

BALL STATE UNIVERSITY

ACADEMIC POSTING

2005 - 2006

VOLUME XXXVII - 5

December 2, 2005

This posting may contain all or part of the following: new, revised, and dropped programs, courses and prefixes. The posting period begins December 5, 2005. If no demurrer is received within ten school days, the changes will be certified for implementation. *The effective date for implementing undergraduate materials posted after February 2, 2004 is Fall Semester 2006. Graduate materials posted after January 25, 2005 have an implementation date of Fall Semester 2007.*

Interdepartmental Programs

INTERDEPARTMENTAL (ID)

New:

ID 250. Introduction to Sustainable Development. (3.0) Presents sustainable development objectives as dependent upon interactions both within and among systems comprising natural, human/social, and economic capital. Examines elements and linkages essential for functioning of these systems. Addresses values that frame decision making for maintaining systems elements and linkages and for setting natural, human/social, and economic sustainable development goals. Not open to students who have credit in ID 400.

College of Applied Sciences and Technology

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Revised:

MAJOR IN FAMILY AND CONSUMER SCIENCES, 57-87 hours

Option: Apparel design, 64-67 hours

FCSMR 101 Dim Clothing 3

102	Fund Ap Cons	3
230	Tex Apparel	3
265	Fash Illust	3
270	Fashion Indy	3
298	Fas Prod Anl	3
300	Flat Pattern	3
301	Tailoring	3
303	Draping	3
304	Grade & Mark	3
360	Hist Costume	3
365	Designers	3
388	Ap Mfg Wsale	3
401	CAD Apparel	3
480	Studio Dsgn	3
481	Fash Promo	3
497	Portfolio Fa	1
FCS	369 Internship(1-6)	3-6
CHEM	100 People Chem	3
ECON	116 Survey Ideas(3)	
	or	
	201 Elem Micro(3)	3
MKG	300 Prin Market	3
MGT	300 Mgt Beh Org	3

		73-76 hrs
	<i>Option: Interior design, 78 hours</i>	
FCSMR	100 Intro ID	1
	105 Int Finishes 1	3
	110 Design Fund	3
	111 Graph Com 1	3
	115 Int Finish 2	3
	211 Graph Com 2	3
	221 Graph Com 3	3
	222 I D Studio 1	3
	224 I D Studio 2	3
	310 Des Theory	3
	314 Col Lght ID	3
	324 I D Studio 3	3
	325 Evo Interior	3
	334 I D Studio 4	3
	361 Univers Des	3
	390 I D Program	1
	400 ID Prof Pract	3
	424 I D Studio 5	3
	444 Portfolio ID	1
	484 I D Studio 6	3
FCS	369 Internship(1-6)	6

AHS	100	Intro Art	3	305	Maintenance	3
ITDPT	154	Gr Com In De	3			
	213	Pr In Design	3			
9 hours from						
FCSMR	350	Resid Tech(3)		FCSFN	310	Cust Service(3)
ARCH	100	Intro Arch(2)		FCSMR	123	I D Basics(3)
	329	Arch Hist 2(3)			315	Sr Housing(3)
	492	Psy Asp Envr(4)			405	Mgt Gov Hous(3)
ACC	201	Prin Acct 1(3)		ITDPT	213	Pr In Design(3)
ECON	116	Survey Ideas(3)		ACC	201	Prin Acct 1(3)
MKG	300	Prin Market(3)		ECON	116	Survey Ideas(3)
ITCST	250	Cn Mthd Mtls(3)			or	
	320	Estimating(3)			201	Elem Micro(3)
	355	Plan Schedul(3)		MKG	300	Prin Market(3)
	400	Con Prj Mgt(3)	9	MGT	300	Mgt Beh Org(3)
						6
						<u>18 hrs</u>

87 hrs

Students completing this option must receive a grade of C or better in all program required courses, except FCS core courses and AHS 100, in order to complete the degree. Approval to pursue the interior design option beyond the first semester, first year, involves a selection process in addition to admission to the university. Pre-interior design courses (FCSMR 100, 105, and ITDPT 154) are open to all students. For additional information, write or call the Family and Consumer Sciences department at, (765) 285-5931.

MINOR IN HOSPITALITY MANAGEMENT, 22 hours

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
FCSFN	105	Hosp Fs Ind	1
	250	Lodging	3
	300	Cost Control	3
	310	Cust Service	3
	363	Instit Admin	3
	476	Event Mgt	3
ACC	201	Prin Acct 1	3
FCS	369	Internship(1-6)	
	or		
GEOG	369	ProfExp(3-6)	
	or		
	479	Pract Exp(3-6)	3
			<u>22 hrs</u>

MINOR IN RESIDENTIAL PROPERTY MANAGEMENT, 18 hours

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
FCSMR	104	Hous Decis	3
	235	Intro R P M	3
	275	Mkt Res Prop	3

SCHOOL OF PHYSICAL EDUCATION, SPORT, AND EXERCISE SCIENCE

Revised:

ATHLETIC TRAINING MAJOR IN PHYSICAL EDUCATION, 53-58 hours

The mission of the nationally-accredited Athletic Training Education Program at Ball State University is to prepare qualified entry-level athletic trainers for the Athletic Training profession. Coursework and clinical components are blended to develop knowledge and skills in risk management and injury prevention; pathology of injuries and illnesses; assessment and evaluation; acute care of injury and illness; pharmacology; therapeutic modalities; therapeutic exercise; general medical conditions and disabilities; nutritional aspects of injury and illness; psychosocial intervention and referral; health care administration; and professional development and responsibilities. Athletic training employment settings include sports medicine clinics, high schools (including teaching), colleges/universities, industrial settings, and professional sports.

Admission Requirements (Professional Program)

- Completion of PEP 196 (with a B- or better grade). This course must be completed or in progress at the time of application.
- Students must complete one year of Ball State residency (one semester for transfer students) with a minimum overall grade-point average of 2.75 at the time of application. Athletic training course credit for transfer students may only be awarded for PEP 196 and PEP 340.

- Minimum of 25 hours of athletic training observation at the time of application, with a minimum of 50 hours at the time of interview.
- Formal letter of application.
- Completion of the Ball State Athletic Training Education Program Application, obtained from the School of Physical Education, Sport, and Exercise Science.
- Copy of all official transcripts.
- Two letters of recommendation (from references other than Ball State athletic training staff/faculty).
- Interview with Athletic Training Education Program Selection Committee.
- Completion of Technical Standards Waiver.

The Pre-professional Program should begin in the fall or spring of the freshman year with formal application to the professional program due in the spring semester application cycle. Transfer students and those freshmen not admitted in the spring semester may apply during the fall semester application cycle. Decisions will be made by the Athletic Training Education Program Selection Committee before the end of registration for the following semester.

Retention Standards (once admitted to Professional Program)

The following guidelines will be used to evaluate each athletic training student in order to remain in good standing in the Professional Program.

Each student

- must maintain a minimum overall grade-point average of 2.75 with no semester lower than a 2.5. A student who drops below this mark will be placed on probation for one semester. Failure to meet this standard after one semester on probation may result in dismissal from the professional program.
- must maintain a minimum grade-point average of 2.75 in the athletic training core curriculum. An athletic training student who receives a grade lower than C in any athletic training course will be required to retake the course.
- will be evaluated at the end of each semester in the program by the athletic training clinical instructors and program director. These evaluations will be based on clinical performance and timely completion of

clinical proficiencies. If any report is unsatisfactory or the student falls behind in completion of clinical proficiencies, the student will be placed on probation for one semester. A student who does not attain the appropriate skill level after one semester may be dismissed from the professional program.

- must satisfy (with or without accommodation) the mental, cognitive, emotional, and physical technical standards involved in completing the competencies and clinical proficiencies in the professional program.
- senior exit portfolio self-evaluation required.

FISHER INSTITUTE FOR WELLNESS AND GERONTOLOGY

GERONTOLOGY (GERON)

Correction:

GERON 610
Remove prerequisite.

Miller College of Business

DEPARTMENT OF INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

Correction:

MAJOR IN INFORMATION SYSTEMS, 66 hours

E-business, 12 hours

ISOM	350	Web Des Dev	3
	410	I S Security	3
	450	Mgt of E-Bus	3

Any ISOM elective or

MKG	375	Internet Mkg(3)	
	410	Mkg Channels(3)	3

12 hrs

Enterprise resource planning, 12 hours

ISOM	430	Ent Rs Plan 1	3
	413	Dat Stru Mgt	3
	431	Ent Rs Pln 2	3

Any ISOM elective 3

12 hrs

<i>Information technology management, 12 hours</i>			
ISOM	413	Dat Stru Mgt	3
	415	Inf Sys Mgt	3
	420	Knowldge Mgt	3
Any ISOM elective			3

			12 hrs
 <i>Systems analysis and design, 12 hours</i>			
ISOM	412	Bus Sys Anls	3
	413	Dat Stru Mgt	3
	419	Prob Inf Sys	3
Any ISOM elective			3

			12 hrs

			66 hrs

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT (ISOM)

Revised:

ISOM 421. Advanced Network and Computer Security. (3.0) Techniques for achieving security in multi-user computer systems and distributed computer systems; cryptography: secret-key, public-key, digital signatures; authentication and identification schemes; intrusion detection; models of computer security; secure operating systems; software protection; security of electronic mail and the Web; electronic commerce: payment protocols, electronic cash; firewalls; and risk assessment. Prerequisite: ISOM 410.

ISOM 431. Enterprise Resource Planning - 2. (3.0) Provides the basic knowledge of the ABAP/4 Development Workbench. Also prepares students to become ABAP/4 Consultants by providing a learning environment similar to an actual SAP work environment. Prerequisite: ISOM 413.

BUSINESS EDUCATION (BED)

Correction:

BED 383
Remove parallel: EDSEC 380; EDJHM 385

BED 384
Add parallel: EDSEC 380; EDJHM 385
Remove prerequisite recommended: EDSEC 380; EDJHM 385

College of Communication, Information, and Media

DEPARTMENT OF JOURNALISM

Revised:

BACCALAUREATE DEGREES

In the fourth paragraph, after the first sentence, **add:** Prior to beginning a JOURN or NEWS course, a student must earn a C or better grade in its prerequisites.

DEPARTMENT OF TELECOMMUNICATIONS

ICOMMUNICATION (ICOM)

Revised:

Change ICOM prefix to TCOM for graduate courses only.

DEPARTMENT OF THEATRE AND DANCE

THEATRE (THEAT)

Revised:

THEAT 371. The Singing Actor. (2.0) Acting techniques specifically related to musical theatre and opera. Vocal exercises, movement, song interpretation. Preparation of roles and scenes for laboratory presentation. A total of 6 hours of credit may be earned, but no more than 2 in any one semester or term.

College of Sciences and Humanities

DEPARTMENT OF ENGLISH

ENGLISH (ENG)

Revised:

ENG 392. Writing Competency Examination. (0.0)
Open to students who have completed ENG 103 and ENG 104 (or their equivalent) with grades of C or better. Students must have earned at least 60 semester hours and no more than 90 hours, and must register through the Office of Academic Assessment during the designated registration period. ENG 392 may only be attempted twice and is offered on a credit/no-credit basis only. Prerequisite: ENG 103, 104 (or equivalent); at least 60 credit hours.

ENG 393. Writing Competency Course. (2.0) Replaces ENG 392 (the university-required Writing Competency Exam). Required of all students who have not completed ENG 392 after two attempts, but is open to other students by permission. Offered on a credit/no-credit basis, credit hours do not count toward graduation requirements. Prerequisite: ENG 103, 104 (or equivalent); at least 60 credit hours.

DEPARTMENT OF MATHEMATICAL SCIENCES

Revised:

TEACHING MAJOR IN MATHEMATICS, 53-55 hours

PREFIX	NO	SHORT TITLE	CR HRS
MATHS	165	Calculus 1	4
	166	Calculus 2	4
	215	Discrete Sys	4
	217	Lin Algebra	4
	221	Pbty Stats	3
	222	Stat Studies	1
	250	Precoll Math	3
	498	Senior Sem	2

Complete one option

Option 1: Middle school, 28-30 hours

MATHS	201	Num Alg Prob	4
	202	Dat Geo Meas	3
	310	Top Alg EMST	3
	316	Num Thy EMST	3
	360	Top Geo EMST	3
EDJHM	434	Classrm Mgmt	3
MATHS	399	Thry Prac MS	3

6-8 hours from (as approved by advisor)

MATHS	267	Calculus 3(4)	
	311	Alg Struct(3)	
	335	Math Models(3)	

	345	Survey Geom(4)	
	371	Int Anls(3)	
	416	Thry Numbers(3)	
	460	Hist of Math(3)	6-8

53-55 hrs

Option 2: Secondary school, 29 hours

MATHS	267	Calculus 3	4
	311	Alg Struct	3
	335	Math Models	3
	345	Survey Geom	4
	460	Hist of Math	3
EDSEC	380	Prin Sec Sch	3
MATHS	395	Tch Math Sec	3

6 hours from (as approved by advisor)

MATHS	320	Probability(4)	
	321	Math Stat(4)	
	351	Math Finance(4)	
	362	Numer Anls 1(3)	
	363	Numer Anls 2(3)	
	371	Int Anls(3)	
	374	Dif Equation(3)	
	377	Complex Anl(3)	
	411	Abstr Alg 1(3)	
	412	Abstr Alg 2(3)	
	415	Mth Code Com(3)	
	416	Thry Numbers(3)	
	441	Geom Topol(3)	
	445	Diff Geom(3)	
	456	Intro Op Res(3)	
	471	Real Anls 1(3)	
	472	Real Anls 2(3)	
	473	Bdry Val Pbm(3)	
	475	P D E (3)	
	497	Stu-Fac Col(1-6)	6

54 hrs

Students are encouraged to take CS 120 and PHYCS 120. PHYCS 120 satisfies the physical science requirement in the University Core Curriculum. Methods courses: middle school EDJHM 434; MATHS 399/secondary school EDSEC 380; MATHS 395.

SENIOR HIGH, JUNIOR HIGH/MIDDLE SCHOOL EDUCATION PROGRAM

PREFIX	NO	SHORT TITLE	CR HRS
<i>Professional education sequence, 42 hours</i>			
MATHS	150	Int Sec Math	3
EDMUL	205	Multi Educ	3
EDPSY	251	Dev Sec Ed	3
	390	Educ Psychol	3
EDJHM	385	Prin Mid Sch	3
MATHS	331	Tech Sec Math	3

	393	Tch Math MS	3
EDFON	420	Fnds of Educ	3
Special Methods			6
Student teaching			12

			42 hrs

See Professional Education Assessment/Decision Points, p. 389, for additional information.

MIDDLE SCHOOL/JUNIOR HIGH MATHEMATICS LICENSE, 26-32 hours

Only open to candidates who currently hold or who are pursuing a license in elementary: intermediate education. Middle school/junior high licensure in mathematics will be granted when the following criteria are met:

- all requirements for the elementary intermediate license.
- completion of the following mathematics content courses with a C- or better grade.
- completion of the following mathematics content courses with a 2.5 minimum grade-point average.
- completion of the professional education courses with a 2.5 minimum grade-point average.
- passing score on the PRAXIS II exam for middle school mathematics.

PREFIX	NO	SHORT TITLE	CR HRS
Middle school/junior high content area, mathematics, 20 hours			
MATHS	165	Calculus I	4
	181	El Prob Stat	3
	215	Discrete Sys	4
	310	Top Alg EMST	3
	330	Tech E M S	3
	360	Top Geo EMST	3

			20 hrs

Professional education, 6-12 hours

MATHS	393	Tch Math MS	3
EDJHM	385	Prin Mid Sch	3
Additional student teaching			0-6

			6-12 hrs

			26-32 hrs

Additional student teaching may be waived if elementary student teaching is in grade 5 or grade 6.

Teachers College

DEPARTMENT OF ELEMENTARY EDUCATION

EDUCATION: ELEMENTARY (EDEL)

Dropped:

EDEL 461. Student Teaching: Pre-Kindergarten. (6.0)

EDEL 462. Student Teaching: Pre-Kindergarten. (3.0)

Revised:

EDEL 200. Planning for the Elementary and Early Childhood Classroom. (3.0) Ties direct classroom experience to seminar content. Emphasizes integrating, implementing, and interpreting laboratory experiences. Prerequisite: C or better grade in EDEL 100 (waived for dual majors); permission required. May be repeated only once.

EDEL 220. Early Childhood Discipline and Guidance. (3.0) Strategies and techniques related to child guidance in early childhood settings.

EDEL 252. Creative Experiences for Young Children. (3.0) Designed to develop knowledge of creative activities that are developmentally appropriate for the young child. Skill in providing creative and play experiences.

EDEL 300. Management, Organization, and Instruction in the Elementary Education Classroom. (3.0) Departmental themes concerning teaching and learning in elementary schools will be extended. This seminar focuses on instructional methods and classroom management. Prerequisite: C or better grade in EDEL 200; admission to the teacher education program. Open only to elementary education majors. May be repeated only once.

EDEL 301. Teaching in the Pre-kindergarten/Kindergarten Program. (3.0) Planning and implementing programs for children ages three through five. Prerequisite: admission to the teacher education program; permission of the department chairperson. Parallel: EDEL 381. Open only to early childhood majors. Students are not permitted to register simultaneously in EDEL 301 and 351. May be repeated only once.

EDEL 350. Teaching in the Elementary Education

Classroom. (3.0) Departmental themes concerning teaching and learning in elementary schools will be extended. Laboratory experience focuses on classroom instruction, organization, and management. Prerequisite: admission to the teacher education program; C or better grade in EDEL 300; permission of the department chairperson. Open only to elementary education majors. May be repeated only once.

EDEL 351. Teaching in the Kindergarten/Primary Program. (3.0) Planning and implementing programs for children in kindergarten and primary grades. Prerequisite: admission to the teacher education program; permission of the department chairperson. Open only to early childhood education majors. Students are not permitted to register simultaneously in EDEL 301 and 351. May be repeated only once.

EDEL 381. Interaction Skills for the Young Child. (3.0) Introduces basic skills every young child needs to acquire in order to use oral and written language competently in society. Deals with materials, methods, principles of learning, and conditions necessary for optimum learning. Prerequisite: admission to the teacher education program; permission of the department chairperson. Parallel: EDEL 301.

EDEL 400. Student Teaching: Pre-Kindergarten. (6.0) After 93 hours, but before their last semester, students enroll in EDEL 400 (6). Offered credit/no-credit only. Prerequisite: admission to student teaching; C or better grades in EDEL 301, 351; EDRDG 400; SS 398; SCI 398; EDPSY 393; MATHS 391; 2.5 or better overall grade-point average; permission of the department chairperson. Not open to students who have credit in EDEL 461.

EDEL 401. Student Teaching: Kindergarten. (6.0) After 93 hours, but before their last semester, students enroll simultaneously for EDEL 401 (6), 402 (6). Offered credit/no-credit only. Prerequisite: admission to student teaching; C or better grades in EDEL 301, 351; EDRDG 400; SS 398; SCI 398; EDPSY 393; MATHS 391; 2.5 or better overall grade-point average; permission of the department chairperson. Parallel: EDEL 402. Not open to students who have credit in EDEL 461.

EDEL 402. Student Teaching: Primary Grades. (6.0) After 93 hours, but before their last semester, students enroll simultaneously for EDEL 401 (6), 402 (6). Offered credit/no-credit only. Prerequisite: admission to student teaching; C or better grades in EDEL 301, 351; EDRDG 400; SS 398; SCI 398; EDPSY 393; MATHS 391; 2.5 or better overall grade-point average; permission of the department chairperson.

Parallel: EDEL 401. Not open to students who have credit in EDEL 462.

EDEL 444. Seminar in American Pluralism and Identity. (3.0) Examines what we share as common American values, as well as how issues of diversity are negotiated in America today. Relates these issues, values, and beliefs to the teaching and learning environment.

EDEL 450. Senior Seminar in Early Childhood and Elementary Education. (3.0) Follows student teaching, and synthesizes information and strategies gained throughout the program. Must show satisfactory completion of student teaching to register. Students must earn a C or better grade. Prerequisite: EDEL 463, 464, 465, or EDEL 401, 402; permission of the department chairperson. Open only to elementary education and early childhood majors. May be repeated only once.

EDEL 455. Senior Seminar in Education. (1.0) Taken concurrently with EDEL 464 and SPCED 489, synthesizes information and strategies gained throughout the elementary education program. Prerequisite: professional education requirements; permission of the department chairperson. Parallel: EDEL 464; SPCED 489. Open only to dual majors in elementary and special education.

EDEL 463. Student Teaching: Elementary. (3.0) Students enroll simultaneously for EDEL 463 (3), 464 (6), 465 (3). Offered credit/no-credit only. Prerequisite: admission to student teaching; C or better grades in EDEL 300, 350; EDRDG 400; SS 397; SCI 397; EDPSY 393; MATHS 391; 2.5 or better overall grade-point average; permission of the department chairperson. Parallel: EDEL 464, 465. Open only to elementary education majors.

EDEL 464. Student Teaching: Elementary. (6.0) Students enroll simultaneously for EDEL 463 (3), 464 (6), 465 (3). Offered credit/no-credit only. Prerequisite: admission to student teaching; C or better grades in EDEL 300, 350; EDRDG 400; SS 397; SCI 397; EDPSY 393; MATHS 391; 2.5 or better overall grade-point average; permission of the department chairperson. Parallel: EDEL 463, 465. Open only to elementary education majors.

EDEL 465. Student Teaching: Elementary. (3.0) Students enroll simultaneously for EDEL 463 (3), 464 (6), 465 (3). Offered credit/no-credit only. Prerequisite: admission to student teaching; C or better grades in EDEL 300, 350; EDRDG 400; SS 397; SCI 397; EDPSY 393; MATHS 391; 2.5 or better overall grade-point average; permission of the

department chairperson. Parallel: EDEL 463, 464.
Open only to elementary education majors.

EDUCATION: READING (EDRDG)

Revised:

EDRDG 320. Content Area Reading. (3.0) Practical procedures for developing effective reading skills to be applied by all secondary classroom teachers. Focuses on relationships between the process of reading and learning of content, planning for a range of student reading skills, and methods and materials. Prerequisite: introductory course (EDEL 100 or EDSEC 150 or SPCED 201) with a *C* or better grade. May be repeated only once.

EDRDG 390. Emergent Literacy. (3.0) Basic understanding of environments and planned activities that foster positive attitudes and interests related to reading, procedures that stimulate early literacy development, and related practical experiences with young children. Prerequisite: introductory course (EDEL 100 or EDSEC 150 or SPCED 201) with a *C* or better grade. May be repeated only once.

EDRDG 400. Teaching of Reading in Today's Schools. (3.0) Designed to review the current thinking, approaches, and methodology of teaching reading in today's schools. Attention is directed to theories of reading, emergent literacy, comprehension, vocabulary, and work analysis strategies as well as the planning of the total developmental reading program, with emphasis on reading at the elementary level. Prerequisite: admission to the teacher education program. May be repeated only once.

EDRDG 401. Reading in Today's Middle School. (3.0) Designed to review current thinking, approaches, and methodology of teaching reading in today's middle schools. Attention is directed to theories of reading, comprehension, and vocabulary, as well as planning and developmental reading program in the middle school. Is required for the middle school reading license. EDRDG 400 may not be substituted for this course. Prerequisite: admission to the teacher education program. May be repeated only once.

EDRDG 430. Corrective Reading. (3.0) Provides prospective teachers with understanding of difficulties in reading and practical experiences in assessing reading difficulties and in study of corrective treatments. Includes guided laboratory

experience. Must earn a grade of *C* or better to pass the course. Prerequisite: *C* or better grade in EDRDG 320 and/or 400; admission to the teacher education program; permission of the department chairperson. May be repeated only once.

EDRDG 431. Corrective Reading for the Middle School. (3.0) Provides an understanding of difficulties in reading and practical experiences in assessing and correcting reading difficulties in the middle school. Includes guided laboratory experience with middle school students. Must earn a grade of *C* or better to pass the course. Is required for the Middle School Reading License. EDRDG 430 may not be substituted for this course. Prerequisite: *C* or better grade in EDRDG 320 and/or 401; admission to the teacher education program; permission of the department chairperson. May be repeated only once.

EDRDG 445. Using Computers in Reading Instruction. (3.0) Prepares prospective elementary school teachers to use the computer appropriately and effectively in a classroom reading program. Includes attention to commercially prepared courseware and teacher-developed applications. Prerequisite: EDTEC 120 or 350 for computer license add-on students; EDRDG 400 or its equivalent for others; admission to the teacher education program.

EDRDG 498. Independent Study in Reading. (1.0 TO 6.0) Designed to meet the needs of students who want to study in individually selected areas of reading education. Prerequisite: 6 hours in reading education; admission to the teacher education program; permission of the department chairperson. A total of 6 hours of credit may be earned.

DEPARTMENT OF SPECIAL EDUCATION

SPECIAL EDUCATION (SPCED)

Revised:

SPCED 361. Advanced Practicum in Special Education. (1.0 TO 9.0) An advanced practicum emphasizing the application of teaching methodologies. Projects associated with specialty methods courses (SPCED 366 or 376 or 378 or 454 or 476) will be completed. Prerequisite: SPCED 201 or 302 with grades of *C* or better; SPCED 266, 202 with grades of *C* or better (waived for secondary content area program and dual majors); admission to teacher education program; passing scores on the PPST; 2.5

overall grade-point average; permission of the department chairperson. Parallel: SPCED 366, 376, 378, 454, or 476. A total of 9 hours of credit may be earned.

SPCED 371. Introduction to Mild Interventions. (3.0) Studies psychological, environmental, and cultural factors that contribute to mild disabilities. Examines definitions and characteristics, and historical and contemporary mild intervention services.

Prerequisite: admission to the teacher education program; passing scores on the PPST; 2.5 overall grade-point average; grade of *C* or better in SPCED 201 (SPCED 302 for ELEM/SPCED dual majors and secondary content area program); and *C* or better in SPCED 202 (waived for secondary content area program).

SPCED 475. Trends and Issues in Special Education. (3.0) Explores best practices and issues in classroom planning, management, and instructional strategies for adolescents through young adults with exceptional needs. Prerequisite: SPCED 361 with a grade of *C* or better; SPCED 376 or 476 with a grade of *C* or better; permission of the department chairperson.

SPCED 476. Mild Interventions for Adolescents and Young Adults with Exceptional Needs. (3.0) Includes transition models and planning, curriculum considerations, career and vocational education, collaboration with adult service agencies, and academic planning for secondary students with mild disabilities. Prerequisite: SPCED 376 with a grade of *C* or better (waived for secondary content area program); permission of the department chairperson. Parallel: SPCED 361.

Ron Murphy, Associate Director
Office of Academic Systems