## Criterion Three—Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

### Core Component 3.B.

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

This section addresses Ball State University's efforts to ensure that intellectual inquiry is exercised within its educational offerings, whether they are general education requirements for the entire student body or specific curricular offerings within academic programs.

**Subcomponent 3.B.1.**

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

**Subcomponent 3.B.2.**

The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Ball State's current core curriculum is in transition from a traditional distributed study model to an innovative model built on progressive study in four domains of knowledge involving core study that extends throughout the student's academic career. The new core is not fully implemented and requires an extensive new assessment process that is also being implemented at this time. The new core is innovative and integrated and stresses assessment of goal objectives, which include goals required by the Higher Learning Commission. The transition to a new core is phased to allow major innovative changes to the previous core requirements.

### Core Curriculum 1985–2010

Ball State's original University Core Curriculum (UCC) was the result of general studies reform in 1985 that tied the goals of the program directly to the institution's mission statement. A key strength of the program was requiring the same curriculum of all baccalaureate degree students in all seven academic colleges. This coherent program was designed to develop broad competencies and promote intellectual inquiry. The core included foundation requirements and distribution requirements. Certain exceptions were based on particular disciplines as well as special provisions for elementary/special education majors and Honors College students.

This core curriculum comprised 41 credit hours, including 15 hours of foundation courses. Associate degree programs also included a general education component that varied by program. All students were required to pass a writing competency exam—a holistically evaluated written essay before graduation. Students who failed to pass after two attempts were required to take ENG 393, a portfolio-based course available for credit or no credit. Credit hours for this course did not count toward graduation.

After the foundation courses, the remaining 26 UCC hours were divided into five areas:

- physical, earth, and life sciences (two courses)
- social and behavioral sciences (two courses)
- fine arts and humanities (one course each)
- international/global studies (one course)
- physical education, fitness, and wellness (one 2 credit course)

Students also took one additional course from the first three areas. Complete UCC requirements are found in the *Ball State University Undergraduate Catalog.*

Evaluation, review, and changes to the program were the responsibility of the University Core Curriculum Subcommittee, a standing subcommittee of the Undergraduate Education Committee (UEC). The subcommittee's nine members included a member of UEC appointed by the UEC chair, six faculty members appointed by the University Senate's Governance Committee, an undergraduate student chosen by the Student Government Association, and the associate provost (ex officio) responsible for the UCC or a designee.

## Current Core Curriculum

Ball State's current University Core Curriculum (often referred to as UCC-21, or the "new core") is designed to prepare students to realize their intellectual potential, add breadth and depth to their perspectives, and maintain their physical and mental well-being. Through their course work, students further develop their scientific, critical, and creative thinking skills. A required component of all undergraduate degrees, UCC-21 aligns with Goal 4 of Ball State's *Strategic Plan 2012–2017*, which states "Ball State will continue to emphasize learning and scholarship that synthesize disciplinary knowledge with application to today's most complex challenges. Students and faculty will turn knowledge into judgment and judgment into action…"

**Guiding Principles—**UCC Task Force I developed the guiding principles for the new core curriculum. After reading current literature on college-level education and considering documents from the Association of American Colleges and Universities (AAC&U) such as *Greater Expectations*, the faculty members of the task force developed principles focused on increasing skill development in metacognitive awareness and the ability to develop creative solutions as students apply content knowledge.

After studying the literature and many core curricula in place throughout the country, UCC Task Force II developed the framework for implementing the new guiding principles. Central to this effort was providing a way for students to move from experience and content knowledge to reasoned judgments

and actions. New experiences off campus enhance and reinforce students' knowledge and enable them to make even better judgments. The three-tier framework is designed to take students through this skill-developing process in multiple domains. UCC Task Force II firmly believed that a core curriculum that gives students the ability to be metacognitively aware and practiced in applying their knowledge to make reasoned judgments and actions prepares our students for careers and civic engagement in contexts where change is a given.

**Core Structure—**After an extensive process, Ball State revised the University Core Curriculum and began implementation of the new core in 2010. UCC-21 was developed by an interdisciplinary task force, which delivered a final proposal to the University Senate. The basic structure of the new core curriculum includes foundation courses in math, English, physical education, and financial literacy plus four domains of knowledge: fine arts, humanities, science, and social science. In each domain, students experience a sequence of courses with progressively different focus. Core curriculum courses are assigned to one of three levels: Tier 1 involves the formation of knowledge from experience; Tier 2 focuses on transforming knowledge into judgment; and Tier 3 involves the transformation of judgment to action.

**WISER+ Component—**In addition to the tiered core classes, the University Senate revised the original task force proposal to include a more specific content-focused requirement that all students also will complete WISER+ requirements, which integrate 21st century skills into the curriculum. WISER+ courses ask students to engage during their core studies in issues related to:

- writing
- international awareness
- service and civic engagement
- environmental awareness and sustainability
- respect for human liberty and diversity among peoples and cultures
- American institutions and/or history
- technological literacy

Tier 2 courses must have a WISER+ designation, and students complete this requirement through required course work or in other designated courses outside the tiered course work. It is possible for a single course to meet more than one WISER+ requirement, although no course carries more than three WISER+ designations. WISER+ courses may also be used to satisfy core curriculum and/or major requirements. UCC-21 was introduced to freshmen entering Ball State in fall 2010. Students who enrolled before then are completing their studies according to the previous core curriculum. Descriptions of UCC-21 courses can be found in the *2012–13 Advising Handbook* and *Undergraduate Catalog*.

## Phased Implementation

Full implementation of UCC-21 required development and revision of current courses to meet the new requirements, and that work is proceeding with a phased implementation plan. Throughout the implementation, the University Core Curriculum Committee has reported the status of the process to the UEC and the University Senate's Agenda Committee and has made recommendations regarding extension of the phased implementation. The complete framework of the core as proposed in UCC-21 is not expected to be achieved this year.

**Current Status—**In the current phase of implementation, students must complete sequenced work in two domains of knowledge and must complete two WISER+ categories, one of which must carry a W (writing) designation. The proposed next step in implementation is to require an additional course in Tier 2. Thus, all students will have to complete Tier 2 work in two domains of knowledge outside their major field of study and meet an additional WISER+ requirement. These new requirements will apply to freshmen entering after the 2012–13 academic year. A detailed description of the currently approved core content is available in the *Ball State University Undergraduate Catalog*.

**Challenges—**Full implementation of UCC-21 faces obstacles that may prevent a Tier 2 level course being required in all four domains of knowledge, and courses have not been developed to meet the full range of WISER+ requirements. Efforts are continuing to address these challenges. A major challenge in fully implementing a 36-hour core requirement is the Indiana legislature's increasing emphasis on graduating students within four years, or 120 hours. A constraint on credit hours may require the core curriculum to be compressed into fewer hours, including a reduction in the hours required in the core. The state budget process will base future university resources on the success of Indiana resident students graduating within four years. Many larger programs within the university will have difficulty meeting the 120 hour constraint if the full core curriculum is required.

Adding further complexity to the implementation and assessment of UCC-21 is the state's requirement that each college and university in Indiana maintain a 30-hour core that can be transferred to any other state institution and that common goals of the core be assessed. Legislation enacted in the most recent session of the Indiana General Assembly requires Ball State and other state institutions to design their core curricula so a student who completes the core at one college or university may transfer to any other state institution with a 30-hour block of credit that will satisfy the requirements of a similar "common core" component of the new institution.

In fall 2012, faculty representatives from Ball State have been meeting with faculty from other institutions to ensure that common goals developed by the state can be assessed. The University Core Curriculum Committee has reviewed these requirements as they have been developed and will identify and designate 30 hours of the new core curriculum to meet this new state requirement. Ball State's core curriculum will not only meet the state's common core requirements but also continue to fulfill its more extensive goals as outlined above.

**Assessment Plan—**As the new core curriculum is being implemented, the University Core Curriculum Committee has developed an assessment plan requiring each proposed course to detail and outline an assessment plan for core objectives. There is a timetable for completing assessment, and all currently approved courses are gathering assessment data consistent with the schedule for reporting this data to committee. Assessment requires preparation of reports to be reviewed by the committee. This data and reports from the departments will be reviewed on a schedule beginning in 2012–13.

In addition to course-by-course assessment that is designed to show that each course achieves the goals for its inclusion in the core curriculum, the university is developing a program-level assessment in which student outcomes in course work are reviewed to assess whether the program goals are being achieved. Pilot projects for this program-level assessment were developed in summer 2012 with the writing goals as an important initial project. In fall 2012, the University Core Curriculum Committee has been

evaluating the results of the pilot assessment and developing the full range of program-level assessment.

### Subcomponent 3.B.3.

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Through more than 240 major and minor areas of study in 48 academic units, Ball State engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to changing environments. One method of demonstrating these activities involves the university's Student Learning Outcomes Reporting Form, which features each academic program, by college, and its respective learning outcomes.

A hallmark mechanism for accomplishing these goals is Ball State's immersive learning initiative, a key feature of *Education Redefined: Strategic Plan 2007–2012* and the new *Strategic Plan 2012–2017*. Both plans call for providing each undergraduate student with the opportunity to participate in an immersive learning experience, which allows students to transform traditional classroom information into knowledge, judgment, and—ultimately—action. Students learn to develop practical solutions to real problems for a community partner by working in interdisciplinary teams led by faculty mentors. These intense, hands-on projects yield a tangible product with lasting value. Through immersive learning, students graduate with the skills, experience, and connections to succeed in the global workplace.

To adapt to the changing needs of the 21st century, Ball State's strategic plans strive to not only sustain the institution's relevance in a changing world but also make us a more distinctive university. Both plans define the university's vision and mission and the strategies that will be employed to advance the institution. Each plan is divided into four clearly stated goals—each with defined objectives—that guide the university's work and give focus to its priorities.

Ball State's annual progress reports from the past five years provide a sampling of the strides the university has made to achieve the goals and objectives of the 2007–2012 strategic plan. The accompanying stories illustrate how the institution is offering more distinctive educational experiences that prepare students for a changing world, such as partnering with the U.S. Naval Surface Warfare Center in Crane, Indiana, to commercialize military patents and bring their benefits to civilians.

### Subcomponent 3.B.4.

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Diversity is an important value at Ball State, both in terms of the composition of the student, faculty, and staff populations and the inclusion of various viewpoints and cultures within the curriculum. The university strives to provide courses and experiences that prepare students for an increasingly diverse world. Examples of these efforts include:

**Freshman Common Reader—**Ball State freshmen quickly engage in an academic experience that introduces them to new ideas in preparation for their lives in a diverse world. The Freshman Common Reader program has been a powerful asset since its inception in 1998. Each year, a committee of faculty, staff, and students selects a book that is purchased and provided to first-year students at the orientation program with the expectation that they will read it during the summer. Following the Freshman Convocation in the fall, new students are divided into small groups to discuss the book. The author is also invited to campus during the semester for a lecture and to interact with students in a variety of formats. Writing experiences and various programs are also presented on topics related to the book's subject. Topics have included race, socioeconomic status, child soldiers, war refugees, food production, disability, and gender.

**Office of Institutional Diversity—**Ball State's Office of Institutional Diversity is "not only committed to diversity programming for students; it also supports several faculty development programs." Faculty are encouraged to explore the relevance of diversity in their classes through the Diversity Associates Program, the Developing Pedagogies to Enhance Excellence Seminar, and Diversity Seminars. An indication of the importance of diversity at Ball State is that this office is led by an individual with the rank of associate provost.

**Diversity in the Curriculum—**Ball State's academic colleges offer more than 100 courses that address aspects of diversity. Regardless of their major, students have opportunities to engage in exploration of a global society through course work and co-curricular programming. The Counseling Center, Office of Educational Excellence, and Office of Institutional Diversity offer workshops, resources, and consultation for creating inclusive and welcoming classrooms as well as methods for weaving issues related to diversity into course content.

Diverse cultural viewpoints are also emphasized within the new University Core Curriculum (UCC-21). The WISER+ requirements include courses related to international awareness and respect for human liberty and diversity among peoples and cultures. A number of interdisciplinary academic programs at Ball State also focus on diversity-related topics, including women's and gender studies, gerontology, African-American studies, Native American studies, peace studies and conflict resolution, Asian studies, European studies, Latin American studies, international business, and international marketing technology.

**Co-curricular Enhancements—**Ball State supports individuals from underrepresented groups by providing meaningful educational experiences both within and outside the classroom. During the 2011–12 academic year, the Office of Multicultural Affairs sponsored programs that were attended by more than 5,570 people. Other examples of co-curricular programs related to diversity include:

- **Safezone**, which is a "voluntary network of faculty, staff, students, and community members who believe that every member of the university and broader community should have an equal opportunity to grow and learn in a safe and open environment. It is a group of people especially committed to being allies to and advocates for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals." This program provides education and training opportunities, workshops on relevant topics, and assistance and support for faculty, staff, students, and the community as well as resources for LGBTQ people and their allies/advocates.

- **Office of Disabled Student Development (DSD)**, which provides numerous resources for students, faculty, and staff to make the university community aware of both apparent and nonapparent disabilities and to create an open and accessible learning environment. DSD's successful Faculty Mentorship Program enhances the learning experience for students with disabilities by assigning faculty mentors to each student in the program. These mentors meet with students regularly and help them deal with the complexities of the academic experience. The program was developed upon the realization that "engagement with faculty is a key to student success and that the transition to college can be especially difficult for students with disabilities."

## Subcomponent 3.B.5.

The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Ball State's faculty and students contribute to the development of scholarship, creative work, and knowledge discovery in various ways. How each discipline accomplishes this may differ, but each approach is consistent with the institutional mission. In particular, Goal 2 of *Education Redefined: Strategic Plan 2007–2012* states**: "**Ball State University will support and reward faculty and student scholarship of discovery, integration, application, and teaching." This approach is commonly referred to as the Boyer Model, and its products on campus are evident in a number of venues. The university's promotion and tenure process and its salary and merit process formally recognize faculty for completing such activities. Units also recognize the importance of mentoring students in scholarship and creative work that produces important and valuable collaborations.

Immersive learning is Ball State's most distinctive and robust mechanism for demonstrating scholarship and creative work by faculty and students. These unique experiences focus on the development of creative approaches to solving problems, building relationships, and engaging students in learning within the context of changing environments. Other activities that foster faculty and student scholarship, creative work, and knowledge discovery include doctoral dissertations, master's and honors theses, independent study projects, and funded or unfunded research and creative projects. Such activities—whether student driven, faculty driven, or collaborative—are central to the university's mission and the work of faculty and students throughout the institution. Collectively, such projects have numbered in the thousands since Ball State's last Higher Learning Commission accreditation review. Sample projects are profiled by college:

### College of Applied Sciences and Technology

A number of special projects and community partnerships provide opportunities for scholarship and knowledge discovery in the College of Applied Sciences and Technology (CAST).

- **Biomechanics Laboratory** has joined Midwest Health Strategies in a partnership that combines the skills and expertise of rehabilitation professionals and university researchers to provide state-of-the-art rehabilitation and performance enhancement services for athletes and others.
- **Dietetic technology** students complete a supervised practice in the clinical area at IU Health Ball Memorial Hospital.

- **Exercise science** second-year graduate students work with cardiac rehabilitation and cancer rehabilitation patients at IU Health Ball Memorial Hospital, helping students to improve their knowledge and comfort in clinical rehabilitation settings.
- **Human Performance Laboratory** has worked with IU Health Ball Memorial Hospital to establish a medical advisory board to assist with clinical research programs. Composed of physicians and Ball State faculty members, the advisory board provides medical consulting and professional services related to human clinical research in the Human Performance Lab.
- **School of Nursing** benefits from Cardinal Health Systems and IU Health Ball Memorial Hospital initiatives to provide clinical sites for nursing students, donate clinical practice equipment, and support the development of an innovative new nursing course.

### College of Architecture and Planning

Outreach, applied research, and research initiatives in the College of Architecture and Planning (CAP) provide low-cost or no-cost expertise to communities while offering students excellent opportunities for practical experience.

- **CAP Indianapolis Center** offers research and academic opportunities, forums, and lab experiences for students and professionals in the state's largest urban area.
- **Center for Energy Research/Education/Service** is an interdisciplinary resource focusing on issues related to energy and resource use, alternatives, and conservation.
- **Center for Historic Preservation** provides experiences for students and services to communities seeking economic development through preservation.
- **Charter School Patterns of Innovation** is an immersive learning experience in which students develop design patterns to assist charter schools in planning, renovating, and/or designing their educational environments.
- **Community-Based Projects** has made helpful connections with hundreds of local governmental, civic, and service organizations since the late 1960s.
- **Drawings and Documents Archive** preserves records about historic sites and structures.
- **Institute for Digital Fabrication** brings together architectural design with cutting-edge industrial computer technology to revolutionize the digital manufacturing processes.
- **Institute for Digital Intermedia Arts** explores the intersection of art and technology.
- **Land Design Institute** promotes ecologically and culturally responsible land design.

### Miller College of Business

Centers in the Miller College of Business (MCOB) share expertise and serve businesses and communities across Indiana and elsewhere while helping students make valuable professional connections.

- **Center for Actuarial Science, Insurance, and Risk Management** conducts research and offers education in insurance and related fields. It also seeks support from the business community for endowed professorships, professionals-in-residence programs, and internship programs.
- **Center for Business and Economic Research** is an economic policy and forecasting research center, which produces in-depth studies on current issues, creates innovative web tools to analyze economic data, and holds quarterly meetings of the Business Roundtable and the annual Indiana Economic Outlook.

- **Entrepreneurship Center** promotes entrepreneurship through nationally recognized academic programs and projects. It assists both emerging entrepreneurs and maturing businesses and fosters entrepreneurship throughout Indiana.
- **H.H. Gregg Center for Professional Selling** serves the field of professional selling. It produces highly prepared college graduates ready for successful careers in sales and conducts research on issues confronting sales organizations, sales managers, and salespeople.

### College of Communication, Information, and Media

Within the College of Communication, Information, and Media (CCIM), the Center for Information and Communication Sciences (CICS) is one of the few graduate programs filling the need for professionals with leadership, management, and technical talent in this industry. It is home to several faculty-led institutes that allow graduate students to work directly with organizations on external projects.

- **Applied Research Institute** has been a significant link to the corporate world for support and valuable human connections since 1987. Within this institute are six industry-supported laboratories—Convergence, Networking, Digital Media, Applications, Wireless Innovation, and the Network Integration Center. The latter two focus on research projects sponsored by industry or government, while the other four are dedicated mainly to supporting the graduate academic program. In five related institutes (listed next), faculty members provide leadership and offer additional real-world opportunities to apply knowledge from the classroom.
- **CICS Internetworking Academy** focuses on the setup, management, and troubleshooting of multiple vendor networks. As the Cisco Area Training Center (CATC) for Indiana, the academy also trains all networking academy instructors in the state.
- **Digital Policy Institute** is an interdisciplinary association of faculty within CICS and other campus units who share a collective research interest in the structure of and competition within electronic communications industries and the public policy of digital information creation, storage, transmission, reception, and consumption in the 21st century.
- **Human Factors Institute** focuses on the impact of a good interface and the need to develop systems that can be easily used.
- **Institute of Wireless Innovation** recognizes the increasingly important role played by wireless technologies in voice, data, and video communications.
- **Software Testing Institute** tests the functionality, performance, and usability of software, web applications, and websites.

### College of Fine Arts

The College of Fine Arts (CFA) provides modern teaching, learning, performance, and exhibition opportunities for students, faculty, and the community.

- **David Owsley Museum of Art** is one of the nation's largest and oldest university art museums, housing about 11,000 works. It is a resource for students, faculty, and the community.
- **Department of Art** features student artwork in the high-profile Atrium Gallery and provides education in spacious studios for two- and three-dimensional art and photography, contemporary art education and art history classrooms, and cutting-edge electronic art and animation computer labs.

- **Department of Theatre and Dance** holds classes and stages performances in the technically sophisticated University Theatre and state-of-the-art dance studios. The program also has a computer design lab, sound recording studio, and performance studies classroom. Through immersive learning classes, students in interdisciplinary teams have created original plays.
- **Marilyn K. Glick Center for Glass**, generously funded by The Glick Fund, a fund of the Central Indiana Community Foundation established by Marilyn and Eugene Glick, was built to support and promote the practice of the contemporary glass arts at Ball State University and east central Indiana. The center's studio spaces, equipment, faculty, and staff support a broad-based and dynamic undergraduate and graduate curriculum in contemporary glass, as well as community outreach and education about the glass arts.
- **School of Music** includes the tunable Sursa Performance Hall, nationally recognized music technology studios, new performance studios, and large band and choral halls.

## College of Sciences and Humanities

The College of Sciences and Humanities (CSH) prepares students with the skills and knowledge they will need to be successful in a changing society, enabling them to become responsible and responsive 21st century citizens. Through its many majors, its minors, and the courses that form much of the University Core Curriculum required for all Ball State undergraduates, CSH provides students with experiences designed to enhance their ability to analyze situations, think critically, solve problems creatively, and communicate their ideas clearly. These skills, acquired through a liberal education, contribute to lifelong learning and earning. The college is a cultural and scientific asset that:

- embraces the teacher-scholar model for its faculty
- encourages and rewards excellent teaching
- views teaching as the faculty's primary task while still encouraging and valuing basic and applied research and other creative activities that lead to refereed publication, juried exhibition, and the improvement of life
- encourages faculty and staff to be models for students by being responsible and responsive citizens who directly engage with local, state, national, and international constituencies that might benefit from the application of their knowledge and expertise

Centers and institutes that contribute to the college's mission include:

- **Aquatic Biology and Fisheries Center** promotes applied research in aquatic sciences. The first of its kind in Indiana, the center serves as an important source of scientific expertise that is increasingly important in meeting the challenges for use and perpetuation of aquatic resources in Indiana.
- **Ball State Planetarium** simulates the night sky at any place on Earth at any time of the year. Programs presented during the year explore topics such as constellations, planets, galaxies, and black holes. Various audiovisual special effects enhance the presentations.
- **Bowen Center for Public Affairs** empowers people who want to participate in their communities, advancing the ideals of civic literacy, community involvement, and public service. The center provides networking, training, and research opportunities through its Bowen Institute on Political Participation, Institute for Public Service, and Institute for Policy Research.

- **Center for Computational Nanoscience** transfers the technology of validated theory and computational tools from the academic-based center to development environments in a nanotechnology-based industry.
- **Center for Middletown Studies** builds on the research and scholarship inaugurated by Robert S. and Hellen Merrell Lynd in the local community. The center sponsors and promotes research on Muncie as Middletown USA and on themes and issues explored by the Lynds.
- **Intensive English Institute** provides undergraduate and graduate international students with the English skills necessary for success in their university course work.
- **Social Science Research Center** supports faculty, other university personnel, and public or private organizations in the development and completion of externally funded social science research or service projects.
- **Speech, Language, and Hearing Clinic** serves the local community's hearing health care needs while providing students with opportunities for clinical experience.

## Teachers College

Special centers and resources in the Teachers College (TC) foster scholarship and knowledge discovery in the field of education.

- **Center for Gifted Studies and Talent Development** provides an assessment, consultation, counseling, and advocacy service and offers courses and workshops throughout Indiana.
- **Center for School Innovation** helps schools, communities, and administrators develop innovative, entrepreneurial approaches to K–12 education.
- **Center for Technology in Education** promotes innovation of computer technologies through teaching, research, policy, and outreach to P–12 schools through long-term partnership building.
- **Child Care Collection** serves as a resource for parents and professionals in early child care and education. Resources include videos, books, newspaper articles, and study guides.
- **Counseling Practicum Clinic** is a training and research facility that provides counseling services to the community. Counseling may be delivered on an individual or group basis.
- **Electronic Field Trips** are a dynamic combination of live, interactive broadcasts and online curriculum meeting national teaching standards for grades K–12. They inspire children to explore new learning concepts and consider expanded career possibilities.
- **Neuropsychology Lab** was established as a research and teaching facility. It also serves the local community through assessment of and remedial planning for people with neurological disorders.
- **Professional Development Schools Network** is a collaborative planning partnership between professional education programs and P–12 schools for the professional development of teachers and the training of future educators.
- **Psychoeducational Diagnostic Intervention Clinic** provides psychological and educational services to the university and local community through consultation, assessment, intervention, training, and research.
- **Public School Study Councils** help improve education in member school systems in Indiana.
- **TEACH Lab**—Technological Education and Assessment for Children with Handicaps— is a resource center that assists educators in assessing the computing needs of children with special needs. It has 12 computer workstations with various equipment and software adaptations.

## Other Centers and Institutes

As demonstrated above, Ball State's commitment to immersive learning and academic research is evident in both the abundance and the quality of our centers, institutes, clinics, bureaus, and other research and outreach units. These units provide innovative and interdisciplinary research activities that expand beyond the borders of our campus to have an impact on Indiana, the nation, and the world. A complete alphabetical listing of centers and institutes is available on the university's website.

## Graduate School

Ball State's Graduate School operates in collaboration with all seven academic colleges on campus to advance scholarship, creative work, and discovery of knowledge among our master's, doctoral, and specialist degree programs. Table 3.1 provides data for the number of graduate-level dissertations, theses, research papers, and creative projects.

**Table 3.1: Graduate-Level Scholarship and Creative Work by Year**

| Academic Year | Dissertations | Theses | Research Papers | Creative Projects (3 Hours) | Creative Projects (6 Hours) | Total |
|---|---|---|---|---|---|---|
| 2004–05 | 57 | 121 | 122 | 39 | 15 | 354 |
| 2005–06 | 52 | 121 | 77 | 47 | 20 | 317 |
| 2006–07 | 39 | 113 | 85 | 24 | 28 | 289 |
| 2007–08 | 48 | 107 | 82 | 30 | 29 | 296 |
| 2008–09 | 53 | 113 | 82 | 27 | 12 | 287 |
| 2009–10 | 44 | 105 | 107 | 40 | 21 | 317 |
| 2010–11 | 60 | 118 | 94 | 31 | 37 | 340 |
| 2011–12 | 29 | 19 | 33 | 8 | 9 | 98 |

## Honors College

Ball State's Honors College also operates collaboratively with departments and colleges across the campus to enrich the educational experience of high-ability undergraduate students. Qualifying students may be enrolled in the Honors College or complete departmental honors. In either case, the students complete an honors-level thesis or creative project according to specific guidelines. Examples of past senior projects are available online along with an archive of undergraduate honors theses.