TEACHERS COLLEGE

www.bsu.edu/teachers
Teachers College, 1008, (765) 285-5251
Dean of the College: Roy A. Weaver
Associate Dean: Thomas S. Schroeder

Ball State University's Teachers College is one of the largest granters of professional education degrees in the United States. The college's reputation for leadership is the result of its emphasis on educational practice and applied research.

The appeal of graduate programs in Teachers College arises from small class sizes that enable students to develop close working relationships with faculty and to interact frequently with their peers. Graduate programs emphasize practicing skills that emerge from theory and research, selected study of research with implications for solving problems or improving practice, opportunities to conduct significant research studies under the guidance of scholars, and an excellent placement record.

For many years, graduate programs in education focused on training and developing instructional and administrative leaders in traditional school settings. More recently graduate programs have been created to broaden the expertise of managers in business, industry, and community organizations; to train psychologists for work in community agencies and private practice; and to provide second-career opportunities for retirees from military, corporate, and government positions.

Teachers College offers doctoral, specialist, and master's degree programs in a variety of subjects. Degrees are offered by the Department of Counseling Psychology and Guidance Services (Ph.D. in counseling psychology, M.A. in counseling, M.A. in social psychology), the Department of Educational Leadership (Ed.D. and M.A.E. in educational administration and supervision, Ed.S. in school superintendency), the Department of Educational Psychology (Ph.D., Ed.S., and M.A. in school psychology, and M.A. in educational psychology), the Department of Educational Studies (M.A. in adult and community education, Ed.S. and M.A. in curriculum and educational technology, M.A. in executive development for public service, M.A. in secondary education, M.A. in student affairs administration in higher education, Ed.D. in adult, higher, and community education), the Department of Elementary Education (Ph.D., Ed.D., and M.A.E. in elementary education, and M.A.E. in teaching

elementary education), and the Department of Special Education (M.A., M.A.E., and Ed.D. in special education).

See the Science listing under the College of Sciences and Humanities, page 149, for the doctoral programs in science and science education.

Applicants for graduate programs in Teachers College must meet all university admission requirements. In addition, applicants for specialist (Ed.S.) and doctoral (Ph.D., Ed.D.) programs must submit their scores on the verbal and quantitative sections of the Graduate Record Examination. Individual departments may establish other admission requirements. Students admitted to M.A.E. programs are required to complete three courses from a professional education core, including the following:

Educational Foundations

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
One course from			
CPSY	621	Theo Tch Cou (3)	
EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
	660	Comparatv Ed (3)	
EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	3

Educational Research and Measurement

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
One course from			
CPSY	653	Res Cpy Guid (3)	
EDEL	676	Res Elem Edu (3)	
EDJHM	676	Res JR/MD Ed (3)	
EDPSY	640	Methodology (3)	
	641	Statist Meth (3)	
	646	Tests Meas (3)	
EDSEC	676	Res Sec Ed (3)	
SPCED	636	Res Spec Ed (3)	3

Pedagogy and Curriculum

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
One course from			
EDCUR	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	
	671	Eval Ed Prog (3)	
	673	Eval Ed Mtrl (3)	
EDEL	626	Dis Clsrm Mt (3)	
	640	Early Childh (3)	
	644	Educ Div Soc (3)	
	690	Practm El Ed (1–8)	
EDTEC	550	Curric Tech (3)	
EDMUL	660	Mlti Clt Eth (3)	
EDRDG	610	El Sch Readg (3)	
	620	Content Rdg (3)	
EDSEC	534	Class Mgt (3)	
	690	Prctm Sec Ed (1–9)	
	695	Dyn Sec Clrm (3)	
EDPSY	520	Int Gft/Tlnt (3)	
SPCED	600	Except Child (3)	
	625	Curr Topics (3)	3–9

Some programs require specific courses.

Students admitted to doctoral programs in Teachers College must complete the following: EDPSY 640 or equivalent, 641 and 642 or another course from among qualitative and quantitative options: ID 705; one course from humanistic studies; and one course from behavioral studies.

EDUCATION: GENERAL (EDGEN)

500 Analysis of Contemporary Educational Issues. (1–8) Crucial contemporary issues in education are studied to determine their origin, status, and significance; to search for possible solutions through in-depth analysis; and to arrive at logical and practical personal positions.

A total of 8 hours of credit may be earned.

690 Independent Study. (1–4) Designed to meet the needs of students who wish to conduct independent study and research in education.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

692 The Supervision of Student Teachers. (3) For elementary and secondary teachers, school supervisors and administrators who will be cooperating in student-teaching programs. Placement and orientation of student teachers, program experiences for student teachers, diagnosing teaching difficulties, conference procedures, and evaluation techniques.

EDUCATIONAL LICENSE OFFICE

www.bsu.edu/teachers/license
Teachers College, 903, (765) 285-1168
Director of Educational Licenses: Fred Kreamelmeyer
Licensing Advisor: Jane Thomas

Teaching Licenses (a portion of these undergraduate programs may be taken as graduate level for licensing only graduate students)

Business Education
Career / Technical Ed—Business
Career / Technical Ed—Marketing
Career / Technical Ed—Family and Consumer Sciences
Career / Technical Ed—Trade and Industrial
Communication Disorders (speech pathology master's level license)
English / Language Arts (includes speech option)
English as a New Language (graduate level program)
Exceptional Needs—Mild Intervention
Exceptional Needs—Intense Intervention
Exceptional Needs—Visually Impaired
Exceptional Needs—Hearing Impaired
Fine Arts—Theater Arts
Fine Arts—Instrumental and General Music
Fine Arts—Vocal and General Music
Fine Arts—Visual Arts
Foreign Language—French
Foreign Language—German
Foreign Language—Japanese
Foreign Language—Latin
Foreign Language—Spanish
Generalist: Early Childhood (Birth—Grade 3)
Generalist: Early and Middle Childhood (Elementary)
Generalist: Early Adolescence (jr. high—must have 2 core content areas or a nongeneralist license in a specific content area)

Options for the 2 core content areas required above are as follows:
Earth / Space Science
Life Science (biology and general science)
Physical Science (chemistry and physics combination)

Journalism
Library / Media
Mathematics
Sciences:
Earth / Space Sciences
Life Sciences
Physical Sciences
Social Studies: (3 areas required on this license)
Economics
Geographical Perspectives
Government and Citizenship
Historical Perspectives
Psychology
Sociology
Technology Education

Licensing Programs

Programs at the graduate level preparing persons for teacher licensure are based on the current rules and standards "Rules 2002" for the state of Indiana. The Indiana Professional Standards Board has approved programs at Ball State University that meet the requirements for the following license types.

Instructional
School Services
Administrative

Programs for those students currently in programs who started prior to fall of 2002 and will complete prior to June of 2006, are under licensing "Rules 46-47". These licensing programs must be completed and the licenses applied for prior to June of 2006. Licenses available under these rules included the following license types.

Instructional
Instructional Supervision
School Services
Administrative

These are available at the following license gradations:

Initial Practitioner to Proficient Practitioner

Anyone finishing a licensing program under licensing "Rules 46-47", which began their program prior to fall, 2002 and also finishes that program and applies for the license prior to June of 2006, will be issued a **standard** license rather than an initial practitioner license. This license will be valid for five years. The Beginning Teacher Internship Program (BTIP) must be completed and the back of the license signed by the employing principal, to be valid from that point up to the expiration date on the license. This standard license must be renewed every five years as outlined for the proficient practitioner license below.

Under new state licensing rules "Rules 2002" which went into effect fall semester, 2002, the initial license issued within each license type will be the **initial practitioner** license. Upon successful completion of the two-year Beginning Teacher Assessment Program (BTAP), those teachers eligible may apply for a proficient practitioner license. State projected start date for the BTAP is fall 2003. This **proficient practitioner** license must be renewed every five years by completing renewal requirements set by the Indiana Professional Standards Board (IPSB). If these requirements are met by completing six semester hours of course work through Ball State, our office must approve your application for renewal and forward your application materials to the IPSB for processing.

Accomplished Practitioner

Anyone finishing a licensing program under licensing "Rules 46-47," which began their program prior to fall, 2002 and also finishes that program and applies for the license prior to June of 2006, will be issued a **professional** license rather than an accomplished practitioner license. This professional license equates to a one-time ten-year license renewal.

Under new state licensing rules "Rules 2002" which went into effect fall semester, 2002, the **accomplished practitioner** license will be valid for ten years and issued as the highest grade of license. This license may be earned by completing all of the requirements set by the Indiana Professional Standards Board (IPSB) for this license. These requirements include experience of a minimum of five-years on a proficient practitioner license, along with a Master's degree, Ed.S., Ed.D., or Ph.D. and any additional requirements set by the IPSB, as well as certification by the National Board of Professional Teacher Standards of a teaching area recognized by the board.

LICENSE RENEWAL

The license is valid for five years from the *date of application*, if the licensee has completed an approved program and required tests within the five-year period immediately preceding application. If application is not made within that five-year period the applicant must complete an additional 6 semester hours of approved academic credit and required tests before licensure. Six semester hours of approved credit are required for each renewal or alternate criteria set by IPSB.

Licenses must be renewed every five years, except for the professional license, for which the initial licensing period is ten years, followed by five-year renewal periods. The professional license may be renewed by completing 6 semester hours of approved academic credit or alternate criteria set by IPSB.

Credit for renewal must be earned *only* during the five-year period immediately preceding the renewal application and in the certification major, minor, or professional education. Approval of credits for license renewal is guided by official university policy as well as state guidelines and is administered by the Educational License office.

Policy for Renewing Instructional, School Services, or Administrative Licenses

Indiana instructional, school services, and administration and supervision licenses may be renewed with 6 semester hours of academic credit in "the major, minor, or professional education or alternate criteria set by IPSB." The terms *major* and *minor* refer to areas already on the candidate's license including majors, minors, primary areas, supporting areas, and endorsements. The term *professional education* refers to the type of course that may be used to meet the professional education requirements of the candidate's license.

Candidates who expect to receive the recommendation for license renewal from Ball State University must comply with the following policies when making decisions about course selection for purposes of license renewal.

Renewing the Standard or Professional License

All course work must meet the following criteria:

- At least 3 of the 6 semester hours must be earned through Ball State University.
- Graduate (or undergraduate) credit must be earned with a minimum grade point average of 2.5 and no grades below *C*.
- Graduate credit will not be accepted if earned by correspondence or a similar method, e.g., noninteractive television. Courses offered by other institutions by television or video will be considered unacceptable unless the applicant can verify that the courses were interactive in nature.
- The credit must be earned during the five-year period immediately preceding the license renewal.
- The courses must be in (or related to) the subjects or disciplines on the candidate's license.
- The courses must be appropriate for the license held by the candidate.

Before registering for courses to be used for license renewal, make sure they can be counted for that purpose, especially if they are questionable. A written statement of approval can be obtained from the Educational License office stating that the course(s) will count for that purpose.

Renewing the Limited License

All course work (professional education, subject-matter, and general education) taken to renew the **limited license** must be selected only from the list of deficiencies for earning the **standard/initial practitioner license** as determined by the Educational License office. In addition, it must meet all of the criteria specified in the previous section with one exception: the credit must have been earned during the previous academic year.

Additional license areas may receive approval from the Indiana Professional Standards Board (IPSB). See the Educational License office for more information.

REQUIREMENTS FOR ADMINISTRATIVE LICENSES

District Administrator: Superintendent

- Requires a minimum of an Ed.S. degree in school superintendency.
- School Leaders Licensure Assessment completed with a score of 158 or higher. After Jan. 1, 2005, the passing score required will increase to 165.
- Further information regarding this program may be obtained by contacting the Educational License office.

BUILDING LEVEL ADMINISTRATOR (K–12)

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

- Master's degree completed (this program or a program taken elsewhere). Students who wish to complete this program as a master's degree and a licensing program combined, must meet all admission criteria for a master's and be accepted through the Department of Educational Leadership and the Graduate School. Completion of the courses below will not guarantee a master's degree will be granted, unless you have been accepted into the master's degree program.
- Two years of teaching experience in an accredited school or schools in the grade coverage and areas as listed on your standard or proficient grade teaching license. This must be verified in the form of a letter by your 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.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Required courses			
EDAD	600	Intro Ed Led	3
	630	Humn Resourc	3
	635	Ed Dec Makng	3
	684	Ed Fin Ethcs	3
	686	School Law	3
	689	Sch Principl	3
	694	Princ Intern (3)	6
EDCUR	601	Curric Devel	3
EDPSY	640	Methodology	3
EDSUP	650	Superv Instr	3

One course from			
EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	3
			36 hrs

District Administrator: Director of Curriculum and Instruction

The IPSB has not determined these requirements. See the Educational License office for further information.

Director of Exceptional Needs

- Requires a minimum of a master's degree.
- Further information regarding this program may be obtained by contacting the Educational License office.

Students must hold a master's degree to obtain this license. In addition, at least a proficient practitioner level license is required to enroll in this program.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Required courses			
SPCED	637	Or Adm Sp Ed	3
	660	Seminar (3-9)	3
	687	Assmt Mild	3
	694	Internship (3-9)	3
EDAD	600	Intro Ed Led	3
	684	Ed Fin Ethcs (3)	
	or		
	685	Fiscal Mangt (3)	3
	687	Legal Aspect	3
	689	Sch Principal	3
CPSY	600	Intro Sch Co (3)	
	or		
SPCED	677	Prnt Exp Chl (3)	3
3 courses from			
SPCED	577	Ed C & Y Sev (3)	
	600	Except Child (3)	
	612	Th Pra E Chil (3)	
	631	Micro Exc Ln (3)	
	632	Int Beh Dis (3)	
	686	Intro Mild (3)	
SPAA	543	Intro Aud (3)	9
			36 hrs

SPCED 686 is required for students without the prerequisite for SPCED 687.

Director of Career/Technical Education

- Requires a minimum of a master's degree.
- Further information regarding this program may be obtained by contacting the Educational License office.

REQUIREMENTS FOR SCHOOL SERVICES LICENSES

School Counselor

- Requires 45 to 48-semester hour master's degree in counseling psychology (school track) or a master's degree in community counseling along with the appropriate additional course relating to a school setting to meet the licensing requirements.
- Further information regarding this program may be obtained by contacting the Educational License office or the Department of Counseling Psychology.

School Nurse

- Requires a bachelor's degree in nursing along with a Registered Nurse's (RN) license from the Indiana Health Professional Bureau.
- Further information regarding the process of applying for this license may be obtained by contacting the Educational License office.

School Psychologist

- Requires a minimum of a master's degree.
- Further information regarding this program may be obtained by contacting the Educational License office.

Speech, Language, and Hearing Clinician

See the Department of Speech Pathology and Audiology for further information.

REQUIREMENTS FOR SPECIAL EDUCATION LICENSES

The following licensing programs can only be added to existing licenses as minor areas:

Early Childhood Special Education

This program adds the developmental level Early Childhood (Birth-5 years) to an existing special education license.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
SPCED	600	Except Child	3
	612	Th Pra E Chil	3
	613	Assess ECSE	3
	614	In & Tod Mth	3
	616	Met Pr Sp Nd	3
	617	Prac ECSE (1-12)	4
	677	Prnt Exp Chl	3
EDPSY	627	Child Devel	3
			25 hrs

Exceptional Needs: Hearing Impaired

The Indiana developmental levels covered by the Exceptional Needs: Deaf license will match the levels of coverage of the candidate's existing teaching licenses. Please contact the Educational License office for other requirements.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
The following courses or approved undergraduate equivalents			
SPCED	540	Hist Ed Deaf	3
	546	Sp Com Deaf	3
	548	Prac Deaf	3
	554	Languag Deaf	3
	556	Lan Mth Deaf	3
	558	Reading Deaf	3
	600	Except Child	3
	670	Prac Deaf (1-9)	3
SNLNG	551	Sign Lang 1	3
	552	Sign Lang 2	3
SPAA	543	Intro Aud	3
			33 hrs

Exceptional Needs: Mild Intervention

This licensure program requires an existing elementary and/or secondary teaching license. The Indiana developmental levels covered by the Exceptional Needs: Mild Intervention license will match the levels of coverage of the candidate's existing teaching licenses. Please contact the Educational License office for other requirements.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
The following courses or approved undergraduate equivalents			
SPCED	600	Except Child	3
	603	Collab Spc Ed	3
	632	Int Beh Dis	3
	686	Intro Mild	3
	687	Assmt Mild	3
	688	Meth Mild In	3
	697	Prac Mild In (1–9)	3
EDPSY	606	Bhav Anls Ed	3
			24 hrs

Exceptional Needs: Intense Intervention

The Indiana developmental levels covered by the Exceptional Needs: Severe Intervention license will match the levels of coverage of the candidate's existing teaching licenses. Please contact the Educational License office for other requirements.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
SPCED	566	Phys Disabil	3
	577	Ed C & Y Sev	3
	578	Mth C & Y Sev	3
	579	Ed Mth Sev	3
	580	Ed High Sev	3
	600	Except Child	3
	631	Micro Exc Ln (1–9)	3
	693	Prac Ph MH (1–9)	3
	698	Prac Mod Sev (1–9)	3
EDPSY	606	Bhav Anls Ed	3
			30 hrs

Exceptional Needs: Visually Impaired

For teachers wishing to add the license area of visual impairment to their existing license.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
The following courses or approved undergraduate equivalents			
SPCED	651	The Eye	3
	652	Programs V I	3
	653	Com Skil V I	3
	654	Ins Accom V I	3
	655	O & M V I	3
	656	Practicum V I	3
			18 hrs

Teaching License Supplemental Areas—(only to be added to existing teaching licenses)

Adapted Physical Education

This license area may only be added to an existing physical education or exceptional needs teaching license.

Computer Education

This license area may only be added to an existing teaching license.

Computer Education Teaching License (nonstand-alone license)

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
One course from each area:			
EDTEC	520	Teach Tech (3)	
	or		
	550	Curric Tech (3)	3
	670	Tech Pol Ped	3
	585	School Infra (3)	
	or		
	675	Distance Ed (3)	3
	552	Web Mltmedia (3)	
	or		
	655	Inquiry Simu (3)	
	or		
	660	Instr Design (3)	3
	665	Digital Lit (3)	
	or		
EDRDG	545	Compt In Rdg (3)	3
SPCED	631	Micro Exc Ln (1–9)	3
			18 hrs

3 hours from			
EDTEC	550	Curric Tech (3)	
	680	Advanc Media (3)	
	685	Ed Info Lead (3)	
	690	Practicum (2–4)	
	699	Ind Study (1–4)	
EDRDG	545	Compt in Rdg (3)	
MATHS	631	Tech Mth Tch (3)	
CS	516	Intro Prog 2 (3)	3
			21 hrs

- The computer education license is available only to teachers who already hold a current elementary, secondary, or all-grade teaching license.
- EDTEC 550 can not be counted toward the license if the student has credit in EDTEC 520. At the discretion of the Department of Educational Studies graduate advisor or EDTEC program advisor, an introductory course in educational computing may be required for a student seeking a computer education license. If so, any course designed for teachers that is an introduction to computers may be substituted for EDTEC 520. In such cases, EDTEC 550 must be taken as an elective. If EDTEC 520 is taken to meet the introductory skill need, EDTEC 550 can not be taken as an elective.
- Any content-area course that addresses significant curriculum integration of technology may be substituted for EDRDG 545 or MATHS 631.

Gifted and Talented Education
This license area may only be added to an existing teaching license.

COUNSELING PSYCHOLOGY AND GUIDANCE SERVICES

www.bsu.edu/counselingpsych
Teachers College 622, (765) 285-8040
Chairperson: Sharon L. Bowman
Director of Doctoral Program: Lawrence Gerstein
Director of Counseling Master's Program: Phyllis Gordon
Director of Social Psychology Master's Program: Michael J. White
Graduate Faculty: Aegisdottir, Alexander, Bowman, Dixon, Gerstein, Gordon, Kruczek, Nicholas, Perrone, Spengler, Tschopp, White, Zimmerman

The department's graduate programs train school, community agency, mental health, and vocational rehabilitation counselors at the master's level, offer master's degree-level studies in social psychology, and prepare counseling psychologists at the doctoral level. The master's degree program in counseling, community track, and school track are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the doctoral program and school track is accredited by the American Psychological Association (APA). The rehabilitation track is accredited by a Council of Rehabilitation Educators (CORE). Degree minors are available to students from other degree or certification programs.

Departmental programs emphasize a balance between didactic and experiential course contact. The scientist-practitioner model of training emphasizes the integration of practice and research as a mode of problem

solving and thinking. A departmental clinic provides opportunity for practicum experiences. Field experiences and internships offer additional integrative experiences.

Student financial support includes doctoral and graduate assistantships.

PROGRAMS

Master of arts degrees (M.A.) in social psychology and counseling; doctor of philosophy degree (Ph.D.) in counseling psychology

Admission

Applicants must apply to both the Graduate School and the Department of Counseling Psychology and Guidance Services. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. A master's degree is required for admission to the doctoral program. Application deadlines for the programs are as follows: February 1 for the doctoral program; February 1 and June 15 for the M.A. in counseling (community and school) and M.A. in social psychology programs; there are no deadlines for the M.A. in counseling (vocational rehabilitation) program. Separate application forms are required by the Graduate School and the department.

MASTER OF ARTS IN SOCIAL PSYCHOLOGY

The M.A. program in social psychology is designed to give students a strong background for entry into such professions as junior college teaching or program evaluation and personnel work in schools, industry, and other organizations or for further graduate study leading to the doctorate. The M.A. in social psychology can be of great value in support of careers in education, counseling, social work, criminology, anthropology, special education, and personnel work.

Degree Requirements

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
General Track			
Social Psychology			
Four courses from			
SOPSY	610	Social (3)	
	615	Social Cog (3)	
	620	Group Dynamc (3)	
	640	Attitudes (3)	
	655	Coun Applic (3)	
	660	Contemporary (3)	12
Educational Psychology			
One course from			
EDPSY	641	Statist Meth (3)	
	642	Interim Stats (3)	3
Counseling Psychology			
CPSY	653	Res Cpy Guid	3
Directed electives from ANTH, CPSY, EDPSY, PSYSC, SOC, SOPSY, THES; professionalization of a teaching major or minor; or minors and electives			12
			30 hrs

Applied Track

The applied social psychology program trains students to apply social psychology in industrial and management settings.

Social Psychology			
SOPSY	610	Social	3
	620	Group Dynamc	3
	640	Attitudes	3
	690	Semnr Social	1
PSYSC	573	Industrial	3
	623	Theor Persnl	3
MGT	500	Mng Org Beh	3
EDPSY	641	Statist Meth	3
	642	Interim Stats	3
PSYSC	680	Res Meth Psy (3)	
	or		
CPSY	653	Res Cpy Guid (3)	3
			28 hrs

Complete 12 hours in one area of emphasis: (Courses that require prerequisites must be approved in advance by a memo from the social psychology program director.)

Management		
BL	560	Survey B L (3)
ECON	509	Survey Econ (3)
FIN	500	Corporation (3)
MKG	505	Survey Mrktg (3)
PSYSC	574	Org Develmnt (3)
SOPSY	695	Intrn Social (3)
Testing		
EDPSY	646	Tests Meas (3)
MGT	661	Hman Res Mgt (3)

PSYSC	575	Select Place (3)	
SOPSY	695	Intrn Social (3)	
Personnel			
CPSY	610	Career Theor (3)	
	614	Career Couns (3)	
MBA	601	Leadership (3)	
MGT	661	Hman Res Mgt (3)	
SOPSY	695	Intrn Social (3)	12
			40 hrs

MASTER OF ARTS IN COUNSELING

An entry-level degree designed for students interested in starting careers in the helping professions. Designed to give students the beginnings of a professional identity as counselors so that they can work in a variety of community settings (community track), in public schools (school track), or in vocational rehabilitation. It is also designed as a predoctoral study program in counseling psychology.

Degree Requirements

- Completion of 15 semester or 24 quarter hours of undergraduate psychology courses with 3.0 grade point average on a 4.0 scale.
- Application to the department as well as to the Graduate School.
- M.A. candidates must pass a written content examination after completing at least 30 hours of course work, pass a computerized ethics test, and receive a grade of *B* or better in pre-practicum, practicum, and internships. THES 698 (6) or RES 697 (3) may substitute for CPSY 653.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Community Track			
Counseling Psychology			
CPSY	605	Com Mh Couns	3
	606	Pre-Practm	3
	607	Apprais Meth	3
	610	Career Theor	3
	621	Theo Tch Cou	3
	644	Practm Couns	3
	646	Clinic Intrn	3
	653	Res Cpy Guid	3
	678	Coun Cul Dif	3
	688	Group Technq	3
	695	Field Intrn (3–12)	3
One course from			
CPSY	631	Personality (3)	
	636	Psychopathol (3)	3
Educational Psychology			
EDPSY	603	Human Devel	3
	641	Statist Meth	3
6 hours from approved electives			6
			48 hrs
Mental Health Counseling Track			
Counseling Psychology			
CPSY	605	Com Mh Couns	3
	606	Pre-Practm	3
	607	Apprais Meth	3
	609	Couns Ethics	3
	610	Career Theor	3
	621	Theo Tch Cou	3
	623	Spec Tech Co (2–6)	3
	636	Psychopathol	3
	644	Practm Couns	3
	646	Clinic Intrn	3
	678	Coun Cul Dif	3
	688	Group Technq	3
	695	Field Intrn (3–12)	9
EDPSY	603	Human Devel	3
	641	Statist Meth	3
6 hours of approved electives			6
One course from			
CPSY	653	Res Cpy Guid (3)	
RES	697	Research Ppr (1–3)	
THES	698	Thesis (1–6)	3
			60 hrs
School Track			
Counseling Psychology			
CPSY	600	Intro Sch Co	3
	606	Pre Practm	3
	607	Apprais Meth	3
	610	Career Theor	3
	621	Theo Tch Cou	3
	644	Practm Couns	3
	646	Clinic Intrn	3
	653	Res Cpy Guid	3
	685	Org Guid Pro	3
	688	Group Technq	3
	695	Field Intrn (3–12)	3
One course from			
CPSY	614	Career Couns (3)	
	657	Obj Apprais (3)	3
One course from			
CPSY	631	Personality (3)	
	636	Psychopathol (3)	3
One course from			
CPSY	678	Coun Cul Dif (3)	
EDMUL	660	Mlti Clt Eth (3)	
	670	Multrl Minor (3)	3
Educational Psychology			
EDPSY	603	Human Devel	3
Education courses			
One course from			
EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDCUR	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	

	630	Jr H Mid Cur (3)	
EDEL	600	Bas Concp El (3)	
	626	Dis Clsrm Mt (3)	
EDSEC	534	Class Mgt (3)	
	695	Dyn Sec Clrm (3)	
EDJHM	512	Instrl Strat (3)	3
			48 hrs

Candidates will be issued the school services standard license for counselor after they have completed the following state requirements:

- One of the following professional experiences: (1) two years of creditable teaching experience, (2) a valid out-of-state school counseling license and one year of experience as a school counselor in another state, or (3) an internship in a school setting for one academic year.
- A master's degree in counseling or a related field and 30 semester hours in counseling and guidance at the graduate level.
- Completion of a supervised practicum in counseling with students at all levels.
- Recommendation by the accredited institution where the approved qualifying program was completed.

The holder of the school services license is eligible to serve as a counselor at all grade levels.

Vocational rehabilitation track

CPSY	603	Intro Rehab	3
	606	Pre Practm	3
	607	Apprais Meth	3
	608	Psysoc Rehab	3
	610	Career Theor	3
	621	Theo Tch Cou	3
	635	Med Disabil	3
	636	Psychopathol	3
	644	Practm Couns	3
	678	Coun Cul Dif	3
	688	Group Technq	3
	689	Case Mgt Reh	3
	695	Field Intrn (3-12)	6
EDPSY	603	Human Devel	3
Research component			3-6
			48 hrs

DOCTOR OF PHILOSOPHY IN COUNSELING PSYCHOLOGY

The Ph.D. in counseling psychology includes theoretical bases, an experiential component, a research component, and a variety of assistantship assignments. The program contains a core of psychology courses in the social, biological, cognitive, affective, and individual bases of behavior. A master's degree is required for admission. Most students complete the degree in three to four years.

Degree Requirements

Comparable courses may be substituted for some of these courses upon approval of the student's doctoral committee.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Counseling Psychology			
CPSY	610	Career Theor	3
	636	Psychopathol	3
	678	Coun Cul Dif	3
	688	Group Technq	3
	720	Adv Theories	3
	722	Theo Tch Sup	2
	740	Prac Co Supv	1
	746	Doc Prac 1	3
	747	Doc Prac 2	3
	753	Adv Research	3
	797	Doc Semnr 1	2
	799	Intrn Co Psy	0
One course from			
CPSY	652	Proj Apprais (3)	
	657	Obj Apprais (3)	3
Educational Psychology			
EDPSY	642	Interim Stats	3
	650	Indv Test Ws	3
	746	Theory Meas	3
One course from			
EDPSY	741	Ap Regres An (3)	
	742	Statist Tech (3)	
	743	Factor Anly (3)	3
Psychological Science			
PSYSC	691	Systems	3
One course from			
PSYSC	668	Physiologcal (3)	
	695	Seminar (Psychopharm) (3)	
EDPSY	652	Neuro Assess (3)	3
One course from			
PSYSC	615	Learn Motiva (3)	
EDPSY	611	Creativ Thkg (3)	
	765	Theor Learng (3)	
	768	Cognit Devel (3)	3
Social Psychology			
Two courses from			
SOPSY	610	Social (3)	
	615	Social Cog (3)	
	620	Group Dynamc (3)	
	640	Attitudes (3)	
	655	Coun Applic (3)	
	660	Contemporary (3)	6

Dissertation			
DISS	799	Drs Dissert (1–10)	10
Research Requirement			
ID	705	Resrch Collq (1–2)	2
Cognate(s)			24–30
The cognate requirement consists of either one 24-hour cognate in psychology or two 15-hour cognates, at least one of which must be in psychology. Some of the above courses may be applied to the cognate(s), depending on which cognates are chosen.			
Elective in Counseling Psychology			3
			98 hrs

In addition to the requirements listed above, each candidate for the Ph.D. in counseling psychology must

- have an assistantship position, which is automatically awarded upon acceptance to the program, of 20 hours a week during the first academic year of required residence. One first-year student per year may decline the assistantship during the first year, with permission of the department. Assistantships are also available during the second and third years. Responsibilities include instructional services, counselor supervision, administrative assignments, practicum clinic staffing, and research. In addition to a stipend, an assistantship includes a remission of fees for course work.
- have at the end of master's and doctoral work at least 400 hours of practicum experience, with at least 150 hours in direct service experience and 75 hours in formally scheduled supervision. Students are advised to enroll in CPSY 749, Individual Supervised Experience in Counseling Psychology, (1–6), every semester in which they see clients before internship.
- have proficiency in two of the following as demonstrated by meeting departmental criteria: using computers, research techniques, foreign language (proficiency will be determined by the Department of Modern Languages and Classics).
- have research experience supervised by departmental faculty before and in addition to the dissertation.
- complete an APA- or APPIC-approved internship (CPSY 799) for a minimum of 1,500 hours or a calendar year.

Before accepting an internship, students must satisfactorily complete the following experiences: ethics examination, written and oral preliminary examination, comprehensive practitioner skills examination, and dissertation proposal.

COUNSELING PSYCHOLOGY (CPSY)

600 Introduction to School Counseling. (3) Counseling and guidance in the schools for counselors, teachers, administrators, and other educational personnel. History and philosophy of school counseling, counselor roles and function, modes of intervention (e.g., direct services, consultation, curriculum), and ethics of school counseling will be studied.

603 Introduction to Vocational Rehabilitation Counseling. (3) Introduction and overview of the profession of rehabilitation counseling including history, philosophy, role and function, preparation, practice, and ethics of the vocational rehabilitation counselor. Includes legislation, societal trends, and organizational structure affecting rehabilitation counseling.

605 Introduction to Community and Mental Health Counseling. (3) Principles and problems of counseling in an agency setting. History and philosophy of psychological counseling, role and training of the counselor, modes of intervention (e.g., direct service, consultation), and ethics of counseling are included.

606 Pre-Practicum Interviewing Skills. (3) Experimental laboratory designed to build basic counseling and interviewing skills. Practice in applying skills will take place through simulations, role playing, and audio and videotapes.

607 Appraisal Methods in Counseling. (3) Overview of measurement principles and major approaches to appraisal of individuals, groups, and environments. Comprehensive appraisal methods, specific techniques for selected problem areas, and standardized vocational and personality tests will be examined relative to the appraisal process in counseling.

608 Psychosocial Aspects of Rehabilitation. (3) Designed to build experience in counseling persons with disabilities and/or chronic health conditions. Emphasizes an

understanding of both the psychological and sociological implications of disability.

609 Counseling Ethics and Professional Issues. (3) An advanced professional issues seminar for mental health counseling students focused on the practice of the licensed mental health counselor in both the private and public sectors. Issues for special attention will include legal, financial, governmental, and ethical considerations.

Prerequisite: CPSY 605, 600 or 603.

Parallel: CPSY 606.

610 Career Theories and Realities. (3) Career development theories; relationships among career choice, life-style, and life-span development; psychosocial and reality considerations in life career development; and applications of theories and reality conditions to self and others.

614 Career Counseling, Assessment, and Interventions. (3) Psychologists' and counselors' roles in using results from career-related assessment and diagnostic tools, intervention strategies related to career exploration, decision making, and life career adjustment; sources and application of career-development materials.

Prerequisite: CPSY 610.

618 Industrial Vocational Psychology. (3) Theory, research, and practice of vocational psychology in business organizations. Topics include cultural and organizational context of careers, organizational career management problems, diversity in career orientations, managerial career development, and ethics in doing vocational work in organizations.

Prerequisite: CPSY 610.

621 Theories and Techniques of Counseling. (3) Investigation of major theories and techniques of counseling and psychotherapy. Examination of behavioral, psychoanalytic, person-centered, existential, and relationship-oriented counseling theories. Therapeutic attitudes, ethics, and techniques and their relationship to theoretical principles and concepts will be addressed.

Prerequisite: CPSY 600 or 603 or 605.

623 Specialized Techniques of Counseling Psychology. (2–6) Seminar devoted to theory and research in treatment and intervention strategies. Topics vary depending upon current interest and importance in counseling psychology.

Prerequisite: CPSY 621.

Parallel: CPSY 645 may be required for some students.

A total of 6 hours of credit may be earned.

631 Introduction to the Study of Personality. (3) An application of psychological principles to an introductory understanding of personality and interpersonal adjustment. Content includes social motivation, frustration, conflicts, adjustive mechanisms, assessment of personality, and some exposure to problems of mental hygiene and psychotherapy.

634 Introduction to Behavioral Medicine. (3) An introduction to interventions appropriate for the counseling psychologist in such areas as smoking cessation, weight management, cardiovascular disease, chronic illness, cancer, and stress management. The theoretical, conceptual, and empirical bases of these interventions will be stressed.

635 Medical Aspects of Disability in Vocational Rehabilitation Counseling. (3) Overview of the various systems of the human body that are involved in disabilities. Acquaintance with terminology, medical specialties that treat physical systems, various therapeutic approaches, and resources for restoring mental and physical functioning.

Prerequisite: CPSY 603.

636 Psychopathology. (3) Symptoms and dynamics of psychological disorders with primary emphasis on their development, etiology, prevention, and supporting research evidence.

640 Practicum in Group Counseling. (3–6) Supervised experience in a leadership role in various facets of counseling and therapeutic group interaction.

Prerequisite: CPSY 644, 688.

A total of 6 hours of credit may be earned.

644 Practicum in Counseling. (3) Supervised experience in counseling. Emphasizes working with individual clients.

Prerequisite: CPSY 606, 600 or 603 or 605; permission of the department chairperson.

Prerequisite or parallel: CPSY 621.

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

645 Practicum in Counseling Psychology. (2–6) Advanced experience in counseling psychology using specialized techniques under supervision.

Prerequisite: CPSY 644.

Parallel: CPSY 623.

A total of 6 hours of credit may be earned.

646 Clinic Internship in Counseling. (3) Advanced supervised experience in counseling with children, adolescents, adults, couples, and families under the supervision of a professional counselor. Practical experience with the delivery of mental health services including administration, record keeping, and community outreach.

Prerequisite: CPSY 644; permission of the department chairperson.

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

647 Practicum in Substance Dependency Abuse. (3) Supervised experience in interviewing, differential diagnosis, and individual, group, and family counseling with persons afflicted by chemical abuse and dependency.

Prerequisite: CPSY 677 or the equivalent.

648 Field Experience in Counseling and Guidance. (3–6) Supervised on-the-job experience in a school, business, industry, or community agency in counseling and guidance activities.

Prerequisite: CPSY 646.

A total of 6 hours of credit may be earned.

652 Projective Personality Appraisal. (3) History and theory of projective testing. Types and uses of projectives in relation to diagnosis, therapy, and evaluation.

653 Research in Counseling Psychology and Guidance. (3) Students will investigate, summarize, and interpret research in counseling psychology and guidance. Each student will write and submit a research report to fulfill course requirements.

657 Objective Personality Appraisal. (3) The application of objective personality tests to counseling. The primary emphasis is upon using tests as adjuncts to counseling, i.e., diagnosis, evaluation, and therapy. The major emphasis of the course will be on the MMPI.

662 Sex, Marriage, and Divorce Counseling. (3) Principles and techniques of sexual, marital, and divorce counseling. Psychological features of human sexual development and adjustment with emphasis on dysfunction and remediation.

664 Theories and Techniques of Family Therapy. (3) Introduction to various theories and approaches to family therapy including psychoanalytic, systems, strategic, structural, communications, and behavioral. Examination of research in family therapy. Pre-practicum experience in conducting family assessment interviews and family counseling interviews.

675 Counseling the Gifted and Talented. (3) Examination of theory and research on the social, emotional, and career needs of the gifted and talented. Emphasizes counseling program development, models, and skills to meet the special needs of this population.

676 Principles and Practices of Counseling the Older Adult. (3) Fundamentals of the interviewing and counseling process with older persons. Emphasizes basic concepts, principles, and skills of the helping relationship as applied to the special problems of older adults. The counselor's attitudes and feelings toward aging and the aged and their influence on the relationship will be considered.

677 Counseling Techniques with Substance Dependent Clients. (3) Counseling techniques and processes in treating alcohol- and drug-dependent clients. Emphasizes differential diagnosis, interview techniques, and individual and group therapies as well as management of resistant clients and other special chemically afflicted populations.

Prerequisite: CPSY 605, 621; HSC 565 or 567; or permission of the department chairperson. Thirty hours of observations in community agencies are required.

678 Theories and Techniques of Counseling the Culturally Different. (3) Designed to build expertise in counseling people of black, Hispanic,

Asian, and American Indian heritage. Emphasizes understanding the social and political bases of counseling and therapy. Activities may include student case presentation of a client from a different cultural background.

Prerequisite: CPSY 621 or permission of the department chairperson.

683 Psychological and Organizational Consultation. (3) Consultation models for psychologists will be examined with theoretical and practical implications emphasized.

Prerequisite: graduate status in counseling psychology or permission of the department chairperson.

685 Organization of the Guidance Program. (3) Organization, administration, and functions of counselors, teachers, and administrators in guidance programs. Emphasizes evaluation and improvement of effectiveness and efficiency of the guidance program in facilitating growth and development.

Prerequisite: 9 or more hours in counseling and guidance courses including CPSY 600, 621.

688 Process and Techniques of Group Counseling. (3) Major approaches to group counseling, including theoretical assumptions and basic principles and techniques. Participation experience provides practice in using various approaches and focuses on dynamics and processes of interaction(s) in group counseling.

Prerequisite: CPSY 600 or 603 or 605.

689 Case Management in Vocational Rehabilitation Counseling. (3) Includes case management techniques; planning for the provision of rehabilitation services; use of community resources and services; referral; and use of technology in caseload management. Integration of information from program coursework with a focus on delivery of services by the rehabilitation counselor.

Prerequisite: CPSY 603, 635, 644; SPCED 566.

690 Issues in Counseling. (1–12) Advanced and intensive study in selected areas of student need and interest in counseling. Opportunity for students to choose particular areas for in-depth study under faculty supervision.

A total of 12 hours of credit may be earned.

695 Field Internship in Counseling. (3–12) Intensive supervised experience in application of basic psychotherapeutic procedures and evaluation techniques in an approved and appropriate setting. Experience will be gained in one or several approved agencies under joint supervision of a university faculty member and an agency representative designated for this responsibility.

Prerequisite: CPSY 644, 646.

A total of 12 hours of credit may be earned.

720 Advanced Theories of Counseling. (3) An in-depth study of selected theories of and approaches to counseling and psychotherapy; further development of students' personal theories.

Prerequisite: 16 hours of graduate work in counseling psychology.

722 Theories and Techniques of Counselor Supervision. (2) An introduction to and survey of models and methods of counseling supervision. Ethical issues, evaluation methods, research, and developmental issues in supervision are presented. Current readings, videotapes, and role playing are used to study the supervision process.

Prerequisite: CPSY 746.

740 Practicum in Counselor Supervision. (1) Supervised experience in the supervision of counselors-in-training. Students will be assigned to graduate practica to supervise practicum students seeing clients in the practicum clinic of the department.

Prerequisite or parallel: CPSY 722.

746 Integrated Scientist-Professional Practicum 1 in Counseling Psychology. (3) Advanced scientist-practitioner training in counseling research and practice, combining a counseling research seminar with a counseling practicum. The seminar covers counseling outcome research. The practicum involves intensive group and individual supervision of student's counseling experiences.

Open only to doctoral students in counseling psychology or a related field.

747 Integrated Scientist-Professional Practicum 2 in Counseling Psychology. (3) The second semester of an advanced scientist-practitioner combined counseling research seminar and counseling practicum. The seminar

covers research and practice aspects of the process of counseling. The practicum involves intensive group and individual supervision of student's counseling experiences.

Prerequisite: CPSY 746.

Open only to doctoral students in counseling psychology or a related field.

749 Practicum in Supervised Experience in Counseling Psychology. (1–6) Individualized advanced experience in counseling and psychotherapy under the supervision of a faculty member.

Prerequisite: doctoral status, CPSY 746, and at least two other CPSY graduate courses.

A total of 6 hours of credit may be earned.

753 Advanced Research Methods in Counseling Psychology. (3) Methods and issues of research in counseling psychology with emphasis on a functional practitioner-scientist model. Students will design a counseling research project, analyze and interpret data, and complete a written research report in article form.

Prerequisite: CPSY 653; EDPSY 642, or the equivalents, or permission of the department chairperson.

797 Doctoral Seminar 1 in Counseling Psychology. (2) An advanced professional seminar for doctoral students in counseling psychology. The seminar will focus on ethics, legal issues, history, professional identity, and practice and research issues in counseling psychology.

Open only to doctoral students in counseling psychology.

799 Internship in Counseling Psychology. (0) Experience in duties and responsibilities of the counseling psychologist. Full-time internship (minimum 1,500 hours) in an approved agency under the joint supervision of the university and the internship site professional staff. Normally taken for two or more consecutive semesters.

Prerequisite: admission to the doctoral program and permission of the departmental director of doctoral programs.

Open only to doctoral students in counseling psychology.

SOCIAL PSYCHOLOGY (SOPSY)

610 Social Psychology. (3) Introduction to theories, findings, and methodology of social psychology.

615 Social Cognition. (3) Includes intensive examination of the current literature and theory of social psychology; gives particular attention to theories of social cognition and perception.

Prerequisite: SOPSY 610.

620 Group Dynamics. (3) Research on and theory of behavior in small groups, effects on the individual of membership and participation in small and large groups, interaction of group structure and personality, and the effects of an individual on the group.

Prerequisite: SOPSY 610.

640 Social Psychology of Attitudes. (3) Examines theoretical and assessment perspectives pertaining to the psychological concept of attitudes.

Prerequisite: SOPSY 610.

655 Counseling Applications of Social Psychology. (3) Current social psychological theory and research on such topics as social cognition, person perception, and attitude formation and change. Implications for counseling psychology practice and research.

Prerequisite: SOPSY 610.

660 Contemporary Social Psychology. (3) Selected areas of current interest in social psychology. Deals with contemporary research and publications from both foreign and American sources.

Prerequisite: SOPSY 610.

670 Independent Study in Social Psychology. (1–6) Intensive individual study of selected topics in social psychology.

Prerequisite: permission of the instructor and program director.

A total of 6 hours of credit may be earned.

690 Seminar in Applied Social Psychology. (1) Advanced examination of how social psychology can be applied to problems or questions found in industrial, organizational, and health-care settings. Existing research will be reviewed, and new approaches will be considered.

Prerequisite: SOPSY 610; PSYSC 680 or CPSY 653.

695 Internship in Applied Social Psychology. (3) Experience in applied social psychological research in industrial, organizational, or healthcare settings. Students will be jointly

supervised by university and internship site staff. Normally taken for two consecutive semesters.

Prerequisite: permission of the director of the M.A. program in social psychology.

EDUCATIONAL LEADERSHIP

www.bsu.edu/edleadship

Teachers College 915, (765) 285-8488
Acting Chairperson: Joseph R. McKinney
Director of Advanced Graduate Programs in Educational Leadership: Joseph R. McKinney
Director of Doctoral Programs in Educational Administration: William Sharp
Graduate Faculty: Malone, McKinney, Sharp

PROGRAMS

Master of arts in education (M.A.E.) in educational administration and supervision; specialist in education (Ed.S.) in school superintendency; and doctor of education (Ed.D.) in educational administration and supervision. Certification programs include K–12 educational administration.

M.A.E. DEGREE PROGRAM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Admission

Applicants for the M.A.E. in Educational Administration and Supervision must complete the University Application for Graduate Admission form and return it to the Graduate School. To be admitted to graduate study toward this master's degree, a student must meet the following minimum criteria:

A. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.

B. Have one of the following:
- An undergraduate cumulative grade point average of at least 2.75 on a 4.0 scale.
- A cumulative grade point average of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
- A 3.2 grade point average in 9 semester hours of graduate work approved by the chairperson on the major department and an acceptable score on the Graduate Record Examination. Such students will be considered probationary students until the conditions of their admission have been met.

General Degree Requirements

The M.A.E. degree requires completion of at least 36 hours of graduate course work. A minimum of 27 hours must be completed in the major, supplemented by a course in research, a course in curriculum, and a foundations course. Students must maintain grade point averages of at least 3.2 on a 4.0 scale.

The following courses, totaling 27 credit hours, must be taken in educational administration and supervision

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Required courses			
EDAD	600	Intro Ed Led	3
	630	Humn Resourc	3
	635	Ed Dec Makng	3
	684	Ed Fin Ethcs	3
	686	School Law	3
	689	Sch Principl	3
	694	Princ Intern (3)	6
EDSUP	650	Superv Instr	3
			27 hrs

The remaining 9 credit hours are designated as follows			
EDCUR	601	Curric Devel	3
EDPSY	640	Methodology	3
One course from			
EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	3
			9 hrs
			36 hrs

SPECIALIST IN EDUCATION IN SCHOOL SUPERINTENDENCY

Designed for students seeking advanced graduate training. The program meets state licensing requirements for school superintendency certification.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also hold master's degrees from regionally accredited colleges or universities with cumulative grade point averages of at least 3.2 on a scale of 4.0, have acceptable scores on the Graduate Record Examination, have two years of successful experience as teachers or other appropriate professional experience, provide five professional recommendations, submit two copies of transcripts of all previous college work, and be approved by the graduate study committee in the department.

Degree Requirements

The Ed.S. program requires the satisfactory completion of a minimum of 30 hours of prescribed graduate course work beyond the master's degree with a grade point average of at least 3.2. Candidates for the degree must have

- completed a minimum of 60 hours of graduate credit including credit earned at the master's level.
- satisfactorily completed comprehensive written and oral examinations.
- completed a supervised internship or an acceptable thesis. (Candidates must complete most of the course sequence before becoming eligible for the internship experience or a thesis project.)

See the certification program for school superintendency for a listing of specific course work.

DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Designed to meet the needs of advanced graduate students who hold or are seeking to assume leadership roles in education and who are dedicated to advancing the profession through quality teaching, research, and service.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also hold master's degrees from accredited colleges or universities with grade point averages of at least 3.2 on a scale of 4.0; have acceptable scores on the Graduate Record Examination; submit autobiographies, statements of philosophy of education, three copies of all transcripts, and five references; and be approved by the graduate study committee in the department.

Applicants should apply several months before they intend to enroll because the screening process frequently requires two or three months from the time of initial application to the decision of the committee.

Degree Requirements

The doctoral degree program in educational administration and supervision consists of a minimum of 90 hours of graduate credit, of which 48 hours must be completed at Ball State University. The program consists of several basic required courses as well as a major of at least 40 hours, of which most must be taken for Ball State University credit. Students must also complete two 15-hour cognates (minimum) or one 24-hour cognate (minimum). In the 15 hour cognates, 9 hours must be Ball State University credit; 12 hours in the 24 hour cognate must be Ball State University credit. Programs are often designed to satisfy the licensing requirements in Indiana for school superintendency; however, sufficient flexibility exists to design a program to meet the specific needs of the candidate.

EDUCATION: ADMINISTRATION (EDAD)

600 Introduction to Educational Leadership. (3) Examines purposes and organizational structures of educational institutions created by federal, state, and

local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems, developing trends, etc., are considered for analysis.

Prerequisite: to be taken within the first 9 hours of the educational leadership program.

610 Administration of the Elementary School. (3) Review of the organizational structure of education at the federal, state, and local levels. Examination of current trends, operational methods, relationships, and goals of public education. Intensive treatment of the responsibilities of the elementary school administrator.

Prerequisite: EDAD 600, one additional EDAD course; EDSUP 650.

620 Administration of the Secondary School. (3) Review of the organizational structure of education at the federal, state, and local levels. Examination of current trends, methods, relationships, and goals of public education. Intensive treatment of the duties and responsibilities of the secondary school principal.

Prerequisite: EDAD 600, one additional EDAD course; EDSUP 650.

630 Human Resource Development. (3) Focuses on techniques used to maintain effective human relations and use of human resources. Staff evaluation systems, staffing projections, staff-related record management, benefit programs, etc. Emphasizes negotiations in the public sector and contract management.

Prerequisite: EDAD 600.

635 Educational Decision Making. (3) Designed for the student preparing to be a building level administrator. Designed to build on material of EDAD 600. Decision making theory will serve as framework from which the student will be expected to use authentic scenarios and real data to investigate/analyze and decide future direction leading to school improvement.

Prerequisite: EDAD 600.

640 The Educational Administrator and Public Relations. (3) Development and analysis of appropriate organizational, procedural, and administrative arrangements for public relations programs in educational institutions. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support, and instituting educational change.

684 Educational Finance and Ethics. (3) Introduction to school finance and school business administration at all levels. Applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. Includes discussion of ethics in school finance.

685 Fiscal Management of Educational Agencies. (3) Basic concepts of fiscal management, procedures, and practices in educational institutions at all levels. Intensive study of budgeting and accounting as tools for planning and controlling educational operations.

Prerequisite: EDAD 684 or the equivalent or permission of the department chairperson.

686 School Law. (3) Basic principles of school law with special attention to legislation in Indiana and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications, and limitations on the board of education.

687 Legal Aspects of Education. (3) An advanced course in school law with special attention to research in legal aspects of educational administration.

688 School Buildings, Grounds, and Equipment. (3) Roles and responsibilities of the educational administrator and procedures that contribute to effective planning of new or remodeled educational facilities. Gives special attention to such matters as school surveys, development of educational specifications, standards and guidelines for instructional and service areas, site requirements, financing, construction patterns, equipment needs, and community involvement.

689 The School Principal. (3) Provides overview of this key position. Analyzes/investigates roles and functions of principalship. Emphasis on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and

attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal.

692 Inservice Workshop in Education. (1–3) For inservice teachers and administrators who wish to work on educational problems encountered in their own schools. Repeated registrations are permitted. A maximum of 6 hours may be applied to licensure in educational administration and supervision.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

693 Mid-Career Seminar for Educational Leaders. (1–3) Seminar in education leadership for practitioners needing to update knowledge and skills in applied leadership. Repeated registrations are permitted.

Prerequisite: master's degree; permission of the department chairperson.

A total of 3 hours of credit may be earned.

Open only to practicing educational leaders or educators seeking renewal of administrative licenses.

694 Principal Internship. (3) Practical experience in the duties and responsibilities of the school principal and related problems. The intern will be assigned to a principal in the field.

Prerequisite: permission of the department chairperson or program director.

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

696 Superintendent Internship. (6) Practical experience in the duties and responsibilities of the school superintendent and related problems. The intern will be assigned to a superintendent in the field.

Prerequisite: permission of the department chairperson or program director.

698 Seminar in Theory of Educational Administration. (3) Focuses on current theories of administration, contributions of behavioral science research to solving administrative problems, and the implication of theoretical orientations to educational administration.

Prerequisite: completion of at least two other EDAD courses.

780 School District Administrator. (3) Effective administrative leadership procedures, processes, and relationships in various types of educational institutions. Attention directed to functions of superintendent and other chief administrators as educational leaders relative to personnel, governing bodies, student groups, educational organizations, other agencies, and various publics.

Prerequisite: completion of at least two other EDAD courses.

791 Internship in Educational Management. (3–6) A field assignment with opportunities to participate directly in administrative and supervisory activities within a selected educational operation.

Prerequisite: permission of the department chairperson or program director.

A total of 6 hours of credit may be earned.

798 Seminar in Educational Administration. (2) Synthesis and refinement of a personal philosophy of educational administration and its practical application to today's schools. Individual research and critical discussion will characterize student activity. To be taken for two consecutive terms of 2 hours each, for a total of 4 hours.

Prerequisite: permission of the department chairperson or program director.

A total of 4 hours of credit may be earned, but no more than 2 in any one semester or term.

Open only to students in the doctoral program.

EDUCATIONAL PSYCHOLOGY

www.bsu.edu/edpsych
Teachers College 524, (765) 285-8500
Chairperson: Daniel K. Lapsley
Director of the Ph.D. in School Psychology Program: Raymond S. Dean
Director of M.A. and Ed.S. in School Psychology Programs: Betty Gridley
Director of the M.A. in Educational Psychology Program: Felicia Dixon
Director of School Psychology Clinic and Practicum Experiences: David McIntosh
Director of the Neuropsychology Laboratory: Raymond S. Dean
Graduate Faculty: Adams, Bulow, Cassady, Cross, Dean, Dixon, Fletcher, Gridley, Huffman, Krug, Lapsley, Marchant, McCoy, McIntosh, Mucherah, Paulson, Rothlisberg, Schneider, Sparzo

Educational psychology is a social science that involves the study of human development, learning, adjustment, measurement, research, and statistics as they relate to the problem of understanding human beings. These objectives are accomplished through research and service functions and through teaching about human relationships, human development, and changes in human behavior. Programs related to the practical application of psychological principles in psychoeducational settings are offered primarily at the graduate level.

PROGRAMS

Master of arts (M.A.) in educational psychology and school psychology; specialist in education (Ed.S.) in school psychology; and doctor of philosophy (Ph.D.) in school psychology

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

Designed for students seeking a broad background in educational psychology preparatory to enrolling in an advanced degree program. It is valuable to students with specific interests in human development, learning, and measurement and evaluation. As a part of this degree program students may professionalize teaching licenses by selecting appropriate courses.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have satisfactory scores on the Graduate Record Examination. Equivalencies in educational training and entrance examinations must be approved by the program director. Candidates for admission must be approved and should ask the program director for appropriate forms and additional information.

Degree Requirements

Candidates must complete a minimum of 30 hours of graduate credit approved by the program director.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDPSY	600	Adv Ed Psy (3)	
	or		
	606	Bhav Anls Ed (3)	3
	603	Human Devel (3)	
	or		
	627	Child Devel (3)	
	or		

628	Adoles Devel (3)	
or		
629	Adult Devel (3)	3
640	Methodology	3
646	Tests Meas	3
Electives approved by program director		18
		30 hrs

MASTER OF ARTS IN SCHOOL PSYCHOLOGY

Designed for students seeking Indiana school psychologist licensure or school psychologist certification in other states. It is NASP/NCATE-approved and is patterned after guidelines suggested by the National Association of School Psychologists.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have satisfactory scores on the Graduate Record Examination and must submit autobiographies and three letters of recommendation. Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program director for appropriate forms and additional information.

Combined Admission

In selected instances, applicants with baccalaureate degrees may be of such outstanding quality that they are eligible for concurrent admission into either the M.A. and Ed.S. or the M.A. and Ph.D. programs in school psychology. Applicants must meet the admission requirements of the Graduate School, achieve scores on the Graduate Record Examination at a level commensurate with master's degree applicants applying to the advanced degree programs, and submit the additional materials appropriate to the degree program desired (see Admission, Specialist in Education in School Psychology or Doctor of Philosophy in School Psychology). Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program director for appropriate forms and additional information.

Degree Requirements

Requirements include the satisfactory completion of a minimum of 30 hours of prescribed graduate courses with an overall grade point average (GPA) of at least 3.0 and a GPA of 3.0 in courses in the major. Students seeking Indiana school psychologist licensure are required to complete at a minimum the program as outlined under the section Requirements for School Services Licenses, including an academic-year internship. Check with the program director for any recent changes dictated by professional organizations or licensure requirements. All course work must be approved by the program director.

SPECIALIST IN EDUCATION IN SCHOOL PSYCHOLOGY

Intended for students pursuing Indiana school psychologist licensure or school psychology certification in other states. A number of states require a specialist degree for school psychology certification.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must hold master's degrees from regionally accredited institutions with grade point averages (GPAs) of at least 3.2 on a scale of 4.0, achieve satisfactory scores on the Graduate Record Examination, and submit autobiographies and three letters of recommendation. Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee and should contact the program director for appropriate forms and additional information.

Degree Requirements

Requirements include the satisfactory completion of a minimum of 30 hours of prescribed graduate courses beyond the master's degree with a grade point average of at least 3.0. Candidates for the degree must have completed satisfactorily a minimum of 60 hours of graduate credit, including credit earned at the master's degree level; departmentally approved examinations; and supervised internship experiences. Since the specialist degree is intended for those seeking school psychologist licensure in Indiana and other states, all course work must be approved by the program director.

A full-time continuous residency or an alternate planned experience agreed

to by the program director is required for all students while attending the program.

See the licensure program for school psychologist for a listing of specific course work. Check with the program director for any recent changes dictated by professional organizations or licensure requirements.

DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY

The doctoral program in school psychology is based on the scientist practitioner model. Students in this program are trained to think and behave as both insightful clinicians and social scientists. As practitioners, they are trained to render preventive, diagnostic, and remedial services. As social scientists, they may be expected to be involved in research, educational planning, and policy formation. Graduates of the program may serve as resource persons to school personnel and parents in promoting programs for prevention and facilitation. The doctoral program in school psychology has a strong theoretical base in human development, learning, individual differences, research methods, and statistics. This training gives students the appropriate orientation and skills to serve as university faculty members. The program qualifies students to pursue Indiana school psychologist licensure or school psychology certifcation in other states. Specialized training in cognates like neuro-psychology, psychology of human development, research methodology, and educational psychology is available.

The doctoral program in school psychology is accredited by both the American Psychological Association and NASP/NCATE.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also hold either master's or specialist in education degrees from regionally accredited institutions; submit official transcripts of all baccalaureate and post-baccalaureate degrees; submit autobiographies, philosophy of education statements, and lists of five persons who might be asked for letters of recommendation; achieve satisfactory scores on the Graduate Record Examination; and have outstanding scholastic records and appropriate professional experience. Candidates for admission must be approved by the departmental Advanced Graduate Studies Committee. The Advanced Graduate Studies Committee reserves the option of holding personal interviews before candidates are recommended for acceptance into the program. Candidates should contact the program director for appropriate forms and additional information.

Degree Requirements

The Ph.D. program consists of a minimum of 90 hours of graduate credit, 48 of which must be completed at Ball State University. The candidate must complete a major in school psychology of at least 40 hours and either a single cognate of 24 hours or two cognates of 15 hours each. As recommended by the Task Force on the Revision of the Accreditation Criteria in Psychology of the American Psychological Association, all students for the degree must complete a professional psychology core including courses in the biological bases of behavior, the cognitive-affective bases of behavior, the social bases of behavior, and individual differences. In addition, they must also complete course work in the history and systems of psychology, multicultural studies, humanistic studies, and behavioral studies, and in professional ethics and standards. All candidates for the degree must complete research projects in addition to dissertation and doctoral-level internships at sites approved by the School Psychology Internship Supervisor. Candidates are expected to meet the requirements for Indiana school psychologist licensure as outlined in the section Requirements for School Services Licenses.

Students applying for the program should check with the program director for any recent changes dictated by professional organizations or licensure requirements.

DOCTORAL COGNATES

The Educational Psychology Department offers several doctoral cognates including neuropsychology, gifted studies, developmental psychology, educational psychology, and research methodology. More information regarding the requirements for each of these cognates can be obtained from the doctoral program

director. Examples of cognates that may be chosen from other departments include counseling psychology, clinical psychology, special education, and general education.

COGNATE IN GIFTED STUDIES

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
15 hour cognate			
Required courses			
EDPSY	520	Int Gft/Tlnt	3
	621	Indent Eval	3
	696	Prac Gft Ed (1–9)	3
3 hours from			
EDPSY	611	Creativ Thkg (3)	
	698	Issues (3–9)	3
3 hours from			
EDEL	657	Prog Gift El (3)	
EDSEC	668	Tch Gift Tal (3)	3
			15 hrs
24 hour cognate			
Required courses			
EDPSY	520	Int Gft	3
	611	Creativ Thkg	3
	621	Indent Eval	3
	696	Prac Gft Ed	3-6
	698	Issues (3–9)	3-6
			18 hrs
3 hours from			
EDEL	657	Prog Gift El (3)	
EDSEC	668	Tch Gift Tal (3)	3
3 hours from			
EDPSY	656	Child Neuro (3)	
	745	Dia Lrn Diso (3)	
	765	Theor Learng (3)	
	768	Cognit Devel (3)	3
			24 hrs

EDUCATIONAL PSYCHOLOGY (EDPSY)

520 Introduction to the Gifted and Talented Student. (3) Examination of definition, characteristics, and identification procedures related to gifted and talented children in school and society. Review and analysis of research findings pertaining to these topics.

Not open to students who have credit in EDPSY 420.

530 Mental Health. (3) Advanced development of mental health. Covers the identification of mental health problems and examines methods of intervention and prevention.

600 Advanced Educational Psychology. (3) Advanced survey of the concepts related to learning and motivation. Theories, research, and applications are explored with an emphasis on effective learning approaches and implications for instruction.

Prerequisite: EDPSY 390 or equivalent or permission of the instructor.

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

Prerequisite: EDPSY 250 or equivalent.

605 Programmed Instruction. (3) An introduction to theories and techniques of programmed instruction, application of theories to techniques of programming, and practice in developing programs in specific subjects.

606 Behavior Analysis in Education. (3) Focuses on basic principles of behavior applied to education and everyday life. Helps define and measure academic performance and social behavior, designing and implementing teaching strategies and assessing the effects of the strategies.

Not open to students who have credit in EDPSY 306.

611 Development of Creative Thinking. (3) Theories and strategies for fostering the creative self and developing creative thinking. Analyzes the effects of personality characteristics and of various biological, cognitive, motivational, and environmental conditions on the development of creative behavior.

612 Psychological Consultation. (2) Examination of the theoretical approaches to psychological consultation. Emphasizes the consultant-consultee relationship in behavioral process, developmental, triadic, organizational, and eclectic models of consultation. Research concerning various models is emphasized.

Prerequisite: EDPSY 653 or permission of the program director.

621 Identification and Evaluation of Gifted and Talented Students. (3) Examination of instructional methodology and curricular organization instrumental in teaching

gifted and talented children. Review of past and current instructional practices and emerging innovative adaptations.
Prerequisite: EDPSY 420 or 520.

627 Child Development. (3) Advanced child development. Covers the biological, cognitive, and social developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.
Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

628 Adolescent Development. (3) Advanced adolescent development. Covers the biological, cognitive, and social developmental processes from the beginning of puberty through the transition into early adulthood, emphasizing current research in adolescent development.
Prerequisite: EDPSY 603 or equivalent or permission of the instructor.

629 Adult Development and Aging. (3) An advanced course in adult development. Covers the biological, cognitive, and social developmental processes from early adulthood through late adulthood, including death and dying. Content is based on current theories and research.
Not open to students who have credit in EDPSY 355 or EDAC 355 or 629.

640 Methodology of Educational and Psychological Research. (3) Development of concepts and skills to enable graduate students to become better informed consumers of educational and psychological research and to provide a foundation for graduate students who may engage in research. Introduction to the common types of research study, the instruments by which studies are carried out, and the interpretation and application of research.

641 Statistical Methods in Educational and Psychological Research. (3) A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology include the computation, interpretation, and application of such statistical techniques as measures of central tendency, measures of variability, correlation techniques, validity and reliability, standard scoring techniques, probability, tests of significance, chi square, and analysis of variance.

642 Intermediate Statistics. (3) An extension of elementary descriptive and inferential statistics through basic statistical research designs, including analysis of variance and covariance.
Prerequisite: PSYSC 241 or EDPSY 641 or a proficiency test administered within the department.

643 Practicum in Educational and Psychological Research. (3) Study, analysis, and evaluation of school programs focused on planning and evaluating Title I or similar curriculum improvement programs in the student's school.
Prerequisite: successful completion of a basic course in statistics.

645 Survey of Advanced Research Methods and Statistical Designs. (3) Principles and problems related to selecting and using advanced research methods. Types of analysis in the seminar will in large part be determined by student needs. Anticipated topics include multivariate techniques like factor analysis and discriminant analysis; advanced experimental designs, such as Latin squares, higher-order multidimensional designs, and incomplete block designs; advanced problems in regression analysis; scaling techniques.
Prerequisite: EDPSY 642.

646 Tests and Measurements. (3) Educational and vocational tests and measurements used for measuring proficiency, aptitudes, interests, and personality traits and their use in the complete educational program.

650 Individual Testing (Wechsler Scales). (3) Theory and supervised practice in the administration, scoring, and interpretation of the Wechsler Intelligence Scale for children and the Wechsler Adult Intelligence Scale. Other individual intelligence tests will be examined and evaluated.

651 Personality Assessment of Children and Adolescents. (3) Theory, administration, scoring, and interpretation of personality assessment instruments such as projective techniques, rating scales, personality inventories, etc., typically used for children and adolescents.
Prerequisite: individual testing course and a course in personality or permission of the program director.

652 Introduction to Neuropsychology and Neuropsychological Assessment. (3) Brain-behavior relationships with special emphasis on techniques and procedures for diagnosing brain dysfunction. Appropriate treatment procedures as they relate to diagnostic data are explored.

Prerequisite: EDPSY 650 or 653 or permission of the department chairperson.

653 Individual Cognitive Assessment. (3) Administration, interpretation, and analysis of selected psychological tests stressing individual measures of cognitive functioning.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit my be earned, but no more than 3 in any one semester or term.

Open only to students in school psychology or by permission of the department chairperson.

654 Developmental School Psychology. (3) Introduction to the early childhood subspecialty of school psychology. Emphasizes team decision making, traditional and curriculum-based assessment and goal planning, ecological interventions, family-centered strategies, and staff consultation in diverse settings for infants, preschoolers, and families.

Prerequisite: EDPSY 651, 653.

Recommended prerequisite or parallel: EDPSY 603.

656 Child Neuropsychology. (3) Advanced study of brain-behavior relationships in children with special emphasis on neurodevelopment. Assessment procedures useful in diagnosis and rehabilitation planning and research concerning various childhood neuropsychological disorders.

Prerequisite: EDPSY 652 or permission of the department chairperson.

669 Concepts in Developmental Neuropsycholinguistics. (3) Comprehensive review and analysis of neurobiological and environmental developmental theories as applied to language acquisition and behavior. Application of these concepts to language assessment within the context of neuropsychological and psycho-educational evaluation as well as remediation and intervention.

Prerequisite: EDPSY 650 or 653 or equivalent, EDPSY 652 or equivalent.

687 Pre-Practicum—Introduction to School Psychology. (1–4) General orientation to practice of school psychology in educational and other settings. Time spent with routines and expectations of schools and other professional settings through experiences such as observations, meeting attendance, policy review, and teaming with advanced students.

A total of 4 hours of credit may be earned.

688 Practicum in Consultation. (1–3) Application of principles and theories of consultation taught in EDPSY 612. Consultation to school and clinical settings.

Prerequisite: EDPSY 612, 653, and 687; or permission of the program director.

A total of 3 hours of credit may be earned.

689 Practicum in School Psychology. (1–6) Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and nonstandardized assessments in various educational and clinical settings. Interview and observational strategies, as well as professional standards of practice and legal issues, will be addressed.

Prerequisite: EDPSY 612, 651, 653, 687; or permission of the program director.

A total of 6 hours of credit may be earned.

690 Supervised Internship in School Psychology. (3) Internship in the principles, practices, and applications of psychoeducational evaluation and consultation with a school or other appropriate setting. Ordinarily required if seeking school psychology certification.

Prerequisite: completion of most of the curriculum for certification as a school psychologist; permission of the department chairperson or program director.

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

Open only to school psychology students.

696 Practicum in Gifted Education. (1–9) Supervised teaching and laboratory experiences with gifted and talented children in educational settings. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

698 Issues. (3–9) Group or individual investigation and study of current issues, problems, and developments in human development, classroom learning, and evaluation.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

699 Independent Study: Educational Psychology. (1–6) Individual students may participate in planned experiences related to educational psychology that are not provided by the regular sequence, study more extensively than present courses allow in a theoretical area of educational psychology, or conduct independent research related to educational psychology.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

709 Forensic Psychology. (3) A survey of forensic issues in psychology, including instruction in legal issues, principles, and relevant case law. Students will be expected to prepare testimony, examine cases, and participate in mock trial proceedings. Designed for graduate students in psychology, practicing psychologists, and physicians.

Prerequisite: permission of the department chairperson.

720 Contemporary Models of Psychological Development. (3) An exploration of contemporary research in development. Emphasizes formulating research proposals that extend present knowledge of psychological development and determining the implications and applications of concepts and principles for working with persons in a variety of settings.

740 Computer Analysis of Educational and Psychological Data. (3) A comprehensive presentation and use of various statistical programs for the computerized analysis of data.

Prerequisite: EDPSY 641.

Prerequisite or parallel: EDPSY 640, 642, or the equivalent or permission of the department chairperson.

741 Applied Regression Analysis for the Social Sciences. (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: EDPSY 641, 642 or permission of the department chairperson.

742 Multivariate Statistical Techniques. (3) A survey of the mathematical basis of four methods of multivariate analysis (the discriminant function, the various factor analytic models, the multivariate analysis of variance, and multiple regression) and their relationships to one another. Primary emphasis on practical applications to statistical analysis of educational and psychological data.

Prerequisite: EDPSY 641.

Prerequisite recommended: EDPSY 642, 741.

743 Introduction to Factor Analysis. (3) The mathematical rationale on which the various factor analytic models are based, the relationship of such models to each other and to such other forms of multivariate analysis as discriminant analysis, the multivariate analysis of variance, and multiple regression.

Prerequisite: EDPSY 641.

Prerequisite recommended: EDPSY 741.

744 Seminar in Research Methodology. (1–4) Supervised group analysis and consideration of research that is contemplated, in progress, or completed. Special emphasis on appropriateness of design and statistical analysis of data, potential or actual problems, implications of possible or actual findings, and likely avenues for further investigation.

Prerequisite: EDPSY 641 or the equivalent.

A total of 4 hours of credit may be earned.

745 Diagnosis of Learning Disorders. (3) Diagnosis and recommended procedures for treatment of children with learning disabilities. Emphasizes the role of a school psychologist in these procedures.

Prerequisite: EDPSY 650 or 653; SPCED 600 or equivalent; or permission of the department chairperson.

746 Theory of Measurement. (3) Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

Prerequisites: PSYSC 241 or EDPSY 641 or permission of the department chairperson; EDPSY 646 or the equivalent.

750 Seminar in School Psychology. (3) Seminar aimed at synthesis and refinement of the student's personal philosophy of school psychology and its practice in today's schools. Individual and group study of current literature on issues, ethics, current problems, and research in school psychology.

Prerequisite: admission to graduate study in school psychology.

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. Emphasizes use of the Halstead-Reitan batteries.

Prerequisite: EDPSY 652 or the equivalent.

A total of 6 hours of credit may be earned.

754 Seminar in Neuropsychology. (3) Introduces advanced materials, procedures, and research in clinical neuropsychology. Emphasizes selected neurologic disorders, methods of assessment, rehabilitation, and professional issues.

Prerequisite: EDPSY 652, 656, 752, or equivalent, or permission of the instructor.

765 Theories of Learning. (3) A doctoral seminar in contemporary learning theories. Covers the systematic roots of learning theories within psychology and their implications for educational and psychological practice.

Prerequisite: EDPSY 600 or equivalent.

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: EDPSY 603 or equivalent.

775 Behavioral Assessment and Intervention for School Personnel. (3) Study of antecedent and consequent conditions of problem behaviors in educational settings. Examines assessment and intervention procedures that are useful for increasing or decreasing academic and social behaviors. Emphasizes research on behavioral problems and behavior-change strategies.

785 Survey Research Methods. (3) The methodology of survey research as applied to sociological and educational studies, with particular emphasis on the techniques of sample selection, questionnaire and attitude scale construction and validation, and the mechanics of data collection.

Prerequisite: a course in introductory statistics or a similar course stressing hypothesis testing and permission of the department chairperson.

789 Supervision in School Psychology. (3–6) Directed experience in the supervision of school psychologists. Models and methods of supervision are introduced with emphasis on ethical issues, evaluation, and research. Instruction progresses from theory and role playing to hands-on supervisory experiences.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

790 Practicum in Teaching Educational Psychology. (3–6) Candidates for advanced graduate-degree programs in educational psychology will be closely supervised in giving classroom instruction, in assisting beginning students, and in developing other proficiencies and skills required for successful college teaching.

Prerequisite: admission to advanced graduate-degree programs or permission of the department chairperson.

A total of 6 hours of credit may be earned.

791 Doctoral Internship in School Psychology. (1–5) Supervised doctoral-level internship involving the theory

and practice of psychoeducational assessment and consultation within a school, clinic, or other appropriate setting.

Prerequisite: permission of the program or internship director.

A total of 6 hours of credit may be earned, but no more than 5 in any one semester or term.

EDUCATIONAL STUDIES

www.bsu.edu/edstudies

Teachers College 829, (765) 285-5460

Chairperson: David N. Dixon

Director of the Graduate Programs in Curriculum: Jay Thompson

Director of the Graduate Program in Executive Development for Public Service and Adult and Community Education: Peter Murk

Director of the Master's Program in Secondary Education and Junior High/Middle School Education: James Powell

Graduate Faculty: Armstrong, J. Beilke, P. Beilke, Bobek, Britten, Brooks, Dixon, Dykins, Gaol, Garofolo, Graham, Hughes, Huslop-Margison, Hyman, Infinito-Allocco, McConkey, Mulvihill, Murk, Nichols, Pavlechko, Payne, Peoples, Powell, Richardson, Robinson, Rosenman, Siebert, L. Stuve, M. Stuve, Thompson, Watkins, Weaver, Welsh, Wessel, Wible, Wiedmer

The department offers a variety of graduate programs for students interested in working in secondary and junior high / middle school (grades 5–12), higher education, and community settings. Graduate courses and program emphases are available in adult, higher, and community education; curriculum; history, philosophy, and sociology of education; multicultural education; higher education; college student affairs; junior high / middle school education; secondary education; supervision; and educational technology. Courses are designed and taught with a balance among theory, research, practice, and skills for the practicing educator. Specific degree programs prepare graduates for careers in curriculum and instructional leadership, higher education teaching and administration, adult and community education, educational technology, and organizational development and administration. In addition, post-baccalaureate students seeking initial teacher certification may be able to simultaneously pursue a master's degree program.

PROGRAMS

Master of arts (M.A.) in adult and community education, in curriculum and educational technology, in executive development for public service, in secondary education, and in student affairs administration in higher education; doctor of education (Ed.D.) in adult, higher, and community education; and specialist in education (Ed.S.) in curriculum and educational technology. A transition-to-teaching program is also available.

MASTER OF ARTS PROGRAMS

Admission

Applicants must meet the admission requirements of the Graduate School.

Degree Requirements

The M.A. degree requires completion of at least 30 hours of graduate course work. A minimum of 15 hours must be completed in the major, supplemented by a research course and electives from the major or related subjects. Students must maintain grade point averages of at least 3.2 on a scale of 4.0. An exact program is designed to fit students' needs and meet degree requirements. A master's thesis (6 hours) or research paper (3 hours) may be written for the master's degree program.

MASTER OF ARTS IN ADULT AND COMMUNITY EDUCATION

This program provides students with enhanced concepts and competencies in designing, implementing, and evaluating educational programs for adults in a variety of public and private educational settings. The program provides students with an understanding of how educational, social, political, and economic systems interface within communities. The program seeks to develop individuals who are committed to fostering learning as a lifelong process and in creating learning organizations and societies.

General Degree Requirements

The M.A. degree requires completion of at least 30 hours of graduate course work. A minimum of 18 credit hours must be completed in the major, supplemented by a research course and electives from the major or related subjects. If students choose electives from the major, they are encouraged to design an area of concentration (9 credit hours) in either adult or community education. Students must maintain grade point averages of at least 3.2 on a 4.0 scale. An exact program is designated to fit students' needs and meet degree requirements.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Course requirements			
EDAC	631	Adlt Com Ed	3
	632	Org Adult Ed	3
	634	Adlt Learner	3
	635	Tchg Adlts	3
	638	Pro Com Adlt	3
	648	Com Educator	3
In addition to these courses, the student must either write a master's thesis or select one of the following research courses			
EDPSY	640	Methodology (3)	
EDCUR	660	Ethno Res Ed (3)	
EDAC	697	Grantsmnshp (3)	
THES	698	Thesis (1–6)	3–6
9 additional credit hours in adult and community education or from any other related field.			
Adult Education			
EDAC	540	Ed Gerontoly (3)	
	629	Psy Adlt Adj (3)	
	655	Cont Ed Prof (3)	
EDCUR	671	Eval Ed Prog (3)	
	680	Stf Dvlp Cur (3)	
EDAC	699	Internship (2–6)	
Community Education			
EDAC	644	Coll Learn (3)	
	646	Volunteers (3)	
	681	Mng Commu Ed (3)	
EDCUR	671	Eval Ed Prog (3)	
	675	Eval Ed Prsl (3)	
EDAC	699	Internship (2–6)	9

MASTER OF ARTS IN CURRICULUM AND EDUCATIONAL TECHNOLOGY

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDCUR	671	Eval Ed Prog	3
EDTEC	670	Tech Pol Ped	3
6 hours from			
EDCUR	601	Curric Devel (3)	
	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Curr (3)	6
3 hours from			
EDTEC	550	Curric Tech (3)	
	or		
	655	Inquiry Simu (3)	
	or		
	660	Instr Design (3)	
	or		
	665	Digital Lit (3)	3

3 hours from

EDFON	620	Foundations (3)	
	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3

3–6 hours from

EDPSY	640	Methodology (3)	
EDJHM	676	Res Jr / Md Ed (3)	
EDSEC	676	Res Sec Ed (3)	
RES	697	Research Ppr (1–3)	
THES	698	Thesis (1–6)	3–6
			21–24 hrs

In addition to the core courses, students must choose from one of two, 9-hour tracks.

Educational technology track, 9 hours

EDTEC	550	Curric Tech (3)	
	552	Web Mltmedia (3)	
	585	School Infra (3)	
	655	Inquiry Simu (3)	
	660	Instr Design (3)	
	665	Digital Lit (3)	
	670	Tech Pol Ped (3)	
	675	Distance Ed (3)	
	680	Advanc Media (3)	
	685	Ed Info Lead (3)	
	690	Practicum (2–4)	
	699	Ind Study (1–4)	3
SPCED	631	Micro Exc Ln (1–9)	
EDRDG	545	Compt in Rdg (3)	
MATHS	631	Tech Mth Tch (3)	
CS	516	Intro Prog 2 (3)	
	536	Database Dsg (3)	
	545	GUI (3)	
	555	Artfl Intl 1 (3)	6
			9 hrs

Six hours maximum for EDTEC 690 and 699 combined. At the discretion of the Department of Educational Studies graduate advisor or EDTEC program advisor, an introductory course in educational computing may be required for a student seeking the master's degree. If so, any course designed for teachers that is an introduction to computers may be substituted for EDTEC 520. In such cases, EDTEC 550 must be taken as an elective. If EDTEC 520 is taken to meet the introductory skill need, EDTEC 550 can not be taken as an elective.

Curriculum track, 9 hours

EDCUR	601	Curric Devel (3)	
	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	
	655	Progr Option (3)	
	673	Eval Ed Mtrl (3)	
	675	Eval Ed Prsl (3)	
	680	Stf Dvlp Cur (3)	
	690	Prob Curric (1-9)	
	700	Sem Cur Dvlp (3)	
	725	Curric Theor (3)	
	735	Resrch Teach (3)	
	799	Intern Suprv (4)	9
			9 hrs

MASTER OF ARTS IN EXECUTIVE DEVELOPMENT FOR PUBLIC SERVICE

An interdisciplinary and intercollegiate degree, the executive development program was originally created in 1973 to serve military personnel stationed overseas in Europe. The program prepares graduates to provide educational services in a variety of social, industrial, health and human services, military, and governmental settings. A broad range of courses related to management and public agency administration are offered to prepare students to function in an executive, managerial, or supervisory capacity within government or not-for-profit agencies.

Program Objectives

- Provide an in-depth examination of society and community.
- Develop an awareness of the role of government in individual lives.
- Emphasize an understanding of human behavior and the differences among individuals comprising public service organizations.
- Teach principles of human relations and communication techniques.
- Provide training in the application of principles of administration and management.
- Provide opportunities to design a unique program of study based on educational expectations and occupational goals.

Admission

Applicants must meet the admission requirements of the Graduate School. Students must hold an earned bachelor's degree from an accredited institution. Admission to the program will be considered probationary until students meet the following conditions:

- an undergraduate cumulative grade point average of at least 2.75 on a 4.0 scale.

- a cumulative grade point average of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
- a 3.0 average in 9 semester hours of graduate work approved by the chairperson of the major department and the graduate dean.
- a score on the Graduate Record Examination acceptable to the academic unit in which the student intends to major.

Degree Requirements

The M.A. degree program requires at least 30 credit hours of graduate course work. Students must maintain a grade point average of at least 3.2 on a 4.0 scale. Students must take one course from five of the following seven categories of study

- Adult Education, Program Evaluation, and Staff Development
- Communications
- Data Management and Computer Science
- Educational Administration and Supervision
- Business and related areas
- Political Science
- Psychology

It is strongly recommended that students choose one additional course from management, speech, political science, and psychology to complement their skills or competencies and to sharpen a public service focus.

In order to meet research requirements, students often elect from EDPSY 640, Methodology of Educational and Psychological Research; EDAC 697, Grantsmanship and Research; EDCUR 660, Ethnographic Research in Education; or POLS 625, Research Methods in Political Science.

Internship

Students may elect a 2- or 3-hour internship with a business or not-for-profit firm by taking EDAC 699, Internship in Adult and Community Education. This field experience or internship is under the joint supervision of the university (supervisor) and an experienced practitioner in an approved business or nonprofit setting. Permission of the program director and/or department chairperson is required. A total of 6 hours credit may be earned.

MASTER OF ARTS IN SECONDARY EDUCATION

Designed to enable practicing teachers to deal with theoretical concepts relating directly to their instruction and to improve instructional effectiveness.

Degree Requirements

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
One course from Pedagogy			
EDJHM	512	Instrl Strat (3)	
EDSEC	695	Dyn Sec Clrm (3)	
EDJHM	585	Prin Mid Sch (3)	
EDSEC	580	Prin Sec Sch (3)	3
One course from Foundations			
EDFON	620	Foundations (3)	
	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3
One course from Multicultural			
EDMUL	660	Mlti Clt Eth (3)	
	670	Multrl Minor (3)	3
One course from Curriculum			
EDCUR	601	Curric Devel (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	3
One course from Technology			
EDTEC	520	Tech Teach (3)	
	550	Curric Tech (3)	
	670	Tech Pol Ped (3)	3
One course from Research			
EDSEC	676	Res Sec Ed (3)	
RES	697	Research Ppr (1–3)	
THES	698	Thesis (1–6)	3–6
3 hours of additional coursework from one of the above categories or from other graduate courses offered by the Department of Educational Studies			3
Minors and electives			6–9
			30 hrs

The minimum requirement for a minor is 8 hours. Students wishing to professionalize teaching licenses should contact the Educational License office.

MASTER OF ARTS IN STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION

Designed for people interested in student affairs administration in colleges, universities, and junior and community (two-year) colleges. The program prepares people to work in such student affairs positions as admissions, financial aid, student activities and programs, and housing

and residence hall programs. The student affairs administration program is jointly sponsored by the Department of Educational Studies and the Office of the Vice President for Student Affairs.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have minimum undergraduate grade point averages of 2.75 on a scale of 4.0, submit references from persons familiar with their academic performances and aptitude for student affairs work, submit autobiographical information, and receive invitations for personal interviews from the Student Affairs Program Selection Committee. In rare instances, this requirement will be waived. Admission materials are reviewed by the Student Affairs Program Selection Committee, and invitations for personal interviews are extended. Final selection for the program is made after these interviews. Enrollment in this program is limited to 15 students, and the best-qualified candidates will be selected. Applications must be received by April 1.

Degree Requirements

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDHI	600	Stu Afrs Adm	3
	601	Theor St Dev	3
	602	Amer Col Stu	3
	690	Seminar (1–3)	1
	698	Prin St Afrs	3
	699	Prac St Afrs	3
RES	697	Research Ppr (1–3)	3
Selected courses in problems in higher education, community college, or administration in higher education			3
Minors and electives			8
			30 hrs

DOCTOR OF EDUCATION IN ADULT, HIGHER, AND COMMUNITY EDUCATION

A doctoral program that prepares graduate students for professions in a variety of educational, governmental, community, business, and industrial settings. The adult/community education track emphasizes developing skills in management, planning, personnel and program development, teaching, and evaluation. The higher education track emphasizes developing skills in administration, organizational and policy development, teaching, curriculum, and social justice advocacy related to postsecondary institutions.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have master's degrees from accredited colleges or universities, have earned graduate grade point averages of at least 3.2 on a scale of 4.0 at the master's degree level, and have acceptable scores on the Graduate Record Examination. Applicants must speak and write standard English fluently, complete the application process for admission to the doctoral program, and demonstrate a commitment to adult, higher, and community education.

Degree Requirements

The Ed.D. in adult, higher, and community education requires successful completion of a minimum of 90 hours of graduate credit beyond the bachelor's degree, including a dissertation. The candidate must enroll as a full-time student for two consecutive semesters (completing 15 hours of credit), must maintain a grade point average of at least 3.4 in doctoral-level course work, and must complete all degree requirements within a seven-year period after the date of formal admission to this doctoral program. Students will complete 46 or more semester hours of course work in the major of adult, higher, and community education.

In addition to the major, a doctorate requires completion of two 15-hour cognates or one 24-hour cognate related to the major.

SPECIALIST IN EDUCATION IN CURRICULUM AND EDUCATIONAL TECHNOLOGY

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have master's or equivalent degrees from accredited colleges or universities; grade point averages of 3.2 on a scale of 4.0 for the master's degree; acceptable scores on the Graduate Record Examination; and at least two years of teaching experience. Candidates seeking certification must also meet Indiana certification requirements. Candidates not seeking certification will work

with advisors to design appropriate programs to meet their individual needs.

Degree Requirements

The Ed.S. in curriculum requires 30 hours beyond the master's degree and provides intensive training in curriculum theory, planning, development, and evaluation. School leaders are prepared to supervise curriculum fields and to administer district-wide curricular programs. The student's program of study is planned with committee advising to meet the student's needs.

DOCTORAL COGNATE IN HIGHER EDUCATION

The study of higher education is intended for students who plan to pursue careers in college and university settings. Students wishing to become college/university presidents, deans, professors, student affairs administrators, and financial aid advisors, for example, will especially benefit from this cognate.

DOCTORAL COGNATE IN HISTORY, PHILOSOPHY, AND SOCIOLOGY OF EDUCATION

Recommended for doctoral students who contemplate teaching courses or conducting research in the field of educational foundations or who wish to strengthen their professional preparation by broadening their understanding of the bases of educational policy and practice.

DOCTORAL COGNATE IN TEACHER EDUCATION

Candidates who intend to work in higher education in teacher preparation are the principal beneficiaries of this cognate. Emphasis is on exposing future college professors to the research in teacher preparation and in studying the variety of field and laboratory experiences. Much of the study can be tailored to individual candidates' needs.

SENIOR HIGH, JUNIOR HIGH, AND MIDDLE SCHOOL EDUCATION LICENSE (grades 6–12): TRANSITION TO TEACHING

Admission Requirements:

- Earned baccalaureate degree from regionally accredited college or university in content area of license.
- 3.0 grade point average or 2.5 grade point average plus five years of work experience in related field.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDPSY	600	Adv Ed Psy	3
EDJHM	585	Prin Mid Sch	3
EDSEC	560	St Tch Secon (3–7)	3
	580	Prin Sec Sch	3
EDFON	620	Foundations	3
Content Methods			
(e.g., HSC 510 Tch Lrn Ed)			3
			18 hrs

EDUCATION: ADULT AND COMMUNITY (EDAC)

540 Educational Gerontology. (3) Education and aging with emphasis on a life-span approach. Topics include education about aging for children and youth, career educational opportunities in gerontology, education for paraprofessionals and volunteers in the field of aging, retirement-planning education, and educational opportunities for older adults.

Not open to students who have credit in EDAC 340.

629 Psychology of Adult Adjustment. (3) The bases for certain adult behavior patterns and the problems involved in attempts to effect behavioral changes in adults.

Not open to students who have credit in EDPSY 355, 629, or EDAC 355.

631 Adult and Community Education. (3) Overview of adult and community education including the concepts, histories, philosophies, processes, and trends in both public and private programs at the local, state, national, and international levels. Provides a basis for further study in the adult and community education graduate program.

632 Organizing Adult and Community Education Programs. (3) Administration and leadership of adult and community education programs and organizations. Theoretical approaches and practical skills are emphasized.

634 The Adult as a Learner. (3) An overview of adult learning. Theories, approaches to learning, and current research for the effective education of adults.

635 Strategies for Teaching Adults. (3) Focuses on teaching strategies, techniques, and methods suitable for

adult learners that are supported by research and tested in practice, including preparation of model teaching units, lesson plans, or activities; testing and evaluation procedures; and learner-assessment techniques.

638 Program Planning in Community and Adult Education. (3) Various approaches and models of program planning are examined with respect to their use in the practice of adult and community education.

644 Collaborative Learning in Adult, Higher, and Community Education. (3) A recursive experience of the collaborative learning process, such that the participants will learn the collaborative process in a collaborative manner. Prepares learners to serve as facilitators of collaborative learning groups in their professional practice.

646 Working with Volunteers in Community Agencies. (3) An examination of the roles of volunteers within community agencies, including recent developments such as service learning and corporate volunteerism. A study of research and effective practice in working with volunteers.

648 The Community Educator. (3) The structure, purpose, and processes of community education development with emphasis on the development of skills and competencies required of a community education coordinator.

655 Continuing Education for Professionals. (3) A survey of the theoretical and research literature related to continuing education for professionals. A central focus includes an examination of the role of the educator in providing and managing continuing professional education.

681 Managing Community Education. (3) Skills and techniques essential to the management of community education projects. Emphasizes supervising and managing community education projects.

Prerequisite: EDAC 632, 648; or permission of the program director or the department chairperson.

690 Independent Study in Adult or Community Education. (1–6) Exploration of a segment of adult or community education under the direction of an appropriate faculty member.

Prerequisite: permission of the program director, instructor, or department chairperson.

A total of 6 hours of credit may be earned.

697 The Grant Process and Research. (3) A background for reading and writing research and related grant proposals and final reports of the type encountered by practitioners in adult education, community education, curriculum, executive development, gerontology, and related subjects. Includes information and practice in reading and evaluating research proposals and reports, finding potential sources of grant support, reading and interpreting grant program guidelines, and writing a grant or research proposal in one of the academic pursuits listed here. Individual and group instructional procedures will be used.

698 Seminar in Adult and Community Education. (3) Group or individual investigations of problems in adult and community education such as adult basic education, education about or for the aging, development of community leadership, and learning in the work place.

Prerequisite: admission to advanced graduate degree programs or permission of the department chairperson.

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

699 Internship in Adult and Community Education. (2–6) A field experience jointly supervised by the university and a competent practitioner in approved settings in general adult education, correctional education, social gerontology, university extension and continuing education, community services, community development, and community education.

Prerequisite: permission of the program director or department chairperson.

A total of 6 hours of credit may be earned.

700 Seminar in Adult and Community Education. (3) A forum for graduate students of advanced standing to examine contemporary issues, challenges, trends, and ambiguities in the study and effective practice of adult and community education.

Prerequisite: permission of the department chairperson or program director.

Open only to doctoral students in adult and community education and other advanced graduate students.

710 Research in Adult and Community Education. (3) Develop and strengthen research competencies and critique approaches to research in adult and community education.

Prerequisite: permission of the department chairperson or program director.

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

730 Practicum in Adult and Community Education. (2–6) Supervised, individualized experience in adult and community education. Emphasis is on gaining experience in the application of theoretical principles to practice.

Prerequisite: admission to advanced graduate degree programs or permission of the program director or department chairperson.

A total of 6 hours of credit may be earned.

Open only to doctoral candidates in adult and community education.

780 Seminar in Managing Lifelong Education Programs. (3) Examines the cultures and climates of organizations, current leadership theories, and practices in the management of adult and community education.

Prerequisite: permission of the department chairperson or program director.

Open only to doctoral students in adult and community education; other advanced graduate students by permission.

EDUCATION: CURRICULUM (EDCUR)

601 Principles and Procedures of Curriculum Development. (3) Curriculum development applicable to all levels of the school system, from early childhood through secondary education. The effect and relevance of curriculum practices; major groups and individuals influencing curriculum; trends and current curriculum changes; approaches to evaluation of curricular experiences; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curricula. Emphasizes current literature and research.

610 The Elementary School Curriculum. (3) The formal and social school-related experiences of elementary school pupils in the light of the purposes of the school. Current elementary school curricular practices and alternatives in the light of research in child development, principles of learning, and current culture.

620 The Secondary School Curriculum. (3) The cognitive, social, aesthetic, and physical experiences of secondary school students in the light of the purposes of the school. Present secondary school curricular practices and alternatives in relation to research on socialization, cognitive development, and aesthetics as they relate to current culture.

630 The Junior High and Middle School Curriculum. (3) Examines several curricular practices designed to produce intended outcomes with students age ten to fifteen. Studies current research, theory, and practices. Develops curricula designed for specific student populations.

655 Alternative School Curricula: Program Options. (3) Patterns, theories, practices, and research related to unusual curricular programs developed as options or alternatives to standard approaches for educating general or special groups in elementary and secondary schools. Students develop curricula for alternative programs.

660 Ethnographic Research in Education. (3) Principles and techniques of collecting important and accurate data using methods that are systematic, intelligent, and dependable when the data or group composition do not meet the assumptions on which statistics are based.

661 Introduction to Qualitative Research. (3) Overview of qualitative research methods from ethnography to hermeneutics.

671 Evaluation of Educational Programs. (3) Experience in conducting a program evaluation. Students will examine different theoretical models of evaluation and will evaluate an educational program by constructing and administering instruments, analyzing the data gathered,

determining the worth of the program, writing an evaluation report, and presenting the report to the personnel of the program evaluated.

673 Evaluation of Educational Materials. (3) Students examine and apply several approaches to the evaluation of a variety of printed and audiovisual educational materials in terms of their probable effect on learners, educational advantages and limitations, and relationships to past and current learning experiences of students.

675 Evaluation of Educational Personnel to Strengthen Curriculum. (3) Study of the theory and practice of personnel evaluation. Students will complete evaluations of adults working in teaching/learning relationships with others. Students will use an evaluation model designed to improve the performance of those evaluated. Students will also experience being evaluated.

680 Staff Development to Strengthen Curriculum. (3) Study of the theories, practices, and research on staff development. Students will design, conduct, and evaluate a staff development program with three or more adults working in teaching/learning situations.

690 Problems in Curriculum. (1–9) Specific problems in curriculum development and evaluation are studied, usually as field study.

A total of 9 hours of credit may be earned.

700 Seminar in Curriculum and Staff Development and Evaluation. (3) Students will analyze, with faculty and other advanced graduate students, previous formal study, current research, professional publications, and their own field experiences in curriculum, staff development, and evaluation of programs and personnel. Students will develop a set of theory statements that embody their conclusions.

Prerequisite: one course from EDCUR 601, 610, 620, 630 and one course from EDCUR 671, 675, 680 or permission of the department chairperson.

725 Curriculum Theory, Process, and Products. (3) An examination of the theory of human behavior as it relates to study of the development and evaluation of curriculum in formal education. Students will examine existing divergent theories of curriculum and will practice curriculum-theory building.

735 Analysis and Application of Research on Teaching. (3) Theories of teaching and application of research about teaching to classroom functions of teachers as they study and guide learning processes.

770 Advanced Evaluation of Educational Programs. (3) Systematic methods for collecting data descriptive of outcomes of school programs and for assigning value to the data. Emphasizes theory and design of program evaluation, criteria for determining quality in instrumentation of program evaluation, preparing program-evaluation reports, the politics of program evaluation, and fieldwork directly in a program-evaluation project.

Prerequisite: EDCUR 671; EDPSY 640 or 646 or the equivalent.

798 Seminar in Curriculum Development. (3–6) Development of a conceptual framework based on general systems theory for guiding, developing, and evaluating curriculum-improvement programs.

Prerequisite: EDCUR 610 or 620.

A total of 6 hours of credit may be earned.

799 Internship in Supervision and Curriculum. (4) A field experience under the supervision of the university and an experienced practitioner in the duties and responsibilities of a general supervisor and curriculum specialist. The intern will be assigned full-time to a general supervisor or general curriculum specialist and will participate full-time in the activities of a school system.

Prerequisite: permission of the department chairperson.

EDUCATION: FOUNDATIONS (EDFON)

610 (510) Women, Gender, and Education. (3) Explores some of the major themes in the study of women and education and samples a variety of the methodologies used by historians, sociologists, philosophers, psychologists, anthropologists, and others conducting research in the area.

Prerequisite: EDLIB 542.

Not open to students who have credit in EDLIB 345.

620 Social, Historical, and Philosophical Foundations of Education. (3) An academic study of the complex relationship between schools and society through the disciplines of sociology, history, and philosophy of education. The goal is to develop disciplines of normative, interpretive, and critical perspectives on education.

Open only to postbaccalaureate licensing students.

631 Philosophy of Education. (3) School practices and educational ideas as they have been described and analyzed by philosophers of education.

632 Seminar in the Philosophy of Education. (3) Specific and specialized study of philosophy of education. Conduct specialized scholarly work under the guidance of the professor, encouraging deeper understanding of the theoretical presuppositions of school practices.

Prerequisite: EDFON 631.

641 History of American Education. (3) The history of American educational thought and its influence upon institutional schooling from the Puritans to the present.

642 Seminar in the History of Educational Thought. (3) Interplay between central ideas in education that have stood the test of time and the broader intellectual climate. Conduct specialized scholarly work under the guidance of the professor.

Prerequisite: EDFON 641.

651 Educational Sociology. (3) The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of the schools in a democratic society.

652 Seminar in Educational Sociology. (3) Specific and specialized study of educational sociology. Conduct specialized scholarly work under the guidance of the professor, encouraging deeper understanding of the dynamic relationships between the institutional school and the larger society.

Prerequisite: EDFON 651.

660 Comparative Education. (3) Present-day educational systems in selected nations; how they reflect historical, political, economic, and cultural differences.

699 Independent Study in Foundations of Education. (1–3) Independent study and research in the foundations of education (excluding psychological foundations). Topics and activities to be chosen in consultation with an instructor competent in the topic to be studied.

Prerequisite: permission of the department chairperson.

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

EDUCATION: HIGHER (EDHI)

600 Introduction to Student-Affairs Administration. (3) Foundations of student affairs work, the practical functioning of the programs and services in student affairs, and the relationship of student affairs to the total college or university administration.

Open only to higher education students, except by permission of the department chairperson.

601 Theories of College Student Development: Higher Education Application. (3) Introduction to the major theories of college student development, application of theoretical approaches to student needs with implications for student affairs administrators.

Open only to higher education students, except by permission of the department chairperson.

602 The American College Student. (3) Characteristics and activities of contemporary college students, patterns of interaction between students and other segments of the campus and the larger society, and effects of the college experience upon students. Limited to students pursuing programs in higher education, except by permission of the department chairperson.

609 Preparing for the Professoriate: Teaching in Higher Education. (3) Designed for graduate students, junior faculty, adjunct and part time faculty in pursuit of the knowledge and skills necessary for quality undergraduate teaching. In addition, students will explore the relationship between teaching, research, and service responsibilities inherent in the professoriate.

610 Issues in Higher Education. (3) A critical examination of the American

system of higher education including such topics as diversity of purpose, clientele served, nature of institutions, contemporary problems of financing, organization, governance, and administration of colleges, universities, and other institutions.

611 Teaching and Curriculum Issues in Higher Education. (3) Principles, issues, and rationales of curricula in higher education including relationships among general, specialized, and professional programs. A study of the varied responsibilities of faculty members in colleges with particular emphasis on the instructional role including teaching skills and strategies.

Prerequisite: EDHI 609 or permission of the department chairperson.

613 Administration and Finance in Higher Education. (3) Study of the theories and practices in administration, governance, and financing of colleges and universities in the United States.

Prerequisite: EDHI 610 or permission of the department chairperson.

640 The Community College. (3) Study of the characteristics and functions of community and junior colleges in American higher education emphasizing role, governance, faculty, curriculum, students, and finance in two-year colleges.

659 Independent Study in Higher Education. (1–3) Exploration of a topic in higher education under the direction of an appropriate faculty member.

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

690 Seminar in Student Affairs Administration. (3) Investigation of selected topics critical to practice in student affairs administration.

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

698 Principles and Practices of Student Affairs Administration. (3) Provides for the development of a personal philosophy of student affairs administration through exposure to the various roles assumed by student affairs professionals; through broadened awareness of the several trends, structures, and principles that affect student affairs work; and through the competencies considered essential to successful professional practice. Uses case studies to investigate current practices.

Open only to higher education students, except by permission of the department chairperson.

699 Practicum in Student Affairs Administration. (3) Experience in one branch of student affairs (admissions, career services, dean of students, financial aid, student activities, recreation, minority related areas).

Open only to students in the student-personnel program or by permission of the department chairperson.

700 Seminar in Higher Education. (3) A forum for graduate students of advanced standing to critically examine higher education research with a special focus on policy and practice implications.

Open only to doctoral students in adult, higher, and community education and other advanced graduate students.

EDUCATION: JUNIOR HIGH/MIDDLE SCHOOL (EDJHM)

500 Seminar in Contemporary Educational Issues. (1–3) Study of crucial contemporary issues in junior high / middle school education to determine their origin, status, and significance and to search for possible solutions through in-depth analyses.

A total of 3 hours of credit may be earned.

Not open to students who have credit in EDGEN 500.

512 Instructional Strategies and Approaches in Junior High and Middle Schools. (3) Circumstances affecting instruction in junior high and middle schools are analyzed. Students are encouraged to be creative and effective in structuring and developing instructional methods, techniques, units, materials, and evaluation procedures appropriate for junior high and middle school students.

534 Classroom Management: Practical Approaches to Improving Student Behavior. (3) Assists secondary teachers in establishing effective systems of classroom management in middle, junior, and senior high school settings. Emphasizes practical skills and procedures for preventing or remedying disruptive behavior by secondary students and ways to create a positive environment for learning.

Not open to students who have credit in EDSEC 434.

585 Principles of Teaching in the Middle School. (3) Combines the theory and practice of teaching at the middle school level. Includes the study of interdisciplinary planning and instructional strategies, cooperative learning, technology, classroom management, and current curricular issues. Intensive in-school assignments, observations, participation, and direct contact with adolescents required.

Prerequisite: permission of the department chairperson.

Parallel: EDSEC 580.

Open only to secondary education students in good standing.

601 Field-Based, In-service Concerns in Junior High/Middle School Education. (1–3) A field-based course designed for practicing professionals and scheduled by request for a specified number of credit hours. Provision is made to study such professional concerns in junior high / middle school education as general classroom management, common teaching skills, organization, cultural and ethnic considerations, and interpersonal relationships. The course is *not* designed to address special problems in content areas.

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

676 Research in Junior High/Middle School Education. (3) Investigation, summary, and interpretation of research in junior high / middle school education. Each student will write and submit a research report to fulfill course requirements.

Not open to students who have credit in EDEL 676 or EDSEC 676.

690 Practicum in Junior High/Middle School Education. (1–9) Study and analysis of specific classroom procedures in a school setting as related to a specific education problem offering perspective on the entire educational task of the junior high / middle school.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

699 Independent Study in Junior High/Middle School Education. (1–3) Independent study and research in junior high / middle school education. Topics and activities to be chosen in consultation with an instructor competent in the topic to be studied.

Prerequisite: permission of the department chairperson.

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

EDUCATION: LIBRARY (EDLIB)

502 Global and Multicultural Information and Materials: Pre K–12. (3) Emphasis on examination of cultural information, materials, and Internet sites for children and young adults. Projects useful for teachers, library media personnel, and caregivers are developed. Recent trends and applications in realistic settings are examined.

Not open to students who have credit in EDLIB 302 or EDMUL 302.

533 (505) Information Resources in Libraries. (3) An examination of the most essential information sources in libraries, such as dictionaries, encyclopedias, periodical indexes, CD-ROMs, Internet reference sites, and special reference works in subject areas. Guiding theories for effective dissemination of information are examined.

Open to all students.

Not open to students who have credit in EDLIB 333.

542 (506) Technical Processing: Cataloging and Classification. (3) Introduction to cataloging and classification principles concentrating on the book format and the use of data in automated systems. Practice in using the Anglo-American Cataloging Rules, Revised, automation (MARC 21), and the Dewey Decimal Classification System. Introduction to the database, OCLC, used for bibliographic information and building automated bibliographic systems. Theory and recommended procedures are emphasized.

Not open to students who have credit in EDLIB 342.

545 (508) Technical Processing: Cataloging and Classification of Nonbook Materials. (3) Introduction to the issues involved in cataloging, classifying, and integrating these materials into an online database. Advanced practices are emphasized.

Prerequisite: EDLIB 542.

Not open to students who have credit in EDLIB 345.

558 Library Materials and Services for Children and Young Adults. (3) Review of recently published materials, topical materials, and their uses in libraries and educational programs.

559 Media Practicum. (1–4) Supervised field experience in school media centers of libraries. A journal of experience is required.

Prerequisite or parallel: EDLIB 580; approval of the program coordinator or the department chairperson.

A total of 4 hours of credit may be earned.

560 (507) Selection of Library Materials. (3) Principles and advocated practices in development of library collections that include print, nonprint, electronic, and Internet materials. Project related to administration or selection for collection development.

Not open to students who have credit in EDLIB 460.

561 Materials for Children. (3) Reading and examining books and other materials for the enrichment of library programs for preschool through upper elementary. Advanced project required.

Not open to students who have credit in EDLIB 461.

562 Materials for Young Adults. (3) Reading and examining books and other materials for young adult programs. Advanced project required.

Not open to students who have credit in EDLIB 462.

580 (581) School Media Center and Library Administration. (3) Principles of planning, organizing, supervising, and evaluating school media center and public library services. Includes originating model program plans. Leadership theories are examined.

Not open to students who have credit in EDLIB 380.

695 Seminar in School Library Problems. (3–9) Investigation and analysis of significant problems of the school library through application of information-search techniques and decision-making strategies. Topics vary.

A total of 9 hours of credit may be earned, but no more than 3 in any one semester or term.

696 Independent Study. (1–3) Directed activity with a high degree of specialization. The topic must be approved by an appropriate supervising faculty member before registration.

Prerequisite or parallel: all required courses in the student's chosen area of concentration.

A total of 3 hours of credit may be earned.

EDUCATION: MULTICULTURAL (EDMUL)

502 Global and Multicultural Information and Materials: Pre K–12. (3) Emphasis on examination of cultural information, materials, and Internet sites for children and young adults. Projects useful for teachers, library media personnel, and caregivers are developed. Recent trends and applications in realistic settings are examined.

Not open to students who have credit in EDMUL 302 or EDLIB 302.

660 Multicultural and Multiethnic Education in American Schools. (3) Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning, including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions, and behaviors of all school-related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.

670 Social and Cultural Minorities in American Education. (3) Analysis of lifestyles of different cultural groups in terms of children's strengths useful in schools and other institutions. Emphasizes flexible attitudes, bilingualism / biculturalism, creativity, improvisation, adjustments, and family structures. A variety of approaches to instruction are considered in the study of different ethnic groups.

Prerequisite: EDMUL 205 or 660.

EDUCATION: SECONDARY (EDSEC)

534 Classroom Management: Practical Approaches to Improving Student Behavior. (3) Assists secondary teachers in establishing effective systems of classroom management in middle, junior, and senior high school settings. Emphasizes practical skills and procedures for preventing or remedying disruptive behavior by secondary students and ways to create a positive environment for learning.

Not open to students who have credit in EDSEC 434.

560 Student Teaching: Secondary School. (3–7) Required for the standard license in secondary education. Involves a full-day assignment for ten weeks in an approved secondary school. Offered credit/no credit only.

Prerequisite: admission to student teaching; permission of the department chairperson.

Parallel: EDSEC 465.

A total of 7 hours of credit may be earned.

Open only to secondary education students in good standing.

570 General Innovations in Secondary Education. (3) The identification, definition, and analysis of innovative practices in junior, middle, and senior high schools. Field trips or visitations to innovative schools will be arranged when practical, and students will be encouraged to investigate and concentrate on significant innovative practices. Creative and innovative instructional strategies will characterize the course.

580 Principles of Teaching in the Secondary School. (3) Combines theory and practice of teaching at the secondary level. Includes the study of instructional strategies, evaluation, curriculum development and organization, learning styles, technology, legal issues, and classroom management. Intensive in-school assignments, observations, participation, and direct contact with adolescents required.

Prerequisite: permission of the department chairperson.

Parallel: EDJHM 585.

Not open to students who have credit in EDSEC 380.

Open only to secondary education students in good standing.

600 Workshop in Secondary Education. (2–6) New developments in secondary education as they arise or as they become especially significant to practicing secondary school teachers. Although flexible, each workshop will examine a predetermined common area of concern.

A total of 6 hours of credit may be earned.

601 Field-Based, In-service Concerns in Secondary Education. (1–3) A field-based course for practicing professionals, scheduled by request for a specified number of credit hours. Professional concerns in secondary education such as general classroom management, common teaching skills, organization, cultural and ethnic considerations, and interpersonal relationships. The course is not designed to address special problems in content areas.

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

668 Development of Secondary Programs for the Gifted and Talented. (3) Knowledge and competencies necessary for the secondary teacher or program coordinator to develop, implement, and evaluate secondary programs for gifted and talented students.

676 Research in Secondary Education. (3) Investigation, summary, and interpretation of research in secondary education. Each student will write and submit a research report.

Open only to students who have credit in EDEL 676 or EDJHM 676.

680 Professional Negotiations and the Teacher. (3) The role and responsibilities of teachers in professional negotiations. Emphasizes the exploration and analysis of professional negotiations, including teaching and learning; principles, practices, and procedures; models; legislation; legal implications; governance; strategies; contracts; grievances; impasses; strikes; professional organizations; and educational programs.

689 Seminar in Contemporary Education Issues. (3–6) Group or individual investigation of various problems in secondary education.

A total of 6 hours of credit may be earned.

690 Practicum in Secondary Education. (1–9) Study and analysis of specific classroom procedures in a school setting as they relate to a specific educational problem and as they provide perspective on the entire educational task of the secondary school.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

695 Dynamics of the Secondary School Classroom. (3) Designed to promote knowledge and skill in diagnosing instructional group structures, solving urgent problems of educational practice, and developing guidance and leadership proficiency in the classroom.

699 Independent Study in Secondary Education. (1–3) Independent study and research in secondary education. Topics and activities to be chosen in consultation with an instructor competent in the topic to be studied.

Prerequisite: permission of the department chairperson.

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

EDUCATION: SUPERVISION (EDSUP)

650 Supervision of Instruction. (3) Analyzes supervisory functions of the superintendent, supervisor, and principal. Lays the philosophical basis for supervision at all levels of the school system from early childhood through secondary education.

EDUCATION: TECHNOLOGY (EDTEC)

520 Technology and Teaching Practice. (3) Introduces technology integration into K–12 teaching practice. Surveys emergent digital media technologies relevant to the construction of professional digital portfolios. Students evaluate and construct technology-integrated lesson plans related to national and state educational technology standards.

Not open to students who have credit in EDTEC 320.

550 Curriculum Integration of Learning Technology. (3) Emphasizes the theory, design, and integration of digital media and educational computing into K–12 curricula. Students develop an instructional unit that integrates national and state educational technology and curriculum standards.

Not open to students who have credit in EDTEC 350.

552 (556) Multimedia Web Design and Development for Education. (3) Emphasizes the design and development of Web-based multimedia modules into K–2 curricula. Explores the development of interactive multimedia. Introduces Web-authoring tools. Develops Web-based interactive instructional units.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 352.

585 (555) School Information Infrastructures. (3) Explores the core technologies and models for school information infrastructures and networks for K–12 and teacher education contexts. Examines hardware and software solutions for designing computing labs and digital media studios for K–12 teachers and students. Introduces basic local area network technologies and Web-based models relevant to educational contexts.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 485.

655 (EDCUR 652) Inquiry and Simulation Models in Educational Computing. (3) Emphasizes the theory, design, and curricular integration of data-driven computer applications for inquiry, simulation, and problem-solving. Explores construction of databases, simulations, and similar interactive applications for teaching and learning.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 355.

660 (551) Instructional Design and Technology. (3) Explores practical and experimental applications of interactive computing for teaching and learning. Introduces principles and models of instructional design. Designs and develops educational projects based on an instructional design model.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 360.

665 Children, Technology and Digital Literacy. (3) Examines the relationships of visual and digital literacy theories on the cognitive and social development of children. Addresses the ethical and moral dimensions of how children use computers, the Internet, and digital media. Students will design child-centered interactive learning environments. Strategies will be developed for assessing learning within technology-rich contexts.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 365.

670 (657) Technology Policy and Pedagogy. (3) Examines the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and the policies that affect how technology is realized in schools and their surrounding communities. Addresses the leadership roles necessary for developing enabling conditions for technology integration.

Prerequisite: EDTEC 550 or permission of the department chairperson.

Not open to students who have credit in EDTEC 470.

675 (EDLIB 698) Distance Education and Distributed Learning Technology. (3) Explores the core technologies and models for distributed learning and distance education. Examines professional development models using distance education technologies. Students plan, design, and develop modules and programs for professional development and/or K–12 learning, and market their solutions to an identified audience.

Prerequisite: EDTEC 585, 670; or permission of the department chairperson.

680 Advanced Projects in Digital Media. (3) Emphasizes experience with the design and production of high-end interactive multimedia applications for education. Explores emergent digital technologies.

Prerequisite: EDTEC 660 or permission of the department chairperson.

Not open to students who have credit in EDTEC 480.

685 (EDLIB 699) Educational Informatics and Technology Leadership. (3) Examines development and deployment of information systems in K–12 settings. Explores administrative and end-user systems for performance-based data management in collaboration with school leaders; strategies for data-driven decision making will be developed. Defines leadership responsibilities in K–12 technology planning and implementation.

Prerequisite: EDTEC 585 or 675 or permission of the department chairperson.

690 Practicum in Educational Technology. (2–4) Application of technology in classroom or schools with supervision involving professors, classroom teachers, and administrators as instructional mentors. Topics to be chosen in agreement with professor and teacher.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 4 in any one semester or term.

699 Independent Study in Educational Technology. (1–4) Independent study in educational technology. Topic to be chosen in consultation with instructor.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 4 in any one semester or term.

770 Research and Evaluation in Educational Technology. (3) Research seminar on educational technology. Explores literature on emergent topics in educational technology. Students conduct empirical research on a theory-driven innovation and evaluate it in teaching and learning contexts.

Prerequisite: permission of the department chairperson.

790 Internship in Educational Technology. (3–5) Supervised professional internship in K–12, higher education, government, or corporate setting.

Prerequisite: doctoral standing; permission of the department chairperson.

A total of 7 hours of credit may be earned, but no more than 5 in any one semester or term.

TEACHER EDUCATION (TCHED)

650 Curriculum and Research in Teacher Education. (4) A study of research and rationales supporting the development and implementation of teacher education programs. Includes traditional, current, and experimental curricula as well as issues related to accreditation, certification, governance, and selective retention.

651 Professional Laboratory Experiences in Teacher Education. (3) Reading, discussion, and observations directed toward the theoretical basis for direct preservice experiences in teacher-

preparation programs. Particular emphasis upon the clinical phases and the role of college and university faculty members. Direct skill and supervision included.

Prerequisite: TCHED 650 or permission of the department chairperson.

652 Practicum in Teacher Education. (1–3) Direct engagement in one or more facets of the teacher-education program at the university. Emphasizes laboratory experiences.

Prerequisite: TCHED 651 or permission of the department chairperson.

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

753 Independent Study in Teacher Education. (1–3) Exploration of a topic in teacher education under the direction of an appropriate faculty member.

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

ELEMENTARY EDUCATION

www.bsu.edu/elementaryeducation

Teachers College 216, (765) 285-8564

Chairperson: Lawrence L. Smith

Director of Master's Degree Programs: Margaret Lehr

Director of Doctoral Programs in Elementary Education: Patricia Clark

Graduate Faculty: Bottomley, Burke, Catoe, Church, Clark, Cornelius, Ford, Huber, Kragler, Martin, McVicker, Melser, Miels, Popplewell, Schoenfeldt, Schroeder, Smith, Staley, Stroud, Tancock, Walker

The Department of Elementary Education offers a variety of graduate programs to help educators and other professionals concerned with the education of children from birth through elementary school achieve their educational goals. In addition, the department offers programs in reading that extend through adulthood. The faculty work closely with professionals in the field. The department hosts conferences, workshops, and special training experiences to promote the dissemination of current educational practices. Special in-service programs are designed to meet staff development requests in addition to carefully designed graduate classes.

Within the guidelines of the graduate programs there is ample flexibility to meet student interests and needs. The master's and doctoral programs have been designed to help professionals accomplish their personal career and professional goals.

The MAETEE program and transition-to-teaching program offer post-graduate licensing opportunities in elementary ewducation.

PROGRAMS

Master of arts in education (M.A.E.) in elementary education, in teaching in elementary education, and professionalization of teaching licenses and endorsements. Reading teacher certification is available as well. Other programs include doctor of education

(Ed.D.) in elementary education and doctor of philosophy (Ph.D.) in elementary education and a transition-to-teaching program.

Master of Arts in Education Programs

Admission

Applicants must meet the admission requirements of the Graduate School.

MASTER OF ARTS IN EDUCATION IN ELEMENTARY EDUCATION

Degree Requirements

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Required courses			
EDEL	600	Bas Concp El (3)	
		or	
	640	Early Childh (3)	3
EDRDG	610	El Sch Read (3)	
		or	
	615	Erly Lit Dev (3)	3
EDCUR	610	Elem Sch Cur (3)	
		or	
EDPSY	646	Tests Meas (3)	3
Professional education core			
Three courses including			
EDEL	676	Res Elem Edu (3)	9
Focus area			
Three courses approved by advisor			9
Directed electives			3
			30 hrs

MASTER OF ARTS IN EDUCATION IN TEACHING IN ELEMENTARY EDUCATION

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Foundation courses, 12 hours			
EDEL	601	Prof Elem Ed	3
EDPSY	600	Adv Ed Psy	3
	627	Child Devel	3
EDFON	620	Foundations	3
Methods, 21 hours			
EDEL	680	Lower Lan Ar	3
EDRDG	610	El Sch Readg	3
	680	Cls Rdg Diag	3
MATHS	691	Meth El Math	3
SCI	690	Wkshp Sci Ed (1–12)	3
SPCED	600	Except Child	3
SS	690	Orga Tch Mat	3
Practica, 9 hours			
EDEL	626	Dis Clsrm Mt	3
	690	Practm El Ed (1–8)	6
Directed electives			6
			48 hrs

DOCTOR OF EDUCATION IN ELEMENTARY EDUCATION

Aids the candidate in developing skills and knowledge in curriculum, evaluation, research, and teaching methodology. Educational experiences are provided through course work and fellowship assignments. Programs are individualized to meet the specific goals of students.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also hold master's degrees from accredited colleges or universities with grade point averages of at least 3.2 on a scale of 4.0; have achieved acceptable scores on the Graduate Record Examination; submit autobiographies, philosophies of education, and five references; have two or more years of successful teaching or appropriate professional experience; and be recommended by the Advanced Graduate Studies Committee of the Department of Elementary Education.

Degree Requirements

General guidelines include a minimum of 90 hours of graduate credit, at least 48 of which ordinarily will be completed at Ball State University. The program also requires a major of 40 hours, including 10 hours for the dissertation; cognate fields of either two 15-hour (minimum) cognates or one 24-hour (minimum) cognate. The 15-hour cognates must include a minimum of 9 hours of Ball State University credit; the 24-hour cognate must include a minimum of 12 hours of Ball State University credit; and two consecutive semesters of residency, (15 hours within one calendar year) which are expected to begin within two years of acceptance to the program.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Teachers College requirements			
EDPSY	641	Statist Meth	3
	642	Interim Stats	3
ID	705	Resrch Collq (1–2)	2
(or another approved course)			
Humanistic studies			
One course from			
EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3
Behavioral studies			
One course from			
EDPSY	600	Adv Ed Psy (3)	

	603	Human Devel (3)	
	627	Child Devel (3)	3
Area of specialization (Elementary, Early Childhood, Reading) 40 hours			40
Doctoral seminar (2 semesters)			
EDEL	798	Seminar Eled (2)	
	or		
	799	Sem Erly Chd (2)	
	or		
EDRDG	700	Seminar (2)	4
Research			
One course from			
EDEL	740	Rsch Yng Chd (3)	
	791	Sem In El Ed (3)	
EDRDG	770	Stu Research (4)	3–4
Dissertation			
DISS	799	Drs Dissert (1–10)	10

DOCTOR OF PHILOSOPHY IN ELEMENTARY EDUCATION

Designed to meet the needs of advanced graduate students who seek leadership roles in education and are dedicated to advancing the profession through their advanced research skills, teaching, and service. The program includes an intensive, in-depth study of education and various professional experiences through fellowship assignments.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also hold master's degrees from accredited colleges or universities with grade point averages of at least 3.2 on a scale of 4.0; have achieved acceptable scores on the Graduate Record Examination; submit autobiographies, philosophies of education, and five references; have two or more years of successful teaching or appropriate professional experience; and be recommended by the Advanced Graduate Studies Committee of the Department of Elementary Education.

Degree Requirements

General guidelines include a minimum of 90 hours of graduate credit, at least 48 of which ordinarily will be completed at Ball State University. The program also requires a major of 40 hours, including 10 hours for the dissertation; cognate fields of either two 15-hour (minimum) cognates or one 24-hour (minimum) cognate. The 15-hour cognates must include a minimum of 9 hours of Ball State University credit, and the 24-hour cognate must include a minimum of 12 hours of Ball State University credit; research competence of 12 to 15 hours of graduate credit in one of the following: foreign language, statistical methods, computer science, or research techniques; and two consecutive semesters of residence (15 hours within one academic year), which are expected to begin within two years of acceptance to the program.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Teachers College requirements			
ID	705	Resrch Collq (1–2)	2
EDPSY	641	Statist Meth	3
	642	Interim Stats	3
(or another approved course)			
Humanistic studies			
One course from			
EDFON	631	Philosophy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3
Behavioral studies			
One course from			
EDPSY	600	Adv Ed Psy (3)	
	603	Human Devel (3)	
	627	Child Devel (3)	3
Area of specialization (Elementary, Early Childhood, Reading) 40 hours			40
Doctoral seminar (2 semesters)			
EDEL	798	Seminar Eled (2)	
	or		
	799	Sem Erly Chd (2)	
	or		
EDRDG	700	Seminar (2)	4
Dissertation			
DISS	799	Drs Dissert (1–10)	10
Research cognate 15–24 hours			

TRANSITION TO TEACHING

24-hour program will allow individuals who have an undergraduate degree in another field to become eligible to teach in an elementary school.

Admission

The candidates will have to meet the following requirements:

- 3.0 grade point average (based on a 4.0 scale); or 2.5 grade point average (based on a 4.0 scale) with 5 years experience in a related field;
- passing scores on all parts of the Praxis I at state minimum levels posted at Ball State University;
- meet criteria on an on-demand writing sample;
- meet criteria for interview with an interview team;

- provide 3 names of references;
- submit state-approved criminal background check; and
- submit a letter of application with a resume and transcripts.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDEL	626	Dis Clsrm Mt	3
	690	Practm El Ed	3
EDRDG	500	Tch Rdg Ele S	3
	501	Tch Lit In C	3
EDPSY	627	Child Devel	3
MATHS	691	Meth El Math	3
SCI	695	Adv Tch Sci (3–6)	3
SS	690	Orga Tch Mat	3
			24 hrs

EDUCATION: ELEMENTARY (EDEL)

600 Basic Concepts in Elementary Education. (3) Development of principles of guiding the educational program of the elementary school conceived as group living. Ideas and practices of group living derived from implications of successive growth needs of children and present conditions of society.

601 Professional Principles and Framework for Elementary Educators. (3) Introduction to the framework of knowledge necessary for teaching in today's schools. Development of educational principles for effective teaching and learning.

Open only to teaching in elementary education candidates.

626 Discipline and Classroom Management: Some Practical Approaches. (3) Practical ways for experienced elementary school teachers to create and maintain effective learning environments. Emphasizes approaches to prevention and remediation of disruptive classroom behavior.

Not open to students who have credit in EDEL 426.

630 Parent and Community Relations. (3) Important and complex roles of parents and parent substitutes in the educational development of young children. Conditions affecting parent-child interactions and skills needed for effective parenting are studied and related to the educational process. Parent involvement as a significant contributor in early childhood education.

Not open to students who have credit in EDEL 231.

640 Early Childhood Education. (3) Needs and interests of early childhood—preschool, kindergarten, and primary—as a basis for a critical evaluation of present practices in this field.

641 Early Childhood Program Leadership. (3) The various organizational patterns and operational procedures of schools and centers for young children.

644 Education in a Diverse Society. (3) A broad understanding of social, economic, cultural, and linguistic diversity, with emphasis on how teachers and schools can respond to issues that arise as our society becomes more diverse.

648 Play and Creativity in Early Childhood. (3) The role of play and creative experiences in the development and learning of young children. Addresses the philosophy, techniques, and problems of providing creative and play experiences for young children.

649 (749) Infant and Toddler Education. (3) Educational environments appropriate for and supportive of infants and toddlers; affective and cognitive factors affecting educational processes. Opportunity to observe and participate in an educational program for infants and toddlers.

651 Educational Programs for Young Children. (3) Considers historical and current program models in early childhood education, as well as current theory and practice in early childhood curricular content areas. Related research and issues are examined and discussed.

Prerequisite: EDEL 640.

657 Development, Implementation, and Evaluation of Programs for Gifted/Talented. (3) Competencies necessary for the elementary teacher to develop and implement programs for gifted and talented students. Emphasizes processes, techniques, materials, resources, and models appropriate for enhancing educational experiences for gifted and talented elementary students.

Prerequisite: EDPSY 621.

660 The Effective Use of Computers in the Elementary School. (3) Theoretical understanding and personal skills needed to use computers effectively in the elementary school classroom. General role of computers in education

and specific applications to particular uses within the classroom as well as strategies for evaluating computer ware and resources.

676 Research in Elementary Education. (3) Investigation, summary, and interpretation of research in elementary education. Requires each student to write and submit a research report.

Not open to students who have credit in EDSEC 676 or EDJHM 676.

680 Problems in Teaching Lower Language Arts in the Elementary School. (3) Identification of current problems in teaching the lower language arts, investigation of possible solutions, and application of conclusions to elementary education.

690 Practicum in Elementary Education. (1–8) Study and analysis of schoolroom procedures used in different schools. Offered on a credit/no credit basis.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned.

694 Internship in Elementary Education. (1–3) Field experience in selected elementary education programs or educational agencies. Offered on a credit/no credit basis.

Prerequisite: permission of the department chairperson.

A total of 3 hours of credit may be earned.

698 Seminar in Elementary Education. (1–12) Doctoral candidates will consider group and individual investigations in elementary education.

A total of 12 hours of credit may be earned.

699 Independent Study: Elementary Education. (1–8) Independent study and research in elementary education.

Prerequisite: sponsoring instructor and permission of the department chairperson.

A total of 8 hours of credit may be earned.

740 Recent Research in the Education of Young Children. (3) Significant research in early childhood education; application of the results of selected research studies to program development and teaching procedures. Students will identify areas in which research is needed.

Open to doctoral-level students and other graduate students by permission of the department chairperson.

745 Professional Issues in Early Childhood Education. (3) Examines professional responsibility in the field of early childhood education, considering issues such as ethics, equity, standards, assessment, accreditation, the preparation of early childhood educators, and advocacy.

Prerequisite: EDEL 640 or permission of the department chairperson.

Open only to doctoral-level students and other students by permission of the department chairperson.

791 Seminar in Research in Elementary Education. (3) Study and analysis of research in elementary education for students in advanced graduate programs. Historical and current investigations, evaluation, implications, and implementation in addition to an attempt to define questions needing further research.

Prerequisite: EDEL 676 or permission of the department chairperson.

792 Issues in Elementary Education. (3) Major trends and issues in elementary education for students in advanced graduate programs. Emphasizes analysis and evaluation of applicability of current research data.

Prerequisite: EDEL 791 or permission of the department chairperson.

798 Seminar in Elementary Education. (2) Doctoral candidates will consider group and individual investigations in elementary education.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned, but no more than 2 in any one semester or term.

Open only to doctoral candidates in elementary education.

799 Seminar in Early Childhood Education. (2) Seminar for doctoral candidates who will, by means of group and individual in-depth investigation and critical discussion, study current literature on issues, problems, and research related to early childhood education.

Prerequisite: permission of the department chairperson.

A total of 8 hours of credit may be earned, but no more than 2 in any one semester or term.

EDUCATION: READING (EDRDG)

500 The Teaching of Literacy in the Elementary School. (3) Designed to teach the current thinking, approaches, and methodology of literacy instruction in the elementary school.

Prerequisite: permission of the department chairperson.

501 The Teaching of Literacy in the Integrated Curriculum. (3) Designed to teach the current thinking, approaches, and methodology of literacy instruction in the integrated curriculum.

Prerequisite: EDRDG 500; permission of the department chairperson.

545 Using Computers in Reading Instruction. (3) For the elementary school teacher: appropriate and effective use of the computer in a classroom reading program. Commercially prepared courseware and teacher-developed applications.

Prerequisite: EDRDG 400, 430; EDTEC 520; or approval of the director of reading or the department chairperson.

Not open to students who have credit in EDRDG 445.

610 The Teaching of Reading in the Elementary School. (3) Appraisal of the elementary school reading program in terms of principles, practices, and problems involved in the instructional program. (This requirement may be waived by the director of reading for students with an undergraduate minor in reading.)

615 Early Literacy Development. (3) Develop an understanding of early literacy development through early primary years. Explanation of theories and practical application to foster young children's reading and writing development.

Prerequisite: EDRDG 610

620 Content Area Reading. (3) Procedures for developing effective reading skills to be applied by teachers. Focuses on the relationship between the processes of literacy and the methods to enhance content area reading in order to meet the total range of student literacy needs.

625 Teaching Reading to Adults. (3) Background for understanding problems and concerns in adult reading for functional adequacy. Programs, materials, and instructional approaches with practical applications to literacy efforts, adult basic education, continuing education, and adult and community education programs.

630 Psychological Foundations of Reading. (3) Psychological basis of the reading process. Emphasizes psychological, cognitive, and psycholinguistic principles that underlie the reading process.

Prerequisite: EDRDG 610 or 620.

640 Issues in the Teaching of Reading. (3) Current approaches and recent trends in the teaching of reading (K–12). Emphasizes present practices in reading and implications of research in reading.

650 The Organization and Supervision of a School Reading Program. (3) Covers recent trends for the administration of a reading program. For principals, supervisors, consultants, and reading specialists.

680 Classroom Reading Diagnosis. (3) Provides the knowledge and skills necessary to diagnose children's reading and to develop, plan, and organize a reading program based on diagnostic evidence.

Prerequisite: EDRDG 610 or 620.

690 Reading Practicum. (3) Supervised experience in teaching persons with reading disabilities in a clinical setting. Emphasizes the use of specialized techniques and materials selected and designed in the light of extensive diagnostic information.

Prerequisite: EDRDG 680.

692 Clinical Diagnosis of Reading Difficulties. (3) The psychology of reading difficulties, individual diagnostic techniques, and the planning of reading programs for severely disabled readers in a clinical setting.

Prerequisite: EDRDG 450 or 690 or permission of the director of reading.

698 Independent Study in Reading. (1–9) Individual study of specific topics in reading education. Group and individual investigations are included.

A total of 9 hours of credit may be earned.

700 Seminar in Reading. (2) Selected topics in reading education. Builds on extensive background in reading, research, and theory.

Prerequisite: 8 semester hours of credit in graduate reading courses or permission of the director of reading.

A total of 8 hours of credit may be earned, but no more than 2 in any one semester or term.

701 Advanced Study in Reading. (3) The application of basic research findings to the reading process and the teaching of reading.

Prerequisite: 6 graduate hours of credit in reading.

770 Study of Reading Research. (4) Emphasizes types of research that have contributed to greater understanding of the reading process.

Prerequisite: EDRDG 610, 640; EDPSY 640 or permission of the director of reading.

799 Internship in Reading. (2–6) A field assignment with opportunities to direct, coordinate, and supervise a reading program in a selected educational setting, with joint supervision by the university and an experienced director or coordinator of reading.

Prerequisite: permission of the director of reading.

A total of 6 hours of credit may be earned.

SPECIAL EDUCATION

www.bsu.edu/spced

Teacher College 722, (765) 285-5700
Chairperson: John B. Merbler
Director of the Doctoral Program: Michael Harvey
Director of Master's Programs: John B. Merbler
Graduate Faculty: Albrecht, Braaten, Eleweke, Feldman, Hadadian, Hargrove, Harvey, Koch, McCormick, Merbler, Richmond, Shade, Ulman, Yssel

The Department of Special Education offers programs designed to increase students' competencies in remedial and corrective teaching of basic academic and special skills; expand their understanding of the personal, psychological, social, educational, and vocational needs of persons with disabilities; and strengthen their assessment, diagnostic, prescriptive, and research skills.

Students are offered advanced study and research opportunities through fieldwork; internships; the TEACH Center, which provides adaptive technology services for preschool children with disabilities and their families and teachers; and in the Diagnostic Learning Center, which provides diagnostic services for people with disabilities who are preschool-through-college age. In addition, practical opportunities are available with LEAs, and state agencies serving persons with disabilities.

PROGRAMS

Master of arts (M.A.) in special education; master of arts in education (M.A.E.) in special education; and doctor of education (Ed.D.) in special education in one or more of the categories of special education. A certification program for graduate-level students is also available.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also have overall grade

point averages of at least 2.75 on a scale of 4.0 in undergraduate work if applying for graduate assistantships and receive a positive recommendation from the department's advanced studies committee.

MASTER OF ARTS IN SPECIAL EDUCATION

Includes the following specializations: deaf education, emotional/behavior disorders, mild interventions, severe disabilities, early childhood special education, general special education, special education administration (Director of Exceptional Needs/Special Education), and visual impairments. Completion of one or more of these specializations may lead to employment as master teachers in such situations as resource rooms, self-contained classrooms, and local, state, and private agencies or residential schools serving children, youths, and adults with disabilities. Graduates are also prepared to serve as consultants in inclusionary settings.

Generally, special education undergraduate majors select this master's degree program option either to strengthen their bachelor's degree preparation or to acquire another area of special education licensure.

Degree Requirements

The M.A. requires completion of at least 30 hours of graduate course work. A minimum of 15 hours must be completed in the major area of study, supplemented by a research course and 9 hours of designated courses in a second area of special education. Typically, students will follow a plan of study prescribed by special education licensure standards.

MASTER OF ARTS IN EDUCATION IN SPECIAL EDUCATION

Includes the following areas of study: deaf education, emotional/behavior disorders, severe disabilities, mild interventions, early childhood special education, general special education, and visual impairments. Completion of one or more of these specializations may qualify students for employment as master teachers in such situations as resource rooms, self-contained classrooms, and local, state, and private agencies or residential schools serving children, youths, and adults with disabilities. Graduates are also prepared to serve as consultants in inclusionary settings.

This option generally is selected by students who have earned bachelor's degrees in elementary or secondary education. The M.A.E. degree is also offered by distance education.

Degree Requirements

The M.A.E. requires completion of at least 30 hours of graduate course work. A minimum of 15 hours must be completed in the major, supplemented by a research course and at least three courses from the professional education core. Typically, students will follow a plan of study as prescribed by special education licensure standards.

DOCTOR OF EDUCATION IN SPECIAL EDUCATION

Designed to meet the needs of advanced graduate students seeking to assume leadership roles in special education in one or more of the following positions in higher education: teacher educator, special education manager, and curriculum specialist and researcher/evaluator. Upon successfully completing the program, the candidate will hold a doctor of education degree with a non categorical major in special education degree, i.e., with generic training emphasis rather than a specific disabilities training emphasis.

Admission

Applicants must meet the admission requirements of the Graduate School. Applicants must also hold master's degrees from accredited institutions, have two years of successful appropriate professional experience, have grade point averages of at least 3.2 on a scale of 4.0 at the master's level, achieve acceptable composite scores on the Graduate Record Examination General Test, and be recommended by the department's advanced studies committee.

Degree Requirements

The doctoral degree with a major in special education requires a minimum of 90 hours of graduate credit, 48 of which must be completed at Ball State University. The program consists of several basic required courses as well as a major of a least 40 hours, most of which must be completed at Ball State University. Two 15-hour cognates (minimum) or one 24-hour cognate

(minimum) will be selected by doctoral students in consultation with their committee chairpersons to complement career and research interests. Nine hours of each 15-hour cognate or 12 hours of the 24-hour cognate must be completed at Ball State University.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
SPCED	701	Pol Is Sped	3
	702	Ln Beh & Dev	3
	703	Adv Mth Sped	3
	764	Adv Seminar (3–6)	3
DISS	799	Drs Dissert (1–10)	10
EDPSY	641	Statist Meth	3
	642	Interim Stats	3
ID	705	Resrch Collq (1–2)	2
Research electives			
Cognate area (one area for 24 hours or two areas for 30 hours)			24–30
Special education electives			0–6

(Previous graduate work in special education may total 27 hours maximum.) Another SPCED 700 level seminar may be substituted for SPCED 764. A minimum of 40 hours must be in the major area; 90 total hours required.

Emotional/Behavioral Disorders

The following courses do not lead to a license but would be helpful to licensed teachers working with special need students.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
The following courses or approved undergraduate equivalents			
SPCED	600	Except Child	3
	609	Prin Behav	3
	610	Consult Tech	3
	632	Int Beh Dis	3
	634	Educ Beh Dis	3
	638	Prac Beh Dis (1–9)	3
EDPSY	606	Bhav Anls Ed	3
			21 hrs

SIGN LANGUAGE (SNLNG)

551 American Sign Language 1. (3) Introduction to sign language systems including finger spelling and American Sign Language (ASL). Development of receptive and expressive skills in sign language is emphasized.

552 American Sign Language 2. (3) Designed to improve conversational skills in American Sign Language to a functional level for expressive and receptive use in educational and other settings. Introduction to issues related to deaf culture.

Prerequisite: SNLNG 251 or 551; permission of the department chairperson.

Not open to students who have credit in SNLNG 252.

553 American Sign Language 3. (3) Emphasizes the development of conversational skills in American Sign Language. Stress is placed on vocabulary building and interpretation of culturally related cues.

Prerequisite: SNLNG 252 or 552; permission of the department chairperson.

Not open to students who have credit in SNLNG 253.

554 American Sign Language 4. (3) Advanced development of American Sign Language fluency in occupational and professional settings. Special emphasis is placed on sign dialects and related deaf cultural issues.

Prerequisite: SNLNG 253 or 553; permission of the department chairperson.

Not open to students who have credit in SNLNG 254.

SPECIAL EDUCATION (SPCED)

540 History of Education of Deaf Students and Psychology of Deafness. (3) Analysis and discussion of the historical, geographical, cultural, educational, and economic forces affecting deaf people and patterns of social change and oppression during the nineteenth and twentieth centuries. Introduces specific cultural and historical experiences and literature in the field.

Not open to students who have credit in SPCED 240.

546 Teaching Strategies for Speech/Social Communication for Deaf Students. (3) Various methods of teaching communication skills used by deaf/hard of hearing students. Emphasis on oral, facial, and body language for social communication. Developing instructional objectives and individual education plans related to social communication will be included.

Prerequisite: SPCED 540 or permission of the department chairperson.

Not open to students who have credit in SPCED 246.

548 Practicum in Deaf Education. (3) Includes experience with deaf/hard of hearing students from various age ranges. Participants will practice the

planning, writing, and implementation of relevant instructional objectives.
Prerequisite: SPCED 546 or permission of the department chairperson.
Not open to students who have credit in SPCED 248.

554 Introduction to Language for Deaf/Hard of Hearing Students. (3) Philosophy underlying various methods of language teaching will be reviewed. Students will compare and contrast various communication strategies. Topics included are interactive language, written language, and reading.
Prerequisite: SPCED 540.
Not open to students who have credit in SPCED 454.

556 Language Methods for Deaf/Hard of Hearing Students. (3) In-depth view of various methods of teaching language to deaf/hard of hearing students, including bilingual approaches. Emphasizes the forming of taxonomies through analysis of language samples. Includes writing instructional objectives in the language areas of form, and content.
Prerequisite: SPCED 554.
Not open to students who have credit in SPCED 456.

558 Teaching Reading and School Subjects to Deaf/Hard of Hearing Students. (3) Explores methods of teaching reading with deaf/hard of hearing students. Reading assessment for deaf children will be reviewed as well as reading in other school subjects. Writing instructional objectives and individual education plans will be included.
Prerequisite: SPCED 556.
Not open to students who have credit in SPCED 458.

566 Introduction to Persons with Physical Disabilities and Other Health Needs. (3) For future teachers and rehabilitation counselors of persons with physical, sensory, or health impairments. Etiology, physical and social-emotional characteristics, and educational considerations and implications are emphasized within a transdisciplinary habilitative/rehabilitative teaming perspective.
Prerequisite: SPCED 600.

572 Introduction to Persons with Mental Retardation. (3) Studies various types and degrees of mental retardation; the psychological, environmental, and cultural conditions that contribute to retardation. Emphasizes etiology, assessment, and issues.
Prerequisite: SPCED 600.
Not open to students who have credit in SPCED 372.

574 Methods and Materials for the Mildly Mentally Handicapped. (3) Teaching methods, curriculum organization, assessment principles, and work-study programs suitable for the instruction of the mildly mentally handicapped.
Prerequisite: SPCED 572 or 372.

575 Diagnostic and Prescriptive Teaching of the Handicapped. (3) Continuation of SPCED 574 emphasizing curriculum modifications and prescriptive teaching.
Prerequisite: SPCED 376 or 474 or 574.
Not open to students who have credit in SPCED 475.

577 Educating Children and Youth with Severe Disabilities. (3) Introduces future teachers to students with moderate to profound mental retardation, multiple disabilities, or autism. Best practices and standards in integration opportunities, curriculum, and positive supports for challenging behavior are presented and applied at the elementary and middle school levels.
Prerequisite: SPCED 600.
Not open to students who have credit in SPCED 377.

578 Instructional Methods for Children and Youth with Severe Disabilities. (3) Contemporary best practices and standards in IEP development and instructional design and implementation in natural settings for students with severe disabilities are presented and applied at the elementary and middle school levels.
Prerequisite: SPCED 577.
Not open to students who have credit in SPCED 378.

579 Methods for Children and Youth with Physical and Multiple Disabilities. (3) Contemporary best practices in curriculum design, instructional adaptations featuring high and low technology, environmental modifications, and physical and medical management suitable for students with physical or multiple disabilities or health impairments are presented within a transdisciplinary teaming model.

Prerequisite: SPCED 578.
Not open to students who have credit in SPCED 379.

580 Educating High School Students with Severe Disabilities. (3) Contemporary best practices in instructional design, implementation, and monitoring for students with severe disabilities are presented and applied at the high school level. Topics include transitional planning, job training, group instruction, and advanced positive supports for challenging behaviors.
Prerequisite: SPCED 579.
Not open to students who have credit in SPCED 380.

600 Education of Exceptional Children. (3) The basic course in the graduate sequence for teachers who wish to specialize in any one of the branches of special education. Stresses findings concerning the unique psychological and educational problems of exceptional children.

603 Collaboration in Special Education. (3) Roles and competencies of special education personnel as they function in collaborative planning, implementation, and improvement of instruction for the various areas of special education.

605 Independent Study. (1–6) Designed to meet the needs of students who wish to conduct independent study and research in special education.
Prerequisite: permission of the department chairperson.
A total of 6 hours of credit may be earned.

608 In-service Workshop. (1–12) For inservice teachers and administrators who wish to work on special learning problems in their own schools.
Prerequisite: permission of the department chairperson.
A total of 12 hours of credit may be earned.

609 Principles of Behaviorology in Special Education. (3) Intermediate level application of behavioral principles in the instruction of students with special needs; experience in designing learning environments that engender adaptive academic and social behaviors. A behavior-change project is required.
Prerequisite: EDPSY 306 or 606.

610 Behavioral Consultation Techniques for Special Education Teachers. (3) Training and supervised experience to prepare special education teachers to provide effective behavioral consultation to classroom teachers and other school personnel. Emphasizes the design, implementation, and evaluation of systematic programs to improve academic and social behaviors in regular education classrooms. Focuses on the analysis of consultant-consultee verbal interactions, accountability through behavioral measurement, and systematic indirect service delivery to children with disabilities.
Prerequisite: SPCED 609 or permission of the department chairperson.

612 Theory and Practice in Early Childhood Special Education. (3) Foundations of early intervention will be discussed, as well as issues related to legislation, service delivery models, family involvement, transition, and typical/atypical development.

613 Assessment Strategies in Early Childhood Special Education. (3) Discussion of different techniques for identification and assessment of infants, toddlers, and preschoolers with special needs. Covers widely used norm and criterion-referenced tests, play-based assessment, transdisciplinary assessment, family assessment, and writing reports.
Prerequisite: SPCED 612.
Not open to students who have credit in SPCED 215.

614 Developmental Methods for Infants and Toddlers with Special Needs. (3) Examines developmental strategies and curricular practices for serving infants and toddlers with special needs, and their families. Emphasizes the application of research findings to the development of best intervention practices.
Prerequisite: SPCED 613.
Not open to students who have credit in SPCED 311.

616 Developmental Methods for Preschool Children with Special Needs. (3) Examines instructional methodology and curricular practices for serving preschoolers with special needs and their families. Best practices are presented within the context of recent research.
Prerequisite: SPCED 614.
Not open to students who have credit in SPCED 312.

617 Practicum: Infants, Toddlers, and Preschoolers with Special Needs. (1–12) Work with young children with special needs or disabilities in a supervised teaching practicum. Acquire practical skills for planning and organizing activities to meet the needs of young children and their families.

Prerequisite: SPCED 612, 613, 614, 616; permission of the department chairperson.

Not open to students who have credit in SPCED 417.

624 Vocational Preparation and Habilitation for the Handicapped. (3) Curricular sequences and organizational patterns in the education of exceptional children as they contribute to vocational readiness. Focuses on program implementation and professional roles that will maximize transition of people with disabilities from education to vocation.

625 Current Topics in Special Education. (3) Specific information concerning recent developments in the education of students with disabilities within the least restrictive environment. Topics also include current legal aspects and innovative practices in special education.

626 Teaching Emotionally Disturbed and Learning-Disabled Children. (3) Role of the regular classroom teacher in meeting the special needs of emotionally disturbed and learning-disabled children in regular classes. Techniques for identification, instruction, and programming in relation to legal federal and state mandates are examined.

631 Microcomputer Technology and the Exceptional Learner. (1–9) Advanced study of general and specialized applications of microcomputers and related technologies to exceptional learners. Topics include microcomputers and classroom management, microcomputers and videodisk-assisted instruction, and special applications of current technologies with exceptional groups.

A total of 9 hours of credit may be earned.

632 Introduction to Behavior Disorders. (3) Introduction to the history of educating children and youth with behavior disorders; problems of defining, assessing, and treating behavior disorders; and types and causes of behavior and learning problems.

Prerequisite: SPCED 201 or 600.

634 Educating Students with Behavior Disorders. (3) Educational assessment, materials, and programs for students with behavior problems. For future teachers of students with behavior disorders.

Prerequisite: SPCED 201 or 600 and 632.

636 Research in Special Education. (3) Investigation, summary, and interpretation of research in special education. Each student will write and submit a research report to fulfill course requirements.

Prerequisite: SPCED 600 or its equivalent.

637 Organization and Administration of Special Education. (3) Programs in special education in Indiana and other states. Special inquiry into Indiana law and current practices pertaining to the establishment and supervision of special education programs.

638 Practicum: Behavior Disorders. (1–9) Covers a variety of settings including special public school classes; classes in residential treatment centers, hospitals, training schools, and day-care clinics, and public and private special school programs. Intensive supervision given through individual supervisory meetings, case conferences, and seminars.

Prerequisite: SPCED 201 or 600; 632 and 634; permission of the department chairperson.

650 Education of Preschool Hearing and Language Impaired Children. (3) Methods and techniques of teaching language to young deaf/hard of hearing children. Emphasizes typical and atypical language and learning.

Prerequisite: permission of the department chairperson.

651 The Eye, Its Functions and Health. (3) Provides initial experience in working with students who are visually impaired. Topics include reading and interpreting optometric and ophthalmological reports for educational planning and working with families at various stages of the acceptance process.

652 Programs and Services for Individuals with Visual Impairment. (3) Background knowledge of the field

of blindness including history, developmental impact of visual disabilities, creating interdisciplinary learning experiences, and continuum of services.

Prerequisite: SPCED 651.

653 Communication Skills for Individuals with Visual Impairments. (3) Learn to read, write, and teach Braille to students with visual impairments. Topics include conducting functional literacy assessments and matching learning medium (i.e., Braille, text) to student learning capabilities.

Prerequisite: SPCED 652.

654 Instructional Accommodations for Individuals with Visual Impairment. (3) Strategies for teaching and adapting curriculum in content areas, collegial collaboration, and assessment of students with visual impairments. Includes discussion of low- and high-end technology.

Prerequisite: SPCED 653.

655 Principles of Orientation and Mobility. (3) Basic indoor orientation and mobility techniques and sighted guide strategies. Emphasis on acquisition of prerequisite skills for O & M. Includes assessment and utilization of low vision and appropriate use of mobility aids.

Prerequisite: SPCED 654.

656 Practicum in Teaching Students. (3) Opportunity to practice program skills in a school setting. Program cohort students will pair with experienced teachers at the Indiana School for the Blind (ISB) during the ISB's summer school program.

Prerequisite: SPCED 655; permission of the department chairperson.

660 Seminar in Special Education. (3–9) Group or individual investigation of a selected topic in special education.

A total of 9 hours of credit may be earned.

670 Practicum in Special Education: Deaf. (1–9) Teaching and other laboratory experiences with deaf or severely hearing-impaired children in public, private, and residential schools or other educational settings under the supervision of local professional and college supervisors. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

671 Practicum in Special Education: Mildly Mentally Handicapped. (1–9) Teaching and other laboratory experiences with mildly mentally handicapped students in public schools or other educational programs under the supervision of local professional and college supervisors. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

676 Analysis of the Problems in Mental Retardation. (3) Psychological, medical, sociological, and educational research pertaining to mental retardation.

Prerequisite: SPCED 372 or 572.

677 Teaching Parents to Educate Their Exceptional Child. (3) Interpersonal skills required by teachers as they work with parents of exceptional children; surveys child management systems that teachers may teach parents; surveys problems that affect families with exceptional children. Specific training in the acquisition of these competencies offered through required practicum and simulation modules.

685 Teaching Multiply Handicapped Children. (3) The problems of multiply disabled children and youth. Emphasizes symptomatology and assessment of and educational programs for children with multiple disabilities.

Prerequisite: SPCED 600, 566.

686 Introduction: Mild Interventions. (3) Characteristics, state and federal laws, informal assessment, and effective teaching techniques for students needing mild interventions.

Prerequisite: SPCED 600; admission to the teacher education program; Teachers College professional education requirements.

687 Educational Assessment: Mild Interventions. (3) Academic assessment of learning problems using standardized and informal techniques. Requires assessment of individual pupils and written reports of findings.

Prerequisite: SPCED 686; admission to the teacher education program; Teachers College professional education requirements.

688 Methods of Mild Intervention. (3) Effective teaching practices for people requiring mild interventions. Development and preparation of individualized education programs.

Prerequisite: permission of the department chairperson.

690 Student Teaching in Exceptional Needs. (1–12) Graduate level student teaching experience for post-bachelor's students completing requirements for an initial teaching license in special education. Offered credit/no credit only.

Prerequisite: Teachers College professional education requirements; permission of the department chairperson.

A total of 12 hours of credit may be earned.

691 Field Experience in Special Education. (2–9) Direct experience in dealing with special education problems in the field.

A total of 9 hours of credit may be earned.

693 Practicum in Special Education: Physical Disabilities and Health Impairment. (1–9) Required for licensure in the special education area of physical disabilities and health impairments. A minimum of three hours of practicum must be taken for credit in this specialty area for licensure.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

694 Internship in Special Education. (3–9) Assignment to professional settings for advanced-degree students performing jobs under the direction of local and college supervisors. Settings include single or multi-categorical exceptionalities and instructional, supervisory, and administrative roles in special schools, clinics, agencies, and public schools.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

697 Practicum: Mild Interventions. (1–9) Supervised teaching experiences with individuals who need mild interventions in public schools, clinics, or other educational settings.

Prerequisite: SPCED 688; admission to teacher education program; Teachers College professional education requirements; permission of the department chairperson.

A total of 9 hours of credit may be earned.

698 Practicum in Special Education: Severe Disabilities. (1–9) Required for licensure in the special education area of severe disabilities. A minimum of three hours of practicum must be taken for credit in this specialty area for licensure.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

701 Seminar: Policies and Issues in Special Education. (3) Provides an in-depth examination of policies and issues that impact the special education profession. Topics can include legal issues and mandates, psycho-social aspects of disabilities, community-agency-parent partnerships, and related issues and developments.

Prerequisite: permission of the department chairperson.

702 Learning, Behavioral, and Developmental Disabilities and Special Needs. (3) Examines the instructional and curricular concerns for students with various disabilities and special needs. The particular disability or special needs group to be emphasized (e.g., autism) will vary based on the instructor.

Prerequisite: permission of the department chairperson.

703 Advanced Methods, Technologies, and Instructional Systems in Special Education. (3) Surveys advanced methods and technology systems that facilitate special education instruction. Special emphasis on research related to instructional methods. The specific content will vary contingent on the instructor.

Prerequisite: permission of the department chairperson.

706 Seminar—Instructional Strategies for Low-Incidence Handicapped Persons. (3) Curriculum-related problems associated with programming for low-incidence disabled students in the least restrictive educational environment. Focuses on specific instructional strategies useful in implementing current curriculum practices with low-incidence disabled students.

Prerequisite: SPCED 701 or permission of the department chairperson.

707 Seminar—Instructional Strategies for High-Incidence Handicapped

Persons. (3) Curriculum-related problems associated with programming for high-incidence disabled students in the least restrictive educational environment. Focuses on instructional strategies useful in implementing appropriate curriculum practices with high-incidence disabled students.

Prerequisite: SPCED 687 and 701 or permission of the department chairperson.

709 Behaviorology and the Exceptional Person. (3) Examines experimental and theoretical foundations of the science of behavior in relation to the needs of exceptional persons. Emphasizes the experimental analysis of behavioral processes underlying the production of effective behavior-change technology currently applied in special education.

Prerequisite: SPCED 609 or permission of the department chairperson.

764 Seminar in Special Education. (3–6) A critical study of current issues, problems, and research in special education by individuals or groups.

A total of 6 hours of credit may be earned.