

BALL STATE UNIVERSITY

ACADEMIC POSTING

2016-2017

VOLUME XLVIII – 4

February 15, 2017

This posting may contain all or part of the following: new, revised, and dropped programs, courses and prefixes. The posting period begins February 15, 2017. If no demurrer is received within ten school days, the changes will be certified for implementation. *The effective date for implementing the undergraduate and graduate materials posted after May 5, 2017 is Fall Semester 2018.*

CERTIFICATES

New:

PENDING ICHE APPROVAL

CERTIFICATE IN BEHAVIORAL STUDIES, 12 credits

PREFIX	NO	SHORT TITLE	CREDITS
SPCE	280	Beh Analy Prin, Proc, and Phil	3
	307	Ethical, Prof Prac Beh Analy	3
	310	Application Consultation ABA	3
	315	Advanced Behavior Analysis	3
			12 crs

This program is offered on-line only. Students must earn a minimum grade of *C* in all required courses. *Not open to* students with a major or minor in applied behavior analysis.

Dropped:

CERTIFICATE IN CORRECTIONS, 21 credits

INTERDEPARTMENTAL PROGRAMS

Legal Studies

MAJOR IN LEGAL STUDIES (BA/BS), 69-72 credits

This major prepares students for careers as legal assistants or paralegals. It also provides a strong foundation in law-related courses for students who plan to work in the courts, the legislature or in legal departments of government and business.

PREFIX	NO	SHORT TITLE	CREDITS
		Interdisciplinary major requirements	
		Common core, 36 credits	

BL	367	Principles of Estate Planning	3
POLS	130	American National Government	3
	141	Introduction to Paralegalism	3
	229	Law Office Mgmt and Technology	3
	241	Family Law	3
	242	Legal Research and Writing	3
	243	Litigation	3
	344	Adv Legal Research and Writing	3
	342	Problems in Public Policy (3)	
	or		
	431	Congress (3)	3
	369	Pd Prof Exp Amer Gov and Law (3)	
	or		
	479	Pract Exp Amer Gov and Law (3)	
	or		
	480	Access to Justice Clinic (3)	3
	445	Adv Litigat and Alt Disp Res	3
	250	Access to Justice in Legal Sys (3)	
	or		
	455	Administrative Law (3)	3
			36 crs

Complete one concentration

Concentration 1: Public Law, 33 credits

ACC	201	Principles of Accounting 1	3
BL	260	Principles of Business Law	3
POLS	433	The Judiciary	3
RMI	270	Principles of Risk Mgt and Ins	3

15 credits from

COMM	340	Leadership Communication (3)	
	385	Rhet of Marginalized Voices (3)	
POLS	237	State and Local Politics (3)	
	238	Urb Gov in United States (3)	
	347	Environmental Law and Policy (3)	
	408	Topics in Legal Studies (3)	
	435	Intergovernmental Relations (3)	
	443	American Constitutional Law (3)	
	444	Constitutional Liberties (3)	
	474	Women and Politics (3)	
	475	Minority Group Politics (3)	
	490	International Law (3)	

PSYS	471	Psych in the Legal System (3)	
RMI	330	Employee Benefits and Ret Plan (3)	
SOC	221	Intro Race and Ethnic Relat (3)	
	235	Sociology of Gender (3)	
	320	Social Inequality (3)	
	421	Racial and Cultural Minor US (3)	
	425	Sociology of Law (3)	
SOCW	100	Introduction to Social Work (3)	15
6 credits from			
ACC	202	Principles of Accounting 2 (3)	
CJC	101	Intro to Criminal Justice (3)	
COMM	220	Argumentation and Debate (3)	
	320	Persuasion (3)	
	325	Interviewing (3)	
MGT	300	Managing Behavior in Org (3)	
MKG	300	Principles of Marketing (3)	
PHIL	200	Symbolic Logic (3)	
PSYS	100	Intro to Psychological Science (3)	
RMI	473	Insurance Law (3)	
SOC	100	Principles of Sociology (3)	6
			<hr/>
			69 crs

Concentration 2: Business Law, 36 credits

Students interested in pursuing this concentration must complete the following courses before registering for 300- and 400-level business courses.

ACC	201	Principles of Accounting 1	3
	202	Principles of Accounting 2	3
BL	260	Principles of Business Law	3
ECON	201	Elementary Microeconomics	3
	202	Elementary Macroeconomics	3
	221	Business Statistics	3
ISOM	125	Micro Apps for Business	3
	210	Business Information Systems	3

12 credits from

BL	362	Law of Business Associations (3)	
	363	Uniform Commercial Code (3)	
BUSA	302	Career Management (3)	
ECON	346	Law and Economics (3)	
FIN	300	Principles of Finance (3)	
ISOM	228	Adv Micro Apps for Business (3)	
	313	DB and Info Resource Mgt (3)	
	415	Information Systems Management (3)	
MGT	300	Managing Behavior in Org (3)	
	361	FDN of HR Employee Relations (3)	
MKG	300	Principles of Marketing (3)	
PHIL	200	Symbolic Logic (3)	
POLS	281	Econ Pol Prob of Emerg Ntns (3)	
	347	Environmental Law and Policy (3)	
	408	Topics in Legal Studies (3)	
	433	The Judiciary (3)	
	435	Intergovernmental Relations (3)	
	443	American Constitutional Law (3)	
	444	Constitutional Liberties (3)	
	474	Women and Politics (3)	
	490	International Law (3)	
RE	230	Real Estate Principles (3)	
	331	RE Construction Law and Fin (3)	

	332	Legal Aspects of Real Estate (3)	
RMI	270	Principles of Risk Mgt and Ins (3)	
	330	Employee Benefits and Ret Plan (3)	
	473	Insurance Law (3)	
SOC	425	Sociology of Law (3)	12
			<hr/>
			72 crs

The prerequisite for ISOM 210 is C or better grade in ISOM 125. ECON 221 requires C or better grade in MATH 111, or a passing grade (D- or better) in MATH 132, 161, 162, 165, or 166 and a C or higher grade in ISOM 125 as the prerequisite.

COLLEGE OF APPLIED SCIENCES AND TECHNOLOGY

Department of Family and Consumer Sciences

FAMILY AND CONSUMER SCIENCES: FASHION APPAREL (FCFA)

New:

630 Fashion Business Strategies (3) This course provides an examination of retail operations and strategies within the contemporary marketing context. Includes the study of contemporary fashion retailing strategies for consumption, merchandise mix and selection processes, product assortment analysis from the context of the retailer, the examination of retail store and space allocation for product assortments, and an investigation of current retail operations in the global marketplace.

635 Creativity in Fashion Design and Merchandising (3) An in-depth study of creativity in design and merchandising. Provides an opportunity to become skillful in identifying, applying, and analyzing research related to creativity in design and merchandising.

640 Fashion Product Development (3) An in-depth study of manufacturing as it applies to the global market place. Provides an opportunity to become skillful in identifying theories and methods used to examine fashion product development supply chain.

645 Museum Studies for Apparel and Textiles Collections (3) An in-depth analysis of museum studies for apparel and textiles collections. Provides an opportunity to become skillful in identifying and evaluating theories and practices in museums that have apparel and textiles collections. The course will allow opportunities to learn the role of apparel and textiles collections in museums.

FAMILY AND CONSUMER SCIENCES: INTERIOR DESIGN (FCID)

New:

610 Evidence Based Design in Healthcare Settings (3)

This course introduces concepts of evidence based design in healthcare settings. The content of this course shows the link between research and design as the foundation of Evidence Based Design, and offers context and theory for EBD in health care settings, as well as rationale for its current role in the healthcare system.

Open only to Graduate students.

612 Legal, Ethical, and Safety Issues in the Healthcare Industry (3)

This course explains how healthcare design can empower people and communities to thrive in the face of emerging policies, business models, and operations. This course discusses a multidisciplinary approach to generate effective and transformative change to support people and communities. Specifically, it addresses topics in legal, ethical, and safety concerns in the healthcare industry through the LEAN model, a management model that serves to eliminate waste in systems.

Open only to Graduate students.

614 Healthy Environments for Patient Populations (3)

This course will cover successful programming approaches from Evidence Based Design perspective to meet user needs, with an in-depth exploration of research and programs applied to specific populations and needs. Topics covered in class will vary based on the instructor's expertise, invited speakers, and student interests. Topics may include design considerations for special populations, for example: children, elderly adults, ethnic minorities, and women's health. Topics may include design considerations for special presenting problems, for example: chronic and acute pain management, sleep problems, cancer, Alzheimer's disease, Autism Spectrum Disorders, and depression. Each session of class is divided into a lecture and a workshop.

Prerequisite: FCID 612.

616 Understanding & Practicing Research in Healthcare Design (3)

This course provides an overview of the research methods used in evidence-based design. The course reviews the literature on particular topical areas in healthcare design. The sample articles exemplify an empirical focus of research with clearly defined environmental and outcome variables. Each selected article is analyzed to extract relevant information, including the environmental variable(s) and outcome(s), metrics, measurement tools, sample(s), setting(s), research design, and findings.

Prerequisite: FCID 614.

MILLER COLLEGE OF BUSINESS**Department of Accounting****ACCOUNTING (ACC)****New:**

640 Introduction to Accounting Research (3) An overview of accounting academic research, focusing on the implications of research to practicing professionals and regulatory bodies.

Prerequisite: full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

670 Pedagogical and Practice Research in Accounting (2)

An overview of academic accounting research, focusing on pedagogical and practice research.

Prerequisite: full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

671 Advanced Accounting Research I (2) Provides a detailed analysis of accounting researches. Focuses on research design and statistical methodology.

Prerequisite: MBA 611, full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

672 Advanced Accounting Research II (2) A continuation of ACC 671, providing greater depth research methods and techniques. Focuses on research design and statistical methodology.

Prerequisite: MBA 611, full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

680 Accounting Research Methods (3) Provides an overview of the statistical software used in accounting research.

Prerequisite: ACC 672, full admission to a graduate program of the university.

Open only to MS in accounting majors or by permission of the department chairperson.

699 Research in Accounting (3) An opportunity for students to apply research design and statistical methods to address an accounting research issue.

Prerequisite: ACC 672, full admission to a graduate program of the university.

Parallel: ACC 680.

Open only to MS in accounting majors or by permission of the department chairperson.

COLLEGE OF HEALTH**Department of Counseling Psychology and Guidance Services****Dropped:**

MASTER OF ARTS IN SOCIAL PSYCHOLOGY – APPLIED CONCENTRATION, 40 credits

COUNSELING PSYCHOLOGY (CPSY)

Dropped:**600 (SCCO 600) Introduction to School Counseling (3)****614 (SCCO 614) Career Counseling, Assessment, and Interventions (3)****675 (SCCO 675) Counseling the Gifted and Talented (3)****685 (SCCO 685) Organization of the Guidance Program (3)****School of Kinesiology****ATHLETIC TRAINING (AT)****Revised:**

196 Introduction to Athletic Training (2) Introduction to the profession of athletic training. Daily responsibilities and occupational opportunities for the athletic trainer are discussed. Laboratory experiences include basic skills needed for a beginning athletic training student. A requirement for application to the Athletic Training Education program. Lab fee required.

EXERCISE SCIENCE (EXSC)**New:**

202 Fitness Assessment in Exercise Science (3) A laboratory-based course designed to introduce rationales and procedures of various health and fitness assessments, e.g. resting and exercise blood pressure, body composition, aerobic capacity, blood glucose and cholesterol, as well as implications of test results. Lab fee required. Exercise science majors may repeat only once.

Open only to exercise science majors.

420 Sports Performance (3) Advanced knowledge in resistance training program design and implementation emphasizing the physiological and biomechanical aspects of sport performance. Exercise science majors may repeat only once.

Prerequisite: EXSC 147 and 201.

Open only to exercise science and athletic training majors.

Revised:

119 Hatha Yoga (1) Introduction to yoga postures, breathing, and relaxation techniques, including the therapeutic use of hatha yoga, its importance to the fitness/wellness profession, and the correct technique of teaching basic poses. Exercise science majors may repeat only once.

147 Resistance Training Leadership (1) This course is designed to help students gain understanding of resistance training and the muscles associated through practicum

application. Students will provide guidelines and practical experience for instructing safe, effective and purposeful strength and conditioning through a pre-existing exercise program for apparently healthy participants. Exercise science majors may repeat only once.

Open only to exercise science and athletic training majors.

148 Group Fitness Instructor (1) Develops practical knowledge and skills necessary to instruct group fitness programs through active participation. Exercise science majors may repeat only once.

Open only to exercise science majors.

190 Foundations of Exercise Science (3) An introduction to Exercise Science as a field of study. Topics will include a historical perspective, measurement methods, career options, related professional organizations and publications, physiological and psychological research, technology and research tools, professional development and standards, and other current information for wellness and fitness professionals.

201 Human Performance Concepts and Assessment (3) An introduction to the knowledge and skills necessary to administer assessments of physiological components related to human movement and athletic performance. Exercise science majors may repeat only once.

Open only to exercise science and athletic training majors.

294 Functional Anatomy (3) Focuses on understanding how structure of the human body determines its function, how movement is produced, the relationship to injury, and how exercise can maintain, rehabilitate, and improve body structure. Exercise science majors may repeat only once.

Open only to exercise science, athletic training, and aquatics majors.

301 Fundamentals of Exercise Prescription (3) Emphasizes the knowledge and skills necessary to effectively develop and implement an appropriate exercise prescription for adults. Exercise science majors may repeat only once.

Open only to exercise science and athletic training majors.

302 Physical Activity Throughout the Lifespan (3) Designed to give an overview of recommended physical activity throughout various periods of one's lifetime. This will include the role that physical activity plays throughout the lifespan in adults, children, older adults, athletes, clinical populations, clients with disabilities and others with special considerations. Offered on-line only. Exercise science majors may repeat only once.

360 Exercise Psychology (3) Introduction to the psychosocial issues related to exercise behaviors emphasizing intervention strategies. Covers information relevant to competencies related to effective exercise leadership as well as adherence methods and techniques for exercise participants. Exercise science majors may repeat only once.

Open only to exercise science majors.

401 Principles of the Electrocardiogram (3) Introduction to the basic principles and interpretation of the electrocardiograph (ECG) as it relates to clinical and fitness programs. Exercise science majors may repeat only once.

Prerequisite: EXSC 293.

Open only to exercise science majors.

414 Biomechanics of Human Movement (3) Application of fundamental biomechanical principles to the human musculoskeletal system. Topics include musculoskeletal mechanics and quantitative analysis of human movement. Exercise science majors may repeat only once.

Prerequisite: EXSC 294.

Dropped:

320 Fundamentals of Resistance Training (3)

402 Advanced Fitness Assessments in Exercise Science (3)

PHYSICAL EDUCATION: PROFESSIONAL (PEP)

Revised:

227 Introduction to Adapted Physical Education/Activity (3) Introductory knowledge of disabilities with emphasis on referral, placement, and programming in physical education and physical activity; relevant federal and state laws that pertain to the education and physical education of students with disabilities; and activity programming across the lifespan. Students are required to participate in field experiences.

Open only to health and physical education majors or by permission of the coordinator.

231 Principles and Philosophies of Coaching Sports (3) The purpose of this course is to engage students to focus on the principles and philosophies of coaching team and individual sports. Content focuses on the application of these concepts in the development of a sound coaching philosophy. This course is based on the National Coaching Education Program Standards (NASPE – NCACE – ASEP).

291 Motor Development and Learning Across the Lifespan (3) Introduction to motor development and motor learning across the lifespan emphasizing major theoretical viewpoints; factors affecting motor development including physiological change, perceptual change, cognitive change, sociocultural practices, and intervention; and instruction and assessment of fundamental motor patterns in a laboratory setting. Includes laboratory experience.

Prerequisite: PEP 161; permission of the coordinator.

Open only to health and physical education teacher education majors and coaching minors.

433 Coaching Internship (3) The student-coach will assist in coaching competitive sports. Supervised field based experiences and in-depth daily and weekly reflection centering on self-awareness and the teaching-coaching process will

occur during the course of the internship. Additional fees required for background check and coaching certification.

Prerequisite: PEP 231, current CPR/first aid/AED certified; permission of the program coordinator.

Open only to accepted coaching minor students.

Department of Nutrition and Health Science

Revised:

MASTERS IN NUTRITION AND DIETETICS, 36 credits

Graduate Students in the Department of Nutrition and Health Science can earn a Master of Science or a Master of Arts in Nutrition and Dietetics. The graduate degree options are designed to provide individualization and flexibility for students with varying needs and interests, with an emphasis in Medical Nutrition Therapy. The graduate program includes and ACEND-accredited dietetic internship. With the exception of candidates who are currently a registered dietician nutritionist (RD/RDN), only candidates cleared by the Graduate School and accepted into the Dietetic Internship Program are accepted into the Nutrition and Dietetics Graduate Program. All students apply initially to the MA: Nutrition and Dietetics program; thesis students will be changed into the MS tract once their thesis topic is approved by the Graduate School.

Admission Requirements

Prior to being considered for admission to the Department of Nutrition and Health Science, all applicants must apply to, meet the admission requirements of, and be cleared by the Ball State University Graduate School. Students who begin the program in summer or fall must apply by March 1; students who begin the graduate program in spring must apply by October 1 of the preceding year. All applicants must have an overall undergraduate GPA of 3.0 or higher on a 4.0 scale.

Applicants must provide either: 1) an original, signed Verification of Completion Statement from the Didactic Program in Dietetics director of an ACEND-accredited program or 2) proof of current registration with the Commission on Dietetic Registration, the credentialing body of the Academy of Nutrition and Dietetics. All previous coursework is subject to the Dietetic Internship Coursework Recency Policy (5 years).

For candidates pursuing the Registered Dietitian Nutritionist (RD/RDN) credential, once clear by the Graduate School, the Dietetic Internship application materials will be used as the graduate program application materials. There are two national matches each year, with approximate deadlines the second week of February and the fourth week of September. Candidates who currently hold Registered Dietitian Nutritionist (RD/RDN) status are encouraged to apply. These candidates must submit a letter of intent, a resume, and two letters of recommendation, preferably using the Graduate

School's online system, directly to the Department of Nutrition and Health Science Graduate Program Director.

Dietetic Internship

The dietetic internship at Ball State University is a 32-week, full-time program. Prior to beginning the internship, students must complete a minimum of 9 graduate credits, including NUTR 642 Nutrition Assessment. Students are placed in one of two internship classes that run from January through August or May through December of the year following the student's acceptance into the program. Dietetic students accepted into the internship program will have the opportunity to complete the requirements of the dietetic internship and at least 18 credits toward the completion of the master's degree. The dietetic internship is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-0040.

Master of Science in Nutrition and Dietetics, 36 credits

PREFIX	NO	SHORT TITLE	CREDITS
36 credits from			
Research component, 12 credits from			
EDPS	641	Intro Statistical Methods (3)	
		or	
	642	Analysis of Variance (3)	
		or	
HSC	683	Principles of Epidemiology (3)	
		or	
	687	Stat Thry & Meth in Hlth Sci (3)	3
NUTR	697	Research Methods Nut Dietetics	3
THES	698	Thesis (1-6)	6
			<hr/>
			12 crs
Nutrition Core, 15 credits from			
NUTR	695	Nutrition Assessment	3
	647	Carbs, Proteins, and Lipids	3
	648	Vitamins and Minerals	3
6 credits from 600-level NUTR courses			
			<hr/>
			15 crs
9 credits from			
Electives inside or outside the Department of Nutrition and Health Science (may include dietetic internship)			
NUTR	680, 681, 682)		9
			<hr/>
			36 crs

HEALTH SCIENCE (HSC)

Revised:

200 Introduction to Health Education and Promotion (3)
Basic philosophy and practice in health education emphasizing work settings and health educator roles. Early exposure to the literature and organizations that support health education. Lab

experience working with a practitioner. Students are required to complete 20 shadowing/professional development hours.

Open only to health education and promotion majors and public health minors.

210 Health Behavior Theories (3) Provides students with an overview of how the social and behavioral sciences contribute to primary prevention in the rapidly expanding field of health behavior. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs.

Prerequisite: HSC 180 and 200, or permission of the department chairperson.

220 Population, Race, and Culture in Health Promotion (3) Explores the aspects of race and culture that influence health, public health policy, and the management and practice of healthcare. Among the aspects of U.S. culture that will be discussed are: race, ethnicity, gender, social class, and nationality. These cultural factors immediately impact patient-provider interaction, health and illness behavior, health care provider decision-making and ultimately impact health status. This knowledge will enhance students' ability to serve as educated citizen advocates for improving health of disadvantaged groups.

Prerequisite: HSC 180 and 200, or permission of the department chairperson.

NUTRITION (NUTR)

New:

300 Field Study in Nutrition and Dietetics (3-6) This course explores 21st century global nutritional issues including both over and under nutrition, food insecurity, religious dietary prohibitions and national and international food system paradigms. Food and nutrition policies that shape population and individual dietary consumption patterns both national and globally are researched and debated for immediate and downstream impacts.

Prerequisite: permission of the Nutrition and Dietetic Program Director is used for Nutrition and Dietetic program credit, or Nutrition and Health Science Chairperson.

A total of 6 credits may be earned.

Open to all students.

360 Nutrition and Cardiometabolic Disease (3) This course will provide a study of the links between nutrition, metabolism, and cardiometabolic conditions including diabetes, obesity, and cardiovascular disease.

Prerequisite: NUTR 340 or permission of the department chairperson.

365 Professional Leadership in Nutrition and Dietetics (3) This course builds upon leadership and management theories to develop the fundamental concepts and skills necessary to emerge as a leader in the dietetics profession. Theories,

critiques and analysis of leadership are explored in the context of evidence-based dietetics practice.

Open only to students admitted into the dietetics program.

411 Seminar in Nutrition and Dietetics (3) Exploration of evidence-based and specialized practice in nutrition and dietetics. Course may include advance practice points, examination of policy and scope of practice, or critical evaluation of current trends within the dietetics profession or practice. Discussions on specific topics of current interest in nutrition and dietetics.

Prerequisite: permission of the Nutrition and Health Science chairperson.

435 Introduction to Research in Nutrition and Dietetics (3)

This foundation course introduces nutrition and dietetics students to fundamentals of research, including study design, methods and data collection, analysis and interpretation. Quantitative and qualitative study designs and ethical issues in conducting research will be emphasized. Through the use of evidence-based guidelines, systematic reviews and scientific literature from the nutrition and dietetics literature, students will build skills for conducting research and evaluation.

Prerequisite: PSYS 241.

Open only to students admitted to the dietetics program.

480 Global Nutrition (3) This course explores 21st century global nutritional issues including both over and under nutrition, food insecurity, religious dietary prohibitions and national and international food system paradigms. Food and nutrition policies that shape population and individual dietary consumption patterns both nationally and globally are researched and debated for immediate and downstream impacts.

Prerequisite or parallel: NUTR 340.

697 Research Methods in Nutrition and Dietetics (3)

Introduces nutrition and dietetics students to the research process as informed consumers and future investigators. Topics include the research process; health research; study designs appropriate for medical research; research protocols; sampling; questionnaire development; surveys and interviews; and evaluation of research statistics. Includes scientific writing, strategies for conducting literature searches, research ethics, and elements of a research proposal.

Prerequisite: EDPS 641 or EDPS 642 or HSC 683 or HSC 687 or permission of the department chairperson.

Open only to NUTD students or by permission.

Department of Speech Pathology and Audiology

SPEECH PATHOLOGY AND AUDIOLOGY (SPAA)

Revised:

610 Child Language: Birth to Five (3) Emphasis on profiling the language and communication characteristics of various

populations (e.g., neonates, autism spectrum disorders, specific language impairment) of young children seen in SLP. Contemporary assessment and intervention practices are reviewed, pertinent to evaluating the efficacy of communication treatment through participation and quality of life outcomes.

Open only to SPAA graduate students.

611 Child Language: School Age to Adolescent (3)

Emphasizes communicative competency at the narrative and conversational levels of children with Language-Learning-Disabilities (LLD). Applied clinical service delivery models (e.g., curriculum-based instructions) are reviewed, pertinent to promoting oral language through literacy-based assessments and interventions. Various reading disorders (e.g., dyslexia) are discussed when attributed to language impairments.

Open only to SPAA graduate students.

620 Diagnostic Clinical Practicum (1-2) Supervised clinical practice in assessment strategies, collecting clinical data, client interviewing, counseling, preparation of reports, and referral procedures.

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

Open only to SPAA grad students.

621 Speech Sounds Disorders 2 (3) Advanced study of pediatric articulation and phonological disorders. Survey of modern approaches to phonological analysis and intervention techniques emphasizing critical review of the professional literature in its historic context. Overview of single subject designs and accountability procedures.

Open only to SPAA graduate students.

624 Diagnosis and Appraisal 2 (3) Emphasis on the evaluation of communication disorders across the life span with diverse populations. Psychometric properties of norm-referenced and criterion-referenced tests are reviewed in relationship to assessment practices in SLP. Alternative assessment models are introduced, which provide functional and meaningful data for the diagnosis and treatment of communication disorders.

Open only to SPAA graduate students.

628 Advanced Clinical Practicum (2) Students diagnose and treat children and adults with speech and/or language disorders. Ordinarily a total of 6 credits is earned during three enrollments.

A total of 10 credits may be earned, but no more than 2 in any one semester or term.

Open only to SPAA graduate students.

632 Neurogenic Disorders 1 (3) Advanced study of the central nervous system and its relationship to the causes, assessment and management of aphasia, right hemisphere dysfunction, and associated motor speech disorders.

Open only to SPAA graduate students.

633 Neurogenic Disorders 2 (3) Advanced study of the nature, causes, assessment, and management of dementia and

traumatic brain injuries. Includes the study of normal aging and cognitive functions.

Open only to SPAA graduate students.

640 Dysphagia (3) Introduction to dysphagia with emphasis on knowledge needed to evaluate and treat adults with swallowing disorders. Current trends and issues will be studied. Normal and disordered swallowing across lifespan examined. Clinical and ethical decision making will be discussed.

Open only to SPAA graduate students.

642 Audiology for Speech-Language Pathologists (2) Overview of audiology oriented towards the needs of speech-language pathologists. Hearing screening and follow-up. Audiogram interpretation. Hearing aids and FM systems. Cochlear implants. Central auditory processing problems: symptoms and management.

Open only to SPAA graduate students.

648 Hearing Anatomy, Physiology, and Disorders (4) Graduate-level study of the anatomy and physiology of the hearing mechanism and of conductive, sensorineural, and central hearing disorders.

650 Pediatric Audiology (3) Topics specific to the nature and management of auditory problems in children. Development of the auditory system. Genetics of hearing loss. Syndromes associated with hearing loss. Educational audiology.

651 Auditory Problems and Management in Adults (3) Topics specific to the nature and management of auditory problems in adults. Tinnitus, cerumen management, assistive devices, adult and aural rehabilitation and hearing aid orientation, self-assessment scales, consumer groups and advocacy.

652 Psychoacoustics, Instrumentation and Calibration (3) Psychoacoustic methods and research, with clinical applications in audiology. Calibration of audiological equipment.

655 Diagnostic Audiology (3) Standard audiological testing and interpretation. Masking. Speech audiometry. Functional disorders: symptoms and diagnostic procedures. Immittance testing and interpretation.

660 Otoacoustic Emissions (3) Nature, use, administration, and interpretation of otoacoustic emissions. Relationships of otoacoustic emissions to other diagnostic procedures.

Prerequisite: SPAA 648 or permission of the department chairperson.

661 Cochlear Implants (2) Cochlear implants, including candidacy, devices, speech perception and production, aural rehabilitation, and educational implications. Includes brainstem implants.

Prerequisite: SPAA 648, 650, 654, 656, 657, or permission of the department chairperson.

663 Counseling Issues in Audiologic Practice (1)

Counseling issues related to the practice of audiology.

Prerequisite: SPAA 655.

664 History and Issues of the Profession of Audiology (2)

History of the profession of audiology. Past, present, and future issues facing the profession.

COLLEGE OF SCIENCES AND HUMANITIES

Department of Criminal Justice and Criminology

Revised:

ASSOCIATE IN ARTS—CRIMINAL JUSTICE AND CRIMINOLOGY (AA), 60 credits

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
---------------	-----------	--------------------	----------------

General education, 36 credits

ENG	103	Rhetoric and Writing	3
	104	Composing Research	3
MATH	125	Mathematics Applications	3
HIST	150	The West in the World	3

Fine Arts elective

One course from:

AHS	100	Introduction to Art (3)	
MUHI	100	Music (3)	
THEA	100	Intro to Theatre (3)	3

Natural Science elective

One course from:

BIO	100	Biology for a Modern Society (3)	
CHEM	100	People and Chemistry (3)	
GEOG	101	Earth Sea Sky: Geographic View (3)	
GEOL	101	Planet earth Geol Environment (3)	
HSC	160	Fundamentals of Human Health (3)	
NREM	101	Environment and Society (3)	
PHYC	100	Conceptual Physics (3)	3

Humanities elective

One course from:

ANTH	111	Anth, Cult, and Globalization (3)	
CC	101	Word Origins and Vocab Dev (3)	
	105	Intro to the Classical World (3)	
ENG	206	Reading Literature (3)	
GEOG	121	Geog of Cultural Environment (3)	
HIST	201	American History, 1492-1876 (3)	
	202	US History, 1877 to Present (3)	
PHIL	100	Introduction to Philosophy (3)	
RELS	160	Intro to Religion in Culture (3)	3

Directed electives

COMM	210	Fundamentals of Public Comm	3
------	-----	-----------------------------	---

One course from:

PFW	100	Physical Conditioning (2)	
	103	Walking (2)	
	104	Jogging (2)	
	117	Water Aerobics (2)	
	148	Aerobics (2)	
	127	Swimming (2)	2
One course from:			
FCS	135	Financial Literacy (1)	
FIN	101	Pers Fin for Fiscal Wellness (1)	
	110	Personal Finance (3)	1-3
Any Tier 2 Fine Arts, Design, or Humanities			3
6 credits in open electives			6
			<hr/>
			36 crs

CJC Concentration area, 24 credits

Required courses

CJC	101	Intro to Criminal Justice (3)	
	102	Introduction to Criminology (3)	6
One course from:			
CJC	211	Race, Gender, and Crime (3)	
	229	Decision Making and Ethics (3)	
	251	Criminal Law (3)	3
15 credits from			
CJC	300-400-level electives		15
			<hr/>
			60 crs

MAJOR IN CRIMINAL JUSTICE AND CRIMINOLOGY (BA/BS), 48 credits

PREFIX	NO	SHORT TITLE	CREDITS
CJC	101	Intro to Criminal Justice	3
	102	Introduction to Criminology	3
	211	Race, Gender, and Crime	3
	220	Research Methods in CJC	3
	229	Ethics and Decision Making	3
	251	Criminal Law	3
	301	Evaluation Research in Criminal Justice	3
	495	Capstone in Criminal Justice	3
24 credits from electives in CJC			24
			<hr/>
			48 crs

MINOR IN CRIMINAL JUSTICE AND CRIMINOLOGY, 21 credits

PREFIX	NO	SHORT TITLE	CREDITS
CJC	101	Intro to Criminal Justice	3
	102	Introduction to Criminology	3
15 credits of electives in CJC			15
			<hr/>
			21 crs

Not open to CJC majors.

MINOR IN DIGITAL FORENSICS, 24 credits

PREFIX	NO	SHORT TITLE	CREDITS
CJC	102	Introduction to Criminology	3
	230	Introduction to Policing	3
	251	Criminal Law	3
	350	Criminal Evidence and Procedure	3
CS	110	Intro Comp Sci and Web Prog	3
	203	Intro to Computer Security	3
	249	Forensics	3
GEOG	265	Intro Geographic Info Systems	3
			<hr/>
			24 crs

Not open to computer security minors.

Department of Mathematical Sciences

LICENSE IN MIDDLE SCHOOL/JUNIOR HIGH MATHEMATICS, 24-31 credits

Students follow the elementary education Decision Points.

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 exam for middle school mathematics.

Decision Point 2 - Students must complete the following before registering for MATH 393:

- Meet with a MJH Mathematics advisor to declare interest in the program and to review progress.
- Complete all Decision Point 1 and 2 requirements for Elementary Education.
- Complete the following mathematics content courses with a grade of C- or better and a grade-point average of 2.5 or better; MATH 161 or 165, 181, and 310.
- A Calculus Presentation delivered to faculty members in the Department of Mathematical Sciences and receiving a score of "basic" or better.
- In the digital portfolio, include a reflective artifact addressing what was learned in the above courses and the need for acquiring knowledge beyond the level taught in the middle grades.
- In the digital portfolio, include a reflective artifact addressing what was learned about mathematics and teaching mathematics from the experience of preparing and delivering the Calculus Presentation.

Decision Point 4 - Students must complete the following to receive recommendation for licensure in middle school/junior high mathematics:

- Meet with a MJH Mathematics advisor to review progress.

- Complete all Decision Point 3 and 4 requirements for Elementary Education.
- Complete student teaching in a middle school/junior high mathematics classroom or in a grade 5 or 6 elementary school classroom.
- Complete all required mathematics content courses with a grade of C- or better and a grade-point average of 2.5 or better: MATH 161 or 165, 181, 310, 316, 331, and 360.
- Complete professional education courses with a grade of C or better and a grade-point average of 2.5 or better; EDJH 385 and MATH 393.
- In the digital portfolio, include one new artifact for each of seven of the ten INTASC principles, each with an accompanying rationale clearly labeled “DP3,” that addresses knowledge, performances, or dispositions related to teaching middle school mathematics.
- Earn a passing score on the exam for Middle School Mathematics.

consultation, curriculum), and ethics of school counseling will be studied.

606 Child Therapy and Assessment (3) Investigation of major theories of counseling and psychotherapy with children and adolescents. Core assessment constructs will be reviews and applied. Models of assessment and therapy techniques are used to develop basic skills needed to effectively counsel children and teens.

Parallel: SCCO 600 or permission of the department chairperson.

614 (CPSY 614) College and Career Readiness (3) School counselors’ roles in using career development theory, 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: 9 or more credits in counseling and guidance courses including SCCO 600 and 606.

644 Practicum in School Counseling (3) Supervised experience that includes counseling with one or more of the following populations: children, adolescents, and families under the supervision of a professional counselor. Practical experience for building individual, group, and school-related counseling skills and practice various strategies for functioning as effective school counselors.

Prerequisite: SCCO 600 and 606, or permission of the department chairperson.

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

Open only to school counseling and school psychology students; other graduate students by permission.

646 Advanced Practicum in School Counseling (3) Advanced supervised experience that includes counseling with one or more of the following populations: children, adolescents, and families under the supervision of a professional counselor. Practical experience for building individual, group, and school-related counseling skills and practice various strategies for functioning as effective school counselors.

Prerequisite: SCCO 644 or permission of the department chairperson.

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

653 Research in School Counseling (3) Students will investigate, summarize, and interpret research in school counseling with a perspective that incorporates a focus on systematic change, advocacy, leadership and collaboration in schools settings. Each student will write and submit a research report to fulfill course requirements.

Prerequisite: SCCO 600 and 606, or permission of the department chairperson.

660 Partnership and Collaboration in Schools (3) Theory and practice of partnerships, collaboration, and consultation services in the school setting are examined. Skills needed by school counselors to implement and evaluate comprehensive

<i>PREFIX NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
Middle school/junior high content area, mathematics, 24-31 credits		
MATH 161	Applied Calculus 1 (3)	
	or	
165	Calculus 1 (4)	3-4
181	Elementary Probability Stats	3
310	Algebra Elem Mid Scl Teach	3
316	Num Thy Elem Mid Scl Teach	3
331	Technology Teach Assess Math	3
360	Geometry Elem Mid Scl Teach	3

		18-19 crs
Professional education, 6-12 credits		
EDJH 385	Prin of Tchng in Mid Schl	3
MATH 393	Teach Mathematics Middle Schl	3
Additional student teaching		0-6

		6-12 crs

		24-31 crs

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

TEACHERS COLLEGE

Department of Educational Psychology

SCHOOL COUNSELING (SCCO)

New:

600 (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,

school-family-community partnership models will be developed.

Prerequisite: SCCO 600 or permission of the department chairperson.

Parallel: SCCO 685.

675 (CPSY 675) Counseling Exceptional Children (3)

Examination of theory and research on the social, emotional, and career needs of exceptional children. Emphasizes counseling program development, models, and skills to meet the special needs of this population.

Prerequisite: SCCO 644 or permission of the department chairperson.

Prerequisite or parallel: SPCE 600, SCCO 646.

685 (CPSY 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 credits in counseling and guidance courses including SCCO 600 and 606.

688 Group Counseling in Schools (3) Major approaches to group counseling theory and techniques applied to group work in school settings to promote the academic, college/career, and personal/social development of children and adolescents. Interpersonal dynamics, personal communication styles, and fundamental group counseling strategies will be examined through group facilitation experiences and class discussion.

Prerequisite: SCCO 600.

692 Youth Crisis and Trauma Counseling (3) Investigation of the individual and systemic impact of traumatic life events on children, adolescents and families. School based crisis and trauma prevention, intervention, and assessment skills will be developed.

Prerequisite: SCCO 600 and 606 or permission of the department chairperson.

695 Field Internship in School Counseling (3-6)

Intensive supervised experience in application of basic psychotherapeutic procedures and evaluation techniques in an approved school setting. Experience will be gained in one or several approved schools under joint supervision of a university faculty member and a school representative designated for this responsibility.

Prerequisite: SCCO 644 and 646.

A total of 12 credits may be earned, but no more than 6 in any one semester or term.

Department of Elementary Education

EDUCATION: ELEMENTARY (EDEL)

New:

653 Observation and Assessment in Early Childhood (3)

Explores the uses and types of observation and assessment for planning instruction, identifying children with special needs, and program development. Underscores the use of assessment to promote development and guide planning and teaching strategies.

Prerequisite: EDEL 640.

672 Mentoring Early Childhood Professionals (1-3)

Explores coaching and mentoring methods for early childhood professionals in order to improve teaching strategies that impact child outcomes. Designed to impact mentors' ability to increase professional capacity, resulting in greater professional effectiveness.

Prerequisite: EDEL 640.

A total of 3 credits may be earned.

Department of Special Education

New:

PENDING ICHE APPROVAL

MAJOR IN APPLIED BEHAVIOR ANALYSIS WITH AN EMPHASIS IN AUTISM (BS), 36 credits

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CREDITS</i>
EDPS	270	Lifespan Development	3
SPCE	200	Exc Children Adults	3
	280	Beh Analy Prin, Proc, and Phil	3
	290	Intro Autism Spectrum Disorder	3
	292	Treatment and Intervention ASD	3
	307	Ethical, Prof Prac Beh Analy	3
	310	Application Consultation ABA	3
	315	Advanced Behavior Analysis	3
	316	Single Subj Res Design and App	3
	320	Advanced Interventions for ASD	3
	438	Advanced Seminar in ABA	3
	483	Seminar in ASD	3

36 crs

This program is offered on-line only. *Not open to* students with a Minor in Applied Behavior Analysis, Minor in Autism Spectrum Disorders, or Certificate in Behavioral Studies.

SPECIAL EDUCATION (SPCE)

New:

604 Applied Behavior Analysis for Teachers (3) This course is intended to equip teachers serving students with disabilities with the knowledge and skills to systematically alter students' academic, functional, or problem behaviors. Although the emphasis of the course will be on the use of the methodology of applied behavior analysis, other behavioral interventions such as School-Wide Positive Behavior Intervention Supports (SW-PBIS) will be discussed. Teachers learn to apply the

tactics and strategies of behavior-change technology to socially significant problems.

Prerequisite: SPCE 201 or 600.

630 Research Methods for Behavior Analysis (3) This course will introduce students to various methodologies used in special education with an emphasis in single case research as a quantitative method of analysis. Students will learn about the use of single case research to explore interventions and impact on behavior with a focus on people with disabilities and autism.

Prerequisite: SPCE 604 or 609 or permission of the department chairperson.

635 Advanced Studies in Emotional and Behavioral Disorders (3) Analyses of the trends and issues facing educators of students identified with and at-risk for emotional/behavioral disorders. Topics will include risk factors, vulnerable populations, and disproportionality; the school-to-prison pipeline; behavioral approaches in schools; suspension and alternative placements; and youth- and family-centered approaches.

Prerequisite: B or better grade in SPCE 632.

Laura Helms
Executive Director of Academic Systems
Associate Dean, University College