shared values and minimizing social breakdown and violence. Initially will investigate basic human needs for survival. Exploration will then expand to encompass societal provisions and expectations that lead to human flourishing across the lifespan, such as livability, cultural competence, health and health equity, social support, participatory governance, and human resilience.

**523 Social Sustainability: Populations (1)** Introduction to historical and recent trends in the fundamental demographic variables affecting human population change (growth or decline) at the global as well as at national and sub-national scales. Emphasis on rate of natural increase, total fertility rates, and life expectancies. Additional investigation of demographic variables as they influence (or are influenced by) human health, epidemiology, culture, technological threats, lifestyles, and health policies/technologies.

**524 Social Sustainability: Social and Environmental Justice (1)**

Survey of principles of justice: libertarianism, welfare liberalism, and socialism. Distribution of environmental benefits and burdens across bioregions, populations, and markets, including indigenous rights, environmental racism, food security, and climate change treaties. Evaluation of various models of public participation in environmental decision making.

**528 Social Sustainability: Waste and Human Health (1)**

Introduction to concepts and issues that guide human practices

influencing material consumption patterns as they generate resource depletion and waste/pollution, and impact upon human health conditions. Emphasis on reducing material flow-through in society, addressing best practices for treating waste/pollution, and reducing the conditions that negatively influence human health by our practices of material consumption and waste generation.

**529 Economic Sustainability: Business Ethics and the Environment (1)**

Survey of fundamental principles of business plans and models for achieving operational sustainability. Topics may include: ethical materials sourcing, industrial ecology principles, "cradle-to-cradle" production models, justice in human resources practices, and corporate green washing.

**530 Economic Sustainability: Modeling, Analytics, and Reporting for Business (1)**

Introduction to internationally-sanctioned protocols for analyzing the social, economic, and environmental impact of business practice. Includes the analysis of human resource management, supply chain networking and logistics, and the economic benefits/trade-offs of localized sourcing of feed stocks, components and assemblies, and whole system service delivery.

**531 Economic Sustainability: Modeling for Business (1)**

Introduction to internationally-sanctioned protocols for documenting the social, economic, and environmental impact of business practice. Includes the study of human resource management, supply chain networking and logistics, and the economic benefits/trade-offs of localized sourcing of feed stocks, components and assemblies, and whole system service delivery.

**532 Economic Sustainability: Reporting for Business (1)**

Introduction to internationally-sanctioned protocols for reporting the social, economic, and environmental impact of business practice. Includes the reporting of human resource management, supply chain networking and logistics, and the economic benefits/trade-offs of localized sourcing of feed stocks, components and assemblies, and whole system service delivery.

**535 Internal Communications for Sustainability Professionals (1)**

Introduction to principles of internal communications.

**536 Economic Sustainability: Ecological Economics (1)**

Evaluation of environmental goods and services include raw materials, watershed functioning, nitrogen cycling, and carbon sink capacities. Principles for translating the valuation of environmental goods and services into the market terms of sustainability, including market distortions and discounting.

**537 Media Relations for Sustainability Professionals (1)**

Introduction to how journalists do their jobs; what the needs and the strengths and weaknesses are of different news media platforms, e.g., broadcast, print, online, social media; how to prepare for an interview with a journalist and the tools best used to communicate stories to the news media.

**550 Survey of Sustainability Principles and Implementation Practices (3)** This 3-credit course provides a wide-ranging survey of literature in the field of whole systems thinking and the principles and foundations of social, economic, and environmental sustainability in corporate, governmental, and public enterprise. Extensive review of topical literature and accepted models for projection of future developments and impacts from the adoption of best practices in corporate, governmental, and public enterprise are examined.

**600 Application of Sustainability Principles, Theories, and Case Study Practices (3)** Provides opportunity for students to define targets of opportunity and select a case study engagement for the application of the principles of sustainability in social, environmental, and economic contexts. Students are encouraged to shape a game plan for implementation suitable to their current work environment, their community setting, and/or personal enterprise.

## COLLEGE OF APPLIED SCIENCES AND TECHNOLOGY

### Department of Family and Consumer Sciences

#### Revised:

#### Admission requirements

Applicants must meet the admission requirements of, and be cleared by, the Ball State University Graduate School prior to being considered for admission by the Department of Family and Consumer Sciences. In addition to completing the Graduate School ADMIT application, the department requires all applicants to submit a letter of intent, a resume, and, if applying to the interior design or apparel design program, a portfolio of your finest work to the Director of Graduate Studies. All candidates must supply two letters of recommendation, preferably using the Graduate School's online ADMIT system. At least one recommendation should come from a university faculty member (teacher, advisor, coach, etc.). Applicants are required to have an overall undergraduate GPA of 3.0 on a 4.0 scale. For conditional and probationary acceptance requirements, contact the department's Director of Graduate Studies.

#### MASTERS IN FAMILY AND CONSUMER SCIENCES, 33 credits

##### Master of Arts in Family and Consumer Sciences, 33 credits

33 credits from family and consumer sciences major including a minimum of 9 credits to complete the research component:

PREFIX NO SHORT TITLE CREDITS

Research components			
9-12 credits from			
EDPS	641	Intro Statistical Methods	3
FCS	697	Research Methods in FCS	3
RES	697	Research Paper (1-3)	
or			
CRPR	698	Creative Project (3 or 6)	3 or 6

Family and consumer sciences courses or one of the concentrations listed below 15

6-9 credits from			
Electives inside or outside the Department of Family and Consumer Sciences			
			6-9
			<hr/>
			33 crs

<i>Apparel design concentration, 15 credits</i>			
FCFA	500	Advanced Flat Pattern	3
	501	Adv Const for Apparel Design	3
	503	Adv Design by the Draping Meth	3
	505	Adv Comp Apparel Prod Develop	3
FCFA	elective		3
			<hr/>
			15 crs

<i>Fashion merchandising concentration, 15 credits</i>			
FCFA	555	Advanced Fashion Prod Analysis	3
	565	Adv Study of Fash Des and Fore	3
	570	Adv Fash Buying and Merch	3
	575	Adv International Apparel Mkts	3
FCFA	elective		3
			<hr/>
			15 crs

*Interior design concentration, 15 credits*  
Applicants must have an undergraduate degree in interior design or architecture; all other candidates will be required to take on-campus undergraduate courses prior to taking graduate courses. Applicants must submit a digital portfolio of their past projects that contains a minimum of 20 pieces to demonstrate graphic skills and design ability. The master's program can be completed entirely online. Requirements can be found at [www.bsu.edu/distance/interiordesign](http://www.bsu.edu/distance/interiordesign).

FCID	604	Professional Design Practice	3
	606	Visual Culture in Built Enviro	3
	613	Design Analysis	3
	619	Environ Psychology Int Des	3
	620	Inclusive Design	3
			<hr/>
			15 crs

This concentration is offered on-line only.

*Residential property management concentration, 15 credits*  
Foundation courses at the undergraduate level (FCPM 104, 235, 275, 305) are required except when equivalent competency has been documented. Students without a Residential Property Management (RPM) undergraduate degree or with less than six months of industry experience

must use 6 of the elective credits to complete FCPM 669 Graduate Internship in Residential Property Management. Students must meet the following additional requirements:

- Grade of C or better in FCPM 535 and FCPM 669 (if applicable)
- Sit for the Certified Apartment Manager (CAM) exam

FCPM	530	Adv Apt Operations Management	3
	535	Advanced RPM Project	3
	585	Advanced Simulation in RPM	3
	635	Trends and Issues in Prop Mgt	3
3 credits from			
FCFC	680	Family Problems (3)	
FCPM	525	Adv Mgt of Government Housing (3)	
	615	Senior Housing Option (3)	
	696	Property Management Seminar (3)	3
			<hr/>
			15 crs

**Master of Science in Family and Consumer Sciences, 33 credits**

PREFIX	NO	SHORT TITLE	CREDITS
Research component			
12 credits from			
EDPS	641	Intro Statistical Methods	3
FCS	697	Research Methods in FCS	3
THES	698	Thesis (1-6)	6
Family and consumer sciences courses or one of the concentrations listed below			15
6 credits from			
Electives inside or outside the Department of Family and Consumer Sciences			6
			<hr/>
			33 crs

*Apparel design concentration, 15 credits*

FCFA	500	Advanced Flat Pattern	3
	501	Adv Const for Apparel Design	3
	503	Adv Design by the Draping Meth	3
	505	Adv Comp Apparel Prod Develop	3
FCFA elective			3
			<hr/>
			15 crs

*Fashion merchandising concentration, 15 credits*

FCFA	555	Advanced Fashion Prod Analysis	3
	565	Adv Study of Fash Des and Fore	3
	570	Adv Fash Buying and Merch	3
	575	Adv International Apparel Mkts	3
FCFA elective			3
			<hr/>
			15 crs

*Interior design concentration, 15 credits*

Applicants must have an undergraduate degree in interior design or architecture; all other candidates will be

required to take on-campus undergraduate courses prior to taking graduate courses. Applicants must submit a digital portfolio of their past projects that contains a minimum of 20 pieces to demonstrate graphic skills and design ability. The master's program can be completed entirely online. Requirements can be found at [www.bsu.edu/distance/interiordesign](http://www.bsu.edu/distance/interiordesign).

FCID	604	Professional Design Practice	3
	606	Visual Culture in Built Enviro	3
	613	Design Analysis	3
	619	Environ Psychology Int Des	3
	620	Inclusive Design	3
			<hr/>
			15 crs

This concentration is offered on-line only.

*Residential property management concentration, 15 credits*  
Foundation courses at the undergraduate level (FCPM 104, 235, 275, 305) are required except when equivalent competency has been documented. Students without an RPM undergraduate degree or with less than six months of industry experience must use 6 of the elective credits to complete FCPM 669 Graduate Internship in Residential Property Management. Students must meet the following additional requirements:

- Grade of C or better in FCPM 535 and FCPM 669 (if applicable)
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FCPM	530	Adv Apt Operations Management	3
	535	Advanced RPM Project	3
	585	Advanced Simulation in RPM	3
	635	Trends and Issues in Prop Mgt	3

3 credits from

FCFC	680	Family Problems (3)	
FCPM	525	Adv Mgt of Government Housing (3)	
	615	Senior Housing Option (3)	
	696	Property Management Seminar (3)	3
			<hr/>
			15 crs

**FAMILY AND CONSUMER SCIENCES: INTERIOR DESIGN (FCID)**

**Dropped:**

**390 Interior Design Programming (3)**

**506 Design Theory and Criticism (3)**

**513 Design with Digital Media (3)**

**519 Environmental Psychology and Programming (3)**

**520 Inclusive Design (3)**

## New:

**606 Visual Culture in the Built Environment (3)** Provides an integrated survey of global interior environments and architecture, exploring significant design styles and movements from the mid-19th century through the present day. Explores Western and non-Western interior and architecture within the context of the arts, politics, business, technology, economics, the sciences, and social sciences.

**613 Design Analysis (3)** Discusses methods of gathering, organizing, and assessing data needed to design the interior spaces. Developing design concepts, goals, and objectives, gathering information about users of the space, their interests, needs, aspirations, behaviors, interactions, and tasks, and the necessary environmental requirements to support these expectations in the planning and the design process are discussed. Students break up and analyze a whole into its fundamental elements or component parts. Illustrates a structure for the programming process that produces a pragmatic foundation of design information.

## Revised:

**261 Universal Design (3)** Addresses the established principles of universal design by examining the benefits for people with differing abilities. The history of universal design is addressed, which is a design method providing accessibility to all people (diverse cultures, special populations, disabled, aging, and able bodied).

*Prerequisite:* FCID 120.

**362 Interior Construction, Building Systems, and Regulations (3)** Covers information required for interior construction and building systems, environmental systems/controls, and regulations. Detailing of interior components, custom cabinetry, construction of partitions, ceiling, and flooring will be discussed. Further, principles of lighting, acoustic, thermal comfort, indoor air quality, structural systems, distribution systems (power, HVAC, mechanical, data, and plumbing) and regulations (codes, standards, and guidelines) will be covered.

*Prerequisite:* FCID 221 and 224.

**420 (390) Interior Design Programming (3)** Methods for gathering, organizing, and assessing data needed to design the interior of any type of building. Design concepts, goals, needs, facts, client values, staff and employee projections, current and future space requirements, adjacencies, furnishing, furniture and equipment requirements, project cost, schedule, and building codes will be discussed.

*Prerequisite:* FCID 324.

**604 Professional Design Practices (3)** Focuses on the trends and issues embracing the professional, ethical and transnational interior design practices. Students will be introduced to successful models and relevant strategies in design leadership, management, and entrepreneurship.

**619 (519) Environmental Psychology in Interior Design (3)**

Explores how a space and building affect an occupant's behavior, well-being, and health. Discusses psychosocial responses to the built environment, analyzes the interaction between environments and human behavior and well-being, while exploring how individual differences related to age, gender, and cultural background impact that interaction. Provides proactive initiatives designed to minimize stress and maximize user satisfaction, helping designers to create more comfortable spaces that will both satisfy the needs of the intended occupants and expand the scope of design.

**620 (520) Inclusive Design (3)** Focuses on design solutions for all users of the interior space with emphasis on the functional, cultural, and ergonomic needs. Discusses alternative approaches to design process, materials, and user-centric products. Concepts and principles of universal and global design and governmental regulations are covered.

## School of Kinesiology

### Revised:

#### MINOR IN COACHING, 18 credits

##### Admission requirements

- Attain minimum overall GPA of 2.5 at time of application.
- Completion of PEP 231 with a C or better.
- Completion of at least 10 credits of field experience in coaching.
- Completion of Ball State University coaching minor application.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
AT	240	Prevention and Care of Injury	3
PEP	231	Philosophy of Coaching	3
	409	Psychological Social Issues	3
	433	Coaching Internship	3
SPTA	190	Introduction to Sport Admin	3
3 credits from			
AQUA	314	Teach Coach Swim and Diving (3)	
EXSC	302	PA Throughout Lifespan (3)	
	360	Exercise Psychology (3)	
FCFN	340	Prin of Human Nutrition (3)	
PEP	227	Intro Adapted Physical Ed Act (3)	
	291	Motor Development and Learn (3)	
	331	Administration of Coaching (3)	
SPST	200	Approaches to Study Sport (3)	
	450	Sel Tops in Sports Studies (3)	
SPTA	300	Sport Law (3)	3

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18 crs

##### Program requirements

A Minor in Coaching is awarded to students who meet the following requirements. Students must:

- Maintain overall GPA 2.5 and coaching minor GPA of 2.75.
- Complete 18 credits of course work prescribed above.
- Provide proof of current CPR, First Aid, and AED certification. The completion of PEP 250 may satisfy this requirement.
- Obtain a National Federation of State High School Associations (NFHS) or an American Sport Education Program (ASEP) sport certification in one of the following: baseball, basketball, football, golf, lacrosse, soccer, softball, swimming and diving, tennis, track and field, volleyball, or wrestling.

## EXERCISE SCIENCE (EXSC)

### Revised:

**600 Internship in Exercise Science (1-12)** An in-depth practical experience in the application of knowledge and skills related to one of the specialization areas within exercise science.

*Prerequisite:* permission of the program coordinator.  
A total of 12 credits may be earned.

**633 Seminar in Exercise Science (1-18)** In-depth study on advanced or selected topics in the field of kinesiology. Topics chosen based on students' needs and interests in the field of kinesiology.

*Prerequisite:* permission of the program coordinator.  
A total of 18 credits may be earned.

## PHYSICAL EDUCATION: PROFESSIONAL (PEP)

### Dropped:

**120 Physical Education Workshop (1-3)**

**157 Tumbling and Apparatus (1)**

**194 Observational Analysis of Motor Skills (2)**

**218 Developmental Aquatics for Preschoolers (1)**

**242 Teaching Outdoor Education and Lifelong Activities (2)**

**244 Current Issues in Physical Education (3)**

**361 Dance for Children (2)**

**385 Advanced Computer and Technology Applications in Physical Education (3)**

### Revised:

**331 Organization and Planning for Coaching Sports (3)**  
Based on three domains of the National Coaching Standards;

covers procedures involved in the organization, training, and planning of team and individual sports at the scholastic level.

*Prerequisite:* PEP 231.

## Department of Technology

### TECHNOLOGY: COMPUTER TECHNOLOGY (TCMP)

#### Revised:

**210 Fundamentals of Network Design (3)** Data networks are a fundamental aspect of most organizations. In this course, the core concepts, theories, and practices of network design and implementation will be addressed. These will be reinforced through hands-on projects and case study.

*Open only to* sophomores, juniors, and seniors.

**211 System Administration Fundamentals (3)** Introduction to the fundamentals of system administration in a client-server environment. Focus on the management of resources on prevailing network operating systems.

*Prerequisite:* minimum grade of C- in TCMP 111.

**221 Alternative PC Operating Systems (3)** Comparative analysis of current and emerging PC operating systems. In addition to exploring the relative strengths and weaknesses of alternative PC operating systems such as Linux and Macintosh, the installation, maintenance, and troubleshooting of these operating systems will be explored through hands-on labs.

*Prerequisite:* minimum grade of C- in TCMP 111.

**310 Internetwork Design and Administration (3)** Intermediate course in network design and administration. Topics may include layer-2 switching concepts, intermediate IP addressing strategies, and wide area network (WAN) protocols. The application of concept and theory is achieved through labs and case projects.

*Prerequisite:* minimum grade of C- in TCMP 210.

**311 Infrastructure Services (3)** A study of the infrastructure services in a network operating system that are required for basic functionality of a networked environment. Topics may include the design, implementation, security, and troubleshooting of infrastructure services such as DNS, DHCP, NAT, and others.

*Prerequisite:* minimum grade of C- in TCMP 211.

**321 Alternative Server Operating Systems (3)** Comparative analysis of current and emerging server operating systems. In addition to exploring the relative strengths and weaknesses of alternative server operating systems, the installation, maintenance, and troubleshooting of these operating systems will be explored through hands-on labs.

*Prerequisite:* TCMP 211 and 221.

**330 Internetwork Switching, Design, and Administration (3)** A detailed study of switching technology in a networked

environment. Topics may include multilayered switching, multicast, Spanning Tree, trunking, and VLAN.

*Prerequisite:* minimum grade of C- in TCMP 310.

**340 Wireless Network Communications (3)** A study of current and emerging wireless technologies and their integration into the design and implementation of networks. Topics include fundamental wireless communication concepts, wireless local area networks (WLAN), and their impact on organization communications.

*Prerequisite:* minimum grade of C- in TCMP 210.

*Prerequisite or parallel:* TCMP 310.

**371 Voice over Internet Protocol Networking (3)** Focuses on the hardware and infrastructure need for Voice over IP (VoIP) network systems. Extensive use of voice enabled network routers, IP telephones, POE switches, and other supporting network equipment is included. Students will configure both small (local office) and large (multi location) VoIP systems.

*Prerequisite:* minimum grade of C- in TCMP 310.

**380 Electronic Communications Administration (3)** A study of electronic communications methodologies in an enterprise network. Topics may include e-mail and groupware systems administration. Design, selection, installation, and management of these systems will be emphasized.

*Prerequisite:* minimum grade of C- in TCMP 311.

**410 Scalable Internetworking (3)** A study of advanced network design issues for the large to enterprise level network. Topics may include advanced routing (OSPF, IS-IS, BGP) and advanced IP addressing (IPv6).

*Prerequisite:* minimum grade of C- in TCMP 310.

*Open only to juniors or seniors.*

**421 Data Storage and Disaster Recovery (3)** A study of the strategies for data storage and recovery. Topics may include SAN, NAS, and disaster recovery methodologies.

*Prerequisite:* minimum grade of C- in TCMP 311.

**430 Convergent Network Systems (3)** A study of the convergence of services on enterprise networks. With the convergence of voice, video, and data networks, current and emerging concepts, technologies, and practices that facilitate a unified communication network will be emphasized.

*Prerequisite:* minimum grade of C- in TCMP 310 and 311.

**440 Directory Services (3)** A study of directory services and their impact on organizations. Topics will include how directory services can be designed, implemented, secured, and maintained in an enterprise network to achieve a centralized authentication and resource management strategy.

*Prerequisite:* minimum grade of C- in TCMP 311.

**450 Enterprise Infrastructure Design (3)** Students will explore the requirements for establishing an enterprise level information technology infrastructure. Included will be an in-depth study of datacenter design.

*Prerequisite:* minimum grade of C- in both TCMP 310

and 311.

*Open only to juniors or seniors.*

**465 Information Security (3)** Covers three tenets of data communications: confidentiality, integrity, and availability. Students will learn to think critically and comprehensively about data security.

*Prerequisite:* minimum grade of C- in both TCMP 310 and 311.

*Open only to juniors and seniors.*

## **TECHNOLOGY: EDUCATION (TEDU)**

### **Revised:**

**510 Technology: Use and Assessment (3)** Analyzes the use and assessment of technology. Topics include usability engineering, usability testing, user surveying, technology assessment techniques, environmental impact assessment, and forecasting.

**635 Implementing Technology Education (3)** An activity-based experience that emphasizes the implementation of technology education. Focuses on both classroom and laboratory instruction in the many STEM topics.

**690 History and Philosophy of Technology Education (3)** An examination of the historical development and philosophical foundations of technology education. Explores early forms of training in school and industry, up through today's STEM initiatives.

*Not open to students who have credit in TEDU 568.*

**691 Strategies and Materials for Teaching Technology Education (3)** A study of individualized and group teaching and learning strategies and the selection, production, and use of instructional materials to support STEM integration.

**694 Curriculum Development in Technical Education (3)** Experiences to support the informed individual and collaborative development of curriculum for technology and engineering education, career and technical education, and STEM integration.

**698 Seminar in Technical Education (3)** An exploration of current problems, issues in technology and engineering education, career and technical education, and STEM integration.

## **TECHNOLOGY: MANUFACTURING (TMFG)**

### **Dropped:**

**465 Advanced Six Sigma (3)**

## **COLLEGE OF ARCHITECTURE AND PLANNING**



## URBAN DESIGN (UD)

### Correction:

#### 637 Urban Design Topics and Colloquia (1-4)

Revise credit hours from: 1 to: 1-4

Revise statement: A total of 4 credits may be earned.

## MILLER COLLEGE OF BUSINESS

### Department of Economics

#### ECONOMICS (ECON)

##### New:

**330 Sports Economics (3)** Economics affects sports players, teams, leagues, and institutions. Applies economic principles to sports and covers topics such as the organization of sports, the market for franchises, financing sports venues, ticket prices, labor relations, player drafts, athlete compensation, betting markets, cooperative, collusive, and competitive strategic behaviors in sports, and anti-trust issues. Students successfully completing this course will be able to understand and apply economic principles to sports and in their own lives.

*Prerequisite:* ECON 201.

**347 Economics Projects (3)** Immersive economics course where economics students normally partner with students in other disciplines to produce tangible outputs such as films, policy reports, podcasts, websites, articles, public events, and other outputs under the supervision of an economics faculty member. The projects should have a primary economics focus.

*Prerequisite:* ECON 116 or 201 or 247 or permission of the instructor.

**371 Economics Games of Strategy (3)** Explores the strategic interaction of rational decision makers. Students will be introduced to the basic concepts of game theory and explore a variety of applications. Numerous models will be explained and played in the classroom and then evaluated to further understand the nature of strategic human interaction.

Advanced students will be encouraged to develop experimental models and then assisted in setting up the virtual laboratory, running the experiments, and evaluating the results.

*Prerequisite:* ECON 201.

### Department of Finance and Insurance

##### Revised:

**MINOR IN RISK MANAGEMENT AND INSURANCE,  
15 credits**

*Open to all majors, except risk management and insurance.*

PREFIX	NO	SHORT TITLE	CREDITS
RMI	270	Principles of Risk Mgt and Ins	3
	378	Commercial Risk Mgt and Ins	3
	474	Corporate Risk Management	3

3 credits from

BL	260	Principles of Business Law (3)	
FIN	300	Principles of Finance (3)	3

3 credits from

RMI	330	Employee Benefits and Ret Plan (3)	
	369	Risk Mgt and Ins Internship (3)	
	377	Operations of Ins Enterprises (3)	
	473	Insurance Law (3)	3

15 crs

#### FINANCE (FIN)

##### Revised:

**300 Principles of Finance (3)** Students will study the principles of financial management. Decisions to invest (capital budgeting), finance (cost of capital), manage on a daily basis (working capital management), and long-term planning will be the focus. Ethical, global, and technological issues, together with functional integration in business decisions will be discussed where appropriate.

*Prerequisite:* ECON 116 or 201, and ACC 201.

#### RISK MANAGEMENT AND INSURANCE (RMI)

##### Dropped:

**371 Life and Health Insurance (3)**

##### Revised:

**330 Employee Benefits and Retirement Planning (3)** Examines individual and group life, health, and disability insurance, annuities, employee benefit plans, retirement plans, and social insurance programs.

*Prerequisite:* RMI 270.

**377 Operations of Insurance Enterprises (3)** The study of insurance companies, including surplus lines organizations, in areas such as pricing, underwriting, reinsurance, distribution, and loss control.

*Prerequisite:* RMI 270.

**378 Commercial Risk Management and Insurance (3)** A study of appropriate risk control techniques, noninsurance risk transfer techniques, and insurance as tools of risk management

for commercial property, liability, marine, auto, and workers compensation exposures.

*Prerequisite:* RMI 270.

**474 Corporate Risk Management (3)** Examines corporate risk management, the application of the risk management process to organizations, and other topics related to the industry.

*Prerequisite:* RMI 378.

## Department of Information Systems and Operations Management

### INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT (ISOM)

#### Revised:

**475 (TMFG 465) Advanced Six Sigma (3)** Emphasis on advanced Six Sigma topics such as reliability engineering, project management, quality improvement, and leadership. Students are required to use advanced analytical and statistical software to complete course assignments as well as to complete and present a real-world Six Sigma project to a client company.

*Prerequisite:* ISOM 375.

## COLLEGE OF SCIENCES AND HUMANITIES

### Department of Anthropology

#### ANTHROPOLOGY (ANTH)

#### Dropped:

**206 Fundamentals of Biological Anthropology (4)**

**302 Culture of Education (3)**

#### New:

**409 Digital Anthropology (3)** Includes a survey of anthropological theory and methods related to digital anthropology. Students will learn a historical overview of digital anthropology. Focuses on 1) virtual worlds, online games, and social networking sites; 2) ethnographic approaches, including questions of theory and method; and 3) theorizing indexical relationships between the virtual and actual. Students will collectively explore and identify other facets of digital anthropology and of doing ethnographic work digitally.

*Prerequisite:* ANTH 101 or permission of the instructor.

**417 Forensic Anthropology (3)** Includes a survey of the anthropological methods and techniques used to recover and identify human skeletal remains in criminal and disaster investigations. Concepts and methods from other disciplines including anatomy, botany, and entomology are discussed. Topics will include skeletal identification, time since death, causes of death, pathology, and quantitative analysis.

*Prerequisite:* ANTH 105, BIO 100, CHEM 100 or permission of the instructor.

**509 Digital Anthropology (3)** Includes a survey of anthropological theory and methods related to digital anthropology. Students will learn a historical overview of digital anthropology. Focuses on 1) virtual worlds, online games, and social networking sites; 2) ethnographic approaches, including questions of theory and method; and 3) theorizing indexical relationships between the virtual and actual. Students will collectively explore and identify other facets of digital anthropology and of doing ethnographic work digitally.

**517 Forensic Anthropology (3)** Includes a survey of the anthropological methods and techniques used to recover and identify human skeletal remains in criminal and disaster investigations. Concepts and methods from other disciplines including anatomy, botany, and entomology are discussed. Topics will include skeletal identification, time since death, causes of death, pathology, and quantitative analysis.

## Department of Chemistry

### CHEMISTRY (CHEM)

#### Revised:

**420 Chemical Instrumentation 1 (3)** Theoretical principles and applications of selected optical spectroscopic, mass spectroscopic, electrochemical, thermal, and chromatographic methods of chemical analysis with illustrative experiments. Two hours of lecture and one three-hour laboratory period weekly.

*Prerequisite:* CHEM 225 and CHEM 232 or 235 or permission of the department chairperson.

**520 Chemical Instrumentation 1 (3)** Theoretical principles and applications of selected optical spectroscopic, mass spectroscopic, electrochemical, thermal, and chromatographic methods of chemical analysis with illustrative experiments. Two hours of lecture and one three-hour laboratory period weekly.

*Prerequisite:* CHEM 225 and CHEM 232 or 235 or permission of the department chairperson.

*Not open to students who have credit in CHEM 420.*

## Department of Computer Science

### COMPUTER SCIENCE (CS)

## Revised:

**120 Computer Science 1 (4)** Introduction to programming using a high-level language and an established programming paradigm. Emphasis on developing problem-solving skills and programming techniques. Topics include control structures, built-in data structures, simple sorting and searching, procedural abstraction, and paradigm-specific concepts and constructs. Required open-lab and closed-lab assignments to bring theory to practice.

*Prerequisite or parallel:* MATH 111 or 112 or 132 or 136 or 161 or 165 or equivalent (e.g., high enough math placement or completion of high school trigonometry or precalculus.)

**222 Advanced Programming (3)** Project-intensive study of advanced topics and best practices in software development, including advanced language features, modular decomposition, and development tools.

*Prerequisite:* CS 121 with a C- or better and either CS 124 or MATH 215 with a C- or better and ENG 103 or equivalent.

*Prerequisite or parallel:* ENG 104 or 114 or equivalent (e.g., testing or placement).

*Open only to* students in majors, minors, certificate programs, and graduate students of the Department of Computer Science.

**321 Data Analytics (3)** Introduction to data acquisition, transformation, manipulation, and visualization on large-scale structured and unstructured data. Discussion of basic data analytics methods and algorithms. Application of data analytics in business, web, social networks, and science domains.

*Prerequisite:* CS 121.

**345 Human-Computer Interaction (3)** Investigation into the principles and practice of user interface design, evaluation, and implementation. Topics include user-centered design, graphical user interface programming, evaluation methods, and software architectures.

*Prerequisite:* CS 222 with a C- or better grade.

## Department of English

### New:

### Pending ICHE approval

**CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), 15 credits**

#### Admission requirements

Applicants pursuing only a certificate program will be admitted as non-degree students. A student who completes a certificate, however, can apply these credits to a degree-granting program upon receiving departmental approval. An applicant must complete an application from the Department of English and the Graduate School and provide two copies of

official transcripts from the institution granting the baccalaureate degree and each institution attended for undergraduate and graduate work.

#### A. Standards for admission:

- Hold an earned bachelor's degree from a college or university this is accredited by its regional accrediting institution.
- Have an undergraduate cumulative grade-point average (GPA) of at least 3.0 on a 4.0 scale (all undergraduate course work, including work completed prior to the baccalaureate degree, is used to calculate the GPA).

B. A student who is currently enrolled in a graduate program of study leading to a degree, who wishes simultaneously to pursue this graduate certificate, must complete the appropriate application, available from the Department of English.

C. Graduate students enrolled only in certificate programs may not hold graduate assistantships.

D. Students may be enrolled full- or part-time in the certificate program.

E. Completion of a graduate certificate does not guarantee admission into a graduate degree program.

PREFIX	NO	SHORT TITLE	CREDITS
ENG	616	Intro to Theor of Lang Learn	3
	617	Methods of Teaching ELL	3
	618	Materials Dev for Teaching ELL	3
	619	Assessment in TESOL	3
	620	English Linguistics for Educators	3
			15 crs

## Revised:

**MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), 36 credits**

#### Admission requirements

Applicants must meet the admission requirements of the Graduate School, have an undergraduate grade-point average (GPA) of at least 3.0, and have the equivalent of at least two years of college-level study of foreign language (requirement can be met during MA program). To apply, submit a statement of purpose (750-1000 words), a sample of scholarly or critical writing (8-15 pp double-spaced), three letters of recommendation, and Graduate Record Examination (GRE) scores. Non-native speakers of English may submit Test of English as a Foreign Language (TOEFL) scores of at least 79 (or equivalent) in place of GRE scores.

#### Degree requirements

PREFIX	NO	SHORT TITLE	CREDITS
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ENG 520 or the equivalent will be required but will not count towards required credits in the degree.

**Major requirements**

ENG	616	Intro to Theor of Lang Learn	3
	617	Methods for Teaching ELL	3
	618	Materials Dev for Teaching ELL	3
	619	Assessment in TESOL	3
	624	Found of Sec Lang Acquisition	3

**Directed electives**

15 credits from

ENG	605	Teaching in English Studies (3)	
	621	Meaning and Structure in Eng (3)	
	622	History of English Language (3)	
	623	Phonetics and Phonology (3)	
	625	Phonology (3)	
	626	Morphology and Syntax (3)	
	627	Sociolinguistics (3)	
	628	Language and Culture (3)	
	629	Topics in Applied Linguistics (3)	
	630	Contrastive Analysis (3)	
	631	Historical Linguistics (3)	
	632	Discourse Analysis (3)	
	682	Topics in Eng Linguistics (3)	
	684	Topics in Sec Lang Acquisition (3)	
	686	Topics in Linguistics (3)	
	693	Writing in the Profession (3)	15

**Research requirements**

ENG	601	Research in English Studies	3
		and	
RES	697	Research Paper (1-3)	
		or	
CRPR	698	Creative Project (3 or 6)	3

36 crs

Depending on the nature of the student's research, the student may also be advised to take one or more courses in Experimental Design and Statistics in addition to other course work.

**MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) AND LINGUISTICS, 45 credits**

**Admission requirements**

Applicants must meet the admission requirements of the Graduate School, have an undergraduate grade-point average (GPA) of at least 3.0, and have the equivalent of at least two years of college-level study of foreign language (requirement can be met during MA program). To apply, submit a statement of purpose (750-1000 words), a sample of scholarly or critical writing (8-15 pp double-spaced), three letters of recommendation, and Graduate Record Examination (GRE) scores. Non-native speakers of English may submit Test of English as a Foreign Language (TOEFL) scores of at least 79 (or equivalent) in place of GRE scores.

**Degree requirements**

*PREFIX NO SHORT TITLE CREDITS*

ENG 520 or the equivalent will be required but will not count towards required credits in the degree.

**Major requirements**

ENG	616	Intro to Theor of Lang Learn	3
	617	Methods for Teaching ELL	3
	618	Materials Dev for Teaching ELL	3
	619	Assessment in TESOL	3
	621	Meaning and Structure in Eng	3
	623	Phonetics and Phonology	3
	624	Found of Sec Lang Acquisition	3
	625	Phonology	3
	626	Morphology and Syntax	3
	627	Sociolinguistics	3

**Directed electives (at least 9 credits from the following courses):**

ENG	605	Teaching in English Studies (3)	
	622	History of English Language (3)	
	628	Language and Culture (3)	
	629	Topics in Applied Linguistics (3)	
	630	Contrastive Analysis (3)	
	631	Historical Linguistics (3)	
	632	Discourse Analysis (3)	
	682	Topics in Eng Linguistics (3)	
	684	Topics in Sec Lang Acquisition (3)	
	686	Topics in Linguistics (3)	
	693	Writing in the Profession (3)	9

**Research requirements**

ENG	601	Research in English Studies	3
		and	
RES	697	Research Paper (1-3)	
		or	
CRPR	698	Creative Project (3 or 6)	3

45 crs

Depending on the nature of the student's research, the student may also be advised to take one or more courses in Experimental Design and Statistics in addition to other course work.

**ENGLISH (ENG)**

**New:**

**334 English Linguistics for Educators (3)** An introduction for ESL teachers to fundamentals of linguistics, with special attention to the structure and use of English and how its features compare to those of other languages frequently spoken by ESL learners. This includes sound systems, vocabulary, grammar, differences between oral and written language use, and the intersection of language and culture.

**Revised:**

**412 Reading in the Secondary English Classroom (3)** An overview of the process of reading with practical suggestions

for developing analytic skills for reading and interpreting written texts, including literary and popular materials used in the English classroom.

*Prerequisite:* ENG 150 or 230.

**436 Theory and Research in Teaching English to Speakers of Other Languages (3)** Psychological and linguistic bases of language learning and recent theories concerning the application of linguistic science to methodology and materials in second-language teaching.

*Prerequisite:* permission of the department chairperson.

*Prerequisite or parallel:* ENG 320 or 334.

**437 Methods and Materials in Teaching English to Speakers of Other Languages (3)** Study and practice of a variety of methods in teaching English as a second or foreign language. Discussion of pedagogical issues in language teaching.

*Prerequisite:* permission of the department chairperson.

*Prerequisite or parallel:* ENG 320 or 334.

**438 TESOL Curriculum Development and Assessment (3)** Focuses on curriculum development and assessment and the use of materials to meet the specific needs of English language learners at various levels of proficiency.

*Prerequisite:* permission of the department chairperson.

*Prerequisite or parallel:* ENG 320 or 334.

**616 Introduction to Theories of Language Learning (3)** Psychological, sociocultural, and linguistic basis of language learning; research and theoretical perspectives related to second language teaching.

*Prerequisite:* permission of the department chairperson.

*Prerequisite or parallel:* ENG 520 or 620.

**617 Methods for Teaching English Language Learners (3)** Study and practice of a variety of methods in teaching English language learners in second or foreign language settings.

*Prerequisite:* permission of the department chairperson.

*Prerequisite or parallel:* ENG 520 or 620.

**618 Materials Development for Teaching English Language Learners (3)** Focus on the use and design of materials to meet the specific needs of language learners at various levels of proficiency in second and foreign language settings.

*Prerequisite:* ENG 616 or 617; permission of the department chairperson.

**619 Assessment in Teaching English to Speakers of Other Languages (3)** Explores different methods of assessing language performance in TESOL. Assessment of different language skills (i.e., listening, speaking, writing, reading, grammar) will be considered. Both quantitative and qualitative, formal and informal, measures will be covered.

*Prerequisite:* ENG 616 or 617; permission of the department chairperson.

**620 English Linguistics for Educators (3)** An introduction for ESL teachers to fundamentals of linguistics, with special attention to the structure and use of English and how its

features compare to those of other languages frequently spoken by ESL learners. This includes sound systems, vocabulary, grammar, differences between oral and written language use, and the intersection of language and culture.

*Not open to students who have credit in ENG 334.*

## Department of Geological Sciences

### GEOLOGY (GEOL)

#### Revised:

**480 Special Studies and Field Problems (1-3)** Selected detailed geologic problems studied under the guidance of a qualified instructor. Designed to provide specialized knowledge beyond the standard curriculum.

*Prerequisite:* permission of the department chairperson.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**580 Special Studies and Field Problems (1-3)** Selected detailed geologic problems studied under the guidance of a qualified instructor. Designed to provide specialized knowledge beyond the standard curriculum.

*Prerequisite:* permission of the department chairperson.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**680 Geoscience Research (1-3)** Participation in an active geoscience research project. Work may be in the laboratory or the field under the direction of a research mentor.

*Prerequisite:* permission of the department chairperson.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**780 Geoscience Research Development (1-6)** Developing and conducting original geoscience research under the guidance of a research mentor.

*Prerequisite:* permission of the department chairperson.

A total of 40 credits may be earned, but no more than 6 in any one semester or term.

## Department of History

### HISTORY (HIST)

#### Dropped:

**325 Modern Latin America (3)**

**403 The Rise of Nationalism in the United States, 1789-1824 (3)**

**433 American Life and Thought, 1607-1865 (3)**

**434 American Life and Thought, 1865 to the Present (3)**

**435 American History through Film (3)**

**453 Modern Western Culture (3)**

**458 Strategy and Diplomacy of the European Great Powers Since 1860 (3)**

**459 The Jews in Europe and the Middle East, 1098 to the Present (3)**

**468 Magic, Witchcraft, and Science in the Early Modern World (3)**

**472 France--The Classical Age, 1461-1715 (3)**

**473 French Revolutionary and Napoleonic Era, 1715-1815 (3)**

**477 Topics in English Constitutional History (3)**

**489 History of Southeast Asia (3)**

**494 Selected Topics in Non-Western History (3)**

**503 The Rise of Nationalism in the United States, 1789-1824 (3)**

**510 Introduction to the History of Business in the United States (3)**

**529 Colloquium in Latin American History (3)**

**533 American Life and Thought, 1607-1865 (3)**

**534 American Life and Thought, 1865 to the Present (3)**

**535 American History through Film (3)**

**553 Modern Western Culture (3)**

**558 Strategy and Diplomacy of the European Great Powers Since 1860 (3)**

**559 The Jews in Europe and the Middle East, 1098 to the Present (3)**

**572 France—The Classical Age, 1461-1715 (3)**

**573 French Revolutionary and Napoleonic Eras, 1715-1815 (3)**

**577 Topics in English Constitutional History (3)**

**588 History of South Asia (3)**

**589 History of Southeast Asia (3)**

**592 History of China to 1600 (3)**

**New:**

**200 Introduction to History and Historical Methods (3)**

Introduction to the different fields of history, significant concepts in historical analysis, research methods and sources, and trends in historical interpretation. Students must register for HIST 200 before completing 15 credit hours in the major.

*Open only to history (concentrations 1 and 2) and social studies teaching majors.*

**303 Oral History Workshop (3)** Teaches oral history research methods, focusing on procedures for conducting long-form interviews with eye-witnesses to or contemporaries of past events, preparing verbatim transcripts of these formal conversations, and preserving the audiovisual recordings.

**423 Topics in Religious History (3)** Examines selected topics in religious history, with an emphasis on comparative and thematic approaches to the historical study of religion.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**424 Topics in Race, Ethnicity, and Immigration (3)** Examines the history of immigration, the experiences of minority groups, and changing conceptions of race and ethnicity. Different sections of the class may examine different countries, groups, regions, and/or the interplay among them.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**425 Topics in the History of the American West (3)** Examines in depth a particular aspect of the history of the American West, such as the region's Native peoples, frontier colonial experiences, exploration and expansion, environmental history, global connections, comparative frontiers, religious history, legacy of violence, the development of the mythic West, and public memory and commemoration in the West.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**426 Topics in African History (3)** Survey and investigation of a particular topic or problem in African history with emphasis on issues, specialties, and materials not covered in other courses.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**427 Topics in Asian History (3)** Survey and investigation of a particular topic, problem, or issue in Asian history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**447 Public History Practicum (3)** Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identification, description, and evaluation of multiple points of view as explored by museums.

**522 Topics in the History of Popular Culture (3)** Examines topics related to the growth and historical importance of popular culture, and the influence of popular culture on the

study of history. As a topical course, it may cover any society, geographical area, or chronological period. Instructors will define their topics and the elements of popular culture to be studied in their individual syllabi.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to graduate students.*

**523 Topics in Religious History (3)** Examines selected topics in religious history, with an emphasis on comparative and thematic approaches to the historical study of religion.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to graduate students.*

**524 Topics in Race, Ethnicity, and Immigration (3)**

Examines the history of immigration, the experiences of minority groups, and changing conceptions of race and ethnicity. Different sections of the class may examine different countries, groups, regions, and/or the interplay among them.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to graduate students.*

**525 Topics in the History of the American West (3)**

Examines in depth a particular aspect of the history of the American West, such as the region's Native peoples, frontier colonial experiences, exploration and expansion, environmental history, global connections, comparative frontiers, religious history, legacy of violence, the development of the mythic West, and public memory and commemoration in the West.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to graduate students.*

**526 Topics in African History (3)** Survey and investigation of a particular topic or problem in African history with emphasis on issues, specialties, and materials not covered in other courses.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to graduate students.*

**527 Topics in Asian History (3)** Survey and investigation of a particular topic, problem, or issue in Asian history, with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to graduate students.*

**597 Selected Topics in European History (3-6)** Survey and investigation of a particular topic, problem, or issue in European history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 credits may be earned.

*Open only to graduate students.*

**599 Selected Topics in American History (3-6)** Survey and investigation of a particular topic, problem, or issue in American history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 credits may be earned.

*Open only to graduate students.*

**Revised:**

**210 Introduction to Black History (3)** Explores the history of black people in the United States from the slave trade to the present, with particular emphases on the ways that black Americans' aspirations for freedom and equality have been articulated, realized, and challenged.

**235 (435) Historical Topics in Film (3)** Examines depictions of the past in film and the influence of historical perspectives and evidence on filmmakers and audiences.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**324 Topics in Latin American History (3)** Examines in depth a particular aspect of the interaction of Amerindian, African, and Iberian cultures with their natural environment, and with each other, in the Western Hemisphere.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**400 Colonial America, 1492-1763 (3)** Explores the history of colonization in North America from the late fifteenth through the mid-eighteenth centuries, focusing on the seventeenth- and eighteenth-century English/British colonial experience.

**401 Revolutionary America, 1763-1800 (3)** Explores the history of the American Revolutionary era and the creation and development of the early United States, from 1763-1800.

**405 Pre-Civil War America, 1800-1848 (3)** Examines key social, cultural, economic, and political developments that shaped U.S. history between 1800 and 1848.

**409 An Age of Reform: The United States in the Gilded Age and Progressive Era (3)** Examines key developments in U.S. history during the Gilded Age and Progressive Era (circa 1877-1919), with special attention to reform efforts.

**411 The American People in Prosperity, Depression, and War (3)** Explores the history of the United States and its people from the closing days of World War I through the culmination of World War II. Particular attention is paid to the era's profound shifts in the political, economic, and cultural lives of Americans, and to the nation's changing relationships with its citizens and the world.

**413 Post-World War II America (3)** Explores the history of the United States and its people since the end of the Second World War. Particular attention is paid to the various (and sometimes competing) visions of rights and freedoms that diverse sets of Americans expressed, internal changes to the

country's politics, cultures, and economy, and external challenges in the ways the nation engaged with the wider world.

**416 Pre-Civil War South, 1776-1861 (3)** Examines key social, cultural, economic, and political developments that shaped the American South prior to 1865, with an emphasis on 1815-1861.

**422 Topics in the History of Popular Culture (3)** Examines topics related to the growth and historical importance of popular culture, and the influence of popular culture on the study of history. As a topical course, it may cover any society, geographical area, or chronological period. Instructors will define their topics and the elements of popular culture to be studied in their individual syllabi.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

**456 Europe Since 1945 (3)** An examination of the major political, diplomatic, military, economic, and social developments that have shaped European history since the end of World War II.

**476 Britain, 1760 to the Present (3)** Examines key social, cultural, economic, and political developments in British history from 1760 to the present.

**493 History of Pre-modern East Asia (3)** Examines pre-modern East Asian politics, cultures, and social issues from earliest times to approximately 1800 through inter-regional and comparative frameworks.

**497 Selected Topics in European History (3-6)** Survey and investigation of a particular topic, problem, or issue in European history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 credits may be earned.

**499 Selected Topics in American History (3-6)** Survey and investigation of a particular topic, problem, or issue in American history with emphasis on topics, specialties, and materials not covered in other courses. Exact content will be announced before each offering.

A total of 6 credits may be earned.

**500 Colonial America, 1492-1763 (3)** Explores the history of colonization in North America from the late fifteenth through the mid-eighteenth centuries, focusing on the seventeenth- and eighteenth-century English/British colonial experience.

*Not open to students who have credit in HIST 400.*

*Open only to graduate students.*

**501 Revolutionary America, 1763-1800 (3)** Explores the history of the American Revolutionary era and the creation and development of the early United States, from 1763-1800.

*Not open to students who have credit in HIST 401.*

*Open only to graduate students.*

**505 Pre-Civil War America, 1800-1848 (3)** Examines key

social, cultural, economic, and political developments that shaped U.S. history between 1800 and 1848.

*Not open to students who have credit in HIST 405.*

*Open only to graduate students.*

**507 American Civil War and Reconstruction, 1848-1877 (3)** Survey, analysis, and discussion of events, leaders, and movements, with special emphasis on causes, interpretation, and historiography of the period of national crisis and war followed by national reconstruction.

*Not open to students who have credit in HIST 407.*

*Open only to graduate students.*

**509 An Age of Reform: The United States in the Gilded Age and Progressive Era (3)** Examines key developments in U.S. history during the Gilded Age and Progressive Era (circa 1877-1919), with special attention to reform efforts.

*Not open to students who have credit in HIST 409.*

*Open only to graduate students.*

**511 The American People in Prosperity, Depression, and War (3)** Explores the history of the United States and its people from the closing days of World War I through the culmination of World War II. Particular attention is paid to the era's profound shifts in the political, economic, and cultural lives of Americans, and to the nation's changing relationships with its citizens and the world.

*Not open to students who have credit in HIST 411.*

*Open only to graduate students.*

**513 Post-World War II America (3)** Explores the history of the United States and its people since the end of the Second World War. Particular attention is paid to the various (and sometimes competing) visions of rights and freedoms that diverse sets of Americans expressed, internal changes to the country's politics, cultures, and economy, and external challenges in the ways the nation engaged with the wider world.

*Not open to students who have credit in HIST 413.*

*Open only to graduate students.*

**516 Pre-Civil War South, 1776-1861 (3)** Examines key social, cultural, economic, and political developments that shaped the American South prior to 1865, with an emphasis on 1815-1861.

*Not open to students who have credit in HIST 416.*

*Open only to graduate students.*

**556 Europe Since 1945 (3)** An examination of the major political, diplomatic, military, economic, and social developments that have shaped European history since the end of World War II.

*Not open to students who have credit in HIST 456.*

*Open only to graduate students.*

**571 France Since 1789 (3)** An examination of the major political, diplomatic, military, economic, and social developments that have shaped French history since the French Revolution of 1789.

*Not open to students who have credit in HIST 471.*

*Open only to graduate students.*



**576 Britain, 1760 to the Present (3)** Examines key social, cultural, economic, and political developments in British history from 1760 to the present.

*Not open to students who have credit in HIST 476.*

*Open only to graduate students.*

**593 History of Pre-modern East Asia (3)** Examines pre-modern East Asian politics, cultures, and social issues from earliest times to approximately 1800 through inter-regional and comparative frameworks.

*Not open to students who have credit in HIST 493.*

*Open only to graduate students.*

## **SOCIAL STUDIES (SS)**

### **Revised:**

**350 Teaching History/Social Studies in Junior High/Middle School (3)** Emphasizes disciplinary literacy, civic education, and methods of planning, instruction, and assessment in junior high/middle school history/social studies classrooms.

*Prerequisite:* junior status and completion of HIST 200 with a C or better, admission to the teaching curriculum.

*Open only to social studies teaching majors.*

## **Department of Mathematical Sciences**

### **MATHEMATICAL SCIENCES (MATH)**

#### **Dropped:**

**625 Probability Theory and Applications (3)**

#### **New:**

**523 Environmental Statistics (3)** Aims to provide an introduction to the types of statistical analyses used in environmental studies. Topics include collecting environmental data with special emphasis on inaccessible and sensitive data, population size estimation, sampling in the wild such as quadrat, recapture, transect and adaptive sampling, composite sampling, ranked set sampling, examining environmental effects by regression-type models, statistical verifiability of environmental standards and regulations, time series, longitudinal, spatial, and temporal methods for the environmental processes.

*Prerequisite:* MATH 320 or permission of the department chairperson.

**624 Introduction to Statistical Learning (3)** Supervised learning: classification, linear discriminant analysis, quadratic discriminant analysis, multiple discriminant analysis, model selection regularization, bootstrap methods. Unsupervised learning: principal component analysis, canonical correlation, clustering Methods.

*Prerequisite:* MATH 620 or permission of the department chairperson.

### **Revised:**

**162 Applied Calculus 2 (3)** Derivatives and integrals of transcendental functions with additional applications, techniques of integration, improper integrals, calculus in higher dimensions and series. Core Transfer Library: Mathematics (IMA 1605)

*Prerequisite:* C- or better in MATH 165, or C- or better in MATH 161, or permission of the department chairperson.

*Not open to students who have credit in MATH 166.*

**250 Pre-College Mathematics from an Advanced Viewpoint (3)** In-depth treatment of concepts underlying common topics in the middle and high school mathematics curriculum. Topics include number systems, polynomial and transcendental functions, analytic geometry, theory of equations, and measurement.

*Prerequisite:* C- or better in MATH 166 and 215; and a C or better in MATH 150.

*Open only to mathematics teaching majors.*

**511 Abstract Algebra 1 (3)** The theory of groups, including subgroups, cyclic groups, normal subgroups, cosets, Lagrange's Theorem, quotient structures, homomorphism, automorphisms, group actions, Sylow's Theorems, structure of finite abelian groups, generators, and relations.

*Prerequisite recommended:* MATH 311.

*Not open to students who have credit in MATH 411.*

**620 Probability and Random Variables (4)** Probability set functions, random variables, density and distribution functions, mathematical expectations, marginal and conditional distributions, sampling distributions, and limiting distributions. The mathematical rigor requires a strong background in calculus.

*Prerequisite recommended:* MATH 166 and 215.

**621 Theory of Statistics (4)** Topics from sampling and statistics, estimation theory and tests of hypothesis. Special emphasis on order statistics, quantiles and their applications, classical and Bayesian estimation, sufficiency, completeness, uniqueness, likelihood-based approaches, hypothesis testing based on Neyman-Pearson approach, goodness-of-fit, nonparametric tests, correlation and regression, bootstrapping.

*Prerequisite:* MATH 620 or permission of the department chairperson.

**626 Stochastic Processes (3)** Stochastic processes, discrete and continuous time Markov processes, queuing theory, renewal theory.

*Prerequisite:* MATH 620 or permission of the department chairperson.

**627 Generalized Linear Models with Applications (3)** Methods needed to analyze non-normal data. Topics include exponential family of distributions, an overview of generalized linear models. Models for continuous, discrete, and count data.

*Prerequisite:* MATH 621 or permission of the department chairperson.

**628 Computational Methods in Statistics (3)** Random variable generation, Monte Carlo methods and numerical integration, Bayesian inference and Markov chain Monte Carlo, Metropolis-Hastings and Gibbs Sampling, basics of numerical optimization such as Newton's method, constrained optimization, Expectation-Maximization algorithms.

*Prerequisite:* MATH 620 or permission of the department chairperson.

## Department of Physiology and Health Science

### Dropped:

**ASSOCIATE IN SCIENCE—RADIATION THERAPY (AS), 64 credits**

**ALLIED HEALTH SCIENCE (AHSC)**

### Dropped:

**200 Introduction to Patient Care (2)**

**278 Introduction to Radiological Physics (2)**

**279 Radiation Biology and Protection for the Radiation Therapist (2)**

**280 Orientation to Radiation Therapy (2)**

**281 Clinic 1 Radiation Therapy (2)**

**282 Radiation Oncology Physics (3)**

**283 Oncologic Pathology 1 (3)**

**284 Clinic 2 Radiation Therapy (3)**

**285 Technical Radiation Oncology 1 (3)**

**286 Oncologic Pathology 2 (3)**

**287 Technical Radiation Oncology 2 (3)**

**288 Treatment Planning and Dosimetry (3)**

**289 Clinic 3 Radiation Therapy (3)**

**290 Clinic 4 Radiation Therapy (2)**

## Department of Political Science

**POLITICAL SCIENCE (POLS)**

### New:

**250 Access to Justice in the Legal System (3)** Addresses issues of access to justice in the United States civil and criminal court systems. Students will explore access to justice theories, analytical frameworks for addressing access to justice problems, and potential solutions to those problems. Topics for discussion include justice as it relates to poverty, race, class, and gender. Requires students to complete a number of service learning hours with community partners.

*Open only to legal studies majors.*

**480 Access to Justice Clinic (3)** For legal studies majors, the ATJ Clinic allows students to work with community partners in order to provide legal services to underserved populations. Students will work directly with attorneys and clients to address the legal needs of the client. Student activities may include interviewing clients and witnesses, researching, and drafting court documents, conducting investigations, attending judicial hearings, and testifying in court.

*Prerequisite:* POLS 141 and 242 and 243 and 250.

A total of 6 credits may be earned, but no more than 3 in any one semester or term.

*Open only to legal studies majors.*

### Revised:

**626 Research Seminar (3)** Advanced techniques and applications of political and governmental research. According to need, the seminar will focus on one of the following: traditional political research, behavioral political research, and applied research in policy and administration.

*Prerequisite:* POLS 625 or permission of the department chairperson.

*Open only to graduate students.*

## Department of Psychological Science

**PSYCHOLOGICAL SCIENCE (PSYS)**

### Dropped:

**277 Psychology of Sexual Behavior (3)**

**644 Advanced Psychological Assessment (3)**

**653 Advanced Topics in Psychotherapy (3)**

### New:

**681 Applied Methods in Advanced Psychological Research (4)** Regular meetings devoted to presentation, discussion, and writing associated with completing an independently designed and executed research study. This includes active participation in original research completed under the supervision of the instructor.

*Prerequisite:* PSYS 680.

*Open only to MA students in psychological science.*

**690 Professional Development Colloquium (1)** This weekly colloquium will be devoted to building marketable and specific skills for students preparing to matriculate into the workforce or a doctoral program. Activities will include thesis and research hypothesis development, resume-building, sponsored projects education, and faculty and student research presentations.

A total of 4 credits may be earned, but no more than 1 in any one semester or term.

*Open only to MA students in psychological science.*

**Revised:**

**377 (277) Psychology of Sexual Behavior (3)** An examination of the determinants of human sexual behavior, focusing on the development of sexual identity and attitudes. Uses a variety of psychological theoretical perspectives including sociobiological, learning, psychodynamic, and biological to build an understanding of this most complex behavior. Core Transfer Library: Behavioral Sciences/Humanities (ISH 1022)

*Prerequisite:* PSYS 100.

**640 Foundations in Psychological Assessment (3)** Provides an overview of basic issues in psychological assessment. Designed to familiarize the students with fundamental concepts and principles in testing and assessment and to identify the primary constructs assessed by clinical psychologists. Students will also learn about ethical and professional issues in psychological assessment. Intended to provide an empirically informed foundation for advanced assessment courses that focus on the development, utility, administration, scoring, and interpretation of specific assessment instruments.

*Prerequisite:* PSYS 632.

**652 Psychotherapy (3)** Several theoretical orientations, skills, and techniques will be explained and practiced using a common factors approach to therapy. Research on ethics, therapist and client issues, and the therapeutic process, as well as current issues in psychotherapy will be discussed. Classes will be a combination of lecture and discussion, prepared readings and exams, and role plays.

*Prerequisite:* permission of the department chairperson.

**668 Physiological Psychology (3)** Introduction to the physiological basis of behavior, involving the nervous system, its structure, biochemistry, and function. Emphasis on basic neuroscience and research methods. Includes a survey of the role of neurophysiology and neuroanatomy in functions of consciousness and mental disorders.

**685 Applied/Research Internship (3-6)** Supervised applied experiences in the field of clinical psychology in one or more appropriate settings related to their therapeutic and/or research interests. Students must have earned 20 hours of graduate credit in psychological science, at least half of which should be from the clinical sequence.

*Prerequisite:* permission of the department chairperson.

A total of 6 credits may be earned.

*Open only to students in the clinical psychology MA program.*

**Department of Sociology**

**SOCIOLOGY (SOC)**

**New:**

**200 Sociological Thinking (1)** Designed to provide students with a deeper understanding of how sociologists approach the world including how they think, ask questions, and ultimately take action. Focuses on promoting sociological thinking, demonstrating the discipline's relevance for social and community issues, and illustrating potential career opportunities within the field.

*Prerequisite:* SOC 100 or permission of the instructor.

**Revised:**

**470 Population Dynamics and Demographic Methods (3)** Investigation of historical and contemporary demographic patterns and their implications for the future. Use of demographic methods to analyze composition, distribution, and growth of human populations.

*Prerequisite:* SOC 100 and 6 SOC credits, or permission of the instructor.

**570 Population Dynamics and Demographic Methods (3)** Investigation of historical and contemporary demographic patterns and their implications for the future. GIS and advanced method strategies will be used to analyze composition, distribution, and growth of human populations.

*Not open to students who have credit in SOC 470.*

**600 Research Methods: Qualitative and Quantitative (3)** Examines both qualitative and quantitative methods commonly used in sociological research. Explores ethics in research, research evaluation, and project design.

**TEACHERS COLLEGE**

**Office of Teacher Education Services**

**Revised:**

**ADD-ON ENGLISH AS A NEW LANGUAGE LICENSE, 15 credits**

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
ENG	616	Intro to Theor of Lang Learn	3
	617	Methods for Teaching ELL	3
	619	Assessment in TESOL	3
	620	Eng Linguistics for Educators	3
	633	Practicum in TESOL	3

This program is offered on-line only.

**BUILDING LEVEL ADMINISTRATOR (K-12)**

**The following items, along with the required course work, must be completed prior to applying for this license:**

- Candidates who apply for this license-only program will already have earned a master’s degree in a related, department-approved educational field. Students who wish to complete this license-only program must meet all admission criteria for a master’s degree and be accepted through the Department of Educational Leadership and the Graduate School.
- Successful completion of the courses below will not result in a second master’s degree, but will lead towards a building-level license for the candidate. If the student decides to pursue a second master’s degree in educational administration and supervision, the candidate will need to be accepted into the master’s degree program and complete the additional required course work. At least 18 credits of the license-only program must be earned through Ball State University.
- Two years of teaching experience in an accredited school or schools in the grade coverage and areas as listed on the student’s standard or proficient grade teaching license. This must be verified in the form of a letter by the student’s employing school system and submitted to the educational license office prior to or at the time of application for this license.
- School Leaders Licensure Assessment test completed with a satisfactory score.

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
Required courses			
EDAD	600	Intro to Ed Leadership	3
	630	Human Resource Development	3
	635	Educational Decision Making	3
	684	Educational Finance and Ethics	3
	686	School Law	3
	689	The School Principal	3
	694	Principal Internship (3)	6
			24 crs

**Department of Counseling Psychology and Guidance Services**

**Dropped:**

**Dropping concentration only:**

**MASTER OF ARTS IN COUNSELING, 48-60 credits**  
*Mental Health Counseling Concentration*

**Department of Educational Psychology**

**EDUCATIONAL PSYCHOLOGY (EDPS)**

**Dropped:**

**530 Mental Health (3)**

**New:**

**735 Item Response Theory (3)** Item Response Theory (IRT) involves the study of statistical methods for analyzing and interpreting responses to items on cognitive and affective scales. Focuses on statistical models for such responses, with special emphasis on assessment of model fit, assumption violations, and reporting of results. Extensions of standard IRT models are also discussed, including multidimensional IRT, differential item functioning assessment, methods for scaling and equating, and models for unfolding type data. Students will learn both the theory underlying IRT, and how to use these models in practice with computer software.  
*Prerequisite:* EDPS 641 or 642.

**Revised:**

**250 Human Growth and Development (3)** Introduction to human development from birth through adolescence. Covers biological, cognitive, social, and emotional development as they relate to family, school, community, and broader social contexts.  
*Not open to* students who have credit in EDPS 260.  
*Open only to* students in all-grade education programs.

**251 Human Growth and Development for Secondary Education (3)** Introduction to human development emphasizing the preadolescent and adolescent periods. Covers biological, cognitive, social, and emotional development as they relate to educational practice in middle school and high school settings.  
*Open only to* students in secondary education programs.

**254 Psychology of Early Childhood (3)** Study of the development of young children from birth to age eight. Emphasizes physical, cognitive, social, and emotional development, particularly as it relates to child care and early childhood education settings.

**260 Human Growth and Development for Elementary Education (3)** Introduction to human development emphasizing the preschool and middle childhood periods. Covers biological, cognitive, social, and emotional development as they relate to educational practice in the preschool and elementary school settings.  
*Not open to* students who have credit in EDPS 250.  
*Open only to* elementary and early childhood education majors.

**270 Human Development Across the Lifespan (3)** Introduction to human development from conception to death. Covers biological, cognitive, social, and emotional development as they apply to family, school, community, and

broader social contexts.

**370 Immersive Learning with Children, Families, and Adults (3)** This immersive course will focus on students working with children, youth, and families and/or developing programs, materials, or services to promote healthy development.

*Prerequisite:* EDPS 350 or 351 or 355 or permission of the instructor.

**390 Educational Psychology (3)** Study of the psychological principles underlying the processes of teaching and learning. Primary focus is provided on the domains of research-based pedagogical strategies, best practices in assessment, and identifying influences on student learning, behavior, and motivation. Content will cover the theoretical bases of these concepts as well as promoting the applied implementation of best practices in educational settings.

*Prerequisite:* EDPS 250 or 251, or permission of the chairperson.

*Not open to students who have credit in EDPS 393.*

**393 Educational Psychology for Elementary Education (3)** Study of the psychological principles underlying the processes of teaching and learning. Primary focus is provided on the domains of research-based pedagogical strategies, best practices in assessment, and identifying influences on student learning, behavior, and motivation. Content will cover the theoretical bases of these concepts as well as promoting the applied implementation of best practices in early childhood and elementary school settings.

*Prerequisite:* EDPS 260.

*Not open to students who have credit in EDPS 390.*

**411 Development of Creative Thinking (3)** Examines theories and strategies for developing creative thinking among self and others. Analyzes factors that facilitate creativity, such as personality characteristics, process strategies, and environmental conditions.

**420 Introduction to the Gifted and Talented Student (3)** Examines psychological characteristics and educational needs of gifted and talented children. Topics include definitions, identification options, and programming components. Provides an overview of current and past practices in the field.

**421 Identification and Evaluation of Gifted and Talented Students (3)** Explores past and current practices for identification of gifted students. Examines the measurement and assessment issues inherent in recognizing and facilitating growth among gifted students. Illuminates best practices to evaluate the efficacy of gifted programs.

*Prerequisite:* EDPS 420.

**425 Models and Strategies for Gifted Learners (3)** Examines theoretical models and strategies that serve as a foundation for curriculum and pedagogy for gifted students. Topics include facilitating creative and critical thinking, developing differentiated learning experiences, and designing defensible assessments.

*Prerequisite:* EDPS 420.

**496 Practicum in Gifted Education (3)** Application of knowledge of high ability education in practical settings, including but not limited to: supervised teaching experiences with high ability students, research projects examining high ability education, or gifted program evaluations.

*Prerequisite:* EDPS 420.

*Open only to students in a gifted and talented program or with permission of the instructor.*

**499 Independent Study: Educational Psychology (1-12)** Individually planned experiences, extensive independent research in educational psychology.

*Prerequisite:* permission of the department chairperson.

A total of 12 credits may be earned, but no more than 6 in any one semester or term.

**600 Advanced Educational Psychology (3)** Advanced survey of the psychological principles underlying the processes of teaching and learning. Theories, research, and applications are explored with an emphasis on the implications for effective learning approaches, instruction, assessment, and policy.

**603 Psychology of Human Development (3)** Advanced lifespan human development. Covers biological, cognitive, social, and emotional development from conception to death, emphasizing theories, research, and applications to educational and psychological practice.

**627 Child Development (3)** Advanced child development. Covers the biological, cognitive, social, and emotional developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.

**741 Applied Regression Analysis (3)** A presentation of the rationale of linear regression, its application to the analysis of educational and psychological data, and its relationship to other statistical techniques such as the analysis of variance, discriminant analysis, and factor analysis.

*Prerequisite:* EDPS 641 or 642; or permission of the instructor.

**742 Multivariate Statistical Techniques (3)** A survey of multivariate statistical techniques including, but not limited to, discriminant function analysis, the multivariate analysis of variance, cluster analysis, latent class and mixture modeling, and canonical correlation. Includes practical applications of statistical analyses of educational and psychological data, using software.

*Prerequisite:* EDPS 641 or 642.

*Prerequisite recommended:* EDPS 741.

**743 Factor Analysis (3)** Introductory and advanced treatment of exploratory and confirmatory factor analysis. Includes application of factor analytic models using software.

*Prerequisite:* EDPS 641 or 642.

*Prerequisite recommended:* EDPS 741.

**746 Theory of Measurement (3)** Study of major principles underlying psychometric theory including true score models, reliability, validity, scaling and equating, introductory item

response theory analysis, and instrument construction.

*Prerequisite:* EDPS 641 or 642.

### **752 Practicum in Neuropsychological Assessment (3-6)**

Supervised practice in administering and interpreting a variety of neuropsychological test batteries for children and adults including the preparation of neuropsychological reports.

*Prerequisite:* EDPS 652 and permission of the instructor.

A total of 12 credits may be earned, but no more than 6 in any one semester or term.

**768 Theories of Cognitive Development (3)** A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and socio-cultural perspectives. Emphasizes both historical writings and current research literature in cognitive development and their application in educational and psychological settings.

*Prerequisite:* EDPS 603 or 627 or 628.

**775 Evidence-Based Interventions in Psychology (3)** Study of empirically supported prevention and intervention strategies. Emphasizes prevention of social, emotional, and behavioral difficulties and the selection and implementation of effective short-term treatments.

*Prerequisite:* EDPS 651 and 750; or permission of the instructor.

## **Department of Special Education**

### **SPECIAL EDUCATION (SPCE)**

#### **New:**

**200 Exceptional Children and Adults (3)** Specifically for non-special education majors and offers an introduction to the foundation, terminology, identification, and issues commonly encountered when addressing the needs of diverse individuals with exceptional needs. Examines federal and state legal mandates for the provisions of special education and interventions including nondiscriminatory assessments, parental involvement, and individualized educational plans with an emphasis on diversity issues. Addresses the collaborative roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society.

*Not open to* students who have credit in SPCE 201.

### **316 Single Subject Research Design and Applications (3)**

Designed to develop the knowledge and skills needed to develop, implement, and evaluate behavioral interventions using single-subject design in practice and research.

*Prerequisite:* grade of C or better in SPCE 307 and 310.

**483 Seminar in Autism Spectrum Disorders (3)** Focus is on gaining an in-depth understanding of research related to the treatment, assessment, and diagnosis of Autism Spectrum Disorders. Emphasis is placed on interdisciplinary collaboration and ethical practice.

*Prerequisite:* grade of C or better in SPCE 320.

**601 Introduction to Disability Services in the Post-Secondary Setting (3)** Offers an in-depth view of various processes to create or expand high quality, inclusive model comprehensive post-secondary programs for students with disabilities in pursuit of higher education. Includes an examination and exposure to various roles through a broadened awareness of services, needs, and opportunities available at the post-secondary institution. Critical examination of exposure to and implications for various support roles in the post-secondary education process.

*Prerequisite:* SPCE 600.

**602 Accommodations and Assistive Technology for Post-Secondary Students with Disabilities (3)** Emphasizes the theory, design, and integration of assistive technologies related to students with disabilities including psychological disabilities, learning disabilities, and physical disabilities in the post-secondary higher education institution. Addresses the leadership roles necessary for developing enabling conditions for successful technology acquisition and implementation for students with disabilities in higher education.

*Prerequisite:* SPCE 600.

**622 Introduction to the Law and Higher Education Issues for Students with Autism (3)** Introduces students to disability-related legislation and the range of issues impacting students with autism in higher education. Offers an in-depth analysis of the governance and administration of academic and nonacademic organizations and the Americans with Disabilities Act (ADA), and other disability-related legislation, with a focus on the individual needs of students with autism and their families. Gives students and practitioners the professional knowledge and leadership skills to facilitate the development, implementation, and evaluation of institutional policies to create and maintain an inclusive post-secondary educational environment.

*Prerequisite:* SPCE 600.

Laura Helms, Director  
Office of Academic Systems