## TEACHERS COLLEGE

#### www.bsu.edu/teachers

Teachers College 1008, 765-285-5251 Dean of the College: John E. Jacobson Associate Dean: Laurie Mullen

practice and applied research.

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

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 (PhD in counseling psychology, MA in counseling, MA in social psychology, dual major in social psychology and clinical mental health counseling), the Department of Educational Leadership (EdD and MAE in educational administration and supervision, EdS in school superintendency), the Department of Educational Psychology (MA in school psychology, and MA in educational psychology, EdS and PhD in educational psychology [school], and PhD in educational psychology [general,], the Department of Educational Studies (MA in adult and community education, MA in curriculum and educational technology, MA in executive development for public service, MA in secondary education, MA in student affairs administration in higher education, EdD in adult, higher, and community education, PhD in educational studies), the Department of Elementary Education (PhD, EdD, and MAE in elementary education, and MAE in teaching elementary education), and the Department of Special Education (MA, MAE, and EdD in special education).

See the Science listing under the College of Sciences and Humanities, page 180, for the doctoral programs in science education and philosophy in environmental science.

Applicants for graduate programs in Teachers College must meet all university admission requirements. In addition, applicants for specialist (EdS) and doctoral (PhD, EdD) programs must submit their scores on the verbal and quantitative sections of the Graduate Record Examination (GRE). Individual departments may establish other admission requirements. Students admitted to MAE 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 Comparaty Ed (3)
EDPSY 600 Adv Ed Psy (3)
603 Human Devel (3)
```

## **Educational Research and Measurement**

```
PREFIX NO SHORT TITLE
                            CR HRS
One course from
CPSY
             Res Cpy Guid (3)
        653
EDEL
        676
             Res Elem Edu (3)
EDJHM 676
             Res Jr/Md Ed (3)
EDPSY
             Methodology (3)
        640
             Statist Meth (3)
        641
        646
             Tests Meas (3)
EDSTU 676 Rsch St Lrng (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)
        673 Curric Eval (3)
        626 Dis Clsrm Mt (3)
EDEL
        640 Early Childh (3)
        644 Educ Div Soc (3)
        690 Practm El Ed (1-8)
EDMUL 660 Mlti Clt Eth (3)
EDPSY
        520 Int Gft/Tlnt (3)
EDRDG 610 El Sch Readg (3)
        620 Content Rdg (3)
             Class Mgt (3)
EDSEC 534
        690 Prctm Sec Ed (1-9)
        695 Dyn Sec Clrm (3)
EDSTU
        671
             Eval Ed Prog (3)
EDTEC 650
             Curric Tech (3)
        600 Except Child (3)
SPCED
                               3-9
```

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)**

Some programs require specific courses.

**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 indepth 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/otes/licensing

Teachers College 915, 765-285-1168

# 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—Family and Consumer Sciences

Career/Technical Ed—Marketing

Career/Technical Ed—Trade and Industrial

Chemistry

Communication Disorders (speech pathology master's level license)

English/Language Arts (includes communication studies option)

English as a New Language (graduate-level program)

Exceptional Needs—Hearing Impaired

Exceptional Needs—Intense Intervention

Exceptional Needs—Mild Intervention

Exceptional Needs—Severe Interventions

Exceptional Needs—Visually Impaired

Fine Arts—Instrumental and General Music

Fine Arts—Theater Arts

Fine Arts—Visual Arts

Fine Arts—Vocal and General Music

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 (junior high—must have two core-content areas or a nongeneralist license in a specific content area)

Options for the two core-content areas required above are as follows:

Earth/Space Science

Life Science (biology and general science)

Physical Science (chemistry and physics combination)

Journalism

**Mathematics** 

**Physics** 

#### **Sciences:**

Earth/Space Science Life Science Physical Science

**Social Studies:** (three 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 2002 and will complete prior to June 2006, are under licensing "Rules 46-47." These licensing programs must be completed and the licenses applied for prior to June 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" who began a pro-gram prior to fall 2002 and also finishes that program and applies for the license prior to June 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 then until 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 6 semester hours of course work through Ball State, our office must approve application for renewal and forward application materials to the IPSB for processing.

## **Accomplished Practitioner**

Anyone finishing a licensing program under licensing "Rules 46-47" who began a program prior to fall 2002 and also finishes that program and applies for the license prior to June 2006 will be issued a **professional** license rather than an accomplished practitioner license. This professional license equates to a one-time 10-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 10 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, EdS, EdD, or PhD, 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 10 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 GPA 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 practitionerlicense** 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 EdS degree in school superintendency.
- School Leaders Licensure Assessment completed with a score of 165 or higher.
- 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 (Ball State's program or a program taken elsewhere). Students who wish to complete this program as a combined master's degree and a licensing program, 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 3 635 Ed Dec Makng 684 Ed Fin Ethcs 3 3 686 School Law 3 689 Sch Principl 6 694 Princ Intern (3) EDCUR 601 Curric Devel 3 3 EDPSY 640 Methodology 3 EDSUP 650 Superv Instr One course from EDFON 631 Philosphy Ed (3) 641 Hist Amer Ed (3) 651 Ed Sociology (3) EDMUL 660 Mlti Clt Eth (3) 3

### DIRECTOR OF CURRICULUM AND INSTRUCTION

Under the Indiana Administrative Code (Rules 2002), the following criteria are specified for candidates wishing to obtain the Director of Curriculum and Instruction license:

- hold a proficient practitioner license;
- successfully meet the standards for the district level administrator;
- successfully meet all developmental standards;
- successfully obtain a master's degree;
- successfully complete the School Leaders Licensure Assessment (SLLA);

36 hrs

• be recommended by the licensing advisor of the accredited institution.

"The holder of the district level administrator; director of curriculum and instruction license is only able to serve as a director of curriculum and instruction administrator or supervisor. The district level administrator; director of curriculum and instruction licensure applies to all who have the role or responsibility for direct supervision or primary evaluation of other licensed personnel, regardless of title, for example assistant to, assistant, or deputy." (p. 17, Indiana Administrative Code).

#### **Program of Studies**

Candidates who wish to apply for the Director of Curriculum and Instruction License (District Level Administrator License) will be expected to hold a Master of Arts in one of the following areas: elementary education, secondary education, educational administration and supervision, curriculum and educational technology; meet the minimum criteria defined under Rules 2002; and have taken the following courses

#### PREFIX NO SHORT TITLE CR HRS Required courses **EDAD** 600 Intro Ed Led 3 EDCUR 601 3 Curric Devel 610 Elem Sch Cur 3 620 Sec Sch Cur 3 3 EDPSY 640 Methodology Eval Ed Prog 3 EDSTU 671 676 Rsch St Lrng (3) or EDJHM 676 Res Jr/Md Ed (3) or **EDEL** 676 Res Elem Edu (3) 6 hours from EDCUR 630 Jr H Mid Cur (3) 640 Alt Sch Curr (3) EDSTU 680 Stf Dvlp Cur (3) 6 6 hours from **EDEL** Educ Div Soc (3) 644 EDFON 631 Philosphy Ed (3) 641 Hist Amer Ed (3) 651 Ed Sociology (3) EDMUL 660 Mlti Clt Eth (3) 670 Multrl Minor (3) 6 6 hours from EDJHM 512 Instrl Strat (3) EDRDG 610 El Sch Readg (3) EDSEC 695 Dyn Sec Clrm (3) EDSUP 650 Superv Instr (3) 6 6 hours from EDTEC 650 Curric Tech (3) 670 Tech Pol Ped (3) 675 Distance Ed (3) 685 Assess Tech (3) 6 45 hrs

#### **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.

## **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			
EDAD	600	Intro Ed Led	3
	684	Ed Fin Ethcs (3)	
	or		
	685	Fiscal Mangt (3)	3
	687	Legal Aspect	3
	689	Sch Principl	3
SPCED	637	Or Adm Sp Ed	3
	660	Seminar (3-9)	3
	687	Assmt Mild	3
	694	Internship (3-9)	3
CPSY	600	Intro Sch Co (3)	
	or		
SPCED	677	Prnt Exp Chl (3)	3
3 courses	from		
SPAA	543	Intro Aud (3)	
SPCED	577	Int In Intrv (3)	
51 522	600	Except Child (3)	
	612	Th Pra E Chil (3)	
	631	Comp Sp Nds (3)	
	632	Intr Beh Dis (3)	
	686	Intro Mild (3)	9
			36 hrs

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

## REQUIREMENTS FOR SCHOOL SERVICES LICENSES

#### **School Counselor**

- Requires 45-48 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 more 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
EDPSY	627	Child Devel	3
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
			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. Contact the educational license office for other requirements.

```
PREFIX NO SHORT TITLE CR HRS
```

The following courses or approved undergraduate equivalents:

```
SPAA
        543 Intro Aud
                              3
                              3
SNLNG 551 Sign Lang 1
                              3
        552 Sign Lang 2
SPCED 540 Hist Ed Deaf
                               3
                              3
        546 Sp Com Deaf
        548 Prac Deaf
                              3
        554 Languag Deaf
                              3
                              3
        556 Lan Mth Deaf
                              3
        558 Reading Deaf
```

Except Child Prac Deaf (1-9)	3
	33 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
EDPSY	606	Lrn & Motiv	3
SPCED	566	Int Phy Imp	3
	577	Int In Intrv	3
	578	Meth Intense	3
	579	Meth Phy Imp	3
	580	H S Intense	3
	600	Except Child	3
	631	Comp Sp Nds	3
	693	Prac Phy Imp (1-9)	) 3
	698	Prac In Itrv (1-9)	3
			30 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:

```
EDPSY 606 Lrn & Motiv
                                3
                                3
SPCED 600 Except Child
                                3
        603 Collab Spc Ed
        632 Intr Beh Dis
                                3
                                3
        686 Intro Mild
        687 Assmt Mild
                                3
                                3
        688 Meth Mild In
                                3
        697 Prac Mild In (1-9)
                             24 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)**

18 hrs

### PREFIX NO SHORT TITLE CR HRS

```
One course from each area:
                                3
EDTEC 650 Curric Tech
        670 Tech Pol Ped
                                3
        585 School Infra (3)
        or
        675 Distance Ed (3)
                                3
        652 Web Mltmedia (3)
        or
        655 Inquiry Simu (3)
        or
        660 Instr Design (3)
                                3
        665 Vis Dig Lit (3)
        or
                                3
EDRDG 545 Tech in Rdg (3)
SPCED 631 Comp Sp Nds
                                3
```

#### 3 hours from

CS	616	Digital Anim (3)
EDRDG	545	Tech in Rdg (3)
EDTEC	650	Curric Tech (3)
	680	Advanc Media (3)
	685	Assess Tech (3)

690 Practicum (2-4) 699 Ind Study (1-4) MATHS 631 Tech Mth Tch (3) 3

- The computer education license is available only to teachers who already hold a current elementary, secondary, or all-grade teaching license.
- 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 used. In such cases, EDTEC 650 must 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 PSYCHOLOGYAND GUIDANCE SERVICES

www.bsu.edu/counselingpsychology

Teachers College 622, 765-285-8040

The department's graduate programs train school, community agency, mental health, and 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 programs in community counseling and school counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The rehabilitation track is accredited by the Council of Rehabilitation Educators (CORE). The doctoral program is accredited by the American Psychological Association (APA). 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–professional 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's of arts degree (MA) in social psychology, MA degree in counseling, dual major in social psychology and counseling; doctor of philosophy degree (PhD) in counseling psychology

### **Admission requirements**

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. Application deadlines for the programs are as follows: December 15 for the doctoral program; February 1 and June 15 for the MA in counseling (community mental health and

school) and MA in social psychology programs; there is no deadline for the MA in counseling (rehabilitation) program. Separate application forms are required by the Graduate School and the department.

#### 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 (clinical mental health track), in public schools (school track), or in 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 GPA on a 4.0 scale.
- Application to the department as well as to the Graduate School.
- MA candidates must pass a written content examination after completing at least 30 hours of course work, pass an 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

### **Clinical Mental Health Counseling Track**

Counseli	ng Psy	chology	
CPSY	605	CMH Couns	3
	606	Pre-Practm	3
	607	Apprais Meth	3 3 3 3 3 3 3 3 3 3 3 3
	610	Career Theor	3
	621	Theo Tch Cou	3
	636	Psychopathol	3
	637	Psychopharm	3
	644	Practm Couns	3
	646	Advd Pract	3
	653	Res CPy Guid	3
	678	Coun Cul Div	3
	688	Group Technq	3
	695	Field Intrn (3-12)	3
3 hours f	rom		
EDPSY	603	Human Devel (3)	
PSYSC	613		3
3 hours f	rom		
EDPSY	641	Statist Meth (3)	
LDIGI	642	Interim Stat (3)	3
Elective			
	d cour	ses in psychology	
or related		ore in perendical	12

#### Highly recommended elective courses **CPSY** Couns Ethics (3) 609 624 Coun Pro Dev (3) 695 Field Intrn (3-12) 60 hrs **Mental Health Counseling Track** Counseling Psychology **CPSY** 605 CMH Couns 3 3 606 Pre-Practm 3 607 Apprais Meth 3 Couns Ethics 609 3 610 Career Theor Theo Tch Cou 3 621 3 Spec Tech Co (2-6) 623 3 636 Psychopathol 644 Practm Couns 3 3 646 Advd Pract 3 678 Coun Cul Div 3 Group Technq 688 695 Field Intrn (3-12) 9 3 EDPSY 603 Human Devel 3 641 Statist Meth 6 hours of approved electives 6 One course from **CPSY** Res Cpy Guid (3) 653 RES 697 Research Ppr (1-3) Thesis (1-6) **THES** 698 3 60 hrs Rehabilitation track **CPSY** 603 Intro Rehab 3 3 606 Pre-Practm 3 607 Apprais Meth 3 608 Psysoc Rehab 3 610 Career Theor 3 621 Theo Tch Cou 3 Med Disabil 635 Psychopathol 3 636 3 644 **Practm Couns** Res CPY Guid 3 653 3 Coun Cul Div 678 3 Group Technq 688 689 Case Mgt Reh 3

695 Field Intrn (3-12)

EDPSY	603	Human Devel	3
			48 hrs
School T	rack		
CPSY	600 606 607 610 621 644 646 653 685 688 695	Theo Tch Cou Practm Couns Advd Pract Res Cpy Guid Org Guid Pro Group Technq	3 3 3 3 3 3 3 3 3 6
One cour CPSY	se from 614 657	Career Couns (3) Obj Apprais (3)	3
One cour			
CPSY	631 636		3
Counselin One cour CPSY EDMUL	se from	m Coun Cul Div (3) Mlti Clt Eth (3)	3
Education			
EDPSY	603	Human Devel	3
Education One cour EDCUR	se from	m Elem Sch Cur (3)	
EDEL	620 630 600 626	Sec Sch Cur (3) Jr H Mid Cur (3) Bas Concp El (3) Dis Clsrm Mt (3)	
EDFON	631 641 651	Philosphy Ed (3) Hist Amer Ed (3) Ed Sociology (3)	
EDJHM EDSEC	512 534	Instrl Strat (3) Class Mgt (3)	
LUGEC	695	Dyn Sec Clrm (3)	3

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) a valid out-of-state school counseling license and one year of experience as a school counselor in another state, or (2) 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.

### MASTER OF ARTS IN SOCIAL PSYCHOLOGY

The MA program in social psychology is designed to give students a strong background for entry into professions such 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 MA 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

#### **Applied Track**

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

### Social Psychology

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

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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 Adv Indust (3)
SOPSY 695 Intrn Social (3)
Personnel
CPSY
        610 Career Theor (3)
        614 Career Couns (3)
        601 Ldr & Ethics (3)
MBA
MGT
        661 Hman Res Mgt (3)
SOPSY 695 Intrn Social (3)
                              12
                            40 hrs
```

### **General Track**

Social Ps	ycholo	ogy	
Four cour	rses fr	om	
SOPSY	610	Social (3)	
	615	Social Cog (3)	
	620	Group Dynamc (3)	
	640	Attitudes (3)	
	655	Coun Applic (3)	
	660	Contemporary (3)	12
Education			
One cour			
<b>EDPSY</b>	641	Statist Meth (3)	
	642	Interim Stat (3)	3
Counselin	ng Psy	chology	
CPSY	653	Res Cpy Guid	3
Directed	electiv	es from ANTH,	
CPSY, E	DPSY	, PSYSC, SOC,	
SOPSY,	THES	; professionalization	
of a teach	ning m	ajor or minor;	
or minors	s and e	electives	12

# MASTER OF ARTS WITH DUAL MAJOR IN SOCIAL PSYCHOLOGY AND CLINICAL MENTAL HEALTH COUNSELING

30 hrs

## **Degree requirements**

PREFIX NO SHORT TITLE CR HRS

CPSY	605	CMH Couns	3
	606	Pre-Practm	3
	607	Apprais Meth	3
	610		3
	621	Theo Tch Cou	3
	636	Psychopathol	3 3 3 3 3 3 3
	637	Psychopharm	3
	644	Practm Couns	3
	646	Advd Pract	3
	653	Res CPy Guid	3
	678	Coun Cul Div	3
	688	Group Technq	3
	695	Field Intrn (3-12)	6
<b>EDPSY</b>	603	Human Devel	3
	641	Statist Meth	3
		_	
		4	48 hrs
Five cour	rses fr	om	
Five cour			
		Social (3)	
	610 615	Social (3) Social Cog (3)	
	610	Social (3) Social Cog (3) Group Dynamc (3)	
	610 615 620	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3)	
	610 615 620 640	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3)	15
SOPSY	610 615 620 640 655 660	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3)	15
SOPSY	610 615 620 640 655 660 620 mi	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3) Contemporary (3)	15
SOPSY 6	610 615 620 640 655 660 620 mi	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3) Contemporary (3)	15
SOPSY 6 courses t	610 615 620 640 655 660 620 maken.	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3) Contemporary (3)	15
SOPSY 6 courses t	610 615 620 640 655 660 620 maken.	Social (3) Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3) Contemporary (3) ast be one of the five	15

## DOCTOR OF PHILOSOPHY IN COUNSELING PSYCHOLOGY

63-66 hrs

The PhD in counseling psychology includes theoretical bases, an experiential component, a research component, and a variety of training assignments. The program contains a core of psychology courses in the social, biological, cognitive, affective, and individual bases of behavior. Most students complete the degree in four to five 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
```

	636 678 688 720 722 740 746 747 749 753 797 799	Psychopathol Coun Cul Div Group Technq Adv Theories Theo Tch Sup Prac Co Supv Doc Prac 1 Doc Prac 2 Prac Suprv (1-6) Adv Research Seminar CPsy Intrn Co Psy	3 3 3 2 1 3 6 3 0
One cour CPSY	ese from 652 657	n Proj Apprais (3) Obj Apprais (3)	3
Education EDPSY	nal Psy 642 650 746	Interim Stat	3 3 3
One cour	se froi		
EDPSY	741 742 743	Ap Regres An (3) Statist Tech (3) Factor Analy (3)	3
Psycholo PSYSC	gical S 613 691		3
One cour EDPSY PSYSC	652	n Intro Neuro (3) Physiologcal (3)	3
One cour EDPSY PSYSC	rse from 765 615 616	Theor Learng (3) Learn Motiva (3) Percp Cognit (3)	3
Social Ps SOPSY		ogy Social	3
One cour SOPSY	615 620 640 655 660	Social Cog (3) Group Dynamc (3) Attitudes (3) Coun Applic (3) Contemporary (3)	3

Dissertation

Research Requirement ID 705 Resrch Collq (1-3) 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.

105-111 hrs

In addition to the requirements listed above, each candidate for the PhD 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 expected to enroll in CPSY 749 Practicum in 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.

<u>Cognates are available in:</u> couples and family counseling, diversity in counseling psychology, health psychology, social justice in counseling psychology, and vocational psychology.

## CERTIFICATE IN IDENTITY AND LEADERSHIP DEVELOPMENT PROGRAM FOR COUNSELORS

## **Admission requirements**

To be admitted to the Certificate in Identity and Leadership Development Program for Counselors, students would need to:

• enroll in a graduate program in counseling or a closely related field or

- completed a school counseling or other student services degree and
- obtain graduate student status. Graduate student status includes transcripts documenting a completed baccalaureate degree and a cumulative undergraduate grade point average of at least 2.5 on a 4.0 point scale, or a 3.0 on a 4.0 point scale in the latter half of the baccalaureate to be enrolled. The courses for the certificate program would be under the Department of Counseling Psychology and Guidance Services.

PREFIX	NO	SHORT TITLE	CR HRS
CPSY	601	Lead in Coun	3
CSPY	614 or	Career Couns (3)	
EDAD	600	Intro Ed Led (3)	3
CPSY	678 or	Coun Cul Div (3)	
EDAD		Humn Resourc (3)	) 3
CPSY	609 or	Couns Ethics (3)	
EDAD	686	School Law (3)	3
			12 hrs

### 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.

**601** Introduction to Identity and Leadership Development for Counselors. (3) Expands upon the Identity and Leadership Development Workshop for Counselors. Students focus on the Nine-Step Success Process and develop the knowledge and skills they need to meet the identity needs of secondary students especially those from diverse backgrounds, or who may be at risk.

Open only to students enrolled in Identity and Leadership Development for Counselors Workshop.

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

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

*Prerequisite:* permission of the department chairperson.

*Open only to* counseling psychology and guidance services masters students; other graduate students by permission.

- **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.

**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.

**624 Program Development and Evaluation in Counseling Psychology.** (3) Investigate principles and applications of program development, implementation, and evaluation in counseling psychology. Design programs focusing on identified mental health needs in the community and propose methods for evaluating such programs. Explore commonly used program development and evaluation methods for various counseling settings.

Prerequisite recommended: CPSY 653 or equivalent.

- **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 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.
- **637 Introduction to Psychopharmacology. (3)** Introduction to the use of psychotropic medications for treatment of mental disorders as applied to children, adolescents and older adults. Covers function of central nervous system and role of neurotransmitter systems on etiology of mental disorders. Addresses basic principles of pharmacodynamics and pharmacokenetics.

Prerequisite: permission of the department chairperson.

*Open only to* counseling psychology and guidance services graduate students; other graduate students by permission.

**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 that includes counseling with one or more of the following populations: children, adolescents, adults, couples, and families under the supervision of a professional counselor. Practical experience with the delivery of mental health services including conducting intake assessments and record keeping.

Prerequisite: CPSY 600 or 605 and 606; 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.

Open only to CPSY masters students; other graduate students by permission.

**645 Specialized 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 Advanced Practicum in Counseling.** (3) Advanced supervised experience that includes counseling with one or more of the following populations: children, adolescents, adults, couples, and families under the supervision of a professional counselor. Practical experience with the delivery of mental health services including conducting intake assessments and record keeping.

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.

Open only to CPSY masters students; other graduate students by permission.

**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 Couples and Sex Therapy.** (3) Principles and techniques for couples, divorce, and sexual 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.
- **678** Theories and Techniques of Counseling the Culturally Diverse. (3) Designed to build expertise in counseling people of black, Hispanic, Asian, and Native American 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.

**679** Advanced Theories and Techniques of Counseling the Culturally Diverse. (3) Designed to develop advanced knowledge of multicultural and cross-cultural issues in counseling psychology. Emphasizes understanding the social and political bases of counseling and therapy. Includes didactic and experiential activities.

Prerequisite: CPSY 678 or equivalent.

- **680 Social Justice in Counseling Psychology.** (3) The history and current status of social justice activities in counseling psychology will be reviewed. Theories, strategies, and ethics of social justice work will be evaluated and applied to different situations. Course includes didactic and experiential activities.
- **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 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 course work with a focus on delivery of services by the rehabilitation counselor.

*Prerequisite:* CPSY 603, 635, 644; SPCED 566; permission of the department chairperson. *Open only to* departmental majors.

**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 Seminar in Counseling Psychology. (3)** An advanced professional seminar for doctoral students in counseling psychology. The seminar will focus on ethics, legal issues, 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 health-care 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 MA program in social psychology.

## **EDUCATIONAL LEADERSHIP**

### www.bsu.edu/edleadership

Teachers College 918, 765-285-8488

### **PROGRAMS**

Master of arts in education (MAE) in educational administration and supervision; specialist in education (EdS) in school superintendency; and doctor of education (EdD) in educational administration and supervision. Certification programs include K-12 educational administration

## MASTER OF ARTS IN EDUCATION DEGREE PROGRAM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

## **Admission requirements**

Applicants for the MAE 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 (GPA) of at least 2.75 on a 4.0 scale.
  - A cumulative GPA of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
  - A 3.2 GPA in 9 semester hours of graduate work approved by the chairperson in the major department and an acceptable score on the Graduate Record Examination (GRE). Such students will be considered probationary students until the conditions of their admission have been met.

## **General Degree Requirements**

The MAE 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.

A student must maintain a GPA 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	cours	es	
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 rema		9 credit hours are ollows	
EDČUR	601	Curric Devel	3
EDPSY	640	Methodology	3
One cour	se fro	m	
<b>EDFON</b>	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	
EDMUL	660	Mlti Clt Eth (3)	3
			9 hrs
			36 hrs

### **DOCTORAL PROGRAMS**

## **Application Process**

The student applies for admission to the doctoral degree program by submitting the following to the Graduate School:

- Graduate application (obtained from the Graduate School or online at <a href="www.bsu.edu/gradschool">www.bsu.edu/gradschool</a>)
- One copy of all college/university transcripts
- Graduate Record Examination (GRE) scores

## The student submits the following to the Department of Educational Leadership

A professional portfolio consisting of the following items:

- Autobiography (500-1000 words)
- A 3-5 page paper containing the applicant's philosophy of education and statement of purpose to be accomplished by earning the doctoral degree and describing the contributions the candidate expects to make to the doctoral program and to the profession of educational administration
- A current vitae
- Names and addresses of five references (department will contact them directly)
- One copy of all college/university transcripts

When admission materials have been received, the Department of Educational Leadership reviews and evaluates all application materials. As part of the evaluation, the applicant may be invited to campus for a personal interview. Following the evaluation, the department makes a recommendation to the Dean of Teachers College and the Dean of the Graduate School, who makes the final decision and notifies the candidate.

#### **Assistantships**

A limited number of doctoral assistantships, awarded on a competitive basis, are available to candidates who are accepted into the doctoral program. In addition to the assistantship stipend, doctoral students receive a remission of the contingent portion of the general fee, remission of the graduate course fee, and an out-of-state fee waiver.

#### SPECIALIST IN EDUCATION IN SCHOOL SUPERINTENDENCY

The EdS degree in school superintendency provides opportunities for specialized study in the school superintendency. The program assists qualified individuals in developing the knowledge, performances and disposition essential for success in the day-to-day operation of the school system and develops broad understandings relative to the scope and nature of educational programs. The program schedule will qualify the student for the superintendent license. The program includes appropriate work from the field of educational administration and related fields, such as educational psychology, curriculum, adult and community education, educational foundations, and counseling psychology.

### **Degree requirements**

The EdS degree in school superintendency requires the satisfactory completion of prescribed graduate course work beyond the master's degree with a minimum of a 3.2 GPA. All candidates for the degree will have

- completed a minimum of 63 semester-hours of graduate credit including the master's degree
- a minimum of 24 semester-hours of the "specialist-required courses," which must be completed at Ball State University.

Required EDAD EDCUR EDPSY EDSUP	cours 630 635 684 686 689 601 640 650	Humn Resourc Ed Dec Makng Ed Fin Ethcs School Law	3 3 3 3 3 3 3
3 hours for EDFON	631 641 651 660	Philosphy Ed (3) Hist Amer Ed (3) Ed Sociology (3) Mlti Clt Eth (3)	3
			27 hrs
minimun	of 24	U	3 3 3 6 3 3 3
6 hours for CPSY EDEL EDFON  EDMUL EDPSY  EDSTU	600 644 631 641 651 660 603 641 646 671	Intro Sch Co (3) Educ Div Soc (3) Philosphy Ed (3) Hist Amer Ed (3) Ed Sociology (3) Mlti Clt Eth (3) Human Devel (3) Statist Meth (3) Tests Meas (3) Eval Ed Prog (3)	6
			36 hrs
			63 hrs

Each student in the EdS program must complete a supervised internship. The internship assignment will be arranged by the department in consultation with the student. Students are responsible for any necessary leave and other arrangements related to this assignment. Internship assignments will ordinarily be arranged in a school setting to provide a practical, supervised experience in educational leadership. Ball State faculty, in cooperation with an outside agency, will supervise all interns.

## **Specialist Committee**

A three-member committee, consisting of educational administration faculty members, will usually be appointed during the first semester that the student is accepted into the degree program. The committee chair, in consultation with the student, will develop a plan of study. The committee will also conduct the required written and oral examinations when the student has completed all course work.

### **Deadline for Completion of Degree Work**

All requirements (30 semester hours) listed in the "specialist required courses" section must be met within a six-year time limit from the date of the completion of the first class in the specialist in education degree program.

### Additional admission requirements

Applicants are expected to have a GPA of 3.2 or higher on previously completed graduate work.

### DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

The doctor of education degree (EdD) is 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. The curriculum emphasizes school administration in K-12 settings. The program is designed to satisfy the licensing requirements in Indiana for the school superintendency; however, sufficient flexibility exists to design a program to meet the needs of the individual candidate.

#### **Degree requirements**

The doctoral degree program with a major in educational administration and supervision consists of a minimum of 90 semester-hours of graduate credit. 48 semester-hours must be completed at Ball State. A master's degree is required.

### Research requirements

A minimum of 15 semester hours in research is required *prior* to DISS 799.

PREFIXNOSHORT TITLECR HRSRequired coursesEDAD635Ed Dec Makng3EDPSY640Methodology3641Statist Meth3ID705Resrch Collq (1-3)3

ID 705 must be taken two consecutive semesters: 2 hours in fall; 1 hour in spring

```
3 hours from
EDPSY 642 Interim Stat (3)
646 Tests Meas (3)
785 Multlev Stat (3)
EDSTU 650 Int Qual Rsh (3)
660 Ethno Res Ed (3) 3
```

#### Dissertation

Each student is required to write a dissertation on a topic approved by the committee. Students sign up for DISS 799 for a total of 10 dissertation hours.

## **Required courses**

The doctoral student ordinarily will have taken the following educational administration courses for the master's in educational administration, administrative license, and/or the EdS in school superintendency. A minimum of 40 hours of graduate work is required in the major, a majority of which must be taken at Ball State University.

#### Master's courses 3 EDAD 600 Intro Ed Led 630 Humn Resourc 3 3 635 Ed Dec Makng 3 684 Ed Fin Ethes 3 686 School Law 689 Sch Principl 3 694 Princ Intern (3) 6 3 EDCUR 601 Curric Devel 3 EDPSY 640 Methodology **EDSUP** 650 Superv Instr 3 3 hours from EDFON 631 Philosphy Ed (3) 641 Hist Amer Ed (3) 651 Ed Sociology (3) EDMUL 660 Mlti Clt Eth (3) 3 36 hrs **EdS** courses 3 **EDAD** 640 Public Rel 685 Fiscal Mangt 3 3 687 Legal Aspect 3 688 Sch Bldg Grs 696 Supt Intern 6 698 Semnr Theory 3

780 Sch Dist Adm

3

```
Spec Cap Sem
                                3
EDCUR 610 Elem Sch Cur (3)
        620 Sec Sch Cur (3)
                                3
6 hours from
CPSY
        600 Intro Sch Co (3)
EDEL
             Educ Div Soc (3)
        644
EDFON 631
             Philosphy Ed (3)
EDMUL 660 Mlti Clt Eth (3)
EDPSY 603 Human Devel (3)
        641
             Statist Meth (3)
        646 Tests Meas (3)
EDSTU 671 Eval Ed Prog (3)
                                6
                              36 hrs
Additional courses in the major
        798 Sem Adv (3)
EDAD
                                 6
(must be taken for 3 credit hours
for two consecutive semesters)
EDPSY 600 Adv Ed Psy
                                3
        641 Statist Meth
                                3
One multicultural course from
EDEL
        644 Educ Div Soc (3)
EDFON 651
             Ed Sociolgy (3)
             Mlti Clt Eth (3)
EDMUL 660
        670 Multrl Minor (3)
SOC
        521 Minorities (3)
                                3
```

### **Cognate Requirements**

The doctoral student must have either two cognate fields (or minors) consisting of a minimum of 15 hours each or a single cognate field consisting of a minimum of 24 hours. For the 15-hour cognate, 9 hours must be taken at Ball State University; 12 hours of the 24-hour cognate must be taken at Ball State University. Cognates are available in all university major fields of study for the master's, specialist, and doctoral degrees. In addition, cognates are offered in composition; general foundations of business; general field of education; gifted studies; higher education; history, philosophy, and sociology of education; literary theory; literature, couples and family counseling; neuropsychology; psychology of human development, teacher education in higher education; the teaching of English; theory of computing, and research methodology.

#### **Doctoral Committee**

The student's doctoral committee is appointed after the student has been admitted to study for the doctoral degree—usually near the end of the first year of doctoral work. Until the committee has been appointed, the director of the doctoral program or a delegated representative will serve as the program advisor for the student.

## **Residence Requirement**

The residence requirement for this degree is the completion of at least 15 semester hours in two consecutive semesters of graduate work beyond the master's degree. Summer may be used as one of the semesters for residency purposes.

### Additional admission requirements

After admission, the student must begin course work within two years, and all requirements for the degree must be met within seven years from the date of the first course taken after admission to the doctoral program.

#### **Criteria for Selection**

The Department of Educational Leadership considers primarily the following criteria in determining its recommendation: the applicant's Graduate Record Examination (GRE) scores; the GPA in previously completed graduate work; the content of reference letters; the compatibility of the degree program and the applicant's goals/ needs; other evidence of advanced graduate academic skills (writing, research, etc); and relevant career or life experiences/accomplishments.

### CERTIFICATE IN CHARTER SCHOOL LEADERSHIP

PREFIX	NO	SHORT TITLE	CR HRS
EDAD	636 683	Intro Leader Dec Mkg Law/HR/SEd Imp St Ach	3 3 3 3
			12 hrs

## **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.

**601 Introduction to Charter School Leadership.** (3) Examines purposes, structures, and the entrepreneurial development of educational institutions authorized by political subdivisions. Explores theoretical, practical, and political dimensions of leadership needed to enhance organizational performance. The management of operations, finances, and facilities are studied. Developing trends are considered for analysis.

Prerequisite: permission of the department chairperson.

Open only to students seeking a certificate in charter school leadership.

**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.

**636 Data-Based Decision Making for Charter School Leaders. (3)** Educational leaders should rely on data-driven decision making to guide their school improvement efforts and their understanding of their environments. This course provides charter school leaders with information regarding student assessment systems and state and federal accountability models. Current educational initiatives impacting educational services and standards-based expectations are included. Candidates will learn how to access and evaluate their own school-community data. Candidates will apply research-based decision making models as they analyze relevant school data in order to decide future directions leading to school improvement.

Prerequisite: permission of the department chairperson.

*Open only to* students seeking a certificate in charter school leadership or renewal of an administrative license.

- **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 under-standing 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.
- **683** Charter School Law, Human Resources and Special Education. (3) Basic principles of school law with focus on charter school legislation, regulations, and court decisions. Also, focuses on techniques to maintain effective human relations and use of human resources (employment issues, alternative teaching programs). Also, focuses on charter school responsibilities to educate children with disabilities pursuant to IDEA.

*Prerequisite:* permission of the department chairperson.

*Open only to* students seeking a certificate in charter school leadership or renewal of an administrative license.

**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.
- **690 Charter School Leadership for Improving Student Achievement. (3)** Provides charter school leaders with the knowledge, skills, and attitudes necessary to improve student achievement in their schools. Analyzes/investigates roles and functions of school leaders. Emphasis on linking theory to practice. Theoretical concepts and practical illustrations are used to expand insights into current issues facing school leaders.

Prerequisite: permission of the department chairperson.

*Open only to* students seeking a certificate in charter school leadership or renewal of an administrative license.

### 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. (3)** 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.

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

**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.

**782 Specialist Capstone Seminar.** (3) Designed to be taken near the end of the student's specialist program. It is designed to be a culmination of all the knowledge base that the student has been exposed to in course work, practica, and internships.

Prerequisite: permission of the department chairperson or instructor.

Open only to EdS and EdD students.

**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 Advanced Seminar in Educational Administration. (3)** A seminar directed at synthesis and refinement of a personal philosophy of education and its practical application in today's schools. Individual research and critical discussion will characterize student activity. To be taken for two consecutive terms of 3 hours each, for a total of 6 hours.

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. *Open only to* doctoral students.

### EDUCATIONAL PSYCHOLOGY

### www.bsu.edu/edpsych

Teachers College 524, 765-285-8500

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.

Student financial support includes doctoral and graduate assistantships.

### **PROGRAMS**

Master of arts (MA) in educational psychology and school psychology; specialist in education (EdS) in school psychology; and doctor of philosophy (PhD) educational psychology (school and general), and certificates in clinical neuropsychology, gifted and talented education, human development and learning, and response to intervention.

### 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 requirements**

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadlines are as follows: March 1, July 1, and November 1. Please contact the program director for additional information.

### **Degree requirements**

Candidates must complete a minimum of 30 hours of graduate credit approved by the program director. For the 30 hours, there is 18 credit hours in required course work in learning, human development, and research and statistics. Students will also choose a minimum of 12 credit hours fulfilled by either completing a specialization or by choosing courses, in consultation with the program director, deemed appropriate for meeting a student's professional needs.

PREFIX	NO	SHORT TITLE	CR HRS
EDPSY	600	Adv Ed Psy	3
	606	Lrn & Motiv	3
	641	Statist Meth	3
	646	Tests Meas	3
	640	Methodology (3)	
	or		
	643	Rsrch Design (3)	3
	603 or	Human Devel (3)	
	627	Child Devel (3)	
	or		
	628	Adoles Devel (3)	
	or		
	629	Adult Devel (3)	3

Electives approved by program

12 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 requirements**

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is January 1. Please contact the program director for 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 MA and EdS or the MA and PhD programs in school psychology. Applicants must meet the admission requirements of the Graduate School, achieve scores on the GRE 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 department 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.

### EdS IN EDUCATIONAL PSYCHOLOGY (SCHOOL)

### **Admission requirements**

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is January 1. Please contact the program director for additional information.

### **Degree requirements**

Candidates for the specialist degree in educational psychology (school) at Ball State University must have satisfactorily completed a minimum of 72 hours of graduate credit beyond the baccalaureate (that may

include credit earned at the master's degree level); the departmentally approved examination; the professional portfolio of evidence; and supervised practicum and internship experiences. Because 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 psychology for a listing of specific course work. Check with the program director for any recent changes dictated by professional organizations or licensure requirements.

# PREFIX NO SHORT TITLE CR HRS CPSY 621 Theo Tch Cou (3) or

EDPSY 612 Psy Consult 640 Methodology (3)

or

643 Rsrch Design (3) 3 641 Statist Meth 3

3

2

3

3

651 Pers Asses 3 653 Cog Assess 3

654 Acad Interv 3 685 Intr Sch Psy 2

686 Pre-Prac Con 1 687 Pre Prac (1-4) 1

688 Prac Consult (3-6) 3

689 Pra Psychol (1-6) 3 690 Intrn Psych (3) 6

PSYSC 623 Theor Persnl (3)

or CPSY 631 Perso

CPSY 631 Personality (3) 3 SPCED 609 Intro A B A 3 610 Beh Consult 3

600 Except Child (3)

or

EDPSY 745 Dia Lrn Diso (3) 3

3 hours from

CPSY 636 Psychopathol (3) EDPSY 652 Intro Neuro (3)

750 Dev Psycpath (3)

PSYSC 632 Abnormal (3)

3 hours from

EDCUR 601 Curric Devel (3)

610 Elem Sch Cur (3)

620 Sec Sch Cur (3) 630 Jr H Mid Cur (3)

3 hours from

EDPSY 600 Adv Ed Psy (3)

```
Theor Learng (3)
        768
             Cognit Devel (3)
                                3
3 hours from
EDPSY 603 Human Devel (3)
        627
             Child Devel (3)
        628 Adoles Devel (3)
        720 Dev Research (3)
                                3
3 hours from
EDRDG 610 El Sch Readg (3)
             Content Rdg (3)
        620
        640
             Issues Readg (3)
        680 Cls Rdg Diag (3)
3 hours from
SOPSY 610 Social (3)
             Social Cog (3)
        615
        620 Group Dynamc (3)
        640 Attitudes (3)
             Coun Applic (3)
        655
             Contemporary (3)
        660
                                3
3 hours from
CPSY
        678 Coun Cul Div (3)
EDEL
        644
             Educ Div Soc (3)
EDFON 651
             Ed Sociology (3)
EDMUL 660 Mlti Clt Eth (3)
        670 Multrl Minor (3)
                                3
                              69 hrs
```

### DOCTOR OF EDUCATIONAL PSYCHOLOGY (GENERAL)

The doctoral program in Educational Psychology trains research scholars who will contribute to the understanding of teaching, learning and development; educational accountability and program evaluation; and individual differences in learning and adjustment in educational settings. The core program features areas of study such as learning, human development, statistics, measurement and research methods.

Graduates will be skilled researchers with substantive knowledge of measurement, research design, and analysis of data. Graduates will be qualified for academic positions in higher education and research positions in public and private institutions such as professional evaluation firms and testing companies.

### **Admission requirements**

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is March 15. Please contact the program director for additional information.

### **Degree requirements**

The PhD program consists of a minimum of 90 hours of graduate credit. Students must complete one 15-hour cognate and may choose from among cognates in the Department of Educational Psychology, including gifted studies, psychology of human development, and statistics and research methods. Cognates from other departments within Teachers College might also be considered, including special education, counseling psychology, teacher education, higher education, curriculum, and educational technology.

### PREFIX NO SHORT TITLE CR HRS

Educational psychology core			
<b>EDPSY</b>	600	Adv Ed Psy	3
	606	Lrn & Motiv	3
	641	Statist Meth	3
	642	Interim Stat	3
	643	Rsrch Design	3
	699	Indpen Study (1-6)	6
	720	Dev Research	3
	741	Ap Regres An	3
	742	Statist Tech	3
	746	Theory Meas	3
<b>EDSTU</b>	650	Int Qual Rsh	3 2 3
ID	705	Resrch Collq (1-3)	2
PSYSC	691	Systems	3
3 hours f	rom		
EDPSY		Theore Learner (2)	
EDPS I	765	Theor Learng (3)	
	or	Comit David (2)	3
	768	Cognit Devel (3)	3
3 hours f	rom		
<b>EDPSY</b>	627	Child Devel (3)	
	or		
	628	Adoles Devel (3)	
	or	` ,	
	629	Adult Devel (3)	3
			47 hrs

### Research applications

6 hours from
EDPSY 645 Nonpar Stats (3)
740 Cat Data Anl (3)
743 Factor Analy (3)
744 Sem Res Meth (1-4)
785 Multlev Stat (3)
EDSTU 660 Ethno Res Ed (3)
671 Eval Ed Prog (3)
SOC 681 Survey (3) 6

Culture and diversity 3 hours from

EDEL 644 Educ Div Soc (3) EDFON 651 Ed Sociology (3) EDMUL 660 Mlti Clt Eth (3) 670 Multrl Minor (3) 3 56 hrs Directed electives 9 hours of electives approved by the doctoral committee 9 Dissertation DISS 799 Drs Dissert (1-24) Cognate 15 90 hrs

### PhD IN EDUCATIONAL PSYCHOLOGY (SCHOOL)

The PhD 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 required by the Commission on Accreditation of the American Psychological Association, all students must complete a professional psychology core including courses in the biological aspects of behavior, the cognitive and affective aspects of behavior, and the social aspects of behavior. Course work in individual differences, human development, dysfunctional behavior or psychopathology, cultural and individual diversity, and professional standards and ethics also are required. Theories and methods of assessment and diagnosis, effective consultation and supervision, and evaluating the efficacy of interventions are required course work. In addition, candidates must complete course work in the history and systems of psychology, psychological measurement, research methodology, and techniques of data analysis. All candidates for the degree must submit a research project for presentation or publication in addition to the completion of a dissertation and a doctoral-level internship at sites approved by both the school psychology internship and program directors. 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 for any recent changes dictated by professional organizations or licensure requirements.

### **Admission requirements**

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is January 1. The department reserves the option of holding personal interviews before candidates are recommended for acceptance into the program. Candidates should contact the program director for additional information.

PREFIX NO SHORT TITLE CR HRS

CPSY 621 Theo Tch Cou 3

EDCUR EDPSY	631 678 610 603 612 640	Personality Coun Cul Div Elem Sch Cur Human Devel Psy Consult Methodology (3)	3 3 3 2
	or 643	Rsrch Design (3)	3
	641	Statist Meth	3
	642	Interim Stat	3
	651	Pers Asses	3
	652		3 3 3
	653	Cog Assess	3
	654	Acad Interv	3
	685	Intr Sch Psy	2
	686	Pre-Prac Con	1
	687	Pre Prac (1-4)	1
	688	Prac Consult (3-6)	3
	689	Pra Psychol (1-6)	3
	720	Dev Research	3
	741	Ap Regres An	3
	745	Dia Lrn Diso (3)	3
	746	Theory Meas	3
	750	Dev Psycpath	3 3 3 3
	765	Theor Learng	3
	775	Evd Bas TX	3
	776	Prof Issues	3
	789	Sup Sch Psych	3 3
	791	Intern Spsy	3
	792	Int Prof Psy (3-9)	3
EDRDG	610	El Sch Readg	3
ID	705	Resrch Collq (1-3)	2 3 3 3
PSYSC	691	Systems	3
SOPSY	610	Social	3
SPCED	609	Intro A B A	_
	610	Beh Consult	3
		uirements a cognate of	24
Complete	of at	least 10	
dissertation			10
			132 hrs

### **DOCTORAL COGNATES**

The Department of Educational Psychology offers several doctoral cognates including neuropsychology, gifted studies, developmental psychology, educational psychology, psychological assessment, 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.

### CERTIFICATE IN CLINICAL NEUROPSYCHOLOGY

### **Admission requirements**

Admissions standards for graduate study leading to a certificate in Clinical Neuropsychology will be the same as Graduate Admission standards set by the Graduate School for a Doctoral Degree (e.g. GPA 3.0)

PREFIX	NO	SHORT TITLE	CR HRS
EDPSY	629	Adult Devel	3
	652	Intro Neuro	3
	656	Child Neuro	3
	669	Neuroling	3
	752	Pract Neuro (3-6)	6
	754	Sem Neuro	3
SPCED	610	Beh Consult	3
			24 hrs

### CERTIFICATE IN GIFTED AND TALENTED EDUCATION

### **Application Process**

To be admitted to the Certificate Program in Gifted and Talented Education, students would need to be admitted to the graduate school. Graduate student status includes transcripts documenting a completed baccalaureate degree and a cumulative undergraduate grade point average of at least 2.75 on a 4.0 scale or a 3.0 on a 4.0 scale in the latter half of the baccalaureate to be enrolled. The courses for the certificate program would be under the educational psychology department, but managed through the School of Extended Education.

As all states have different licensing requirements, this certificate may not meet the requirements in every state.

PREFIX	NO	SHORT TITLE	CR HRS
EDPSY		Int Gft/Tlnt Ident Eval	3
	U_U	Models/Strat Creativ Thkg (3)	3
	or 623		3
	023	Soc Lino reds (3)	12 hrs

### CERTIFICATE IN HUMAN DEVELOPMENT AND LEARNING

PREFIX NO SHORT TITLE CR HRS

<b>EDPSY</b>	600	Adv Ed Psy	3
	606	Lrn & Motiv	3
	627	Child Devel	3
	628	Adoles Devel	3
	629	Adult Devel	3
			15 hrs

### CERTIFICATE IN RESPONSE TO INTERVENTION

PREFIX	NO	SHORT TITLE	CR HRS		
EDEL	655	Prin of Diff	3		
SPCED	606	RTI Seminar	3		
	607		3		
Select two courses from one of the sequences listed below					
Behavior	(SPC	CED)			
SPCED	609	Intro A B A	3		
	610	Beh Consult	3		
Reading	(ELE	<b>D</b> )			
EDRDG	690	RDG Practicm	3		
		Clin Diagnos	3		
	or				
	six cr	edit hours of			
	discii	oline specific course	<u>,</u>		
	-	(with permission).	-		
			15 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.

- **606 Human Learning and Achievement Motivation. (3)** Coverage of principles of human learning and achievement motivation applied to education and everyday life. Topics include behavioral, cognitive, and social-cognitive orientations to human learning and achievement motivation.
- **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.

**623 Investigating the Social and Emotional Needs of Gifted Students. (3)** Examination of the research related to gifted students and the social and emotional dimensions that are unique to this population. Emphasis is placed on understanding the lived experiences of gifted children as well as social interventions and curricular strategies that can be employed within various educational environments.

Open only to students in gifted and talented license program or with instructor's permission.

**625** Models and Strategies for Gifted Learners. (3) Examination of the theoretical models and strategies used in differentiation of instruction for gifted students. Part of the sequence for the license in gifted education. Students learn models and the instructional strategies necessary for their implementation. In addition, they create their own unit based on one of the models studied.

Open only to students in gifted and talented license program or with instructor's permission.

**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 adult-hood 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 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 Research Design.** (3) Systematic presentation of the strategies and methods required to develop and critique research designs to meet the needs of psychological and educational research paradigms. The focus is on developing the skills necessary to conduct independent research in a variety of methodological domains. Both quantitative and qualitative methods will be fully represented.
- **645 Introduction to Nonparametric Statistics. (3)** Focus on statistical methods appropriate for data in which standard assumptions such as normality and equality of variance are not met. Covers approaches for problems from one sample estimates of location to nonparametric multivariate techniques such as factor analysis. Students will learn about methods based on ranks, permutation tests, and the bootstrap. *Prerequisite:* EDPSY 641.
- **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.

Not open to students in school psychology program.

**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. (3)** Introduction to brain-behavior relationships with special emphasis on cognitive, biological and sensory motor functioning. Brain dysfunction and common disorders are explored with an empirical approach using basic neuroscience research methods.

Prerequisite: graduate status or permission of the instructor.

**653 Individual Cognitive Assessment. (3)** Administration, interpretation, and analysis of individual measures of cognitive functioning.

Prerequisite: permission of the department chairperson.

Open only to students in school psychology.

**654** Academic Achievement and Intervention. (3) Introduction to norm-referenced and curriculum-based assessment of achievement with a focus on intervention planning, implementation, and evaluation. Emphasis on discussion of empirically-based instructional and behavioral techniques.

*Prerequisite:* EDPSY 653 or equivalent; permission of the department chairperson.

Open only to students admitted to the school psychology programs.

**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.

**685 Introduction to School Psychology. (2)** Introduction to the practice of professional psychology in the schools with an emphasis on the history, ethics, scope, role, and activities of school psychologists. *Prerequisite:* admission into a school psychology program, permission of the instructor.

**686 Pre-Practicum in Consultation.** (1) General orientation to the professional activity of school consultation in educational settings.

*Prerequisite:* admission into a school psychology program, permission of the instructor. *Open only to* students admitted to a graduate training program in school psychology.

**687 Pre-Practicum in School Psychology.** (1-4) General orientation to the practice of school psychology in educational and other settings. Time spent with guided and directed experiences in schools and other professional settings.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

Open only to students admitted to a school psychology program.

**688 Practicum in Consultation. (3-6)** Application of principles and theories of consultation taught in EDPSY 612. Consultation to school and clinical settings.

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

A total of 6 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 psycho-educational 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 Developmental Theories and Research Across the Lifespan.** (3) An exploration of theories and empirical research models and methods in developmental psychology across the lifespan. Emphasizes formulating research proposals using current models and methods with particular focus on the application of developmental principles to practice in applied settings.
- **740** Categorical Data Analysis. (3) A survey of statistical methods specifically designed for categorical variables, including chi-square, log-linear models, logistic regression, regression for count variables, and survival analysis.

Prerequisite: EDPSY 641.

**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 psycho-logical 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 and Interventions for Learning and Related Disorders. (3) Discussion of issues of diagnosis and implementation of interventions designed for children with learning disorders.

Prerequisite: courses in individual assessment and special education highly desirable.

**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 Developmental Psychopathology.** (3) Emphasis is placed on understanding typical and atypical developmental trajectories throughout the lifespan. Biological family, social, and cultural contexts that contribute to psychological, emotional, and educational disturbances are discussed.
- **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 and Dean-Woodcock.

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

Prerequisite: EDPSY 651, 750, permission of the instructor.

776 Legal, Ethical, and Multicultural Issues in Professional Psychology. (3) Emphasis on development of personal models for legal, ethical, and multicultural issues that arise in professional psychological practice. Critical examination and consideration of commonly encountered legal and ethical dilemmas. Discussion of issues related to working with diverse populations.

Prerequisite: EDPSY 685, 688; permission of the instructor.

**785 Multilevel Statistical Modeling.** (3) Students will learn the most recent statistical models for multilevel data. Methods are appropriate for datasets in which individuals are sampled in clusters, where the assumption of independence is likely to be violated. Surveys multilevel techniques appropriate for ANOVA, regression, categorical, and multivariate data.

Prerequisite: EDPSY 641, 741.

**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. (3-6)** 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.

Open only to students admitted to the PhD program in school psychology.

**792 Doctoral Internship in Professional Psychology.** (3-9) Directed and supervised predoctoral internship experience within a school, clinic, or other appropriate setting to meet the requirements of the doctoral program in school psychology.

Prerequisite: permission of the program or internship director.

A total of 9 hours of credit may be earned.

Open only to students admitted to the PhD program in school psychology.

### **EDUCATIONAL STUDIES**

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, adult and community education, and curriculum and educational technology. Graduate courses and program emphases are available in adult, higher, community, curriculum; history, philosophy, and sociology of education; computer 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 (MA) 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 (EdD)in adult, higher, and community education; and doctor of philosophy (PhD) in educational studies. A transition-to-teaching program is also available as is a certificates in college and university teaching, computer education, diversity studies, and middle level education.

### **MASTER OF ARTS PROGRAMS**

### **Admission requirements**

Applicants must meet the admission requirements of the Graduate School.

### **Degree requirements**

The MA 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 (GPA) 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 MA 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 GPAs of at least 3.2 on a 4.0 scale. An exact program is designated to fit students' needs and meet degree requirements.

CR HRS

#### Course requirements **EDAC** 631 Adult & Comm 3 632 Org Adult Ed 3 634 Adlt Learner 3

PREFIX NO SHORT TITLE

635 Tchg Adlts 3 3 638 Pro Com Adlt 3

648 Com Educator

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) EDSTU 660 Ethno Res Ed (3) Grantmnshp (3) 697

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** 629 Psy Adlt Adj (3) 655 Cont Ed Prof (3) 699 Internship (2-6) EDSTU 671 Eval Ed Prog (3) 680 Stf Dvlp Cur (3)

**Community Education EDAC** 644 Coll Learn (3) 646 Volunteers (3) 681 Mng Commu Ed (3) 699 Internship (2-6) EDCUR 675 Eval Ed Prsl (3) EDSTU 671 Eval Ed Prog (3)

### MASTER OF ARTS IN CURRICULUM AND EDUCATIONAL TECHNOLOGY

This 30-hour program is designed for educators who are seeking to integrate technology into P-12 curriculum and other instructional contexts. Graduates are prepared to become leaders through course work and experiences that focus on development of a conceptual framework in which technology is an embedded aspect of the teaching and learning process and curriculum development strengthens instructional practice. Graduates will be able to develop curriculum and utilize technology in ways that keep pace with the evolving needs of schools and society.

PREFIX	NO	SHORT TITLE	CR HRS
EDCUR	601	Curric Devel	3
<b>EDSTU</b>	671	Eval Ed Prog	3
	676	Rsch St Lrng	3
<b>EDTEC</b>	650	Curric Tech	3
	670	Tech Pol Ped	3
3 hours fr	rom		
EDCUR	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	` '	
	640	Alt Sch Curr (3)	3
3 hours fr	rom		
EDFON	631	Philosphy Ed (3)	
	641	Hist Amer Ed (3)	
	651	Ed Sociology (3)	3
			21 hrs

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

### Curriculum track, 9 hours

<b>EDCUR</b>	610	Elem Sch Cur (3)	
	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	
	640	Alt Sch Curr (3)	
	673	Curric Eval (3)	
	675	Eval Ed Prsl (3)	
<b>EDSTU</b>	680	Stf Dvlp Cur (3)	9
			9 hrs

A B or better grade is required in EDSTU 671.

# Educational technology track, 9 hours from

<b>EDRDG</b>	545	Tech in Rdg (3)
<b>EDTEC</b>	585	School Infra (3)
	652	Web Mltmedia (3)
	655	Inquiry Simu (3)
	660	Instr Design (3)
	665	Vis Dig Lit (3)
	675	Distance Ed (3)
	680	Advanc Media (3)
	685	Assess Tech (3)
	690	Practicum (2-4)

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699 Ind Study (1-4)
MATHS 631 Tech Mth Tch (3)
SPCED 631 Comp Sp Nds (3) 9

9 hrs
```

6 hours maximum for EDTEC 690 and 699 combined.

### MASTER OF ARTS IN EXECUTIVE DEVELOPMENT FOR PUBLIC SERVICE

An interdisciplinary and intercollegiate degree, the executive development 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.

### **Degree requirements**

The MA degree program requires at least 30 credit hours of graduate course work. Students must maintain a GPA of at least 3.0 on a 4.0 scale. Students must complete a research requirement. Students must take at least two courses in adult education and at least one course from four of the other seven categories of study:

- adult education, program evaluation, and staff development
- business and related areas
- communications
- computer science and educational technology
- educational administration and supervision
- health science, gerontology, and wellness
- political science
- psychology
- other concentrations approved by the student's advisor

It is strongly recommended that students choose one additional course from adult education, management, communication studies, 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; EDSTU 697 The Grant Process and Research; EDSTU 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 a 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 of credit may be earned.

### MASTER OF ARTS IN SECONDARY EDUCATION

CR HRS

The Master of Arts in Secondary Education (MASE) extends the professional knowledge of teachers in six core areas: Curriculum, Educational Technology, Educational Research, Multicultural Education, Pedagogy, as well as the Social Foundations of Education. The program enables practicing teachers to explore theoretical concepts that relate directly to their instruction to improve instructional effectiveness. Students may pursue additional course work in the six core areas or elect courses through which they enhance their knowledge of content. Thirty credit hours of graduate courses are required to fulfill the degree requirements. It is possible to complete the Master of Arts in Secondary Education via distance education or online options.

### **Degree requirements**

PREFIX NO SHORT TITLE

Core requested EDCUR EDSTU EDTEC  One cour categorie	3 3 3		
Pedagog	_		
EDJHM	512	(-)	
	534		
EDSEC	695	Dyn Sec Clrm (3)	3
Foundat	ions		
EDFON		Foundations (3)	
LDI OIT	621	` '	
	631		
	641	1 .	
	651	Ed Sociology (3)	3
	051	La Bociology (3)	3
Multicul	tural		
EDMUL	660	Mlti Clt Eth (3)	
	670		3
Curricul			
<b>EDCUR</b>	620	Sec Sch Cur (3)	
	630	Jr H Mid Cur (3)	

640 Alt Sch Curr (3) 3

Choose one of the options below *Option 1*3 hours of additional course work from one of the above categories or from other graduate courses offered by the Department of Educational

3

6 hours from

Studies

Minors and electives 6

30 hrs

Option 2

9 hours from additional course work from a content area (i.e., English, Mathematics, Reading, Social Studies, Gifted and Talented, Special Education, Science, etc.)

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

This graduate program is designed for those interested in student affairs administration in colleges, universities, and community colleges. The program prepares student affairs educators to work in college and university academic and student support services such as academic advising and support, admissions, career centers, disability services, financial aid, first-year experience, Greek life, health services, housing and residence life, international student programs, judicial affairs, multicultural centers, ombudsperson, orientation, recreation services, registration, religious affairs, service learning, student activities and programs, student life, student voluntary services, and student unions. This program is jointly sponsored by the Department of Educational Studies and the division of Student Affairs.

### **Admission requirements**

Applicants must meet admission requirements of the Graduate School. In addition to being accepted by the Graduate School for regular admission, applicants must submit an application for the graduate program in Student Affairs Administration in Higher Education that includes responding to two essay questions, submitting a resume, and providing contact information for three references. Completed applications are recommended by February 1. Applicants must interview for the graduate program. The majority of interviews are conducted at Interview Day, generally scheduled in late February. Admission offers are made after these interviews.

### **Degree requirements**

PREFIX NO SHORT TITLE CR HRS

```
EDHI
        600 Stu Afrs Adm
                                 3
                                 3
        601 Theor St Dev
                                 3
        602 Amer Col Stu
                                 3
        690 Seminar (1-3)
                                 3
         698 Prin St Afrs
        699 Prac St Afrs
                                 3
One course from
EDHI
        610 Isu High Ed (3)
        613 Adm Fin H Ed (3)
        640 Comm Col (3)
                                 3
Research requirements, 3-6 hours from
CRPRJ
        698 Creat Proj (3 or 6)
EDPSY
        640 Methodology (3)
        641
              Statist Meth (3)
        646 Tests Meas (3)
EDSTU
        650 Int Oual Rsh (3)
        660 Ethno Res Ed (3)
        671 Eval Ed Prog (3)
RES
        697 Research Ppr (1-3)
SOC
        600 Soc Inquiry (3)
THES
        698 Thesis (1-6)
                                3-6
Electives
                                3-6
                               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 post-secondary institutions.

### **Admission requirements**

Applicants must meet the admission requirements of the Graduate School. An applicant must also have a master's degree from an accredited college or university, have earned a graduate grade point average (GPA) 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 (GRE). Applicants must speak and write standard English fluently, complete the application process for admission to the doctoral program, and demonstrate commitment to adult, higher, and community education.

### **General requirements**

A minimum of 91 semester hours of graduate credit beyond the bachelor's degree. At least 48 of the 91 hours, and at least half of required hours in the research requirement, the major, and the cognate must be completed at Ball State.

### **Degree requirements**

Students will earn 12 credits in the Core Courses, 21 credits in Research Courses, 24 credits in the Major Concentration (either Adult and Community Education or Higher Education), and a single cognate of 24 credits or two cognates of 15 credits each. Completion of the dissertation earns 10 credits.

### DOCTOR OF PHILOSOPHY IN EDUCATIONAL STUDIES

This integrated interdisciplinary doctorate addresses changes in the character and delivery of public education, teacher education, and educational research through the study of three related disciplines in educational technology, curriculum, and social foundations/multicultural education (i.e., history, philosophy, sociology, anthropology, etc.). The program addresses the following critical issues facing education in the 21st century: 1) the increasing role of technology in learning, instructional design, curriculum development, assessment, and pedagogy; and 2) the influence of societal trends in demographics, economics, and politics on the structure and culture of schools. The program serves a variety of professionals who wish to advance their careers in higher education as teacher educators and researchers, as well as curriculum directors, program evaluators and consultants in schools. Graduates are prepared with the necessary knowledge, skills, and understanding to: assist students, teachers, and policy makers to function in a knowledge society; implement teaching and learning strategies; engage in systematic assessment, evaluation, and research; and, develop strategies to address the learning needs of changing populations.

### **Admission requirements**

Applicants must be able to demonstrate their ability to pursue advanced knowledge in each of the three areas of specialization: educational technology, curriculum, and social foundations/multicultural education. Applicants must hold a masters degree from an accredited college or university with a gradepoint average of at least 3.5 on a 4.0 scale and have acceptable scores on the Graduate Record Examination (GRE) with a combined score in verbal and quantitative of at least 1000. Applicants must meet the admission requirements of the Graduate School. To complete the application process, applicants must submit the following to the Director of the PhD in Educational Studies:

- application form, available online at www.bsu.edu/webapps/gradapplication;
- five letters of recommendation;
- transcripts of all previous collegiate work;
- a cover letter indicating interest in and expectations from the doctoral program; and
- a sample of academic writing.

In addition, applicants will complete an interview with the PhD committee.

### **Degree requirements**

The PhD in Educational Studies requires a minimum of 90 hours of graduate credit beyond a master's degree with 63 hours in a common core of courses in the three specializations. The candidate chooses a major track in one of the three specializations, completes one or two cognates representing the other areas of specialization, and authors a dissertation.

PREFIX NO SHORT TITLE CR HRS

Research core EDJHM 676 Res Jr/Md Ed (3)

EDSTU EDPSY EDSTU	676 641 642 650 or	Rsch St Lrng (3) Statist Meth Interim Stat Int Qual Rsh (3)	3 3 3
	660	Ethno Res Ed (3)	
HIST EDSTU ID	or 613 671 705	Sem Hist Res (3) Eval Ed Prog Resrch Collq (1-3)	3 3 2
Curriculu EDCUR			3
6 hours fi EDCUR	601 610 620 630	Curric Devel (3) Elem Sch Cur (3) Sec Sch Cur (3) Jr H Mid Cur (3)	6
	nal tec 670	hnology core Tech Pol Ped	3
6 hours fr EDTEC	650 655 660 665	Curric Tech (3) Inquiry Simu (3) Instr Design (3) Vis Dig Lit (3)	6
Education	nal fou	indations core	
9 hours fr		DI'I 1 E1(2)	
EDFON	641 651	Hist Amer Ed (3) Ed Sociology (3)	0
EDMUL	660	Mlti Clt Eth (3)	9
Pedagogy 3 hours fr EDEL	om 600	Bas Concp El (3)	
EDJHM EDRDG EDSEC	640 512 620 695	Early Childh (3) Instrl Strat (3) Content Rdg (3) Dyn Sec Clrm (3)	
EDSEC EDSUP SPCED	650 600	Superv Instr (3) Except Child (3)	3
Education EDPSY	nal psy 600 or	ychology Adv Ed Psy (3)	
	603 646	Human Devel (3) Tests Meas	3

Cognate(s) One 24-hour cognate or two 15-hour cognates 24-30					
Dissertati	10				
Complete one of the following tracks					
Curricul	um tr	ack, 16 hours			
EDAD	600 or	Intro Ed Led (3)			
	686	School Law (3)	3		
EDCUR	700 798		3		
	799	,	4		
		from EDCUR	3		
(not used	101 Ct	irriculum cole)	16 hrs		
			10 nrs		
Educational foundations track, 15 hours					
EDFON	699	Indpen Study (1-3)	3		
		s from EDFON			
EDFON		not used for	9		
Elective course from History,					
Sociology Anthropo	3				
			15 hrs		
		10	2-109 hrs		
Educational technology track, 15 hours					
EDTEC		Ed Tec Eval Intern EdTec (3-5)	3 3		
Elective courses from EDTEC (not used for Ed Technology core) 6					
Elective courses in Technology					

15 hrs

### DOCTORAL COGNATE IN CURRICULUM

This cognate will serve a variety of doctoral programs across campus. In consultation with their cognate advisers, students will select the appropriate 15 or 24 hours from the courses below.

PREFIX NO SHORT TITLE CR HRS

EDCUR 601 Curric Devel (3)
610 Elem Sch Cur (3)
620 Sec Sch Cur (3)
630 Jr H Mid Cur (3)
640 Alt Sch Curr (3)
673 Curric Eval (3)
700 Sem Cur Dvlp (3)
725 Curric Theor (3)
798 Sem Curr Dvl (3-6)

### DOCTORAL COGNATE IN EDUCATIONAL TECHNOLOGY

This cognate will serve a variety of doctoral programs across campus. In consultation with their cognate advisers, students will select the appropriate 15 or 24 hours from the courses below.

### 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 (GPA) or 2.5 grade-point average plus five years of work experience in related field.

PREFIX	NO	SHORT TITLE	CR HRS		
EDFON	620	Foundations	3		
EDJHM	585	Prin Mid Sch	3		
<b>EDPSY</b>	600	Adv Ed Psy	3		
<b>EDSEC</b>	560	St Tch Secon (3-7)	) 3		
	580	Prin Sec Sch	3		
Content Methods					
(e.g., HS	3				
			18 hrs		

### CERTIFICATE IN COLLEGE AND UNIVERSITY TEACHING

### **Admission requirements**

Applicants pursuing only a certificate program will be admitted as nondegree students. A student who completes a certificate, however, can apply these hours to a degree-granting program upon receiving departmental approval. For nondegree seeking students only 9 hours can later be applied to a degree program. Students must become degree seeking before they take the remaining 6 hours for those hours to apply. An applicant must complete an application from the Department of Educational Studies and provide two copies of official transcripts from the institution granting the baccalaureate degree and each institution attended for undergraduate and graduate work. Standards for admission:

- A. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.
- B. Satisfy one of the following:
  - An undergraduate cumulative grade-point average (GPA) of at least 2.5 on a 4.0 scale (all undergraduate course work, including work completed prior to the baccalaureate degree, is used to calculate the GPA).

- A cumulative GPA of at least 2.75 on a 4.0 scale in the latter half of the baccalaureate.
- Students not meeting these criteria may be considered for admission at the discretion of the Department of Educational Studies chair.
- C. A student who is currently enrolled in a graduate program of study leading to a degree, who wishes simultaneously to pursue this graduate certificate, must complete the appropriate application, available from the Department of Educational Studies.
- D. Graduate students enrolled only in certificate programs may not hold graduate assistantships.
- E. Students may be enrolled full- or part- time in the certificate program.
- F. Completion of a graduate certificate does not guarantee admission into a graduate degree program.

### Requirements

Students must earn a C (2.0) or better grade in each course and a 3.0 GPA in the program.

```
PREFIX NO SHORT TITLE
                             CR HRS
Core courses
EDHI
                                3
        609 Prep Prof
        610 Isu High Ed
                                3
Teaching practicum, 3 hours from
EDAC
        699
             Internship (2-6)
EDTEC 690 Practicum (2-4)
ENG
        602 Eng Intrnshp (1-6)
        633 Pr Tch TESOL (1-6)
HSC
        675 Internship (3-6)
ID
        601
             Teach Prac (3)
JOURN 675 Teach Intern (3)
MUSCH 710 Internship (1-6)
SCI
        790 Intern Sc Ed (1-4)
                                3
Or equivalent course to be
determined with advisor.
Elective Courses
6 elective hours from the following
colleges:
Teachers College
EDAC
        634 Adlt Learner (3)
        635 Tchg Adlts (3)
        699 Internship (2-6)
EDFON 610 Wmn Gndr Ed (3)
EDHI
        611 Tch Cur H Ed (3)
        613 Adm Fin H Ed (3)
        640
             Comm Col (3)
             Instr Design (3)
EDTEC
        660
        690 Practicum (2-4)
Sciences and Humanities
ENG
        604 Tch Tech (3)
        605
             Tch Eng Stu (3)
        609 In Writ Proj (1-6)
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616 Th Lan Learn (3)
        617 Meth Tch ELL (3)
        690 Seminar Comp (3)
HSC
        564 H Ed Clinic (3)
              Internship (3-6)
        675
MATHS 680 Studies Tchg (1-6)
        690 C I Math Ed (3)
        697 Lead Math Ed (3)
SCI
        690 Wkshp Sci Ed (1-12)
        695 Adv Tch Sci (3-6)
        696 Cur Is Sc Ed (3-6)
        790 Intern Sc Ed (1-4)
Applied Sciences and Technology
NUR
        620 Curr Designs (3)
        622 Teach in Nur (3)
Communication, Information, and Media
JOURN 674 Colleg Journ (3)
        675 Teach Intern (3)
Fine Arts
MUSCH 710 Internship (1-6)
MUSED 610 Mu Tch Learn (3)
        620 Assess Tech (3)
        640 Adv Gen Mus (3)
        650 Adv Chorl Ed (3)
        660 Adv Instr Ed (3)
Miller College of Business
BED
        620 Inst Tec BME (3)
        625 Prob BME (3)
                                 6
Or equivalent courses to be
determined with advisor.
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CERTIFICATE IN COMPUTER EDUCATION

The Certificate in Computer Education will develop technical knowledge, skills, and dispositions for educators to teach computer education courses and to become teacher-leaders with technology in the instructional contexts where they teach. The certificate program would be a 15 credit hour graduate program available online.

15 hrs

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PREFIX NO SHORT TITLE CR HRS

15 hours from
EDTEC 650 Curric Tech (3)
655 Inquiry Simu (3)
660 Instr Design (3)
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665 Vis Dig Lit (3)
670 Tech Pol Ped (3)
675 Distance Ed (3)
685 Assess Tech (3)

15 hrs
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### **CERTIFICATE IN DIVERSITY STUDIES**

### **Admission requirements**

Applicants pursuing only a certificate program will be admitted as non-degree students. A student who completes a certificate, however, can apply these hours to a degree-granting program upon receiving departmental approval. For non-degree seeking students only 9 hours can later be applied to a degree program. Students must become degree seeking before they can take the remaining 6 hours for those hours to apply. An applicant must complete an application from the Department of Educational Studies and provide two copies of official transcripts from the institution granting the baccalaureate degree and each institution attended for undergraduate and graduate work. Standards for admission:

- A. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.
- B. Satisfy one of the following:
  - 1. An undergraduate cumulative grade-point average (GPA) of at least 2.5 on a 4.0 scale (all undergraduate course work, including work completed prior to the baccalaureate degree, is used to calculate GPA).
  - 2. A cumulative GPA of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
  - 3. Students who do not meet these criteria may be considered for admission at the discretion of the Department of Educational Studies chair.
- C. A student who is currently enrolled in a graduate program of study leading to a degree, who wishes simultaneously to pursue this graduate certificate, must complete the appropriate application, available from the Department of Educational Studies.
- D. Graduate students enrolled only in certificate programs may not hold graduate assistantships.
- E. Students may be enrolled full- or part-time in the certificate program
- F. Completion of a graduate certificate does not guarantee admission into a graduate degree program.

### **Degree requirements**

Students must earn a C(2.0) or better grade in each course and a 3.0 GPA in the program.

PREFIX	NO	SHORT TITLE	CR HRS	
EDMUL		Mlti Clt Eth Multrl Minor	3 3	
3 hours from				
EDFON	631	Philosphy Ed (3)		
	or			
	641	Hist Amer Ed (3)		
	or			
	651	Ed Sociology (3)	3	

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3 hours from
EDFON 610 Wmn Gndr Ed (3)
or
620 Foundations (3)
or
621 Educ Ethics (3) 3

3 hours from the list above
Elective (3)
or
EDMUL 690 Indpen Study (1-3) 3
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### CERTIFICATE IN MIDDLE LEVEL EDUCATION

Applicants pursuing only a certificate program will be admitted as non-degree students. A student who completes a certificate, however, can apply these hours to a degree-granting program upon receiving departmental approval. For non-degree seeking students only 9 hours can later be applied to a degree program. Students must become degree seeking before they take the remaining 6 hours for those hours to apply. An applicant must complete an application from the Department of Educational Studies and provide two copies of official transcripts from the institution granting the baccalaureate degree and each institution attended for undergraduate and graduate work.

Standards for admission:

- A. Hold an earned bachelor's degree from a college or university that is accredited by its regional accrediting association.
- B. Satisfy one of the following:
  - An undergraduate cumulative grade-point average (GPA) of at least 2.75 on a 4.0 scale (all undergraduate course work, including work completed prior to the baccalaureate degree, is used to calculate GPA).
  - A cumulative GPA of at least 3.0 on a 4.0 scale in the latter half of the baccalaureate.
  - Students who do not meet these criteria may be considered for admission at the discretion of the Department of Educational Studies chair.
- C. A student who is currently enrolled in a graduate program of study leading to a degree, who wishes simultaneously to pursue this graduate certificate, must complete the appropriate application, available from the Department of Educational Studies.
- D. Graduate students enrolled only in certificate programs may not hold graduate assistantships.
- E. Students may be enrolled full- or part-time in the certificate program.
- F. Completion of a graduate certificate does not guarantee admission into a graduate degree program.

PREFIX	NO	SHORT TITLE	CR HRS
EDCUR	630	Jr H Mid Cur	3
<b>EDJHM</b>	512	Instrl Strat	3
	534	Class Mgt	3
<b>EDPSY</b>	628	Adoles Devel	3
EDRDG	620	Content Rdg	3
			15 hrs

**EDUCATION: ADULT AND COMMUNITY (EDAC)** 

- **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.
- **631 Adult and Community Education. (3)** Overview of adult and community education including the concepts, 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)** Focus 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.
- **640 Foundations of Adult and Community Education. (3)** An exploration of the foundations of adult and community education with attention to key figures, issues, institutions, movements and programs, including consideration of the relationships between adult and community education's historical developments and prevailing intellectual, social, economic, and political conditions.
- **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.

**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.
- **640** The Alternative School Curricula. (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.
- **673 Curriculum Evaluation.** (3) Students examine and apply approaches to the evaluation of various dimensions of the curriculum planning cycle in a Pre K-12 context in terms of their probable effect on learners and their ability to constrain or enable curricular decision-making for the values of democracy, equity, and diversity.

Prerequisite: EDCUR 601.

- **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 performance of those evaluated. Students will also experience being evaluated.
- **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 675,

EDSTU 671, 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.
- **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 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.
- **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.

**621 Education and Ethics.** (3) Combines moral theory and applied ethics to consider various questions related to education and classroom practice: respect for student agency; the professional autonomy and responsibility of teachers; the interaction among teachers, students, and administrators; and teachers as agents for social improvement.

Prerequisite: permission of the department chairperson.

Open to all graduate students in good standing.

- **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 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.

- **675 Legal Issues in Higher Education. (3)** Designed to engage students in an in-depth investigation into current legal issues and their impact on the field of higher education.
- **690 Seminar in Student Affairs Administration. (1-3)** 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)

- **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 inschool 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 EDSTU 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. Offered credit/no credit only.

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: 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.

- **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.

**690 Independent Study in Multicultural Education.** (1-3) Independent study and research in a specialized topic within the field of multicultural education.

Prerequisite: EDMUL 660; 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: 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.

**550 Introduction to Secondary Education.** (3) Educational concepts, organizational structures, and current practices in secondary schools are introduced and analyzed. The conceptual framework of the university guides the exploration of curriculum, policy, working conditions, and assessment. Students construct a digital portfolio based on Indiana professional standards. Students also develop habits of reflection, inquiry, and professional judgment.

Not open to students who have credit in EDSEC 150.

**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.

**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) Know-ledge and competencies necessary for the secondary teacher or program coordinator to develop, implement, and evaluate secondary programs for gifted and talented students.

**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 class-room 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. Offered credit/no credit only.

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: STUDIES (EDSTU)**

- **650 Introduction to Qualitative Research. (3)** Overview of qualitative research methods from ethnography to hermeneutics.
- **660 Ethnographic Research in Education.** (3) Principles and techniques for 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.
- **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.
- **676 Research on Impacting Student Learning. (3)** Investigation, summary, and interpretation of research conducted to measure impact on P-12 student learning. Each student will write and submit a research report.

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

- **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.
- **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.
- **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: EDSTU 671; EDPSY 640 or 646 or the equivalent.

# **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)**

**585 School Information Infrastructures.** (3) Explores the core technologies and models for school information infrastructures and networks for K-12 and teacher education contexts. Examines hard-ware 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 650 or permission of the department chairperson.

Not open to students who have credit in EDTEC 485.

**650** (**550**) **Curricular Integration of Learning Technology.** (**3**) Emphasizes the theory, design, and integration of digital media and educational computing into K-12 curricula. Students develop instructional units that integrate national and state educational technology and curriculum standards.

**652** (**552**) **Multimedia Web Design and Development for Education.** (**3**) Emphasizes the design and development of Web-based multimedia modules into K-12 curricula. Explores the development of interactive multimedia. Introduces Web-authoring tools. Develops Web-based interactive instructional units.

Not open to students who have credit in EDTEC 352.

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

Prerequisite: EDTEC 650 or permission of the department chairperson.

Not open to students who have credit in EDTEC 355.

- **660 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.
- **665** Visual and Digital Literacies. (3) Examines the relationships of visual and digital literacy theories to instruction and learning in both formal and informal contexts. Students construct texts in the non-traditional forms, such as digital video, concept mapping, and podcasting. Critically examines alternative literacies or social contexts for learner engagement and empowerment via digital media.
- **670 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.

**675 Distance Education and Distributed Learning Technology.** (3) Examines the historical, theoretical, technological foundations of distance and flexible education. Students investigate the changing landscape of distance education as well as the increased educational and instructional opportunities for learners and teachers. Students develop instructional plans for teaching at a distance and policy recommendations for implementing distance education programs.

**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 Information Systems for Instruction and Assessment.** (3) Examines use and integration of information systems in K-12 and higher education settings. Explores instructional and administrative technologies for assessment, curriculum management, and student information. Examines strategies for using such technologies for evidence-based curricular improvement. Defines leadership responsibilities in planning, deployment, and professional development.

Prerequisite: EDTEC 670 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.

#### **ELEMENTARY EDUCATION**

www.bsu.edu/elementaryeducation

Teachers College 216, 765-285-8560

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. Online courses are developed and taught by full-time faculty members, accommodating schedules of the busy professional. Special inservice programs are designed to meet staff development requests in addition to a carefully designed sequence of 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.

Some post-graduate licensing opportunities are also available.

#### **PROGRAMS**

Master of arts in education (MAE) in elementary education, and professionalization of teaching licenses and endorsements. Reading teacher certification is available as well. Other programs include doctor of education (EdD) in elementary education and doctor of philosophy (PhD) in elementary education and a transition-to-teaching program. Certificates in early childhood administration, enhanced teaching practice for elementary teachers, literacy instruction, and response to intervention.

# **Master of Arts in Education Programs**

#### **Admission requirements**

Applicants must meet the admission requirements of the Graduate School.

#### MASTER OF ARTS IN EDUCATION IN ELEMENTARY EDUCATION

30 hrs

#### **Degree requirements**

IKLIIA	NO	SHOKI TILL	CK IIK
Required	cours	es	
EDEL	600	Bas Concp El (3)	
	or	•	
	640	Early Childh (3)	3
	644	Educ Div Soc	3
<b>EDRDG</b>	610	El Sch Readg (3)	
	or		
	615	Erly Lit Dev (3)	3
Professio	nal ed	ucation core	
Three co			
EDEL		Res Elem Edu (3)	9
LDLL	070	Res Elem Edu (5)	
Focus are	ea		
		approved by advisor	r 9
11110000		ipproved by advisor	
Directed	electiv	ves	3
_ =====			

PREFIX NO SHORT TITLE CR HRS

#### DOCTOR OF EDUCATION IN ELEMENTARY EDUCATION

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

#### **Admission requirements**

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master's degree from an accredited college or university with a grade-point average (GPA) of at least 3.2 on a scale of 4.0; have achieved acceptable scores on the Graduate Record Examination (GRE); submit an autobiography, philosophy 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

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Teachers College requirements
EDPSY 641 Statist Meth
                                 3
         642 Interim Stat
                                 3
ID
         705 Resrch Collq (1-3)
(or another approved course)
Humanistic studies
One course from
EDFON 631 Philosphy Ed (3)
         641 Hist Amer Ed (3)
         651 Ed Sociology (3)
                                 3
Behavioral studies
One course from
EDPSY 600
             Adv Ed Psy (3)
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Area of specialization (Elementary, Early Childhood, Reading), 40 hours 40

603 Human Devel (3) 627 Child Devel (3)

3

Doctoral seminar (2 semesters)

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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)
             Sem in El Ed (3)
        791
EDRDG 770 Stu Research (4)
                               3-4
Dissertation
DISS
        799 Drs Dissert (1-24)
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#### 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 requirements**

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master's degree from an accredited college or university with a grade-point average (GPA) of at least 3.2 on a scale of 4.0; have achieved acceptable scores on the Graduate Record Examination (GRE); submit an autobiography, philosophy 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.

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PREFIX NO SHORT TITLE CR HRS

Teachers College requirements

EDPSY 641 Statist Meth 3
642 Interim Stat 3

ID 705 Resrch Collq (1-3) 2

(or another approved course)
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Humanistic studies

One cour	se froi	m	
<b>EDFON</b>	631	Philosphy Ed (3)	
		Hist Amer Ed (3)	
	651	Ed Sociology (3)	3
Behavior	al stuc	lies	
One cour	se fro	m	
<b>EDPSY</b>	600	Adv Ed Psy (3)	
	603	Human Devel (3)	
	627	Child Devel (3)	3
Area of s	pecial	ization	
(Element	ary, E	arly Childhood,	
Reading)	, 40 h	ours	40
Doctoral	semin	ar (2 semesters)	
<b>EDEL</b>	798	Seminar ElEd (2)	
	or		
	799	Sem Erly Chd (2)	

EDRDG 700 Seminar (2) 4

DISS 799 Drs Dissert (1-24) 10

Research cognate 15-24 hours

or

Dissertation

# CERTIFICATE IN EARLY CHILDHOOD ADMINISTRATION

PREFIX	NO	SHORT TITLE	CR HRS
EDEL	640 641 644	Fam/Com Part Early Childh EC Prog Ldr Educ Div Soc Ed Prog YC	3 3 3 3
			15 hrs

# CERTIFICATE IN ENHANCED TEACHING PRACTICE FOR ELEMENTARY TEACHERS

PREFIX	NO	SHORT TITLE	CR HRS
EDEL	626	Dis Clsrm Mt	3
	630	Fam/Com Part	3
	655	Prin of Diff	3
	660	Tech in Sch	3
EDRDG	610	El Sch Readg	3
			15 hrs

# **CERTIFICATE IN LITERACY INSTRUCTION**

PREFIX	NO	SHORT TITLE	CR HRS
EDEL	680	Adv Meth Lan	3
EDRDG	610	El Sch Readg	3
	627	Lit Div Lnrs	3
	680	Cls Rdg Diag	3
Electives	2 hou	ire from	
	•		
EDRDG	545	Tech in Rdg (3)	
	615	Erly Lit Dev (3)	
	620	Content Rdg (3)	
	645	Hist of Rdg (3)	
	650	Org Supv Rea (3)	3
			15 has
			15 hrs

# CERTIFICATE IN RESPONSE TO INTERVENTION

PREFIX	NO	SHORT TITLE	CR HRS		
EDEL	655	Prin of Diff	3		
SPCED	606	RTI Seminar	3		
	607		3		
	Select two courses from one of the sequences listed below				
Behavior	(SPC	CED)			
<b>SPCED</b>	609	Intro A B A	3		
	610	Beh Consult	3		
Reading	(ELE	<b>D</b> )			
		RDG Practicm	3		
	692	Clin Diagnos	3		
	or				
six credit hours of discipline					
specific course work					
(with permission).					

15 hrs

# 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 requirements**

The candidates will have to meet the following requirements:

- a. 3.0 grade-point average (GPA), based on a 4.0 scale; or 2.5 GPA, based on a 4.0 scale with 5 years experience in a related field;
- b. passing scores on all parts of the Praxis I at state minimum levels posted at Ball State University;
- c. meet criteria on an on-demand writing sample;
- d. meet criteria for interview with an interview team;
- e. provide three names of references;
- f. submit state-approved criminal background check; and
- g. 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 (1-8) EDRDG 500 Tch Rdg EleS 3 501 Tch Lit In C 3 EDPSY 627 Child Devel 3 MATHS 691 Dev Ins Math 3 3 SCI 695 Adv Tch Sci (3-6) 690 Orga Tch Mat 3 SS

24 hrs

#### **EDUCATION: ELEMENTARY (EDEL)**

**600 Basic Concepts in Elementary Education. (3)** Examination of current concepts essential for successful teaching and learning in an elementary classroom. Focus will provide a foundation of knowledge to be extended in future graduate work.

**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.
- **630 School, Family, and Community Partnerships. (3)** Benefits, challenges, and principles of family involvement in early childhood settings and elementary schools with an emphasis on the diversity of contemporary families. The significance of genuine partnerships between the home, school, and community as a foundation for optimal educational development of young children and program improvement.
- **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.
- **645** (**745**) **Advocacy and Policy in 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.
- **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 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.

- **655 Principles of Differentiation in the Elementary Classroom.** (3) Examines the major components of elementary school curriculum including content standards, learning strategies, materials, and assessment. Also focuses on how to meet the needs of all students through a differentiated curriculum.
- **657 Development, Implementation, and Evaluation of Programs for the 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 Technology in the Elementary School. (3) Theoretical understanding and personal skills needed to use technology effectively in the elementary school classroom. General role of technology in education and specific applications to particular uses within the classroom as well as strategies for evaluating 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. Must be taken within the last 9 hours of the student's program.

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

- **680** Advanced Teaching Methods in Language Arts. (3) This course provides an understanding of the relationship of listening, speaking, reading, and writing. Identification of instructional challenges in each of these areas and explorations of possible solutions can lead to a more integrated language arts program.
- **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)** Graduate students 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.

**791 Seminar in Research in Elementary Education. (3)** Study and analysis of re-search 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 study, by means of group and individual in-depth investigation and critical discussion, 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 Technology in Reading. (3) Candidates will explore many different possibilities for integrating cutting-edge technology into the literacy program and explore how technology affects the development of literacy strategies and skills.

*Prerequisite*: EDRDG 400, 430; 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.
- **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.
- **627 Teaching Literacy to Diverse Learners. (3)** Addresses issues of literacy instruction for children with diverse backgrounds, including language, race, class, gender, ethnicity, and exceptionality.
- **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, 615, 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.
- **645 History of Reading. (3)** Develop an understanding of the historical aspects of a number of trends and issues in the field of literacy education. Examine how scholars have contributed to our understanding of the reading process and how it affects classroom practices.
- **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, 615, 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

Teachers College 722, 765-285-5700

The Department of Special Education offers programs designed to increase students' understanding of the personal, psychological, social, educational, and vocational needs of persons with disabilities and strengthen their assessment, teaching/intervention skills, and research competency.

Students are offered advanced study and research opportunities through fieldwork; internships; the TEACH Lab, which provides hands-on adaptive technology opportunities for our students. The department is also co-sponsor of the Psychoeducational Diagnostic and Intervention Clinic, which provides diagnostic services for people with disabilities. Areas of study include mild and severe/intense interventions, deaf education, early childhood special education, vision impairment, autism, and special education administration. In addition to the masters and doctoral degrees, the department also offers graduate certificate programs in autism, applied behavior analysis (ABA) and response to intervention. The ABA certificate partially meets the requirements for becoming a Board Certified Behavior Analyst.

#### **PROGRAMS**

Master of arts (MA) in applied behavior analysis (offered on-line delivery). Master of arts (MA) in special education; master of arts in education (MAE) in special education; and doctor of education (EdD) in special education in one or more of the categories of special education. Certification programs for graduate-level students are also available.

#### **Admission requirements**

Applicants must meet the admission requirements of the Graduate School. An applicant must also have an overall grade-point average (GPA) 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 MA 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 MAE degree is also offered by distance education.

#### **Degree requirements**

The MAE 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: school leadership, administration; consultation; or in higher education as a teacher educator, special education manager, curriculum specialist, and

researcher/evaluator. Upon successfully completing the program, the candidate will hold a doctor of education degree in special education.

#### **Admission requirements**

Applicants must meet the admission requirements of the Graduate School. An applicant must also hold a master's degree from an accredited institution, have two years of successful appropriate professional experience, have a grade-point average (GPA) 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 (GRE) 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 DISS 799 Drs Dissert (1-24) 10 EDPSY 641 Statist Meth 3 642 Interim Stat 3 2 ID 705 Resrch Collq (1-3) SPCED 701 Pol Is SpEd 3 702 Ln Beh & Dev 3 706 Sem Int Inv (3) or 707 Sem Mild Inv (3) or 709 Beh Excp Per (3) 3 764 Seminar (3-6) 3

Cognate area (one area for 24 hours or two areas for 15 hours each) 24-30

Special education Strand courses 9

(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; a minimum of 90 total hours required. SPCED 636 Research in Special Education or graduate level introduction statistics class is a prerequisite for admission to do doctoral work in special education.

## **Policy and Administration**

The Policy and Administration strand focuses on candidates interested in policy areas related to disability public policy and laws and those interested in the administration and management of program services in

special education. Candidates are immersed in laws and policies that shape disability services and organizational behavior theories and principles that are applied to the administration of service delivery systems geared toward programs for persons with disabilities. Many candidates choose to complete a cognate in the area of educational leadership and work to add the director of exceptional needs to their current IDOE professional education license.

```
Required courses
SPCED 637
              Or Adm Sp Ed
                                  3
                                  3
         639
              SpEd Org Ad
Directed elective requirements
SPCED 706 Sem Int Inv (3)
         or
         707 Sem Mild Inv (3)
         709 Beh Excp Per (3)
                                  3
SPCED 709 is the preferred seminar
course.
3 hours from one of the following
areas:
Policy
SPCED
        677 Prnt Exp Chl (3)
         or
         687 Assmt Mild (3)
                                  3
Administration
SPCED 624
              Voc Prep (3)
         or
         636 Res Spec Ed (3)
         or
         694 Internship (3-9)
                                  3
```

# Applied Behavior Analysis (ABA) and Autism

The ABA and Autism strand focuses on principles and theories related to applied behavior analysis and their applications with persons with autism. Principles of behavior, behavior consultation techniques, and treatment/intervention strategies are core concepts and skills explored. Candidates have the opportunity to earn certifications in ABA and Autism from Ball State University as well as working toward becoming National Board Certified in ABA as program options.

```
Required courses

SPCED 609 Intro A B A 3
610 Beh Consult 3

Directed elective requirements

SPCED 706 Sem Int Inv (3)
or
707 Sem Mild Inv (3)
or
```

```
709 Beh Excp Per (3)
                                   3
SPCED 709 is the preferred seminar
course.
3 hours from one of the following
areas:
ABA
SPCED 611 Adv A B A (3)
         or
                                   3
         660 Seminar (3)
Autism
SPCED
         680 Intro Autism (3)
         or
                                   3
         682 Treat Autism (3)
```

# Low Incidence: Teaching and Learning

The Low Incidence strand focuses on specific strategies and instructional approaches that are evidence-based related to teaching and learning for persons with low incidence disabilities. Principles of behavior, communication (including alternative and augmentative systems), accommodations, and treatment/intervention strategies used with individuals with severe and moderate disabilities are key concepts and skills presented. Candidates have the opportunity to expand their teaching repertoire as they work with students with low incidence in special education settings. Teacher education preparation is also a focus on the program.

```
Required courses
SPCED 577 Int In Intry
                                   3
                                   3
         578 Meth Intense
Directed elective requirements
SPCED 706 Sem Int Inv (3)
         709 Beh Excp Per (3)
                                   3
SPCED 706 is the preferred seminar
course.
3 hours from one of the following
areas:
Severe
SPCED 609 Intro A B A (3)
         or
              Comp Sp Nds (3)
                                   3
         631
Autism
SPCED
         680 Intro Autism (3)
         or
         682 Treat Autism (3)
                                   3
```

**High Incidence: Teaching and Learning** 

The High Incidence strand focuses on specific strategies and instructional approaches that are evidence-based related to teaching and learning for persons with high incidence disabilities. Principles of assessment, instructional methods, accommodations, and intervention strategies used with individuals with mild disabilities are key concepts and skills presented. Candidates have the opportunity to expand their teaching repertoire as they work with students with high incidence in special education settings. Teacher education preparation is also a focus on the program.

```
Required courses
SPCED 686 Intro Mild
                                  3
        687 Assmt Mild
                                  3
Directed elective requirements
SPCED 603 Collab Spc Ed (3)
        or
        631 Comp Sp Nds (3)
        or
        688 Meth Mild In (3)
        or
        707 Sem Mild Inv (3)
        or
        709 Beh Excp Per (3)
                                  3
SPCED 707 is the preferred seminar
course.
```

#### **Special Education General**

The Special Education General strand remains the same as our current Doctor of Education in Special Education offering.

```
Required courses
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```
SPCED 600 Except Child 3
636 Res Spec Ed 3
```

# Directed elective requirements

```
SPCED 706 Sem Int Inv (3)
or
707 Sem Mild Inv (3)
or
709 Beh Excp Per (3) 3
```

SPCED 707 is the preferred seminar course. SPCED 500-600 level (3).

Open SPCED program elective.

#### CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	609	Intro A B A	3
	610	Beh Consult	3
	611	Adv A B A	3
	638	Prac A B A (1-9)	3
	660	Seminar (3-9)	3

15 hrs

#### **CERTIFICATE PROGRAM IN AUTISM**

PREFIX	NO	SHORT TITLE	CR HRS
SPCED	611 680 682	Intro A B A Adv A B A Intro Autism Treat Autism Autism Prac (1-6)	3 3 3 3
		120000001100 (1 0)	15 hrs

# CERTIFICATE IN RESPONSE TO INTERVENTION

PREFIX	NO	SHORT TITLE	CR HRS
		Prin of Diff	3
SPCED	606	RTI Seminar	3
	607	RTI Tracking	3

Select two courses from one of the sequences listed below

Behavior	r ( <b>SP</b> (	CED)	
SPCED	609	Intro A B A	3
	610	Beh Consult	3
Reading	(ELE	<b>(D</b> )	
<b>EDRDG</b>	690	RDG Practicm	3
	692	Clin Diagnos	3
	or		
six credit	hours	of discipline	
specific o	course	work	
(with permission).			

15 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 Students with Orthopedic, Sensory and Multiple Disabilities. (3) For educators and therapeutic service providers who will work with students with physical/orthopedic, sensory, health, and multiple impairments. Etiology, characteristics, and educational implications are addressed within a transdisciplinary, collaborative team approach.

Prerequisite: SPCED 600 or equivalent.

Not open to students who have credit in SPCED 366.

**575 Trends and Issues in Special Education.** (3) Explores best practices and issues in classroom planning, management, and instructional strategies for adolescents through young adults with exceptional needs.

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

**577 Introduction to Students with Intense Intervention Needs. (3)** For teachers of students with moderate, severe, and profound intellectual impairment as well as those with significant multiple impairments. Introduces concepts of functional curriculum, systematic instruction, data-driven decision making, and positive behavior supports within a transdisciplinary team model.

Prerequisite: SPCED 600 or equivalent.

Not open to students who have credit in SPCED 377.

**578 Educational Methods for Students with Intense Intervention Needs. (3)** Evidence based practices for assessment and intervention methods among students with moderate, severe, and profound intellectual impairment as well as those with significant multiple impairments. Development and application of systematic instruction, augmentative and alternative communication, and positive behavior support plans are emphasized.

Prerequisite: SPCED 577.

Not open to students who have credit in SPCED 378.

**579 Educational Methods for Students with Orthopedic-Sensory-Multiple Disabilities.** (3) Evidence based practices for curricular adaptations; implementation of assistive technology and augmentative and alternative communication; and literacy assessment and instruction for students with orthopedic, sensory, health, and multiple impairments. Development and application of academic instruction is emphasized.

Prerequisite: SPCED 566.

Not open to students who have credit in SPCED 379.

**580 Educating High School Students with Intense Intervention Needs.** (3) Evidence based practices in assessment, intervention, and monitoring for adolescents and young adults with intense intervention needs. Topics include laws concerning transition, career planning, vocational rehabilitation resources, job training, and employment outcomes within a transdisciplinary team model.

Prerequisite: SPCED 600 or equivalent.

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.

**606 Response to Intervention: Seminar. (3)** Provides the framework for the implementation of RTI. The components of RTI implementation and the role of school personnel in that change will be investigated. Course will assist school personnel in developing answers to key questions facing educators who are attempting to implement RTI within their respective districts.

**607 Response to Intervention: Tracking Student Progress.** (3) Students will study and practice the components of response to intervention models that track student progress. Methods of progress monitoring will be explored. Course will direct students through the process of data based decision making and guide students in the models and levels of RTI.

**608 Inservice 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 Introduction to Applied Behavior Analysis.** (3) Introduces behavioral principles and their applications in schools, developmental centers, and other human service settings. Includes functional behavioral assessments; selecting, defining, measuring, and graphing behavior; developing ethical behavioral intervention plans; implementing and assuring the fidelity of behavioral-change procedures; and evaluating behavioral outcomes for maintenance, generalization, and social validity.

Not open to students who have credit in SPCED 309.

**610 Behavioral Consultation.** (3) Training and supervised experience in providing behavioral consultation. Emphasizes the design and implementation of interventions for improving behavior and promoting adaptive skills in a variety of applied settings. Focuses on the analysis of consultant-consultee interactions in problem identification, problem solving, and outcome evaluation.

Prerequisite: SPCED 609 or equivalent.

**611 Advanced Applied Behavior Analysis. (3)** Building upon an introduction to applied behavior analysis, provides an in-depth treatment of behaviorological principles and advanced coverage of special topics including antecedent interventions, behavioral fluency, development of verbal behavior, and planning and evaluating applied behavioral research. Content aligns with the task list for Board Certified Behavior Analysts.

Prerequisite: SPCED 609 or equivalent.

- **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.

**619 Professional Issues in Applied Behavior Analysis.** (3) The synthesis and refinement of the student's personal philosophy of applied behavior analysis and its practice in schools, hospitals, residential settings and out patient settings is emphasized. Individual study of current literature on issues, ethics, current problems, and research in applied behavior analysis.

Prerequisite: permission of the department chairperson.

- **624** Vocational Preparation and Transition for Students with Disabilities. (3) Curricular sequences and organizational patterns in the education of adolescents and young adults with disabilities as they contribute to vocational readiness. Emphasis is on program implementation and professional roles that will maximize the transition of individuals with disabilities from education to post-secondary outcomes.
- **631 Computer Technology and the Learner with Special Needs 3. (3)** Study of computers hardware and software as it relates to learners with special needs. Topics include using adaptive hardware and software to enable computer access, customizing curriculum content, and making assistive technology decisions.
- **632 Introduction to Emotional and Behavioral Disorders. (3)** Introduction to the history of educating children and youth with emotional and behavioral disorders, problems of defining, assessing, and treating emotional and behavioral disorders; and types and causes of behavior and learning problems.

Prerequisite: SPCED 201 or 600.

**634 Educating Students with Emotional and Behavioral Disorders. (3)** For future teachers of students with emotional and behavioral disorders. Addresses educational assessment, materials, and programs for students with emotional and behavioral 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: Applied Behavioral Analysis. (1-9)** Provides practical experiences for students in applied behavior analysis or the behavior disorders teaching concentration; supervised by Board Certified Behavior Analysts or qualified special education teachers, respectively. Includes planning, implementing, and evaluating behavioral interventions.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

**639 Special Education Administration and Organizational Behavior. (3)** This course prepares students to effectively manage and organize the administration of special education. Course content enables students to make informed decisions concerning organizational behavior within special education programs and services. Systems approaches to best practice and application of organizational theory related to public policy and educational administration are explored.

Prerequisite: SPCED 600; 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 orientation (O and 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.

**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.

**680 Introduction to Persons with Autism Spectrum Disorders. (3)** Provides an over-view of autism spectrum disorders. Emphasizes etiology and assessment of disorders in the autism spectrum. The various nomenclatures used to identify autism spectrum disorders are reviewed.

Prerequisite: permission of the department chairperson.

**682 Interventions and Treatments for Persons with Autism.** (3) Overviews specific interventions and treatments used with persons with autism spectrum disorders. Emphasis is placed on evidenced-based approaches used within the home, school, and other settings.

Prerequisite: permission of the department chairperson.

**683 Practicum in Autism.** (1-6) Covers a variety of settings including schools, residential treatment centers, hospitals, day-cares, public and private clinics, and other settings. Intensive supervision given through individual supervisory meetings.

Prerequisite: SPCED 680, 682.

A total of 6 hours of credit may be earned.

**686 Introduction: Mild Interventions. (3)** Characteristics, state and federal laws, in-formal 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 report of findings.

*Prerequisite:* SPCED 686 with a grade of *B* or better; admission into the teacher education program, Teachers College selective retention standards.

**688 Methods of Mild Intervention.** (3) Effective teaching strategies for learners requiring mild interventions in inclusive and other settings. Specific emphasis is placed on evidence-based practices and current directions in special education.

*Prerequisite:* SPCED 687 with a grade of *B* or better, admission to teacher education program, Teachers College selective retention standards. 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.

**693 Practicum in Special Education: Physical Impairment. (1-9)** Required for licensure in Exceptional Needs: Intense Intervention. 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 instruction-al, 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: Intense Intervention.** (1-9) Required for licensure in Exceptional Needs: Intense Intervention. A minimum of three hours 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 Students with Intense Intervention Needs. (3)** Addresses curriculum-related problems associated with programming for students with intense intervention needs restrictive educational environment. Focuses on specific instructional strategies useful in implementing evidence-based practices among students with intense intervention needs.

Prerequisite: SPCED 701 or permission of the department chairperson.

**707 Seminar-Instructional Strategies for Students with Mild Intervention Needs. (3)** Addresses curriculum-related problems associated with programming for students with mild intervention needs restrictive educational environment. Focuses on specific instructional strategies useful in implementing evidence-based practices among students with mild intervention needs.

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.

Revised 2/13/2012