EXED 450. Principles of Specialized Reading Instruction. 3 credits. 
The course focuses on acquisition & development of reading skills for 
students with disabilities. Content includes characteristics of students with 
reading disabilities; informal assessment; relationship of oral language to 
reading; stages of reading development; research-based methods; principles 
of specialized reading instruction; and collaboration to support reading 
development. At least 10 hours of reading instruction to a K-12 student is 
required and is in addition to any assigned practicum. Prerequisite: READ 
430. Corequisite: EXED 476.

EXED 455. Collaborative Teaching for Learners with Disabilities. 3 credits. 
Students in this course will gain knowledge and practice skills in 
consultation, case management, and collaboration with individuals, 
families, educators, related service providers and other human service 
professionals. An overview of collaborative processes, collaborative models 
for supporting the education of students with disabilities and for effective 
management of paraprofessionals will be studied. Prerequisites: EXED 200 
and special education non-teaching minors only.

EXED 460. Differentiation of Instruction and Academic 
Collaboration. 3 credits. 
This course assists preservice teachers in using their understanding of 
exceptional learners and learning to accommodate the diversity of students in 
the general education classroom. In addition, preservice teachers will 
explore the roles of teachers and how general and special education 
teachers collaborate to meet the needs of exceptional students. Teaching 
education students only.

EXED 465. Perspectives of Early Childhood Special Education. 3 credits. 
This course is designed to provide the student with an overview of 
educational programming and service delivery for children with 
developmental delays and/or disabilities, ages 0 to 5. Particular attention is 
given to federal legislation, historical perspective and current recommended 
practice in programming educational services for young children with delays 
and/or disabilities.

EXED 474. Assessment and Evaluation for Management of 
Instruction and Behavior. 4 credits. 
This course was designed to provide study and application of the 
foundations of assessment and evaluation related to management of 
instruction and behavior of individuals with ELNs. The course emphasizes 
issues and skills in selection, administration, interpretation and use of 
a variety of tools and techniques in all stages of the decision making 
process for instruction and behavior management. Application of this new 
knowledge and skill will be through case-studies and direct assessment. 
Prerequisites: EXED 200, EXED 341, PSYC 270. Corequisite: EXED 476.

EXED 475. Building Instructional Programs and Plans for Learners 
with Disabilities. 3 credits. 
Designed for exploration of practical skills and strategies in development 
and use of programming to meet the academic and behavioral needs of 
students with disabilities accessing the K-12 general curriculum. Skills will 
be applicable in a variety of settings and service delivery models. Includes 
purposes and procedures involved in the development of IEPs and the 
selection or design of CBA to plan and evaluate instruction in academics, 
social behaviors, and life skills. Prerequisites: EXED 200 and EXED 341.

EXED 476. Practicum in Assessment and Instructional Planning. 2 credits. 
This practicum is designed to provide a structured supervised experience 
assessing learning, planning and delivery of instruction to students with 
abilities accessing the general education curriculum, and gathering data 
to make decisions about the effectiveness of instruction. Application of skills in 
planning direct instruction, creating instructional materials, collecting 
performance data, managing behavior and developing social skills will be 
emphasized. Prerequisites: EXED 303, EXED 341, READ 430, MAED 430.

EXED 484. Instructional Methods for Learners with Disabilities. 3 credits. 
This course is designed to teach specialized methods for teaching academic 
skills to individuals with disabilities accessing the K-12 general curriculum. 
Emphasis is on evidence based instructional approaches that are effective 
for persons with disabilities. Focus is on specific remedial methods for 
reading, math, and writing appropriate for the cognitive level of the learner 
and parallel to the supports and scaffolds used in the general curriculum. 
Prerequisite: EXED 474. Corequisite: EXED 486.

EXED 485. Systematic Behavioral Support and Interventions. 3 credits. 
Designed for application and evaluation of group management techniques 
and individual interventions that teach and maintain emotional, behavioral 
and social skills. Systematic behavioral interventions to support the behavior 
and learning of individuals with disabilities accessing the general education 
curriculum (positive behavioral supports, functional assessments of behavior, 
teaching social skills) are studied. Data collection procedures to inform 
practice are examined. Prerequisites: EXED 303 or EXED 440, EXED 341.

EXED 486. Supervised Clinical Practice with Methods and 
Individualized Behavior Support. 3 credits. 
This practicum provides a structured supervised experience in selecting and 
using specialized methods for teaching academic skills, group management 
techniques and individual interventions that teach and maintain emotional, 
behavioral and social skills instruction to students with disabilities, and 
gathering data to make decisions about the effectiveness of intervention. 
Students will also have the opportunity to refine knowledge and skill 
application from previous program work. Prerequisites: EXED 303 or EXED 
440, EXED 341, EXED 474. Corequisites: EXED 484.

EXED 490. Special Studies in Special Education. 1-3 credits each semester. 
Designed to allow the student to complete independent study under faculty 
supervision. Prerequisite: Permission of the department head.

EXED 499. Honors. 6 credits. 
See catalog section “Graduation with Honors.”

Family Studies

FAM 133. The Contemporary Family. 3 credits. 
Concepts of variations in forms and lifestyles of families. Consideration is 
given to the family life cycle and the interdependency between the family and 
society.

FAM 300. Child Development. 3 credits. 
A study of the factors influencing the physical, cognitive, social and 
emotional growth of the young child. Emphasis is given to the importance 
of family relations and development of observational skills. Prerequisite: 
PSYC 101, PSYC 180 or equivalent.

FAM 335. Parent-Child Relationships Across the Lifespan. 3 credits. 
Focuses on intergenerational caregiving and interactions across the lifespan 
and generations. Uses a developmental framework to explore family life 
as the territory in which people fulfill relational responsibilities to children 
and parents while simultaneously attending to independent life stage 
challenges. Prerequisite: FAM 133 or SOCI 276.

FAM/GERN/NPS/SOWK 375. Grant Writing for Agencies. 3 credits. 
Emphasizing active learning, this course teaches the basics of grant and 
proposal writing. Efficient research, persuasive prose and the importance 
of relationships are stressed. Private and corporate philanthropy and 
government grants are examined.

FAM/SOWK 386. Youth Empowerment Strategies (YES). 3 credits. 
Students learn to use group activities that include the creative arts, low 
ropes and self-discovery in youth empowerment. The goal is to help youth 
build life skills and make informed decisions. Prior to beginning work with 
youth, students complete 25 hours of training.

FAM 400. Issues and Applications. 3 credits. 
This seminar is designed to integrate and apply knowledge from the student's 
major and the family issues minor. A substantial, in-depth individualized 
project will strengthen the student’s capabilities in research, information 
access and self-directed learning. Prerequisites: FAM 133 or SOCI 276, three 
additional courses in the family studies minor, and junior or senior standing.

FAM 487. Special Topics in Family Studies. 3 credits. 
Examination of selected topics that are of current importance to family 
students. Course may be repeated for credit. Prerequisite: FAM 133 or SOCI 276.

FAM 490. Special Studies in Family Studies. 1-3 credits. 
The course is designed to give capable students in family studies an 
opportunity to complete independent study under faculty supervision. Course 
may be repeated for credit. Prerequisites: FAM 133 or SOCI 276 and two 
additional courses in the family studies minor or permission of the instructor.

Finance

FIN 250. Introduction to Quantitative Finance. 3 credits. Spring only. 
The purpose of this course is to provide a broad introduction to the markets 
and instruments of engineered finance. The focus of the course is to expose 
students to the properties and uses of the array of non-traditional financial 
instraments that are increasingly trading in both the exchange and over- 
the-counter markets. Prerequisites: Minimum grade of “C” in MATH 235, 
MATH 236, ECON 201 and ECON 200.
FIN 301. Principles of Finance. 3 credits.
The purpose of this course is to provide a foundation in the principles and tools of finance, which include financial analysis, the time value of money, capital budgeting and capital structure. Open to students with a B.S. or B.A. economics major with a concentration in finance as well as students majoring in health sciences. Open to students as a repeat/forgive for COB 300. Prerequisites: Junior standing and COB 241.

FIN 302. Spreadsheet Skills in Finance. 1 credit.
The purpose of this course is to offer experience with the spreadsheet applications in finance, including financial functions, statistical functions, reference functions, ActiveX, PivotTables and macros. Prerequisites: Minimum grade of "C" in COB 300 and FIN 360. Open only to finance majors.

FIN 310. Principles of Real Estate. 3 credits.
The purpose of this course is to assist students in developing a foundation in real estate principles, apply finance and economic principles to valuation and evaluation of real estate and analyze contracts and financing in residential and commercial real estate transactions. Prerequisites: "C" or better in both FIN 360 and COB 300B.

FIN/ECON 325. Money and Banking. 3 credits.
The purpose of this course is to examine the economic role of money, banking, and monetary policy within current institutional settings and under alternative theories explaining the interrelationships between money, the financial system and economic activity. Prerequisites: ECON 201 and ECON 200.

FIN/MATH 328. Time Series Analysis. 3 credits.
The purpose of this course is to examine regression and exponential smoothing methods for forecasting nonseasonal and seasonal time series, stochastic processes, and Box-Jenkins' autoregressive and moving average models. Prerequisites: MATH 238 and MATH 318.

FIN 345. Finance for the Non-Financial Manager. 3 credits.
The purpose of this course is to build a foundation of theoretical concepts and analytical techniques to aid management decisions on financial problems. Topics include: working capital and fixed asset management for profit expansion. Not recommended for students seeking admission to MBA programs. Prerequisites: ACTG 244, junior standing (60 hours) and a cumulative 2.0 grade point average recommended for students seeking admission to MBA programs. Prerequisites: Minimum grade of "C" in COB 300B and "C" in FIN 360 (finance majors); minimum grade of "C" in FIN 250 (quantitative finance majors and B.S. and B.A. economics majors).

FIN 355. International Financial Management. 3 credits.
The purpose of this course is to provide a comprehensive examination of the investing and financing decisions of a multinational business entity. Particular emphasis is on global financial markets and instruments, exchange-rate risk management, short-term and long-term financing for multinational firms and asset-liability management in an international environment. Prerequisite: COB 300B. International business majors only.

FIN 360. Analytical Methods in Finance. 3 credits.
The purpose of this course is to introduce the finance major to quantitative methods in finance as applied to financial instruments and capital markets. Emphasis is placed in the theoretical determination of asset prices, risk and return, as well as the estimation and analysis of asset prices. Prerequisites: Minimum of a "C" in COB 291 and, prerequisite or corequisite: COB 300B or FIN 301. Not permitted for quantitative finance majors.

FIN 362. Financial Analysis. 3 credits.
The purpose of this course is to prepare the finance major to use and interpret economic and accounting information that is essential in financial analysis and valuation. Prerequisites: Minimum grade of "C" in COB 300B and FIN 360, and minimum grade of "B" in COB 241 and COB 242.

The purpose of this course is to provide an in-depth study of the theories of capital structure, long-term financing decisions, working capital management and current topics such as mergers and bankruptcy. Computer applications. Prerequisites: Minimum grade of "C" in COB 300B and "C" in FIN 360 (finance majors); minimum grade of "C" in FIN 250 (quantitative finance majors)."
FIN 460. Commercial Banking. 3 credits.
The purpose of this course is to study the objectives, functions, policies, organizational practices and government regulation of commercial banks. An intensive study is undertaken of the asset and liability structure of commercial banks. Special emphasis is placed on how banks are adapting to the changes in their operating and regulatory environments. Prerequisites: Minimum grade of "C" in COB 300B and FIN 360.

FIN/MATH 465. Seminar in Actuarial Science I. 3 credits.
The course covers the theory and application of contingency mathematics in the areas of life and health insurance and annuities from both a probabilistic and deterministic approach. Together with FIN/MATH 466, the two-course sequence helps to prepare the student for the professional actuarial examinations. Prerequisite: FIN/MATH 395 or consent of instructor. Prerequisite or corequisite: MATH 428.

FIN/MATH 466. Seminar in Actuarial Science II. 3 credits.
A continuation of FIN/MATH 465 with additional coverage of contingency mathematics in the areas of life and health insurance, annuities, pensions and risk theory from both a probabilistic and deterministic approach. The two-course sequence helps to prepare the student for the professional actuarial examination. Prerequisite: FIN/MATH 465. Prerequisite or corequisite: MATH 427.

FIN 471. Portfolio Management. 3 credits.
The purpose of this course is to cover the application of investment concepts within a case format. The course focuses on investment management, bringing together economics, capital markets and valuation to form a basis for decision making in financial asset selection, risk/reward analysis, portfolio selection and formation. Prerequisite: FIN 371.

FIN 475. Financial Modeling and Risk Analysis. 3 credits.
The purpose of this course is to introduce students to practical methods used to identify, quantify, predict, value, diversify, and manage risk in the financial environment. Students use sensitivity analysis, Monte Carlo and Latin Hypercube simulations, bootstrapping, time series forecasting and dynamic optimization techniques as applied to capital budgeting and structure, pro forma financial statements, multi-objective portfolio allocation, discounted cash flow analysis and capital options. Prerequisites: FIN 365 and FIN 371.

FIN 480. Seminar in Financial Engineering. 3 credits. Spring only.
The purpose of this course is to explore financial engineering which is the process of adapting existing financial instruments and developing new ones to meet the needs of participants in domestic and international financial markets. This process is taught within a case and project format in order to simulate actual market participation as closely as possible. Prerequisite: FIN/MATH 405.

FIN 488. Advanced Financial Policy. 3 credits.
The purpose of this course is to examine the financing of business enterprises and the financial condition of existing firms using a case format. The objective of this examination is to elicit a policy decision which effectively addresses the issues identified in the case. Prerequisites: 12 hours of FIN courses, including FIN 360 and FIN 365 and completion of 105 hours. Open only to graduating finance majors.

FIN 490. Special Studies in Finance. 1-3 credits.
Designed to give capable students in finance an opportunity to complete independent study under faculty supervision. Admission by recommendation of the instructor and permission of the director. Forms may be obtained in the department office before registration.

FIN 498. Special Topics in Finance. 3 credits.
The purpose of this course is to provide an opportunity for students to explore areas of current topical interest or to exploit special situations. Course content will vary. For current course content, consult your adviser or the department head. Prerequisite: FIN 250 or FIN 360; additional prerequisites may vary with the specific offering.

FIN 499. Honors. 6 credits.
**These courses are taught in the various languages offered by the department. The title of the course will designate the specific language studied.

Fl 309. **Civilization: Travel-Study. 1-3 credits.
A directed program of travel-study designed to augment a student's knowledge of a particular civilization. Arrangements must be made with the faculty member designated by department head. Permission of the department head is required prior to enrollment in the program.

FL 446. **Special Topics in Foreign Literature. 3 credits.
Study of a particular topic in literature. May be taught in English or in the language but cannot be counted for major, minor or licensure unless taught in the language. Course may be repeated if content varies. Prerequisite: Permission of the instructor.

FL 447. Special Topics in Civilization and Culture. 3 credits.
Students will study a particular topic in the civilization and/or culture of a specific country in the world. Course may be repeated. Prerequisite: Permission of the instructor.

FL 448. Special Topics in Linguistics. 3 credits.
Students will study a particular topic in the linguistics of a specific country. Topics could include an introduction to sociolinguistics and psycholinguistics. Course may be repeated. Prerequisite: Permission of the instructor.

FL 490. **Special Studies in Foreign Languages. 1-4 credits each semester.
Allows superior students an opportunity to complete independent studies under faculty supervision. Work may be done in all languages offered in the department but may not replace course offerings. Prerequisite: Permission of the department head.

FL 499. Honors. 6 credits.
**These courses are taught in the various languages offered by the department.

FL 607. Modern Foreign Language Assessment. 3 credits.
Prepares prospective foreign language teachers to create and evaluate both formal and informal learner assessments and prepares them to meet future teacher evaluation criteria. Candidates will construct assessment instruments ranging from formative learning checks to summative performance evaluations with corresponding rubrics/checklists. Candidates will learn to analyze assessment results in order to gauge impact on student learning and so that instruction might be adjusted according to learner needs. Prerequisites: Full admission to teacher education program; PSYC 160 and EDUC 300.

FLED 470. Methods of Modern Foreign Language Teaching. 3 credits.
Research findings about language teaching will be used to identify the most effective instructional strategies for teaching languages to students in grades preK-12. Emphasis will be on developing plans for employing the strategies and making appropriate instructional decisions based on instructional goals, the learner, and available resources. Corequisite: FLED 471. Prerequisites: Full admission to teacher education program; PSYC 160 and EDUC 300.

FLED 471. Modern Foreign Language Field Experience. 3 credits.
Provides practical classroom experience in elementary, middle and high school settings to preK-12 Foreign Language students under the supervision of an in-service teacher and a clinical professor. Students engage in classroom activities that provide an opportunity for them to practice the strategies and concepts learned in the methods courses. Corequisite: FLED 470.

FLED 475. Supervised Student Teaching Experience. 6 credits.
Participants will experience the full range of conditions and tasks expected of a teacher for students in grades preK-12. They will be expected to develop and demonstrate competencies in teaching with the supervision and support of experienced teachers. Students must register for two eight-week blocks during the same semester for a total of twelve credits. Prerequisite: All required courses for licensure and approval for student teaching through the teacher education program. Corequisite FLED 476.

FLED 476. Student Teaching Seminar. 3 credits.
A seminar designed to promote reflective decision making among teacher candidates during their internship experience. During seminar sessions teacher candidates will engage in case analysis and Teacher Work Sample development. Corequisite: FLED 475.

Foreign Language

FL 267. The Literature of Opera in Translation. 3 credits.
A survey of the literature of opera from the 17th century to the present. All lectures and readings are in English.