SCHOOL OF LIFESPAN DEVELOPMENT AND EDUCATIONAL SCIENCES

Undergraduate Programs
- American Sign Language/English Interpreting - B.S.
- Career and Community Studies (Non-degree)
- Human Development and Family Studies - B.S.
- Special Education - B.S.E.

Minors
- Autism Spectrum Disorders
- Early Intervention
- Gerontology
- Human Development and Family Studies
- Mild to Moderate Special Education
- Nonprofit Studies

Graduate Programs
- American Sign Language/English Interpreting Licensure Preparation (Non-degree)
- Clinical Mental Health Counseling - M.Ed.
- Counseling - Ed.S.
- Counselor Education and Supervision - Ph.D.
- Deaf Education Licensure Preparation (Non-degree)
- Early Childhood Intervention Specialist Licensure Preparation (Non-degree)
- Educational Psychology - M.A.
- Educational Psychology - M.Ed.
- Educational Psychology - Ph.D.
- Human Development and Family Studies - M.A.
- Mild/Moderate Educational Needs Licensure Preparation (Non-degree)
- Moderate/Intensive Educational Needs Licensure Preparation (Non-degree)
- Rehabilitation Counseling - M.Ed.
- School Counseling - M.Ed.
- School Psychology - Ed.S.
- School Psychology - M.Ed.
- School Psychology - Ph.D.
- Special Education - Ed.S.
- Special Education - M.Ed.
- Special Education - Ph.D.

- Transition-to-Work Endorsement Preparation (Non-degree)

Certificates
Undergraduate Certificates
- Addictions Counseling
- Deaf Education Multiple Disabilities

Graduate Certificates
- Addictions Counseling
- Autism Spectrum Disorders
- Behavioral Intervention Specialist
- Deaf Education Multiple Disabilities
- Early Childhood Deaf Education
- Early Intervention
- Gerontology
- Nursing Home Administration
- Transition-to-Work Endorsement Preparation (Non-degree)

School of Lifespan Development and Educational Sciences Faculty
- Albritton, Kizzy (2014), Assistant Professor, Ph.D., Georgia State University, 2014
- Alexander, Donna C. (2008), Lecturer, B.A., Kent State University, 1992
- Anhalt, Karla (2003), Associate Professor, Ph.D., West Virginia University, 2000
- Balan, Christine M. (1986), Professor, Ph.D., Kent State University, 1994
- Barber, Brian R. (2013), Assistant Professor, Ph.D., Kent State University, 2014
- Barton, Lyle (1984), Professor, Ed.D., Northern Illinois University, 1981
- Bedesem, Pena L. (2010), Assistant Professor, Ph.D., University of Central Florida, 2010
- Bergh, Kathleen A. (2000), Associate Lecturer, M.Ed., University of Akron, 1985
- Blankemeyer, Maureen S. (1996), Associate Professor, Ph.D., Oklahoma State University, 1996
- Burgess, Sloan R. (2008), Associate Professor, Ph.D., Case Western Reserve University, 2007
- Chen, Ching-l (2014), Assistant Professor
- Cichy, Kelly E. (2008), Associate Professor, Ph.D., Pennsylvania State University, 2007
- Cimera, Robert E. (2007), Professor, Ph.D., University of Illinois-Urbana-Champaign, 1998
- Cowan, Richard J. (2003), Associate Professor, Ph.D., University of Nebraska, 2003
- Cox, Jane A. (2007), Associate Professor, Ph.D., Kent State University, 1997
- Dellmann-Jenkins, Mary M. (1981), Professor and School Director, Ph.D., University of Wisconsin-Madison, 1982
- Ferdig, Richard (2009), Professor, Ph.D., Michigan State University, 2000
- Guillot-Miller, Lynne M. (2003), Associate Professor, Ph.D., University of New Orleans, 2003
- Hallaman, Lisa M. (2007), Associate Lecturer, M.A., Kent State University, 1996
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>School/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harjusola-Webb, Sanna M.</td>
<td>2006</td>
<td>Associate Professor, Ph.D.</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Hines, Laura A.</td>
<td>2000</td>
<td>Assistant Professor, Ph.D.</td>
<td>Indiana University-Bloomington</td>
</tr>
<tr>
<td>Ingram, Albert L.</td>
<td>1996</td>
<td>Associate Professor, Ph.D.</td>
<td>Arizona State University</td>
</tr>
<tr>
<td>Jencius, Martin J.</td>
<td>2000</td>
<td>Associate Professor, Ph.D.</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Kenyon, Cynthia</td>
<td>2009</td>
<td>Lecturer, M.Ed.</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Kritzer, Karen</td>
<td>2007</td>
<td>Associate Professor, Ph.D.</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>Kuo, Chia-Ling</td>
<td>2005</td>
<td>Associate Professor, Ph.D.</td>
<td>Ohio University</td>
</tr>
<tr>
<td>Liou, Chih-Ling</td>
<td>2014</td>
<td>Assistant Professor, Ph.D.</td>
<td>Virginia Polytechnic Institute</td>
</tr>
<tr>
<td>Luft, Pamela J.</td>
<td>1995</td>
<td>Associate Professor, Ph.D.</td>
<td>University of Illinois-Urbana-Champaign</td>
</tr>
<tr>
<td>McCartney, Jamie L.</td>
<td>2007</td>
<td>Assistant Professor, Ph.D.</td>
<td>Akron</td>
</tr>
<tr>
<td>McGlothlin, Jason M.</td>
<td>2000</td>
<td>Associate Professor, Ph.D.</td>
<td>Ohio University</td>
</tr>
<tr>
<td>McWilliams-Woods, Wendy</td>
<td>1984</td>
<td>Assistant Professor, M.Ed.</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Moore, Alma J.</td>
<td>2012</td>
<td>Lecturer, M.Ed.</td>
<td>Malone University</td>
</tr>
<tr>
<td>Morris, Bradley J.</td>
<td>2012</td>
<td>Associate Professor, Ph.D.</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Morrison, Anne B.</td>
<td>1993</td>
<td>Professor, Ph.D.</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Morsefield, Rebecca H.</td>
<td>1998</td>
<td>Associate Lecturer, M.Ed.</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Mupinga, Emily E.</td>
<td>2008</td>
<td>Lecturer, M.S.</td>
<td>Louisiana State University-Baton Rouge</td>
</tr>
<tr>
<td>Novak, Elena</td>
<td>2015</td>
<td>Assistant Professor, Ph.D.</td>
<td>Florida State University</td>
</tr>
<tr>
<td>Osborn, Cynthia J.</td>
<td>1997</td>
<td>Professor, Ph.D.</td>
<td>Ohio University</td>
</tr>
<tr>
<td>Page, Betsy J.</td>
<td>1996</td>
<td>Associate Professor, Ed.D.</td>
<td>University of Maine</td>
</tr>
<tr>
<td>Pieper, Alicia</td>
<td>1969</td>
<td>Assistant Professor, M.A.</td>
<td>Kent State University</td>
</tr>
<tr>
<td>Rainey, John S.</td>
<td>2002</td>
<td>Assistant Professor, Ph.D.</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>Rumrill, Phillip D.</td>
<td>1996</td>
<td>Professor, Ph.D.</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>Sansosti, Frank J.</td>
<td>2006</td>
<td>Professor, Ph.D.</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>Smith, Gregory C.</td>
<td>2001</td>
<td>Professor, Ph.D.</td>
<td>University of Rochester</td>
</tr>
<tr>
<td>Stevenson, Nathan</td>
<td>2015</td>
<td>Assistant Professor, Ph.D.</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Storlie, Cassandra A.</td>
<td>2013</td>
<td>Associate Professor, Ph.D.</td>
<td>University of Iowa</td>
</tr>
<tr>
<td>Tankersley, Melody J.</td>
<td>1993</td>
<td>Professor and Senior Associate Provost and Graduate Dean, Ph.D.</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>Tobias, Scott A.</td>
<td>2009</td>
<td>Assistant Professor, D.Sci.</td>
<td>University of Missouri</td>
</tr>
<tr>
<td>Toepper, Steven M.</td>
<td>2004</td>
<td>Associate Professor, Ph.D.</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Walker, Kathleen K.</td>
<td>2002</td>
<td>Associate Professor, Ph.D.</td>
<td>Kansas State University</td>
</tr>
<tr>
<td>Wiley, Andrew L.</td>
<td>2008</td>
<td>Associate Professor, Ed.D.</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>Wisdom, Sonya L.</td>
<td>2012</td>
<td>Associate Professor, Ph.D.</td>
<td>Kent State University</td>
</tr>
</tbody>
</table>

### American Sign Language/English Interpreting (ASEI)

#### ASEI 30095  SPECIAL TOPICS IN AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETING  1-4 Credit Hours

(Repeatable for credit) Special topics courses to be offered on as-needed basis when the content cannot be covered in the traditional curriculum.

**Prerequisite:** ASL 29201 and ASEI 43102, and special approval.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Standard Letter

#### ASEI 43100  SURVEY OF THE INTERPRETING PROFESSION  3 Credit Hours

(Slashed with SPED 53100) Introduction to the field of ASL-English interpreting. The following will be discussed: the history of the interpreting profession; the varied roles and responsibilities of interpreters; issues & concerns facing interpreters; legal mandates and constraints governing the provision of interpreters; ethical guidelines and their application to educational environments. Since interpreters are expected to be fluent in both English and ASL, this course will strive to enhance students' facility with both languages.

**Prerequisite:** ASL 19202.

**Pre/corequisite:** ASL 29201.

**Corequisite:** ASEI 43106 and SPED 43309.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

#### ASEI 43102  INTERPRETING PROCESSES I  3 Credit Hours

(Slashed with SPED 53102) Beginning level interpreting course that examines the models of interpreting and their application to practice. Consecutive and simultaneous interpreting strategies are used to develop processing skills for both English to ASL and ASL to English interpretations. Samples of narrative genre are the texts used for interpretations as students examine the linguistic and cultural differences between ASL and English narratives.

**Prerequisite:** ASL 29201 and ASEI 43100; and ASL English Interpreting (ASEI) major.

**Pre/corequisite:** ASL 29201.

**Corequisite:** ASL 49401.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter
ASEI 43103  INTERPRETING PROCESSES II  3 Credit Hours
(Slashed with SPED 53103) Intermediate level interpreting course that challenges students to interpret the more complex genres including expository, procedural, and argumentative texts. Students will study and apply contextualization strategies. Discourse that is common to both the adult deaf community and educational settings will be interpreted and transliterated. There will be clinical application hours that students will need to accrue in this course.
Pre/requisite: ASL 29202 and ASEI 43102; and ASL English Interpreting (ASEI) major; and admission to professional phase; and special approval.
Corequisite: ASEI 43310 and ASEI 43111.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43104  INTERPRETING PROCESS III  3 Credit Hours
(Slashed with SPED 53104) Advanced level interpreting course focused on enhancing students’ English to ASL and ASL to English skills in a variety of settings. Complex texts are selected from a variety of disciplines from both community and educational settings. Students build on previously developed self-assessment skills to create detailed and analytical diagnostic charts of their interpreted work. There will be clinical application hours that students will need to accrue in this course.
Pre/requisite: ASL 39202, ASEI 43107 and SPED 43092; and ASL English Interpreting (ASEI) major; and admission to professional phase.
Pre/corequisite: ASEI 43112.
Corequisite: ASL 49108.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43105  TRANSLITERATING  3 Credit Hours
(Slashed with SPED 53105) Receptive and expressive use of English-based sign language systems; ASL root words, prefix suffix use, simultaneous speaking and signing. Explanation and demonstration of Cued speech; exploration of the research related to individuals who use Cued speech.
Pre/requisite: ASEI 43103 and ASL 39201; and ASL English Interpreting (ASEI) major; and admission to professional phase.
Pre/corequisite: ASL 39202.
Corequisite: ASEI 43107, ASEI 43310 and SPED 43092.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43106  SCHOOL SETTING INTERPRETING  3 Credit Hours
Issues, challenges, roles, responsibilities, and ethics of classroom-based educational interpreting are explored. Students are exposed to the variety of classroom designs where interpreters work such as mainstreaming, inclusion, resource room, and self-contained classrooms. K-12 settings place additional expectations for interpreter participation including IEP meetings, counseling, school assemblies and performing arts presentations.
Pre/requisite: ASL 19202; and American Sign Language/English Interpreting [ASEI] major; and special approval.
Pre/corequisite: ASL 29201.
Corequisite: ASEI 43100.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43107  COMMUNITY SETTING INTERPRETING  3 Credit Hours
(Slashed with SPED 53107) This course explores the various venues that interpreters can work in the community. Emphasis will be given to the development of specialized vocabulary. Students participate in mock interpreting situations common to community interpreting in order to identify ethical dilemmas, demands and controls.
Pre/requisite: ASEI 43103, ASEI 43111, ASL 39201 and SPED 43310; and ASL English Interpreting (ASEI) major; and admission to professional phase.
Pre/corequisite: ASL 39202.
Corequisite: ASEI 43110, ASEI 43105 and SPED 43092.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43110  DISCOURSE ANALYSIS FOR INTERPRETERS  3 Credit Hours
(Slashed with SPED 53110) This course will explore the field of discourse analysis and its relation to the work of an interpreter. Students will complete the course with an understanding of terminology specific to discourse analysis, a better understanding of one’s own discourse style, and a better idea of how English and ASL use various discourse features. These features include the following: Turn-taking, Conversational Repair- false starts, Discourse Markers, Constructing Dialogue & Action, Cohesion, Rhythm, Rhyme, & Repetition.
Pre/requisite: ASL 39201; and ASEI 43103, ASEI 43111 and ASEI 43310; and admission to the professional phase.
Pre/corequisite: ASL 39202.
Corequisite: ASEI 43105 and ASEI 43107.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43111  THE PROFESSIONAL INTERPRETER  3 Credit Hours
(Slashed with ASEI 53111) Covers current trends in the field regarding situational and ethical issues. Demand-control schema and the RID Code of Professional Conduct are key components of the students’ investigation and application. Students receive guidance in preparing for the RID NIC and participate in practicing for the RID performance test.
Pre/requisite: ASEI 43102 and ASL 49401; and ASL English Interpreting (ASEI) major; and admission to professional phase.
Pre/corequisite: ASL 39201.
Corequisite: ASEI 43103 and ASL 39201.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43112  INTERACTIVE INTERPRETING  3 Credit Hours
(Slashed with SPED 53112) Guides students through a process of examining the complex nature of interpreting interactive discourse. Discussions will focus on managing this multi-layered process when participants’ roles, assumptions, and goals can be congruent or adversarial. Student will learn to navigate contrasting cultural, linguistic, and discourse expectations. This course will present numerous interactive scenarios for students to interpret typical of a variety of settings with different participant configurations.
Pre/requisite: ASL 29202, ASL 49401, ASEI 43100, ASEI 43102, ASEI 43103, ASEI 43106 and SPED 43309; and ASL English Interpreting (ASEI) major; and admission to professional phase.
Pre/corequisite: ASL 39201.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

School of Lifespan Development and Educational Sciences 3
ASEI 43113  ASL TO ENGLISH INTERPRETING PROCESSES  3 Credit Hours
(Repeated with SPED 43113) Guides students in developing interpreting skills from their L2 (ASL) to their L1 (English). Students will learn strategies for increasing their ASL and English vocabularies for the purposes of understanding equivalents when applying English vocabulary to ASL signs. Students will examine their ability to apply this proficiency to various registers of ASL. Course will also emphasize incorporating Academic English into written scholarly papers to increase students' abilities to apply this to their interpretations.
Prerequisite: ASL 29201 and ASEI 43100; and ASL English Interpreting (ASEI) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

ASEI 43192  ADVANCED PRACTICUM: ASL ENGLISH INTERPRETING (ELR)  9 Credit Hours
(Repeatable for credit) Field-based practicum experience provides preservice educational interpreters with opportunity to participate with currently practicing master educational interpreters. Students placed in education and/or community settings. University supervisor and teacher mentor observe and assess student skill. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses before registering for this course. Students must have passed the SLPI or ASLPI on or before Oct. 31st the semester prior.
Prerequisite: ASEI 43104, ASEI 43112 and ASL 49108; and ASL English Interpreting (ASEI) major; and admission to professional phase; and special approval.
Corequisite: ASEI 49625.
Schedule Type: Practicum or Internship
Contact Hours: 27 other
Grade Mode: Satisfactory/Unsatisfactory-IP
Attributes: Experiential Learning Requirement

ASEI 49625  INQUIRY SEMINAR FOR ASL-ENGLISH INTERPRETERS  3 Credit Hours
Final semester course to coincide with the advanced practice. Students present a professional description of their interpreting site analyzing students' needs, school and instructor expectations or barriers, application of the Demand – Control Schema, and ethical challenges. Current research in the field of interpreting is examined and a diagnostic chart of a work sample is created. Students explore the EIPA exam, its theoretical foundations, and participate in practicing for the EIPA.
Prerequisite: ASL 49108, ASEI 43104 and ASEI 43112; and ASL English Interpreting (ASEI) major; and admission to professional phase.
Corequisite: SPED 43192.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

Career and Community Services (CCS)

CCS 00005  COLLEGE ORIENTATION  1 Credit Hour
This course introduces students to the expectations and responsibilities of being a college student. Students will be provided with valuable information of the resources and activities available at Kent State. Students will explore personal values, skills, abilities, and beliefs, and learn how to set academic goals that will guide them throughout their college experience. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Satisfactory/Unsatisfactory

CCS 00010  PERSONAL EXPLORATION I: NUTRITION AND PHYSICAL FITNESS  3 Credit Hours
This course focuses on the importance of nutrition and physical exercise in order to take care of and to improve upon one's personal health needs.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00015  ACADEMIC EXPERIENCE I: DISABILITY AWARENESS  3 Credit Hours
This course promotes development of self-awareness through identifying personal strengths and needs, and self-advocacy skills through various methods of communication. Students will learn of their rights, responsibilities, and of the disabilities laws that help them to advocate for necessary supports.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00020  TECHNOLOGY LABORATORY I  1 Credit Hour
This course is an introduction to the uses of Flashline, BlackBoard Learn, and Microsoft Word to enhance student academic performance.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Laboratory
Contact Hours: 2 lab
Grade Mode: Standard Letter

CCS 00025  FINANCIAL LITERACY I  1 Credit Hour
This introductory course will provide the student with an opportunity to develop attitudes and skills to achieve personal financial wellness and satisfaction. Topics include setting up a budget, identifying where one might save money in daily living, calculating wages and understanding federal, state, and local taxes.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00030  PHYSICAL EDUCATION I  1 Credit Hour
Students will participate in a sport or physical fitness activity in order to learn more about the topic of interest and to increase personal health. Students will practice appropriate personal and social skills, and demonstrate abilities to manage course responsibilities.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Laboratory
Contact Hours: 2 lab
Grade Mode: Satisfactory/Unsatisfactory
CCS 00035 HEALTH AND WELLNESS I: PERSONAL SOCIAL SKILLS 3 Credit Hours
Effective communication enhances personal, family, and community health. Select personal and social skills are presented in order to improve the health of the student. The student will participate in activities that allow them to practice and perform skills both in and outside of the classroom. The student creates a portfolio of course assignments for evaluation.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00105 INTRODUCTION TO CAREER EXPLORATION 1 Credit Hour
Students begin the exploration process that helps them to become aware of their specific abilities, interests, and needs, and how these relate to their future life work.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00110 PERSONAL EXPLORATION II: INDEPENDENT LIVING AND LEISURE EDUCATION 3 Credit Hours
This course focuses on two different but related topics. The first half of the semester is designed to provide college students with the opportunity to explore and develop personal leisure values, and expand their leisure interests. During the second half of the semester, students will practice various independent living skills in order to become more responsible adults.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00115 ACADEMIC EXPERIENCE II: SELF-DETERMINATION 3 Credit Hours
This course will provide students with opportunities to recognize and develop skills that can help them to increase success in all areas of their lives. Persons who are more self-determined often experience academic, employment, community living and personal satisfaction.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00120 TECHNOLOGY LABORATORY II 1 Credit Hour
Introduction to the uses of Microsoft Power Point, Publisher, and Excel in order to connect knowledge and learning experiences for student success.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Laboratory
Contact Hours: 2 lab
Grade Mode: Standard Letter

CCS 00125 FINANCIAL LITERACY II 1 Credit Hour
This course will provide the student with a more detailed opportunity to reflect on one's desire and ability to save money. It will include a wide variety of ways to save, as well as, how finance institutions can help your savings grow.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00130 PHYSICAL EDUCATION II 1 Credit Hour
Students will participate in a sport or physical fitness activity in order to learn more about the topic of interest and to increase personal health. Students will advance appropriate personal and social skills, and demonstrate increased abilities to manage course responsibilities. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Laboratory
Contact Hours: 2 lab
Grade Mode: Satisfactory/Unsatisfactory

CCS 00135 HEALTH AND WELLNESS II: HUMAN SEXUALITY 3 Credit Hours
Focus of the course is to understand behaviors and issues related to human sexuality.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00196 FRESHMAN INDIVIDUAL STUDY 1-3 Credit Hours
(Repeatable for credit) Independent Study is a student-initiated experience in order to pursue an area of career interest not covered by a regular course offering; with the approval and guidance of a Career and Community Studies faculty member. In-progress (IP) mark permissible.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Individual Investigation
Contact Hours: 3-9 other
Grade Mode: Standard Letter-IP

CCS 00205 CAREER EXPLORATION I 1 Credit Hour
This course promotes assessment of specific career skills, interests, and needs, and how these relate to future life work. The student develops career awareness through evaluation of past experiences that have influenced career development and uses person-centered planning tools to develop and implement meaningful future career goals.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00210 ACADEMIC SUCCESS I 4 Credit Hours
This introductory course is designed to teach many different literacy (e.g. reading, writing, speaking, and technology) skills that college students must develop in order to have academic and social success. The student will practice to communicate effectively through speaking and writing, and will complete coursework assignments in a laboratory setting using accurate grammar, capitalization, and punctuation.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Combined Lecture and Lab
Contact Hours: 1 lecture, 9 lab
Grade Mode: Standard Letter

CCS 00215 INTRODUCTION TO COMMUNICATION SKILLS 3 Credit Hours
This course explores communication theories and practices in group, interpersonal, and public contexts. Students explore the processes of active listening, developing effective communication skills, and the processes of organizing thoughts into clear messages so that others may more easily understand.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Satisfactory/Unsatisfactory
CCS 00225 FINANCIAL LITERACY III 1 Credit Hour
This course provides the student with real-life situations to practice basic math skills used in budgeting and managing money wisely. The student recognizes the hidden costs associated with many of the essentials and conveniences they use daily.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00235 HEALTH AND WELLNESS III: INJURY PREVENTION 3 Credit Hours
The focus of the course is to understand behaviors and issues related to personal injury and safety.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00292 SOPHOMORE PRACTICUM I 3 Credit Hours
(Repeatable for credit) This course provides the student with the opportunity to develop crucial work skills that are important in any employment positions. The student gains self-awareness of their work skills and habits and receives support as they prepare for the career that they ultimately desire. In-progress (IP) mark permissible.
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Standard Letter-IP

CCS 00296 SOPHOMORE INDEPENDENT STUDY 1-3 Credit Hours
(Repeatable for credit) Independent Study is a student-initiated experience in order to pursue an area of career interest not covered by a regular course offering, with the approval and guidance of a Career and Community Studies faculty member. In-progress (IP) mark permissible.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Individual Investigation
Contact Hours: 3-9 other
Grade Mode: Standard Letter-IP

CCS 00305 CAREER EXPLORATION II 1 Credit Hour
The purpose of this course is to help the student to narrow career possibilities and to identify the career of their choice. The student conducts research into an identified career field in order to list the necessary skills, to investigate local occupational opportunities, and to specify any training experiences that are available to advance knowledge and skills in this area.
Prerequisite: CCS 00205; and Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00310 ACADEMIC SUCCESS II 4 Credit Hours
This course supports the student as they advance skills in learning strategies and study skills, and as they apply them in coursework that prepares for a specific career interest. The student practices effective communicate through reading, writing, and speaking while completing coursework assignments using accurate grammar, capitalization, and punctuation.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Combined Lecture and Lab
Contact Hours: 1 lecture, 9 lab
Grade Mode: Standard Letter

CCS 00325 FINANCIAL LITERACY IV 1 Credit Hour
The student will understand how credit card debt, personal loans for housing, leisure, or transportation needs, and investing in savings and bonds can have an effect on the lifestyle that one hopes to achieve. Making wise financial decisions and planning is important when becoming an independent adult.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00335 HEALTH AND WELLNESS IV: HEALTHY LIVING AND SUBSTANCE ABUSE 3 Credit Hours
This course will support behavior that encourages students to make responsible choices for lifelong health and wellness through instruction and active participation. Topics to be discussed include personal and social skills, nutrition and fitness, developing coping skills, sexuality education, substance use, and injury prevention.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CCS 00392 SOPHOMORE PRACTICUM II 3 Credit Hours
(Repeatable for credit) This course provides the student with additional opportunities to develop crucial work skills that are important in all employment positions. The student expands self-awareness of their work skills and habits and receives support as they prepare for the career that they ultimately desire. In-progress (IP) mark permissible.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Standard Letter-IP

CCS 00395 SPECIAL TOPICS 1-4 Credit Hours
(Repeatable for credit) Course topic will vary depending upon individual career choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in the career field of interest. Students must get approval from their academic advisor and course faculty prior to taking this course. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Laboratory, Lecture
Contact Hours: 1-4 lecture, 2-8 lab
Grade Mode: Satisfactory/Unsatisfactory

CCS 00396 JUNIOR INDEPENDENT STUDY 1-3 Credit Hours
(Repeatable for credit) Independent Study is a student-initiated experience in order to pursue an area of career interest not covered by a regular course offering, with the approval and guidance of a Career and Community Studies faculty member. In-progress (IP) mark permissible.
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Individual Investigation
Contact Hours: 3-9 other
Grade Mode: Standard Letter-IP
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Schedule Type</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Contact Hours</th>
<th>Grade Mode</th>
<th>Grade Mode</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS 00405</td>
<td>CAREER PREPARATION I: CHOOSING YOUR CAREER</td>
<td>3</td>
<td>Lecture</td>
<td>Career and Community Studies (CCS) major</td>
<td>CCS 00420; and Career and Community Studies (CCS)</td>
<td>3 lecture</td>
<td>Standard Letter</td>
<td>Satisfactory/Unsatisfactory</td>
<td>3 lecture</td>
</tr>
<tr>
<td>CCS 00420</td>
<td>ACADEMIC SUPPORT I</td>
<td>3</td>
<td>Lecture</td>
<td>Career and Community Studies (CCS) major</td>
<td>CCS 00492; and Career and Community Studies (CCS)</td>
<td>3 lecture</td>
<td>Standard Letter</td>
<td>Satisfactory/Unsatisfactory</td>
<td>3 lecture</td>
</tr>
<tr>
<td>CCS 00492</td>
<td>JUNIOR PRACTICUM III</td>
<td>4</td>
<td>Practicum or Internship</td>
<td>Career and Community Studies (CCS) major; and special approval</td>
<td>CCS 00420; and Career and Community Studies (CCS)</td>
<td>12 other</td>
<td>Standard Letter-IP</td>
<td>Satisfactory/Unsatisfactory</td>
<td>12 other</td>
</tr>
<tr>
<td>CCS 00495</td>
<td>SPECIAL TOPICS</td>
<td>1-4</td>
<td>Laboratory, Lecture</td>
<td>Career and Community Studies (CCS) major; and special approval</td>
<td>CCS 00492; and Career and Community Studies (CCS)</td>
<td>1-4 lecture</td>
<td>Standard Letter-IP</td>
<td>Satisfactory/Unsatisfactory</td>
<td>1-4 lecture</td>
</tr>
<tr>
<td>CCS 00496</td>
<td>SENIOR INDEPENDENT STUDY</td>
<td>1-3</td>
<td>Individual Investigation</td>
<td>Career and Community Studies (CCS) major; and special approval</td>
<td>CCS 00492; and Career and Community Studies (CCS)</td>
<td>3-9 other</td>
<td>Standard Letter-IP</td>
<td>Satisfactory/Unsatisfactory</td>
<td>3-9 other</td>
</tr>
<tr>
<td>CCS 00505</td>
<td>CAREER PREPARATION II</td>
<td>3</td>
<td>Lecture</td>
<td>CCS 00405; and Career and Community Studies (CCS) major.</td>
<td>CCS 00520; and Career and Community Studies (CCS)</td>
<td>3 lecture</td>
<td>Standard Letter</td>
<td>Satisfactory/Unsatisfactory</td>
<td>3 lecture</td>
</tr>
<tr>
<td>CCS 00520</td>
<td>ACADEMIC SUPPORT II</td>
<td>3</td>
<td>Lecture</td>
<td>CCS 00405; and Career and Community Studies (CCS) major.</td>
<td>CCS 00592; and Career and Community Studies (CCS)</td>
<td>3 lecture</td>
<td>Standard Letter</td>
<td>Satisfactory/Unsatisfactory</td>
<td>3 lecture</td>
</tr>
<tr>
<td>CCS 00592</td>
<td>JUNIOR PRACTICUM IV</td>
<td>4</td>
<td>Practicum or Internship</td>
<td>Career and Community Studies (CCS) major; and special approval</td>
<td>CCS 00492; and Career and Community Studies (CCS)</td>
<td>12 other</td>
<td>Standard Letter-IP</td>
<td>Satisfactory/Unsatisfactory</td>
<td>12 other</td>
</tr>
<tr>
<td>CCS 00595</td>
<td>SPECIAL TOPICS</td>
<td>1-4</td>
<td>Laboratory, Lecture</td>
<td>Career and Community Studies (CCS) major; and special approval</td>
<td>CCS 00492; and Career and Community Studies (CCS)</td>
<td>2-8 lab</td>
<td>Standard Letter</td>
<td>Satisfactory/Unsatisfactory</td>
<td>2-8 lab</td>
</tr>
<tr>
<td>CCS 00605</td>
<td>COMMUNITY LIFE I: LIFE AFTER COLLEGE</td>
<td>1</td>
<td>Lecture</td>
<td>CCS 00605; and Career and Community Studies (CCS) major.</td>
<td>CCS 00606.</td>
<td>1 lecture</td>
<td>Standard Letter</td>
<td>Satisfactory/Unsatisfactory</td>
<td>1 lecture</td>
</tr>
</tbody>
</table>
CCS 00606 COMMUNITY LIFE I LABORATORY 3 Credit Hours
Using the Personal Profile created in a coexisting course, the student conducts a thorough investigation into their community by researching all of the advantages, disadvantages, resources, demographics, and necessary amenities available to community residents. The student will then develop a Community Life Plan.
Prerequisite: Career and Community Studies (CCS) major.
Corequisite: CCS 00605.
Schedule Type: Laboratory
Contact Hours: 9 lab
Grade Mode: Standard Letter

CCS 00692 SENIOR INTERNSHIP I 1-12 Credit Hours
(Repeatable for credit) Internship courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's career goals. The internship occurs in a natural community setting and provides an environment and context to integrate specific career knowledge, skills, and professional behaviors. In-progress (IP) mark permissible. 
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 3-36 other
Grade Mode: Standard Letter-IP

CCS 00695 SPECIAL TOPICS 1-4 Credit Hours
(Repeatable for credit) Course topic will vary depending upon individual career choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in the career field of interest. Students must get approval from their academic advisor and course faculty prior to taking this course. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: Career and Community Studies (CCS) major.
Schedule Type: Laboratory, Lecture
Contact Hours: 1-4 lecture, 2-8 lab
Grade Mode: Satisfactory/Unsatisfactory

CCS 00705 COMMUNITY LIFE II: MAKING COMMUNITY CONNECTIONS 1 Credit Hour
The student will develop strategies to implement the Community Life Plan. Steps will be generated to serve as a guide and checklist as students establish the necessary connections to resources such as service and medical providers, community organizations, employment, public transportation, and residential living.
Prerequisite: Career and Community Studies (CCS) major.
Corequisite: CCS 00705.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

CCS 00706 COMMUNITY LIFE II LABORATORY 3 Credit Hours
The student will implement the goals established in their Community Life Plan that was developed in a coexisting course. This is a hands-on course where the student will travel to each of the resources recorded in their Plan so that they become familiar with their community in order to increase confidence in abilities and to make crucial connections necessary for independent adult living.
Prerequisite: Career and Community Studies (CCS) major.
Corequisite: CCS 00705.
Schedule Type: Laboratory
Contact Hours: 9 lab
Grade Mode: Standard Letter

CCS 00792 SENIOR INTERNSHIP II 1-12 Credit Hours
(Repeatable for credit) Internship courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's career goals. The internship occurs in a natural community setting and provides an environment and context to integrate specific career knowledge, skills, and professional behaviors. In-progress (IP) mark permissible.
Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 3-36 other
Grade Mode: Standard Letter-IP

CCS 00795 SPECIAL TOPICS 1-4 Credit Hours
(Repeatable for credit) Course topic will vary depending upon individual career choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in the career field of interest. Students must get approval from their academic advisor and course faculty prior to taking this course. Satisfactory/unsatisfactory (S/U) graded. Prerequisite: Career and Community Studies (CCS) major; and special approval.
Schedule Type: Laboratory, Lecture
Contact Hours: 1-4 lecture, 2-8 lab
Grade Mode: Satisfactory/Unsatisfactory

Counselor Education and Supervision (CES)

CES 20092 FIELD EXPERIENCE I: MIDDLE CHILDHOOD (ELR) 1 Credit Hour
(Repeatable for credit) Course augments from an experiential perspective knowledge of early adolescence period of development. Placement in school settings (30 hrs.). Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Corequisite: HDFS 24013.
Schedule Type: Field Experience
Contact Hours: 3 other
Grade Mode: Satisfactory/Unsatisfactory
Attributes: Experiential Learning Requirement

CES 34650 PRACTICES AND THEORIES IN ADDICTIONS COUNSELING 3 Credit Hours
Review of historical and contemporary theories and models of addiction (e.g., disease, behavioral, public health, family systems), as well as recommended practices in addictions counseling. Pharmacology and sociocultural factors emphasized. Implications for prevention, treatment, and policy are considered.
Prerequisite: CES 37662.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 34654 EVIDENCE-BASED APPROACHES IN ADDICTIONS COUNSELING 3 Credit Hours
Intensive study of a select number of evidence-based or empirically-supported approaches in addictions counseling, including cognitive-behavioral and systems and family approaches. Didactic and experiential training methods used to promote practice with fidelity.
Prerequisite: CES 37665.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
CES 37662 INTRODUCTION TO ADDICTIONS COUNSELING 3 Credit Hours
Introduction to fundamental concepts and recommended practices in addictions counseling today, including pharmacology, screening and assessment, facilitating individual and group services, and ethical and legal considerations. Meets minimum training requirements for State of Ohio credentialing eligibility as a chemical dependency counselor assistant.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 37665 PLANNING CARE IN ADDICTIONS COUNSELING 3 Credit Hours
Assessment and diagnosis of substance use disorders, and formulation of comprehensive and individualized care plans. Consideration of client dimensions and appropriate care levels, and emphasis on collaborative and coordinated care.
Prerequisite: CES 34650.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 37668 INTRODUCTION TO MOTIVATIONAL INTERVIEWING 3 Credit Hours
Introduction to motivational interviewing (MI), a strengths-based and evidence-based practice designed to facilitate the self-directed and beneficial change of others in a variety of health behaviors. Practice of MI-consistent skills with immediate feedback, use of MI coding scheme to evaluate MI-consistency, and emphasis on continuous learning and skill-building.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 37692 ADDICTIONS COUNSELING PRACTICUM (ELR) 3-9 Credit Hours
Field-based experiential training and supervised practice of addictions counseling with individual and group clients. Practicum site must be approved by CES program. Individual supervision must be supplied onsite (at location of practicum) by licensed behavioral health care provider approved by CES program. Six or seven class sessions per academic term that focus on theory- and training-to-practice implementation, professional role development, ensuring ethical practice, and self-care. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit results to authorized personnel at practicum site prior to first day of academic term in which practicum will take place.
Prerequisite: CES 37654 or CES 37665.
Schedule Type: Lecture, Practicum or Internship
Contact Hours: 1 lecture, 14-56 other
Grade Mode: Standard Letter-IP
Attributes: Experiential Learning Requirement

CES 37800 SMALL GROUP PROCESS 2 Credit Hours
(Cross-listed with HED 34060) Students learn to understand the dynamics of problem-solving groups and how to become effective leaders and members. Topics include climate, goals, decision making, communication, leadership, membership. Experience-based learning combined with conceptualizing.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 2 lecture
Grade Mode: Standard Letter

CES 40093 VARIABLE TITLE WORKSHOP IN COUNSELOR EDUCATION AND SUPERVISION 1-4 Credit Hours
(Repeatable for a maximum of 6 credit hours) Topics of special interest to students who desire to increase their knowledge in counseling and related areas. Kent faculty and experts from other institutions and agencies. Topics will be announced in the schedule of classes booklet. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: None.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory

CES 44084 BEHAVIORAL SCIENCE IN HEALTH PROFESSIONS 1-3 Credit Hours
(Repeatable for a maximum of 12 hours) Behavioral science perspective on individual and social issues affecting medical care delivery. Individually arranged. May include field projects participation in health related investigations and presentations and personal development programs.
Prerequisite: Special approval.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

CES 50093 VARIABLE TITLE WORKSHOP IN COUNSELOR EDUCATION AND SUPERVISION 1-4 Credit Hours
(Repeatable for a maximum of 6 credit hours) Topics of special interest to students who desire to increase their knowledge in counseling and related areas. Kent faculty and experts from other institutions and agencies. Topics will be announced in the schedule of classes booklet. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: None.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory-IP

CES 50093 VARIABLE TITLE WORKSHOP IN COUNSELOR EDUCATION AND SUPERVISION 1-4 Credit Hours
(Repeatable for a maximum of 6 credit hours) Topics of special interest to students who desire to increase their knowledge in counseling and related areas. Kent faculty and experts from other institutions and agencies. Topics will be announced in the schedule of classes booklet. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: None.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory-IP
CES 60299  THESIS II  2 Credit Hours  
(Repeatable for credit) Thesis students must continue registration each semester until all degree requirements are met. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.  
Prerequisite: CES 60199, and Graduate standing.  
Schedule Type: Masters Thesis  
Contact Hours: 2 other  
Grade Mode: Satisfactory/Unsatisfactory-IP  

CES 64084  BEHAVIORAL SCIENCE IN THE HEALTH PROFESSIONS  1-3 Credit Hours  
Behavioral science perspective on individual and social issues that affect medical care delivery. Individually arranged.  
Prerequisite: Graduate standing and special approval.  
Schedule Type: Lecture  
Contact Hours: 1-3 lecture  
Grade Mode: Standard Letter-IP  

CES 65511  RESEARCH IN COUNSELING  3 Credit Hours  
Introduction to purposes and practice of qualitative and quantitative research related to counseling. There will be emphasis on elements of conducting research and using products of research to support and enhance practice. Authentic examples from counseling will be used as illustration.  
Prerequisite: Graduate standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  

CES 67492  PRACTICUM I: CLINICAL MENTAL HEALTH COUNSELING  3 Credit Hours  
Students begin supervised practice of counseling with clients, primarily in The Counseling Center. Individual supervision and seminar discussion are used for the development of counseling skills, strategies and professional role.  
Prerequisite: Minimum B- (2.700) grade in CES 67530 and CES 67531 and CES 67580 and CES 67663 and CES 67820 and CES 68126 and CES 68182; and Clinical Mental Health Counseling (CMHC) major; and Graduate standing.  
Schedule Type: Practicum or Internship  
Contact Hours: 16 other  
Grade Mode: Standard Letter  

CES 67530  COUNSELING THEORIES  3 Credit Hours  
(Repeatable for credit) A survey of counseling practice that examines the nature of counseling process and relationships as described from major theoretical perspectives.  
Prerequisite: Graduate standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  

CES 67531  COUNSELING SKILLS AND TECHNIQUES  3 Credit Hours  
(Repeatable for credit) Didactic and experiential training in basic interviewing and counseling techniques prepares the student for practicum through role playing, videotaped feedback and simulation.  
Prerequisite: Graduate standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  

CES 67580  MULTICULTURAL COUNSELING  3 Credit Hours  
(Repeatable for credit) Seminar focused on sensitivities needed to work effectively with diverse clients. Consideration given to racism, oppression, poverty, agism, gender, and relational affinity.  
Prerequisite: Graduate standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  

CES 67591  SEMINAR IN COUNSELOR EDUCATION AND SUPERVISION  1-3 Credit Hours  
(Repeatable for credit) Variable topic seminars considering problems, research and current practices for counselors and personnel workers. Topic to be announced in schedule of classes booklet.  
Prerequisite: Graduate standing and special approval.  
Schedule Type: Seminar  
Contact Hours: 1-3 other  
Grade Mode: Standard Letter  

CES 67592  PRACTICUM II: CLINICAL MENTAL HEALTH COUNSELING  3 Credit Hours  
(Repeatable for credit) (Cross-listed with CES 77592) Involves individual counseling and group work with appropriate populations. Caseload geared toward preparation for internship.  
Prerequisite: CES 67492 with a minimum B- grade; and minimum B- (2.700) in CES 67628 or 77628; and Graduate standing.  
Schedule Type: Practicum or Internship  
Contact Hours: 16 other  
Grade Mode: Standard Letter  

CES 67595  SPECIAL TOPICS IN COUNSELOR EDUCATION AND SUPERVISION  1-3 Credit Hours  
(Repeatable for credit) (Slashed with CES 87595) Presentation of topics of special interest to students in counselor education and supervision. Offered irregularly. Topics will be announced in schedule of classes booklet.  
Prerequisite: Graduate standing and special approval.  
Schedule Type: Lecture  
Contact Hours: 1-3 lecture  
Grade Mode: Standard Letter  

CES 67596  INDIVIDUAL INVESTIGATION IN COUNSELOR EDUCATION AND SUPERVISION  1-3 Credit Hours  
(Repeatable for credit) (Slashed with CES 87596) Student investigates one or more topics in counseling under supervision. Review selected literature beyond normal course coverage. Arrangements with instructor must be made prior to registration. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.  
Prerequisite: Graduate standing and special approval.  
Schedule Type: Individual Investigation  
Contact Hours: 1-3 other  
Grade Mode: Satisfactory/Unsatisfactory-IP  

CES 67628  DIAGNOSIS IN COUNSELING  3 Credit Hours  
(Repeatable for credit) (Slashed with CHDS 77628) To develop diagnostic skills in interviewing and use of appropriate nosology in counseling diagnosis.  
Prerequisite: Graduate standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES 67662</td>
<td>FOUNDATIONS OF ADDICTIONS COUNSELING</td>
<td>3</td>
<td>(Slashed with CES 77662) Introduction to fundamental concepts and recommended practices in addictions counseling, including pharmacology, screening and assessment, facilitating individual and group services, and ethical and legal considerations. Meets minimum training requirements for State of Ohio credentialing eligibility as a chemical dependency counselor assistant. <strong>Prerequisite:</strong> Graduate standing.</td>
</tr>
<tr>
<td>CES 67663</td>
<td>ORIENTATION AND ETHICS: CLINICAL MENTAL HEALTH</td>
<td>3</td>
<td>(Slashed with CES 77663) Attention is given to the identity, ethics, professional standards and organizations, and employment settings of the clinical mental health counselor. Models of problem definition, administrative structure and service delivery are explored. <strong>Prerequisite:</strong> Graduate standing.</td>
</tr>
<tr>
<td>CES 67664</td>
<td>THEORIES AND PRACTICES IN ADDICTIONS COUNSELING</td>
<td>3</td>
<td>(Slashed with CES 77664) Review of historical and contemporary theories and models of addiction (e.g., disease, behavioral, public health, family systems), as well as recommended practices in addictions counseling. Pharmacology and sociocultural factors emphasized. Implications for prevention, treatment, and policy are considered. <strong>Prerequisite:</strong> CES 67662 and Graduate standing.</td>
</tr>
<tr>
<td>CES 67665</td>
<td>TREATMENT PLANNING IN ADDICTIONS COUNSELING</td>
<td>3</td>
<td>(Slashed with CES 77665) Assessment and diagnosis of substance use disorders, and formulation of comprehensive and individualized care plans. Consideration of client dimensions and appropriate care levels, and emphasis on collaborative, coordinated, and ethical care. <strong>Prerequisite:</strong> CES 67664 and Graduate standing.</td>
</tr>
<tr>
<td>CES 67666</td>
<td>EVIDENCE-BASED PRACTICES IN ADDICTIONS COUNSELING</td>
<td>3</td>
<td>(Slashed with CES 77666) Intensive study of a select number of evidence-based practices (EBPs) in addictions counseling for individuals, groups, and families, including cognitive-behavioral and systems and family approaches. Didactic and experiential training methods used to promote practice with fidelity. <strong>Prerequisite:</strong> CES 67665 and Graduate standing.</td>
</tr>
<tr>
<td>CES 67668</td>
<td>MOTIVATIONAL INTERVIEWING</td>
<td>3</td>
<td>(Slashed with CES 77668) Introduction to motivational interviewing (MI), a strengths-based evidence-based practice designed to facilitate the self-directed and beneficial change of others in a variety of health behaviors. Practice of MI-consistent skills with immediate feedback, use of MI coding scheme to evaluate MI-consistency, and emphasis on continuous learning and skill-building. <strong>Prerequisite:</strong> Graduate standing.</td>
</tr>
<tr>
<td>CES 67692</td>
<td>PRACTICUM IN ADDICTIONS COUNSELING</td>
<td>3-6</td>
<td>(Slashed with CES 77692) Field-based experiential training and supervised practice of addictions counseling with individual and group clients. Practicum site must be approved by CES program. Individual supervision must be supplied onsite (at location of practicum) by licensed behavioral health care provider approved by CES program. Six to seven class sessions per academic term that focus on theory- and training-to-practice implementation, professional role development, ensuring ethical practice, and counselor self-care. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit results to authorized personnel at practicum site prior to first day of academic term in which practicum will take place. <strong>Prerequisite:</strong> CES 67665 or CES 67666; and Graduate standing.</td>
</tr>
<tr>
<td>CES 67695</td>
<td>SPECIAL TOPICS IN CLINICAL MENTAL HEALTH</td>
<td>1-3</td>
<td>(Repeatable for credit) (Cross-listed with CES 77695) Presentations of special interest to students. Offered irregularly. Topics will be announced in schedule of classes booklet. <strong>Prerequisite:</strong> Graduate standing and special approval.</td>
</tr>
<tr>
<td>CES 67698</td>
<td>INDIVIDUAL RESEARCH IN CLINICAL MENTAL HEALTH</td>
<td>1-9</td>
<td>(Repeatable for credit) Student pursues research project on selected aspect of clinical mental health counseling under supervision of instructor. Arrangements with instructor must be made prior to registration. Credit hours to be fixed at registration time. Satisfactory/unsatisfactory (S/U) graded. <strong>Prerequisite:</strong> Graduate standing and special approval.</td>
</tr>
</tbody>
</table>
| CES 67792  | INTERNSHIP I: CLINICAL MENTAL HEALTH COUNSELING| 3            | (Repeatable for credit) Assignment to a mental health agency, private practice, etc. for extensive and intensive applications of clinical mental health counseling. The scope of practice for this internship is diagnosis and treatment of mental and emotional disorders. **Prerequisite:** clinical mental health counseling (CMHC) major; and Graduate standing and special approval. **Schedule Type:** Lecture, Practicum or Internship **Contact Hours:** 3 lecture, 20 other **Grade Mode:** Satisfactory/Unsatisfactory
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Schedule Type</th>
<th>Contact Hours</th>
<th>Grade Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES 67820</td>
<td>GROUP WORK: THEORY AND TECHNIQUES</td>
<td>3</td>
<td>This is an experiential and didactic course designed to provide both an overview of groups and a basic group experience. Involvement in a group is part of this course as is practice of group leadership skills.</td>
<td>Graduate standing</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 67858</td>
<td>SEMINAR: GROUP COUNSELING</td>
<td>2</td>
<td>Includes experience as counselor and participant in peer counseling group.</td>
<td>Graduate standing and special approval</td>
<td>Seminar</td>
<td>2 other</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 67892</td>
<td>INTERNSHIP II: CLINICAL MENTAL HEALTH COUNSELING</td>
<td>3</td>
<td>(Repeatable for credit) Assignment to a mental health agency, private practice, etc. for extensive and intensive applications of clinical mental health counseling. The scope of practice for this internship is diagnosis and treatment of mental and emotional disorders.</td>
<td>Graduate standing and special approval</td>
<td>Lecture, Practicum or Internship</td>
<td>3 lecture, 20 other</td>
<td>Satisfactory/Unsatisfactory-IP</td>
</tr>
<tr>
<td>CES 68011</td>
<td>FOUNDATIONS OF SCHOOL COUNSELING</td>
<td>3</td>
<td>Focuses on the professional identity of school counselors and other pupil service personnel and on the development of comprehensive school counseling programs.</td>
<td>Graduate standing</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68066</td>
<td>COUNSELING ADOLESCENTS</td>
<td>3</td>
<td>A didactic and experiential seminar focusing on adolescents frequently referred to counselors. Counseling procedures, treatment plans and referral procedures for youth will be covered.</td>
<td>Minimum grade of B- (2.700) in CES 67530 and 67531 and Graduate standing.</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68067</td>
<td>COUNSELING CHILDREN</td>
<td>3</td>
<td>Seminar focusing on intra and interpersonal dynamics of children referred for treatment to counselors. Designed to supplement individual and group counseling skills with play media.</td>
<td>CES 67530 or 77530 and 67531 or 77531; and Graduate standing.</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68068</td>
<td>SCHOOL COUNSELING PROGRAM MANAGEMENT AND LEADERSHIP</td>
<td>3</td>
<td>Focuses on the management, leadership and implementation of comprehensive school counseling program including developmental counseling approaches, management systems and outcome research.</td>
<td>Minimum grade of B- (2.700) in CES 68011 and Graduate standing.</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68069</td>
<td>ORIENTATION AND ETHICS: SCHOOL COUNSELING</td>
<td>3</td>
<td>Consideration given to issues that provide an orientation to school counseling. Examples of these issues include professional preparation standards, roles and functions of school counselors, and ethical standards and legal issues.</td>
<td>Graduate standing</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68095</td>
<td>SPECIAL TOPICS IN SCHOOL COUNSELING</td>
<td>1-3</td>
<td>(Repeatable for credit) Presentations of special interest to students. Offered irregularly. Topics will be announced in schedule of classes booklet.</td>
<td>Graduate standing and special approval</td>
<td>Lecture</td>
<td>1-3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68126</td>
<td>INTRODUCTION TO ASSESSMENT IN COUNSELING</td>
<td>3</td>
<td>Instruction and experience in utilizing observational, measurement and appraisal methods and instruments relevant to clinical mental health counseling and school counseling settings. Measurement theory and concepts related to the appraisal process are presented.</td>
<td>Graduate standing</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68128</td>
<td>CLINICAL ASSESSMENT IN COUNSELING</td>
<td>3</td>
<td>Experience in selecting, administering and interpreting measures of personality and motivation. Primary attention will be placed on measures of psychopathology.</td>
<td>Minimum grade of B- (2.700) in CES 68126 and 67628 and Graduate standing.</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
<tr>
<td>CES 68130</td>
<td>PSYCHOPATHOLOGY FOR COUNSELORS</td>
<td>3</td>
<td>This course covers the etiology and treatment of various disorders covered in the current DSM system. Assessment, treatment and psychopharmacological aspects of treatment are considered.</td>
<td>Graduate standing</td>
<td>Lecture</td>
<td>3 lecture</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>
CES 68167  CASE CONCEPTUALIZATION AND TREATMENT PLANNING  3 Credit Hours
(Repeatable for credit) (Slashed with CES 88167) Development of understanding of more in-depth and complex counseling processes, case conceptualization and treatment planning, and advanced skills for intervention. Didactic and role-playing methods will be used.
Prerequisite: Minimum grade of B- (2.700) in CES 67628; and CES 67492; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68168  ADVANCED COUNSELING THEORIES  3 Credit Hours
(Repeatable twice for credit) (Slashed with CES 88168) Consideration in depth of major counseling theories, with special emphasis on comparative analysis. Original readings used.
Prerequisite: Grade of S in CES 67492 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68182  CAREER COUNSELING  3 Credit Hours
(Slashed with CES 78182) The world of work, theories of career choice, techniques in career counseling. An introductory course in the career area for practitioners in education, helping services, human resources and personnel.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68192  INTERNSHIP I: SCHOOL COUNSELING  3 Credit Hours
(Repeatable for credit) Assignment to a school for extensive and intensive applications appropriate for school counseling. A focus on the implementation of advocacy, leadership, collaboration, and systemic change is highlighted. This course meets specific CACREP standards.
Prerequisite: Graduate standing and special approval.
Schedule Type: Lecture, Practicum or Internship
Contact Hours: 3 lecture, 20 other
Grade Mode: Satisfactory/Unsatisfactory-IP

CES 68284  SUPERVISION OF COUNSELING  3 Credit Hours
(Repeatable twice for credit) (Slashed with CES 88284) Focuses on supervisory processes in terms of theoretical perspectives and practices of supervision. Reviews relevant literature related to the roles, functions and settings of clinical supervisor. Includes supervisory experiences.
Prerequisite: Grade of S in CES 67592 or 77592; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68392  SCHOOL COUNSELING PRACTICUM  3 Credit Hours
Supervised counseling practice in the counseling and human development center and-or in the schools. Engage in counseling with children, teachers and colleagues. Direct observation and audio video recording and supervisory critiques used for counseling skills. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which student teaching internship will take place. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Prerequisite: CES 67530 and CES 67531 and CES 67820 and CES 68069; and Graduate standing.
Schedule Type: Practicum or Internship
Contact Hours: 20 other
Grade Mode: Satisfactory/Unsatisfactory-IP

CES 68529  COUPLES THERAPY: THEORY AND TECHNIQUES  3 Credit Hours
(Cross-listed with CES 78529) Study of selected couples therapy theories. Focus on concepts and techniques and their application in the therapeutic setting.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68530  ADVANCED MULTICULTURAL COUNSELING  3 Credit Hours
(Slashed with CES 78530) Explores systemic family therapy utilizing various philosophical orientations, theoretical concepts and techniques in a didactic experiential and applied atmosphere.
Prerequisite: Graduate standing. 
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68533  FAMILY THERAPY: THEORY AND TECHNIQUES  3 Credit Hours
(Slashed with CES 78533) Explores systemic family therapy utilizing various philosophical orientations, theoretical concepts and techniques in a didactic experiential and applied atmosphere.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 68538  ADVANCED MULTICULTURAL COUNSELING  3 Credit Hours
(Slashed with CES 78538) This course is designed to assist helping professionals in enhancing the knowledge and skill components of multicultural counseling. Cultural and multicultural counseling experiences with constructive feedback are provided.
Prerequisite: CES 67580 or CES 77580 and CES 67531 or CES 77531; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 70093  VARIABLE TITLE WORKSHOP IN COUNSELOR EDUCATION AND SUPERVISION  1-4 Credit Hours
(Repeatable for credit) (Slashed with CES 50093) Workshops and training laboratories in various aspects of counseling, guidance and personnel services for counselors, supervisors, administrators and paraprofessionals. Prospective enrollees not currently admitted to graduate school may obtain special admission for graduate credit in a workshop. Topics are announced in brochures of College of Continuing Studies. Limit of 6 hours with adviser's permission toward any degree program. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Prerequisite: Doctoral standing.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory-IP
CES 77530  COUNSELING THEORIES 3 Credit Hours  
(Slashed with CES 67530) A survey of counseling practice that examines the nature of counseling process and relationships as described from major theoretical perspectives. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77531  COUNSELING SKILLS AND TECHNIQUES 3 Credit Hours  
(Slashed with CES 67531) Didactic and experiential training in basic interviewing and counseling techniques prepares the student for practicum through role playing, videotaped feedback and simulation. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77580  MULTICULTURAL COUNSELING 3 Credit Hours  
(Slashed with CES 67580) Seminar focused on sensitivities needed to work effectively with diverse clients. Consideration given to racism, oppression, poverty, agism, gender and relational affinity. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77584  WRITING FOR PROFESSIONAL PUBLICATIONS 3 Credit Hours  
Seminar experience designed to prepare professionals to publish research findings, conceptualizations and professional field experiences in refereed journals and books. Elements of grant writing also treated. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77592  PRACTICUM II: CLINICAL MENTAL HEALTH COUNSELING 3 Credit Hours  
(Repeatable for credit) (Cross-listed with CES 67592) Involves individual counseling and group work with appropriate populations. Caseload geared toward preparation for internship. Controlled registration. 
Prerequisite: Minimum B- in CES 77628 and Doctoral standing.  
Schedule Type: Practicum or Internship  
Contact Hours: 16 other  
Grade Mode: Standard Letter  
CES 77628  DIAGNOSIS IN COUNSELING 3 Credit Hours  
(Slashed with CES 67628) To develop diagnostic skills in interviewing and use of appropriate nosology in counseling diagnosis. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77662  FOUNDATIONS OF ADDICTIONS COUNSELING 3 Credit Hours  
(Slashed with CES 67662) Introduction to fundamental concepts and recommended practices in addictions counseling, including pharmacology, screening and assessment, facilitating individual and group services, and ethical and legal considerations. Meets minimum training requirements for State of Ohio credentialing eligibility as a chemical dependency counselor assistant. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77663  ORIENTATION AND ETHICS: CLINICAL MENTAL HEALTH COUNSELING 3 Credit Hours  
(Slashed with CES 67663) Attention is given to the identity, ethics, professional standards and organizations and employment settings of the clinical mental health counselor. Models of problem definition, administrative structure and service delivery are explored. 
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77664  THEORIES AND PRACTICES IN ADDICTIONS COUNSELING 3 Credit Hours  
(Slashed with CES 77664) Review of historical and contemporary theories and models of addiction (e.g., disease, behavioral, public health, family systems), as well as recommended practices in addictions counseling. Pharmacology and sociocultural factors emphasized. Implications for prevention, treatment, and policy are considered. 
Prerequisite: CES 67662 or CES 77662 and Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77665  TREATMENT PLANNING IN ADDICTIONS COUNSELING 3 Credit Hours  
(Slashed with CES 67665) Assessment and diagnosis of substance use disorders, and formulation of comprehensive and individualized care plans. Consideration of client dimensions and appropriate care levels, and emphasis on collaborative, coordinated, and ethical care. 
Prerequisite: CES 67664 or CES 77664 and Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
CES 77666  EVIDENCE-BASED PRACTICES IN ADDICTIONS COUNSELING 3 Credit Hours  
(Slashed with CES 67666) Intensive study of a select number of evidence-based practices (EBPs) in addictions counseling for individuals, groups, and families, including cognitive-behavioral and systems and family approaches. Didactic and experiential training methods used to promote practice with fidelity. 
Prerequisite: CES 77665 and Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
CES 77668 MOTIVATIONAL INTERVIEWING 3 Credit Hours
(Slashed with CES 67668) Introduction to motivational interviewing (MI), a strengths-based evidence-based practice designed to facilitate the self-directed and beneficial change of others in a variety of health behaviors. Practice of MI-consistent skills with immediate feedback, use of MI coding scheme to evaluate MI-consistency, and emphasis on continuous learning and skill-building.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 77692 PRACTICUM IN ADDICTIONS COUNSELING 3-6 Credit Hours
(Slashed with CES 67692) Field-based experiential training and supervised practice of addictions counseling with individual and group clients. Practicum site must be approved by CES program. Individual supervision must be supplied onsite (at location of practicum) by licensed professional counselor approved by CES program. Six to seven class sessions per academic term that focus on theory- and training-to-practice implementation, professional role development, ensuring ethical practice, and counselor self-care. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit results to authorized personnel at practicum site prior to first day of academic term in which practicum will take place.
Prerequisite: CES 67665 or CES 77665 or CES 67666 or CES 77666; and Doctoral standing and special approval.
Schedule Type: Lecture, Practicum or Internship
Contact Hours: 1 lecture, 14-35 other
Grade Mode: Standard Letter-IP

CES 77695 SPECIAL TOPICS IN CLINICAL MENTAL HEALTH COUNSELING 1-3 Credit Hours
(Repeatable for credit) (Cross-listed with CES 67695) Presentations of special interest to students. Offered irregularly. Topics will be announced in schedule of classes booklet.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

CES 77820 GROUP WORK: THEORY AND TECHNIQUES 3 Credit Hours
(Slashed with CES 67820) This is an experiential and didactic course designed to provide both an overview of groups and a basic group experience. Involvement in a group is part of this course as is practice of group leadership skills.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 77858 SEMINAR: GROUP COUNSELING 2 Credit Hours
(Cross-listed with CES 67858) Study and experience of various theoretical and methodological and practical approaches to group counseling. Includes experience as counselor and participant in peer counseling group.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

CES 78011 FOUNDATIONS OF SCHOOL COUNSELING 3 Credit Hours
(Slashed with CES 68011) Foundation course in school counseling. Focuses on the professional identity of school counselors and other pupil service personnel and on the development of comprehensive school counseling program.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78066 COUNSELING ADOLESCENTS 3 Credit Hours
(Slashed with CES 68066) A didactic and experiential seminar focusing on adolescents frequently referred to counselors. Counseling procedures, treatment plans and referral procedures for youth will be covered.
Prerequisite: minimum grade of B- (2.700) in CES 67530 or CES 77530; and minimum grade of B- (2.700) in CES 67531 and CES 77531 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78067 COUNSELING CHILDREN 3 Credit Hours
(Slashed with CES 68067) Seminar focusing on intra and interpersonal dynamics of children referred for treatment to counselors. Designed to supplement individual and group counseling skills with play media.
Prerequisite: CES 67530 or CES 77530 and CES 67531 or CES 77531 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78068 SCHOOL COUNSELING PROGRAM MANAGEMENT AND LEADERSHIP 3 Credit Hours
(Slashed with CES 68068) Focuses on the management, leadership and implementation of comprehensive school counseling program including developmental counseling approaches, management systems and outcome research.
Prerequisite: Minimum grade of B- (2.700) in CES 68011 or CES 78011 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78069 ORIENTATION AND ETHICS: SCHOOL COUNSELING 3 Credit Hours
(Slashed with CES 68069) Consideration given to issues that provide an orientation to school counseling. Examples of these issues include professional preparation standards roles and functions of school counselors and ethical standards and legal issues.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
CES 78128 CLINICAL ASSESSMENT IN COUNSELING 3 Credit Hours
(Slashed with CES 68128) A laboratory experience in selecting, administering and interpreting measures of personality and motivation. Primary attention will be placed on measures of psychopathology.
Prerequisite: Minimum grade of B- (2.700) in CES 68126 or CES 78126; and CES 67628 or CES 77628 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78130 PSYCHOPATHOLOGY FOR COUNSELORS 3 Credit Hours
(Slashed with CES 68130) This course covers the etiology and treatment of various disorders covered in the current DSM system. Assessment, treatment, and psychopharmacological aspects of treatment are considered.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78182 CAREER COUNSELING 3 Credit Hours
(Slashed with CES 68182) The world of work, theories of career choice, techniques in career counseling. An introductory course in the career area for practitioners in education, helping services, human resources and personnel.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78529 COUPLES THERAPY: THEORY AND TECHNIQUES 3 Credit Hours
(Cross-listed with CES 68529) Study of selected couples therapy theories. Focus on concepts and techniques and their application in the therapeutic setting.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78533 FAMILY THERAPY: THEORY AND TECHNIQUES 3 Credit Hours
(Slashed with CES 68533) Explores systemic family therapy utilizing various philosophical orientations, theoretical concepts and techniques in a didactic experiential and applied atmosphere.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78538 ADVANCED MULTICULTURAL COUNSELING 3 Credit Hours
(Slashed with CES 68538) This course is designed to assist helping professionals in enhancing the knowledge and skill components of multicultural counseling. Cultural and multicultural counseling experiences with constructive feedback are provided.
Prerequisite: CES 67580 or CES 77580 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 78592 PRACTICUM IN COUPLES AND FAMILY THERAPY 3 Credit Hours
(Repeatable for credit) Supervised experience in the practice of couples and family counseling. Students meet for individual supervision and seminar groups to assess their effectiveness in helping relationships.
Prerequisite: Doctoral standing in Counselor Education and Supervision (CES) major and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 14 other
Grade Mode: Standard Letter

CES 80090 DOCTORAL RESIDENCY SEMINAR IN COUNSELOR EDUCATION AND SUPERVISION 3 Credit Hours
Focus on professional identity, current issues and trends and involvement in professional activities.
Prerequisite: Doctoral standing in Counselor Education and Supervision (CES) major.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

CES 80199 DISSERTATION I 15 Credit Hours
(Repeatable for credit) Doctoral candidates work on dissertation research in consultation with their advisors. Doctoral candidates will register for two consecutive semesters of CES 80199 Dissertation I for 15 hours each semester, immediately following successful completion of doctoral comprehensive exams. Thereafter, students will register for CES 80299 Dissertation II each semester, including summer, until all degree requirements have been met. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Dissertation
Contact Hours: 15 other
Grade Mode: Satisfactory/Unsatisfactory-IP

CES 80200 FUNDAMENTALS OF WRITING AND RESEARCH IN COUNSELOR EDUCATION AND SUPERVISION 3 Credit Hours
Didactic and experiential training in the fundamentals of academic or scholarly writing and research in the counseling profession. Emphasis on reading practices; elements, principles, and processes of academic or scholarly writing; and generativity and systematic methodology in applied research in counseling and counselor education and supervision.
Prerequisite: Doctoral standing in the Counselor Education and Supervision (CES) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 80299 DISSERTATION II 15 Credit Hours
(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 hours of Dissertation I and continuing until all degree requirements are met. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Prerequisite: CES 80199 and Doctoral standing.
Schedule Type: Dissertation
Contact Hours: 15 other
Grade Mode: Satisfactory/Unsatisfactory-IP
CES 80300 LEADERSHIP AND ADVOCACY IN COUNSELOR EDUCATION AND SUPERVISION 3 Credit Hours
This course is designed to assist doctoral level CES students to become knowledgeable and skillful professionals in leadership and advocacy efforts. Students will learn aspects of leadership and advocacy, such as applications in various settings and with diverse populations, to enable them to develop ethical and culturally relevant practices. Students must have completed one semester in the Counselor Education and Supervision doctoral program to enroll in this course.
Prerequisite: Doctoral standing in the Counselor Education and Supervision [CES] major.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

CES 87392 ADVANCED INDIVIDUAL COUNSELING PRACTICUM 3 Credit Hours
(Repeatable for credit) Supervised experience in counseling. Students meet for individual supervision and in seminar groups to assess their effectiveness in helping relationships.
Prerequisite: Doctoral standing in the Counselor Education and Supervision (CES) major.
Schedule Type: Practicum or Internship
Contact Hours: 14 other
Grade Mode: Standard Letter

CES 87595 SPECIAL TOPICS IN COUNSELOR EDUCATION AND SUPERVISION 1-3 Credit Hours
(Repeatable for credit) Presentation of topics of special interest to students in counselor education and supervision. Offered irregularly. Topics will be announced in schedule of classes booklet.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

CES 87596 INDIV INVEST IN CES 1-3 Credit Hours
(Repeatable for credit) (Slashed with CES 67596) Student investigates one or more topics in counseling under supervision. Review selected literature beyond normal course coverage. Arrangements with instructor must be made prior to registration. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

CES 88167 CASE CONCEPTUALIZATION AND TREATMENT PLANNING 3 Credit Hours
(Slashed with CES 68167) Development of understanding of more in-depth and complex counseling processes, case conceptualization and treatment planning, and advanced skills for intervention. Didactic and role-playing methods will be used.
Prerequisite: Minimum grade of B- in CES 67628 or CES 77628 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 88168 ADVANCED COUNSELING THEORIES 3 Credit Hours
(Repeatable twice for credit) (Slashed with CES 68168) Consideration in depth of major counseling theories, with special emphasis on comparative analysis. Original readings used.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 88281 RESEARCH SEMINAR IN COUNSELOR EDUCATION AND SUPERVISION 3 Credit Hours
Topics or problems of current concern in counselor education and supervision services. Review of significant studies, design strategies, instrumentation, data analysis and research issues. Topic to be announced in schedule of classes booklet.
Prerequisite: CES 80200, EVAL 75510, EVAL 85515 and EVAL 85516 and Doctoral standing.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

CES 88284 SUPERVISION OF COUNSELING 3 Credit Hours
(Repeatable twice for credit) (Slashed with CES 68284) This seminar focuses on supervisory processes in terms of theoretical perspectives and practices of supervision. Reviews relevant literature related to the roles, functions and settings of clinical supervisor. Includes supervisory experiences.
Prerequisite: CES 67592 or CES 77592 with a grade of S and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

CES 88292 INTERNSHIP IN COUNSELOR EDUCATION AND SUPERVISION 3-6 Credit Hours
(Repeatable for credit) Opportunity to integrate learning and skills in Counseling, Teaching, Research and Scholarship, Leadership, and Supervision. Each experience requires supervision. Completion of program course requirements is necessary prior to registration. Satisfactory/unsatisfactory (S/U) graded. In-progress (IP) mark permissible.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Practicum or Internship, Seminar
Contact Hours: 23-46 other
Grade Mode: Satisfactory/Unsatisfactory-IP

CES 88294 COLLEGE TEACHING IN COUNSELOR EDUCATION AND SUPERVISION 3 Credit Hours
(Repeatable for credit) Application of planning, instructional and evaluation skills. Doctoral students lead skill training groups, lecture a large class and guide group discussion with faculty supervision. Arrangements for this experience to be made before semester begins.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
CES 88298  INDIVIDUAL RESEARCH IN COUNSELOR EDUCATION AND SUPERVISION  1-3 Credit Hours
(Repeatable for credit) Individual research on selected aspect of counseling and human development services under supervision of instructor. Arrangements with instructor must be made prior to registration. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: doctoral standing and special approval.
Schedule Type: Research
Contact Hours: 1-3 other
Grade Mode: Satisfactory/Unsatisfactory

CES 88392  TEACHING PRACTICUM IN COUNSELOR EDUCATION AND SUPERVISION  3 Credit Hours
(Repeatable for credit) Supervised experience in the practice of college teaching in Counselor Education and Supervision. Students meet for group supervision to assess their effectiveness in college teaching. Live video and audio supervisory processes will be utilized to assist with skill development. Limited to 6 students.
Prerequisite: CES 88294 and Doctoral standing.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Standard Letter

CES 88492  SUPERVISION PRACTICUM IN COUNSELOR EDUCATION AND SUPERVISION  3 Credit Hours
(Repeatable for credit) This practicum focuses on the application of theoretical perspectives and practices of counseling supervision. It includes multiple supervisory experiences, including facilitation of individual and group supervision of counseling students in master’s practicums or internships.
Prerequisite: CES 88284 and Doctoral standing in the Counselor Education and Supervision [CES] major.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Standard Letter

Educational Psychology (EPSY)

EPSY 29525  EDUCATIONAL PSYCHOLOGY  3 Credit Hours
Examines major theories of human development and learning, motivation, instructional strategies, assessment; similarities and differences in learners. The role of factors in the students’ learning and development is considered. Participation in the educational psychology research participant pool or an alternative research assignment is required.
Prerequisite: CULT 29535.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
Attributes: TAG Education

EPSY 49525  RELATIONAL LEARNING IN EDUCATION  3 Credit Hours
(Repeatable for credit) Seminar focuses on national and international relational learning approaches to education. Current literature on relational learning is critiqued. Professional identity is supported through engages learning opportunities in per mentoring experiences and faculty-led research. Course may be repeated for maximum 9 credit hours.
Prerequisite: Special approval.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

EPSY 50093  VARIABLE TITLE WORKSHOP IN EDUCATIONAL PSYCHOLOGY  1-4 Credit Hours
(Repeatable for a maximum of 6 credit hours) (Cross-listed with EPSY 70093) Offered on request of school system. Enrollment limited to teachers, administrators or supervisors who are employed in sponsoring system and who are accepted to the university.
Prerequisite: Graduate standing and special approval.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory

EPSY 60199  THESIS I  2-6 Credit Hours
Thesis student must register for total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.
Prerequisite: EPSY 60199 and Graduate standing.
Schedule Type: Masters Thesis
Contact Hours: 2-6 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 60299  THESIS II  2 Credit Hours
Thesis students must continue registration each semester until all degree requirements are met.
Prerequisite: EPSY 60199 and Graduate standing.
Schedule Type: Masters Thesis
Contact Hours: 2 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 65520  CHILD AND ADOLESCENT DEVELOPMENT  3 Credit Hours
(Cross-listed with EPSY 75520) Dimensions of human development and learning, causal factors and research findings which carry implications for educators in various settings; focusing on birth through adolescence.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 65521  ADULT DEVELOPMENT  3 Credit Hours
(Cross-listed with EPSY 75521) Essential dimensions of human development and learning, the causal factors and the research findings which carry implications for educators in various settings; focusing on early through late adulthood.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 65523  LIFE SPAN DEVELOPMENT  3 Credit Hours
(Cross-listed with EPSY 75523) Orientation to human development across life span from conception to death; emphasis on pluralistic determinants of individual growth within changing environmental contexts. Implications for educational and human service practices are emphasized.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
EPSY 65524 LEARNING THEORIES 3 Credit Hours
(Cross-listed with EPSY 75524) Theories of learning with special emphasis on application to professional practice. A critical examination of research on human learning processes.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 65529 EDUCATIONAL MOTIVATION 3 Credit Hours
Provides students with the opportunity to explore, analyze and evaluate literature related to theories of motivation. Content is grounded in theories but each of the theories has clear classroom application.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 68901 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION 3 Credit Hours
(Cross-listed with EPSY 78901) Overview of human development, particularly adolescence, and implications for educational policy and programming, generally and specifically for secondary schools. A.T. program and graduate standing.
Prerequisite: Admission to the M.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 68905 EDUCATIONAL PSYCHOLOGY 3 Credit Hours
(Cross-listed with EPSY 78905) Analysis and critique of major learning theories, state-of-the-art development in theory, research and application to educational practice in selected disciplines.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 69091 SEMINAR IN LEARNING AND DEVELOPMENT 1-5 Credit Hours
(Repeatable for credit)Variable topic seminar for advanced study of specialized topics and areas; in learning and development; emphasis on theory and research findings as related to educational practice.
Prerequisite: Graduate standing.
Schedule Type: Seminar
Contact Hours: 1-5 other
Grade Mode: Standard Letter

EPSY 69092 ADVANCED PRACTICUM AND INTERNSHIP 1-6 Credit Hours
Supervised program in field setting involving application of theories, principles, and methodology in learning and development; planned with and supervised by graduate faculty member.
Prerequisite: Graduate standing and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 3.333-20 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 69095 SPECIAL TOPICS IN LEARNING AND DEVELOPMENT 1-3 Credit Hours
(Repeatable for credit)Specific topic course offering in response to emerging student or program needs in learning and development.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

EPSY 69096 INDIVIDUAL INVESTIGATION IN LEARNING AND DEVELOPMENT 1-3 Credit Hours
(Repeatable for credit)Students pursue an individual project on a specific topic in learning and development with approval and under direction of instructor.
Prerequisite: Graduate standing and special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 70093 VARIABLE TOPIC WORKSHOP IN EDUCATIONAL PSYCHOLOGY 1-4 Credit Hours
(Repeatable once for a maximum of 6 credit hours) (Cross-listed with EPSY 50093) Offered on request of school system. Enrollment limited to teachers, administrators or supervisors who are employed in sponsoring system and who are accepted to the university.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory

EPSY 70094 COLLEGE TEACHING 3 Credit Hours
(Repeatable for credit) Discusses major aspects of teaching in higher education, including such topics as students' philosophy of teaching, principles of adult learning, instructional strategies, students' assessment.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 75520 CHILD AND ADOLESCENT DEVELOPMENT 3 Credit Hours
(Cross-listed with EPSY 65520) Dimensions of human development and learning, causal factors and research findings which carry implications for educators in various settings; focusing on birth through adolescence.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
EPSY 75521 ADULT DEVELOPMENT  3 Credit Hours  
(Cross-listed with EPSY 65521) Essential dimensions of human development and learning, the causal factors and the research findings which carry implications for educators in various settings; focusing on early through late adulthood.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 75523 LIFE SPAN DEVELOPMENT  3 Credit Hours  
(Cross-listed with EPSY 65523) Orientation to human development across life span from conception to death; emphasis on pluralistic determinants of individual growth within changing environmental contexts. Implications for educational and human service practices are emphasized.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 75524 LEARNING THEORIES  3 Credit Hours  
(Cross-listed with EPSY 65524) Theories of learning with special emphasis on application to professional practice. A critical examination of research on human learning processes.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 75529 EDUCATIONAL MOTIVATION  3 Credit Hours  
Provides students with the opportunity to explore, analyze and evaluate literature related to theories of motivation. Content is grounded in theories but each of the theories has clear classroom application.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 78901 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION  3 Credit Hours  
(Cross-listed with EPSY 68901) Overview of human development and its implications for educational policy and programming for schools.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 78905 EDUCATIONAL PSYCHOLOGY  3 Credit Hours  
(Cross-listed with EPSY 68905) Analysis and critique of major learning theories, state-of-the-art development in theory, research and application to educational practice in selected disciplines.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 80090 DOCTORAL RESIDENCY SEMINAR  3 Credit Hours  
Advanced doctoral residency seminar for students in all areas of educational foundations. Focus on current and emergent issues research and trends in education in multiple settings.
Prerequisite: Doctoral standing.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

EPSY 80199 DISSERTATION I  15 Credit Hours  
(Repeatable for credit) Doctoral dissertation for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Dissertation
Contact Hours: 15 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 80299 DISSERTATION II  15 Credit Hours  
(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met.
Prerequisite: EPSY 80199 and Doctoral standing.
Schedule Type: Dissertation
Contact Hours: 15 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 87450 PSYCHOLOGICAL PRINCIPLES OF EDUCATION  3 Credit Hours  
Provides an exploration of educational psychology as the study of learning and teaching, in particular the mental representations and processes involved in the acquisition, storage, retrieval and use of knowledge in educational settings. Discusses how research and theory in educational psychology can be applied to real world classroom problems. Students are also required to develop a research project, which utilizes technology to test psychological theories about learning and instruction.
Prerequisite: Doctoral standing.
Corequisite: ETEC 87450.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

EPSY 89091 SEMINAR IN LEARNING AND DEVELOPMENT  1-5 Credit Hours  
(Repeatable for credit) Variable topic seminar for advanced study of specialized topics and areas; in learning and development; emphasis on theory and research findings as related to educational practice.
Prerequisite: Doctoral standing.
Schedule Type: Seminar
Contact Hours: 1-5 other
Grade Mode: Standard Letter

EPSY 89092 ADVANCED PRACTICUM AND INTERNSHIP  1-6 Credit Hours  
Supervised program in field setting involving application of theories, principles, and methodology in learning and development; planned with and supervised by graduate faculty member.
Prerequisite: Doctoral standing.
Schedule Type: Practicum or Internship
Contact Hours: 3.333-20 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 89095 SPECIAL TOPICS IN LEARNING AND DEVELOPMENT  1-3 Credit Hours  
(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in learning and development.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter
EPSY 89096  INDIVIDUAL INVESTIGATION IN LEARNING AND DEVELOPMENT  1-3 Credit Hours
(Repeatable for credit) Students pursue an individual project on a specific topic in learning and development with approval and under direction of instructor.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

EPSY 89098  RESEARCH IN LEARNING AND DEVELOPMENT  1-15 Credit Hours
(Repeatable for credit) Students pursue an individual research project on a specific topic in learning and development with approval and under direction of instructor.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Research
Contact Hours: 1-15 other
Grade Mode: Satisfactory/Unsatisfactory-IP

Gerontology (GERO)

GERO 14029  INTRODUCTION TO GERONTOLOGY (DIVD) (KSS)  3 Credit Hours
Interdisciplinary approach to the study of the aging process.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
Attributes: Diversity Domestic, Kent Core Social Sciences, Transfer Module Social Sciences

GERO 40656  PSYCHOLOGY OF AGING  3 Credit Hours
(Slashed with GERO 50656 and GERO 70656) Exploration of basic research and theory on the psychological consequences of aging and psychological factors that affect the behavior of older persons.
Prerequisite: PSYC 11762.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

GERO 41095  SPECIAL TOPICS IN GERONTOLOGY  1-4 Credit Hours
(Repeatable for credit) (Cross-listed with GERO 51095) Discussion of a major topic within a specific field of gerontology.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 1-4 lecture
Grade Mode: Standard Letter

GERO 41096  INDIVIDUAL INVESTIGATION  1-3 Credit Hours
(Repeatable for credit) Independent study in gerontology.
Prerequisite: Written permission from instructor.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Standard Letter

GERO 43092  PRACTICUM IN NURSING HOME ADMINISTRATION I (ELR)  9 Credit Hours
Internship in skilled nursing facility. One, 3 hour, on-campus seminar every three weeks (meets four times). Approximately 35-40 clock hours per week at internship site is required. Students participate in weekly online course discussions and have an on-site visit to their internship site during the semester.
Prerequisite: Minimum B grade in GERO 44032; and Human Development and Family Studies (HDFS) majors; and Senior standing and special approval.
Schedule Type: Lecture, Practicum or Internship
Contact Hours: 2 lecture, 33.33 other
Grade Mode: Standard Letter-IP
Attributes: Experiential Learning Requirement

GERO 43192  PRACTICUM IN NURSING HOME ADMINISTRATION II (ELR)  9 Credit Hours
Internship in skilled nursing facility. One, 3 hour, on-campus seminar every three weeks (meets four times). Approximately 35 clock hours per week at internship site is required. Students participate in weekly online course discussions and have an on-site visit to their internship site during the semester.
Prerequisite: minimum B grade in GERO 43092; and Human Development and Family Studies (HDFS) major; and Senior standing and special approval.
Schedule Type: Lecture, Practicum or Internship
Contact Hours: 2 lecture, 33.33 other
Grade Mode: Standard Letter-IP
Attributes: Experiential Learning Requirement

GERO 44030  ADULT DEVELOPMENT AND AGING (WIC)  3 Credit Hours
(Cross-listed with GERO 54030) Examines developmental processes across adulthood. Evaluation of theoretical models and scientific literature.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
Attributes: Writing Intensive Course

GERO 44031  SOCIAL POLICY AND COMMUNITY RESOURCES FOR OLDER ADULTS  3 Credit Hours
Overview of national, state and local public policy affecting older adults. Legislation, funding, planning and the service delivery system are examined.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

GERO 44032  LONG TERM CARE ADMINISTRATION  3 Credit Hours
(Cross-listed with GERO 54032) Presents an overview and introduction to the principles of long-term care (LTC) administration and other administration options.
Prerequisite: nursing (NURS), human development and family studies (HDFS), Integrated Life Science (ILS) or Integrated Health Science (IHS) majors; and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
GERO 44092  PRACTICUM IN GERONTOLOGY (ELR)  3,6 Credit Hours  
(Repeatable for a total of 6 credit hours) Observation and participation in long-term care or community agencies serving older adults. One class discussion per week. Major GPA of 2.250 required. 
Prerequisite: HDFS 44018; Human Development and Family Studies (HDFS) majors and Senior standing and special approval. 
Schedule Type: Practicum or Internship 
Contact Hours: 1 lecture, 14-35 other 
Grade Mode: Standard Letter 
Attributes: Experiential Learning Requirement 

GERO 50656  PSYCHOLOGY OF AGING  3 Credit Hours  
(Slashed with GERO 40656 and GERO 70656) Exploration of basic research and theory on the psychological consequences of aging and psychological factors that affect the behavior of older persons. 
Prerequisite: Graduate standing. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter 

GERO 51095  SPECIAL TOPICS IN GERONTOLOGY  1-4 Credit Hours  
(Repeatable for credit) (Cross-listed with GERO 41095) Discussion of a major topic or topics within the field of gerontology. 
Prerequisite: Graduate standing. 
Schedule Type: Lecture 
Contact Hours: 1-4 lecture 
Grade Mode: Standard Letter 

GERO 51096  INDIVIDUAL INVESTIGATION IN GERONTOLOGY  1-3 Credit Hours  
(Repeatable for credit) Independent study in the area of gerontology. 
Prerequisite: Graduate standing. 
Schedule Type: Individual Investigation 
Contact Hours: 1-3 other 
Grade Mode: Standard Letter 

GERO 54030  ADULT DEVELOPMENT AND AGING  3 Credit Hours  
(Cross-listed with GERO 44030) Examines developmental processes across adulthood. Evaluation of theoretical models and scientific literature. 
Prerequisite: Graduate standing. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter 

GERO 54032  LONG TERM CARE ADMINISTRATION  3 Credit Hours  
(Slashed with GERO 44032) Presents an overview and introduction to the principles of long-term care (LTC) administration and other administration options. 
Prerequisite: Graduate standing and special approval. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter 

GERO 61091  SEMINAR IN GERONTOLOGY  1-3 Credit Hours  
(Repeatable for credit) Seminar dealing with topics in the field of gerontology. 
Prerequisite: Graduate standing. 
Schedule Type: Seminar 
Contact Hours: 1-3 other 
Grade Mode: Standard Letter 

GERO 61191  INTERDISCIPLINARY SEMINAR IN GERONTOLOGY  3 Credit Hours  
(Repeatable for credit) Course is designed to assist students in developing the knowledge and skills needed to understand the major issues in gerontological theory, research and practice from a multi-disciplinary perspective. 
Prerequisite: Graduate standing and special approval. 
Schedule Type: Seminar 
Contact Hours: 3 other 
Grade Mode: Standard Letter 

GERO 63092  PRACTICUM IN NURSING HOME ADMINISTRATION I  6 Credit Hours  
Internship in skilled nursing facility. One, 3 hour, on-campus seminar every three weeks (meets five times). Weekly one hour online lectures and discussions also take place. Approximately 35 clock hours per week at internship site is required. 
Prerequisite: GERO 54032 and Graduate standing and special approval. 
Schedule Type: Lecture, Practicum or Internship 
Contact Hours: 2 lecture, 33.33 other 
Grade Mode: Standard Letter 

GERO 63192  PRACTICUM IN NURSING HOME ADMINISTRATION II  6 Credit Hours  
Internship in skilled nursing facility. One, 3 hour, on-campus seminar every three weeks (meets five times). One hour online lectures and discussions are held each week. Approximately 35 clock hours per week at internship is required. 
Prerequisite: GERO 54032 and GERO 63092 and Graduate standing and special approval. 
Schedule Type: Lecture, Practicum or Internship 
Contact Hours: 2 lecture, 33.33 other 
Grade Mode: Standard Letter 

GERO 70656  PSYCHOLOGY OF AGING  3 Credit Hours  
(Slashed with GERO 40656 and GERO 50656) Exploration of basic research and theory on the psychological consequences of aging and psychological factors that affect the behavior of older persons. 
Prerequisite: Doctoral standing. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter 

Human Development and Family Studies (HDFS) 

HDFS 14027  INTRODUCTION TO HUMAN DEVELOPMENT AND FAMILY STUDIES  3 Credit Hours  
This course is intended to introduce students to the study of lifespan development and family studies. Career opportunities available to Human Development and Family Studies (HDFS) graduates are explored and skills required to succeed in the field are introduced. 
Prerequisite: None. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter
HDFS 24011   INTERPERSONAL RELATIONSHIPS AND FAMILIES (DIVD)  
3 Credit Hours  
(Equivalent to SOC 24011) Exploration of the sociological nature of  
families across the lifespan, focusing on structure, diversity and life  
course processes such as dating, mate selection, cohabitation, marriage,  
parenthood, divorce, remarriage, singlehood, widowhood, parent-child  
interactions, sexual orientation, inequality and difference.  
Prerequisite: None.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter  
Attributes: Diversity Domestic

HDFS 24012   CHILD DEVELOPMENT  
3 Credit Hours  
General development of the child from prenatal through middle  
childhood.  
Prerequisite: None.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter

HDFS 24013   EARLY ADOLESCENCE  
3 Credit Hours  
Examines the fundamental transitions, social contexts and psychosocial  
processes involved in human development from ages 10 through 15.  
Implications for working with this age group within schools, human  
services agencies and youth development programs.  
Prerequisite: None.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter

HDFS 24095   SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY  
STUDIES  
1-4 Credit Hours  
(Repeatable for credit) Discussion of a major topic within human  
development or family studies.  
Prerequisite: HDFS 24011.  
Schedule Type: Lecture  
Contact Hours: 1-4 lecture  
Grade Mode: Standard Letter

HDFS 25512   MANAGEMENT OF FAMILY RESOURCES  
3 Credit Hours  
Management as applied to individuals, families and human service  
professionals.  
Prerequisite: HDFS 24011.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter

HDFS 34031   CULTURAL DIVERSITY: IMPLICATIONS FOR THE HELPING  
PROFESSIONS  
3 Credit Hours  
This class is designed to enhance the competence and success of  
students planning to work in human services. Learning how different  
cultural backgrounds influence the perceptions and behaviors of clients  
in the human service setting is emphasized.  
Prerequisite: None.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter

HDFS 41093   VARIABLE TOPIC WORKSHOP: HUMAN DEVELOPMENT  
AND FAMILY STUDIES  
1-3 Credit Hours  
(Repeatable for credit) Workshop setting dealing with a topic or topics  
in human development and family studies. Learning experiences are  
provided in a wide range of areas.  
Prerequisite: None.  
Schedule Type: Workshop  
Contact Hours: 1-3 other  
Grade Mode: Satisfactory/Unsatisfactory

HDFS 41095   SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY  
STUDIES  
1-4 Credit Hours  
(Repeatable for credit) (Cross-listed with HDFS 51095) Discussion of a  
major topic within human development or family studies.  
Prerequisite: None.  
Schedule Type: Lecture  
Contact Hours: 1-4 lecture  
Grade Mode: Standard Letter

HDFS 41096   INDIVIDUAL INVESTIGATION  
1-3 Credit Hours  
(Repeatable for credit) (Cross-listed with HDFS 51096) Independent study  
in human development and family studies.  
Prerequisite: Written special approval from instructor.  
Schedule Type: Individual Investigation  
Contact Hours: 1-3 other  
Grade Mode: Standard Letter

HDFS 42092   HUMAN DEVELOPMENT AND FAMILY STUDIES STUDY  
AWAY EXPERIENCE (ELR)  
3 Credit Hours  
(Repeatable twice for credit) Exploration of human development and  
family studies-related topics while visiting various cultural contexts.  
Prerequisite: 2.750 cumulative GPA and special approval.  
Schedule Type: Field Experience  
Contact Hours: 9 other  
Grade Mode: Standard Letter-IP  
Attributes: Experiential Learning Requirement

HDFS 44018   PROFESSIONAL DEVELOPMENT IN HUMAN  
DEVELOPMENT/FAMILY STUDIES  
3 Credit Hours  
Preparation of students for professional work experiences as well as  
providing an opportunity to discuss recent developments in the fields of  
human development, family studies and gerontology.  
Prerequisite: Admission into the HDFS Professional Phase and Senior  
standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter

HDFS 44020   ADOLESCENT DEVELOPMENT  
3 Credit Hours  
(Cross-listed with HDFS 54020) Study of adolescent development with  
emphasis on forces related to adolescent behavior in the family and  
society. Evaluation of current research.  
Prerequisite: Admission into the HDFS Professional Phase.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
HDFS 44021 FAMILY INTERVENTION ACROSS THE LIFESPAN 3 Credit Hours
(Cross-listed with HDFS 54021) Evaluation of research and theoretical models in the area of family intervention. Focus on strategies for assisting families in coping with a variety of critical issues over the family life cycle.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44022 CHANGING ROLES OF MEN AND WOMEN 3 Credit Hours
(Slashed with HDFS 54022) A study of roles of men and women, past, present and future.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44023 BUILDING FAMILY STRENGTHS 3 Credit Hours
(Cross-listed with HDFS 54023) The Building Family Strengths Model builds upon family life potential, based on extensive research emphasizing identified family strengths.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44028 PARENT-CHILD RELATIONSHIPS 3 Credit Hours
(Cross-listed with HDFS 54028) Study of parent-child relationships across the life span and within various contexts. Emphasis on the process of socialization and determinants of parent-child relationships based on current research.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44029 FAMILY POLICY 3 Credit Hours
(Cross-listed with HDFS 54029) Understanding federal, state and local policy issues affecting families. Role of family life educator in promoting a family-friendly perspective in policy making.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44030 FAMILY LIFE EDUCATION METHODOLOGY 3 Credit Hours
Developing teaching methods and techniques for family life education and the study of family life education content areas.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44032 NONPROFIT FUNDRAISING AND GRANTWRITING 3 Credit Hours
(Slashed with HDFS 54032) Provides comprehensive preparation in planning, seeking and acquiring funding from available resources in supporting the mission of nonprofit human service agencies.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44033 COMMUNITY OUTREACH IN NONPROFIT MANAGEMENT (ELR) 3 Credit Hours
An overview of nonprofit organizations at the local, national and international levels, including how to start and manage one. A comprehensive examination of the Board of Directors, advocacy and lobbying, program development, mission, vision and strategic goals, philanthropic fundraising and the financial management process, as well as legal aspects. In addition, students will study service learning and complete a Field Experience at a nonprofit organization.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
Attributes: Experiential Learning Requirement

HDFS 44034 PRINCIPLES AND PRACTICES OF NONPROFIT MANAGEMENT 3 Credit Hours
An overview of nonprofit organizations including the areas of risk management, mentoring, cultural competence, social entrepreneurship, and how to effectively manage paid staff and volunteers. In addition, students will learn about earned income strategies and the marketing-communication process, including the use of technology. The course will also cover leadership, communication and conflict resolution skills, other areas of study include accountability and transparency, ethical behavior, building capacity, change management, and the importance of collaborations and mergers and government support in the sector.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44035 ASSESSMENT AND STRATEGIES IN CASE MANAGEMENT 3 Credit Hours
An examination of the evaluation of client needs and assessment of client condition. Course emphasizes interviewing as a major assessment strategy.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44036 GENERAL CASE MANAGEMENT METHODS 3 Credit Hours
Examination of case management processes and strategies, with focus on community resources to meet client needs in the human service setting.
Prerequisite: Admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
HDFS 44037 POSITIVE YOUTH DEVELOPMENT   3 Credit Hours
Examines individual, family, school and community characteristics that comprise developmental assets contributing to positive youth development (PYD). Definitions and descriptions of PYD approaches are examined as well as evaluations of program effectiveness. Common elements of PYD programs are explored, such as emphasizing youths’ strengths, providing opportunities to learn healthy behaviors, promoting positive peer relationships, connecting youth with caring adults, empowering youth to assume leadership roles, and challenging youth in ways that build their competence. Implications for professional child and youth work are discussed.
Prerequisite: HDFS 44020 and admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44038 PROFESSIONAL CHILD AND YOUTH WORK PRACTICE   3 Credit Hours
Provides students with an understanding of the historical and current methodologies and organizational structures of professional child and youth work practice, emphasizing a synthesis of previous and new learning regarding five domains of competence (professionalism, cultural and human diversity, applied human development, relationship and communication and developmental practice methods). Practice issues in community-based and out-of-home care settings as well as work with various child and youth populations are explored.
Prerequisite: admission into the HDFS Professional Phase.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44039 BERREAVEMENT, TRAUMA AND OTHER LOSSES   3 Credit Hours
Exploration of the impact of death, trauma and other losses on individuals and families across the lifespan. Consideration of gender, social and cultural context. Implications for human services professionals.
Prerequisite: HDFS 24011.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 44092 PRACTICUM IN HUMAN DEVELOPMENT AND FAMILY STUDIES (ELR)   3-6 Credit Hours
(Repeatable for credit) (Slashed with HDFS 54092) Observation and participation in child, family and social service agencies. One class discussion per week. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school agency before the first day of the semester in which student teaching internship will take place. Major GPA of 2.250 is required.
Prerequisite: HDFS 44018; and admission into the HDFS Professional Phase; and Senior standing and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 1 lecture, 14-35 other
Grade Mode: Standard Letter
Attributes: Experiential Learning Requirement

HDFS 44192 INTERNSHIP IN HUMAN DEVELOPMENT AND FAMILY STUDIES-CASE MANAGEMENT I (ELR)   3-6 Credit Hours
(Repeatable for credit) Supervised field experience in a human service agency. Joint university-agency supervision.
Prerequisite: junior standing and admission into HDFS Professional Phase.
Corequisite: HDFS 44035.
Schedule Type: Practicum or Internship
Contact Hours: 3-6 other
Grade Mode: Standard Letter
Attributes: Experiential Learning Requirement

HDFS 44292 INTERNSHIP IN HUMAN DEVELOPMENT AND FAMILY STUDIES-CASE MANAGEMENT II (ELR)   3-6 Credit Hours
(Repeatable for credit) Continued supervised field experience in a human service agency. Joint university-agency supervision.
Prerequisite: HDFS 44192; and admission into the HDFS Professional Phase; and Junior standing.
Corequisite: HDFS 44036.
Schedule Type: Practicum or Internship
Contact Hours: 9-18 other
Grade Mode: Standard Letter
Attributes: Experiential Learning Requirement

HDFS 51093 VARIABLE TITLE WORKSHOP IN HUMAN DEVELOPMENT AND FAMILY STUDIES   1-3 Credit Hours
(Repeatable for credit) (Cross-listed with HDFS 41093) Workshop setting dealing with a topic or topics in human development and family studies. Learning experiences are provided in a wide range of areas.
Prerequisite: Graduate standing.
Schedule Type: Workshop
Contact Hours: 1-3 other
Grade Mode: Satisfactory/Unsatisfactory

HDFS 51095 SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY STUDIES   1-4 Credit Hours
(Repeatable for credit) (Cross-listed with HDFS 41095) Discussion of a major topic within human development and family studies.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 1-4 lecture
Grade Mode: Standard Letter

HDFS 51096 INDIVIDUAL INVESTIGATION   1-3 Credit Hours
(Repeatable for credit) (Cross-listed with HDFS 41096) Independent study in human development and/or family studies.
Prerequisite: Graduate standing and special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Standard Letter

HDFS 52092 HUMAN DEVELOPMENT AND FAMILY STUDIES STUDY AWAY EXPERIENCE   3 Credit Hours
(Repeatable twice for credit) Exploration of human development and family studies-related topics while visiting various cultural contexts.
Prerequisite: Graduate standing and special approval.
Schedule Type: Field Experience
Contact Hours: 9 other
Grade Mode: Standard Letter-IP
HDFS 54020  ADOLESCENT DEVELOPMENT  3 Credit Hours
(Cross-listed with HDFS 44020) Adolescent development with emphasis on forces related to adolescent behavior. Evaluation of current research. **Prerequisite:** Human Development and Family Studies (HDFS) major and Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54041  FAMILY INTERVENTION ACROSS THE LIFE SPAN  3 Credit Hours
(Cross-listed with HDFS 44041) Evaluation of research and theoretical models in the area of family intervention. Focus on strategies for assisting families in coping with a variety of critical issues over the family life cycle. **Prerequisite:** Human Development and Family Studies (HDFS) major and Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54022  CHANGING ROLES OF MEN AND WOMEN  3 Credit Hours
(Slashed with HDFS 44022) A study of roles of men and women, past, present, and future. **Prerequisite:** Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54023  BUILDING FAMILY STRENGTHS  3 Credit Hours
(Cross-listed with HDFS 44023) The building family strengths model builds upon family life potential, based on extensive research emphasizing identified family strengths. **Prerequisite:** Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54028  PARENT-CHILD RELATIONSHIPS  3 Credit Hours
Study of parent-child relationships across the life span and within various contexts. Emphasis on the process of socialization and determinants of parent-child relationships based on current research. **Prerequisite:** Human Development and Family Studies (HDFS) major and Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54029  FAMILY POLICY  3 Credit Hours
(Cross-listed with HDFS 44029) Understanding federal, state and local policy issues affecting families. Role of family life educator in promoting a family-friendly perspective in policy making. **Prerequisite:** Human Development and Family Studies (HDFS) major and Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54032  NONPROFIT FUNDRAISING AND GRANTWRITING  3 Credit Hours
(Slashed with HDFS 44032) Provides comprehensive preparation in planning, seeking and acquiring funding from available resources in supporting the mission of nonprofit human services agencies. **Prerequisite:** Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54037  POSITIVE YOUTH DEVELOPMENT  3 Credit Hours
Examines individual, family, school and community characteristics that comprise developmental assets contributing to positive youth development (PYD). Definitions and descriptions of PYD approaches are examined as well as evaluations of program effectiveness. Common elements of PYD programs are explored, such as emphasizing youths' strengths, providing opportunities to learn health behaviors, promoting positive peer relationships, connecting youth with caring adults, empowering youth to assume leadership roles, and challenging youth in ways that build their competence. Implications for professional child and youth work are discussed. Students complete a program development project. **Prerequisite:** HDFS 54020 and Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54038  PROFESSIONAL CHILD AND YOUTH WORK PRACTICE  3 Credit Hours
(Slashed with HDFS 44038) Provides students with an understanding of the historical and current methodologies and organizational structures of professional child and youth work practice emphasizing a synthesis of previous and new learning regarding five domains of competence (professionalism, culture and human diversity, applied human development, relationship and communication and developmental practice methods). Practice issues in community-based and out of home care settings as well as work with various child and youth populations are to be explored. Students complete a program development and evaluation project. **Prerequisite:** Human development and family studies (HDFS) major and Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter

HDFS 54039  BEREAVEMENT, TRAUMA AND OTHER LOSSES  3 Credit Hours
Exploration of the impact of death, trauma and other losses on individuals and families across the lifespan. Consideration of gender, social and cultural context. Implications for human services professionals. **Prerequisite:** Graduate standing.
**Schedule Type:** Lecture
**Contact Hours:** 3 lecture
**Grade Mode:** Standard Letter
HDFS 54092  PRACTICUM IN HUMAN DEVELOPMENT AND FAMILY STUDIES  3-6 Credit Hours
(Repeatable for credit) (Slashed with HDFS 44092) Observation and participation in child, family and human service agencies.
Prerequisite: Human Development and Family Studies (HDFS) major; and Graduate standing and special approval.
Schedule Type: Lecture, Practicum or Internship
Contact Hours: 1 lecture, 14-35 other
Grade Mode: Standard Letter

HDFS 61091  SEMINAR  2-3 Credit Hours
(Repeatable for credit) Evaluation and interpretation of recent literature in human development and/or family studies. Topic selected for semester will be indicated in the schedule of classes.
Prerequisite: Graduate standing.
Schedule Type: Seminar
Contact Hours: 2-3 other
Grade Mode: Standard Letter

HDFS 61098  RESEARCH  1-15 Credit Hours
(Repeatable for credit) Research for master’s level graduate students. Credits earned may be applied toward meeting degree requirements if school approves.
Prerequisite: Graduate standing.
Schedule Type: Research
Contact Hours: 1-15 other
Grade Mode: Standard Letter

HDFS 61198  MASTER'S PROJECT  2-6 Credit Hours
(Repeatable for credit) (Cross-listed with NUTR 61198) Completion and successful defense of a master’s project. Master’s project students must register for a total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.
Prerequisite: Graduate standing and special approval.
Schedule Type: Master’s Project
Contact Hours: 2-6 other
Grade Mode: Standard Letter-IP

HDFS 61199  THESIS I  2-6 Credit Hours
Thesis students must register for total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.
Prerequisite: Graduate standing and special approval.
Schedule Type: Masters Thesis
Contact Hours: 2-6 other
Grade Mode: Satisfactory/Unsatisfactory-IP

HDFS 61299  THESIS II  2 Credit Hours
Thesis II students must continue registration each semester until all degree requirements are met.
Prerequisite: HDFS 61199 and Graduate standing.
Schedule Type: Masters Thesis
Contact Hours: 2 other
Grade Mode: Satisfactory/Unsatisfactory-IP

HDFS 64023  FAMILY THEORIES AND PROCESSES  3 Credit Hours
An examination of theories and research for understanding family dynamics and changes in families across the lifespan. Includes attention to diverse family structures, dyadic and group processes applicable to families, and social and cultural contexts.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 64024  FAMILY LIFE EDUCATION  3 Credit Hours
Developing community acceptance, teaching aids and techniques and curriculum for family life education.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

HDFS 64026  PROFESSIONAL ISSUES IN HUMAN DEVELOPMENT AND FAMILY STUDIES  2 Credit Hours
This course covers ethical and professional issues related to the field of human development and family studies. The course will cover both conceptual ideas related to research and practice in the field as well as practical tools for professional development and successful completion of the Master's Thesis or Project.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 2 lecture
Grade Mode: Standard Letter

HDFS 64027  EARLY ADOLESCENCE  3 Credit Hours
Examines the fundamental changes, social contexts and psychosocial processes involved in human development from ages eight through 15. Implications for working with this age group within schools and human service agencies.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

Rehabilitation Counseling and Training (RHAB)

RHAB 47712  INTRODUCTION TO REHABILITATION  3 Credit Hours
Introductory course surveys philosophy, history and legislation in rehabilitation which is defined as a process, social movement and public mandate. Particular emphasis is given to the role and function of the rehabilitation counselor in the private and public sectors.
Prerequisite: Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

RHAB 57712  INTRODUCTION TO REHABILITATION  3 Credit Hours
Introductory course surveys philosophy, history, and legislation in rehabilitation which is defined as a process, social movement and public mandate. Particular emphasis is given to the role and function of the rehabilitation counselor in the private and public sectors.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

RHAB 60093  VARIABLE TITLE WORKSHOP IN REHABILITATION COUNSELING  1-4 Credit Hours
(Repeatable for credit)
Prerequisite: Graduate standing and special approval.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 60199  THESIS I  2-6 Credit Hours
Thesis students must register each semester until all degree requirements are met.
Prerequisite: Graduate standing.
Schedule Type: Masters Thesis
Contact Hours: 2-6 other
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 60299  THESIS II  2 Credit Hours
Thesis students must continue registration each semester until all degree requirements are met.
Prerequisite: RHAB 60199 and Graduate standing.
Schedule Type: Masters Thesis
Contact Hours: 2 other
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 67723  MEDICAL INFORMATION FOR REHABILITATION COUNSELORS  3 Credit Hours
(Slashed with RHAB 77723) Study of the physical impact of disease or injury on individuals; available medical and restorative resources skills in interpreting medical reports and rehabilitation planning.
Prerequisite: Graduate standing.
Schedule Type: Clerkship
Contact Hours: 3 other
Grade Mode: Standard Letter
RHAB 67725  PSYCHOSOCIAL IMPACT OF DISABILITY  3 Credit Hours
Introduction to major concepts in rehabilitation regarding the impact of disability on the individual, the family and the community. Normalization stigma and adjustment to loss emphasized.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67728  ADJUSTMENT AND TRAINING GROUPS  3 Credit Hours
Review of group counseling techniques for rehab counselors and school psychologists. Skills developed in group process and group leadership. A variety of group interventions will be examined including techniques for persons with disabilities.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67729  MEASUREMENT AND APPRAISAL IN REHABILITATION  3 Credit Hours
Review of measurement theory and principles as applied in rehabilitation. Demonstration of instruments used in vocational assessment. Simulation of psychological consultation.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67730  POLICIES AND PRACTICES FOR REHABILITATION COUNSELORS OF THE DEAF  3 Credit Hours
Designed to integrate coursework in Rehabilitation and Deaf Education with field experiences in preparation for interning with an RCD by building upon coursework and field experiences to examine the unique issues, accommodations, and modifications needed when applying these processes to DHH individuals. The course addresses cultural, linguistic, and experiential issues that impact achievement, assessment, vocational identity and skills, career education and training, counseling theory and practice, and employer and employment site preparation with a focus on identification and use of research-based exemplary practices. It also provides specific consumer, vendor, organizational, political, social, and educational aspects facing RCDS.
Prerequisite: rehabilitation Counseling and Training (RHAB) major and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67731  INDIVIDUAL COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS  3 Credit Hours
(Slashed with RHAB 77731) (Cross-listed with SPSY 67929 and SPSY 77929) Review of individual counseling techniques. Skills developed in communication, interviewing, problem identification, goal-setting and program development are fostered by lecture, video feedback and simulation.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67732  OCCUPATIONAL ASPECTS OF DISABILITY  3 Credit Hours
An introduction to a wide range of occupational and vocational analysis through job analysis, job seeking, job placement, job restructuring, work adjustment and independent living approaches.
Prerequisite: RHAB 67729 or 77729 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67743  PSYCHIATRIC REHABILITATION  3 Credit Hours
(Slashed with RHAB 77743) Review of psychiatric, alcohol and other drug related disabilities and their treatment. Topics include psychosocial rehabilitation, case management, and psychotropic medication.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67744  DRUG AND ALCOHOL REHABILITATION  3 Credit Hours
(Slashed with RHAB 77744) Review of substance abuse treatments, trends, modalities and community agencies; vocational implications of substance abuse; vocational assessment issues and job placement options.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
RHAB 67776 SEMINAR ON RESEARCH IN DISABILITIES 3 Credit Hours
Survey of the research literature in disabilities. Guidelines for evaluating and implementing research findings. Acquaints students with current research. Evaluation of design statistical analysis and conclusions.  
Prerequisite: Graduate standing.  
Corequisite: EVAL 65510.  
Schedule Type: Seminar  
Contact Hours: 3 other  
Grade Mode: Standard Letter
RHAB 67792 INDIVIDUAL COUNSELING PRACTICUM IN REHABILITATION 2-4 Credit Hours
Supervised, controlled exposure to rehabilitation clients; examine alternative modes of intervention; group and individual feedback sessions using audio and videotape recordings.  
Prerequisite: RHAB 67731 or RHAB 77731 and Graduate standing.  
Schedule Type: Practicum or Internship  
Contact Hours: 10-20 other  
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 67795 SPECIAL TOPICS IN REHABILITATION 1-3 Credit Hours (Repeatable for credit)  
Presentation of special interest to students. Offered irregularly. Topic will be announced in schedule of classes booklet.  
Prerequisite: Graduate standing and special approval.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
RHAB 67796 INDIVIDUAL INVESTIGATION IN REHABILITATION COUNSELING 1-3 Credit Hours (Repeatable for credit)  
Independent reading and/or research directed by a graduate faculty member.  
Prerequisite: Graduate standing.  
Schedule Type: Individual Investigation  
Contact Hours: 1-3 other  
Grade Mode: Standard Letter-IP
RHAB 67798 INDIVIDUAL RESEARCH IN REHABILITATION 1-9 Credit Hours (Repeatable for credit)  
Research project on an aspect of rehabilitation under supervision of instructor. Arrangements with instructor must be made prior to registration.  
Prerequisite: Graduate standing and special approval.  
Schedule Type: Research  
Contact Hours: 1-9 other  
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 67892 INTERNSHIP: REHABILITATION 6 Credit Hours (Repeatable for credit)  
Assignment to rehabilitation agency for extensive and intensive applications appropriate for rehabilitation counseling, consulting and coordinating. Supervision of internships shared jointly by rehabilitation agency and university instructor. Credit hour reduction for prior experience may be granted.  
Prerequisite: RHAB 6/77736 and Doctoral standing.  
Schedule Type: Practicum or Internship  
Contact Hours: 43 other  
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 70093 VARIABLE TITLE WORKSHOP IN REHABILITATION COUNSELING 1-4 Credit Hours (Repeatable for credit)  
Prerequisite: Doctoral standing and special approval.  
Schedule Type: Workshop  
Contact Hours: 1-4 other  
Grade Mode: Satisfactory/Unsatisfactory-IP
RHAB 77712 INTRODUCTION TO REHABILITATION 3 Credit Hours  
Introductory course surveys philosophy, history and legislation in rehabilitation which is defined as a process, social movement and public mandate. Particular emphasis is given to the role and function of the rehabilitation counselor in the private and public sectors.  
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
RHAB 77723 MEDICAL INFORMATION FOR REHABILITATION COUNSELORS 3 Credit Hours  
(Slashed with RHAB 67723) Study of the physical impact of disease or injury on individuals; available medical and restorative resources skills in interpreting medical reports and rehabilitation planning.  
Prerequisite: Doctoral standing.  
Schedule Type: Clerkship  
Contact Hours: 3 other  
Grade Mode: Standard Letter
RHAB 77725 PSYCHOSOCIAL IMPACT OF DISABILITY 3 Credit Hours  
Introduction to major concepts in rehabilitation regarding the impact of disability on the individual, the family and the community. Normalization, stigma and adjustment to loss emphasized.  
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
RHAB 77728 ADJUSTMENT AND TRAINING GROUPS 3 Credit Hours  
Review of group counseling techniques for rehab counselors and school psychologists. Skills developed in group process and group leadership. A variety of group interventions will be examined including techniques for persons with disabilities.  
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
RHAB 77729 MEASUREMENT AND APPRAISAL IN REHABILITATION 3 Credit Hours  
Review of measurement theory and principles as applied in rehabilitation. Demonstration of instruments used in vocational assessment. Simulation of psychological consultation.  
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter
RHAB 77731 INDIVIDUAL COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS 3 Credit Hours
(Slashed with RHAB 67731) (Cross-listed with SPSY 67929 and SPSY 77929) Review of individual counseling techniques. Skills developed in communication, interviewing, problem identification, goal-setting and program development are fostered by lecture, video feedback and simulation.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

RHAB 77732 OCCUPATIONAL ASPECTS OF DISABILITY 3 Credit Hours
An introduction to a wide range of occupational and vocational analysis through job analysis, job seeking, job placement, job restructuring, work adjustment and independent living approaches.
Prerequisite: RHAB 67729 or 77729 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

RHAB 77736 INDIVIDUAL COUNSELING PRACTICUM IN REHABILITATION 2-4 Credit Hours
Supervised, controlled exposure to rehabilitation clients; examine alternative modes of intervention; group and individual feedback sessions using audio and videotape recordings.
Prerequisite: RHAB 67731 or RHAB 77731 and Doctoral standing.
Schedule Type: Practicum or Internship
Contact Hours: 2-4 other
Grade Mode: Satisfactory/Unsatisfactory

RHAB 77743 PSYCHIATRIC REHABILITATION 3 Credit Hours
(Slashed with RHAB 67743) Review of psychiatric, alcohol and other drug related disabilities and their treatment. Topics include psychosocial rehabilitation, case management and psychotropic medication.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

RHAB 77744 DRUG AND ALCOHOL REHABILITATION 3 Credit Hours
(Slashed with RHAB 67744) Review of substance abuse treatments, trends, modalities and community agencies; vocational implications of substance abuse; vocational assessment issues and job placement options.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

RHAB 77776 SEMINAR ON RESEARCH IN DISABILITIES 3 Credit Hours
Survey of the research literature in disabilities. Guidelines for evaluating and implementing research findings. Acquaints students with current research. Evaluation of design statistical analysis and conclusions. IP grade permissible.
Prerequisite: Doctoral standing.
Corequisite: EVAL 66510.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

RHAB 77792 INTERNSHIP REHABILITATION 6 Credit Hours
(Repeatable for credit) Assignment to rehabilitation agency for extensive and intensive applications; appropriate for rehabilitation counseling, consulting and coordinating. Supervision of internships shared jointly by rehabilitation agency and university instructor. Credit hour reduction for prior experience may be granted.
Prerequisite: RHAB 6/77736 and Doctoral standing.
Schedule Type: Practicum or Internship
Contact Hours: 43 other
Grade Mode: Satisfactory/Unsatisfactory

RHAB 77795 SPECIAL TOPICS IN REHABILITATION 1-3 Credit Hours
(Repeatable for credit) Presentation of special interest to students. Offered irregularly. Topic will be announced in schedule of classes booklet.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

RHAB 77796 INDIVIDUAL INVESTIGATION IN REHABILITATION COUNSELING 1-3 Credit Hours
(Repeatable for credit) Independent reading and/or research directed by a graduate faculty member.
Prerequisite: Doctoral standing.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Standard Letter

RHAB 77798 INDIVIDUAL RESEARCH IN REHABILITATION 1-9 Credit Hours
(Repeatable for credit) Research project on an aspect of rehabilitation under supervision of instructor. Arrangements with instructor must be made prior to registration.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Research
Contact Hours: 1-9 other
Grade Mode: Satisfactory/Unsatisfactory

Special Education (SPED)

SPED 23000 INTRODUCTION TO EXCEPTIONALITIES (DIVD) 3 Credit Hours
Introduction to student exceptionalities, service delivery/placement options and multidisciplinary team process. Focus on identification of characteristics definition and identification procedures of students with exceptionalities. 15 clinical hours.
Prerequisite: None.
Schedule Type: Clinic, Lecture
Contact Hours: 3 lecture, 1 other
Grade Mode: Standard Letter
Attributes: Diversity Domestic, TAG Education
SPED 24000 INCLUSIVE PRACTICES  3 Credit Hours  
This course presents an overview of current special education issues as they relate to inclusive practices. Candidates will gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges. Students will develop a productive orientation toward effective instruction in inclusive settings through a study of legal, practical, professional, and attitudinal issues relevant to inclusive education.  
Prerequisite: SPED 23000. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter  

SPED 40093 WORKSHOP IN SPECIAL EDUCATION  1-5 Credit Hours  
(Repeatable for credit) Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent State University faculty and other institutions. Offered irregularly.  
Prerequisite: None. 
Schedule Type: Workshop 
Contact Hours: 1-5 other 
Grade Mode: Satisfactory/Unsatisfactory/IP  

SPED 42030 ISSUES IN MODERATE-INTENSIVE DISABILITIES  3 Credit Hours  
(Slashed with SPED 52030) Addresses a variety of topics relevant to the education of students with moderate to intensive (MDIN) educational needs including contemporary issues, evidence based interventions, and understanding and addressing mental health issues in educational environments. Prepares pre-service MDIN teachers to understand challenges they are likely to encounter in the classroom and connects them with local and national professional development resources to help address those challenges.  
Prerequisite: None. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter  

SPED 42035 WORKSHOP IN SPECIAL EDUCATION  1 Credit Hours  
Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent State University faculty and other institutions. Offered irregularly.  
Prerequisite: None. 
Schedule Type: Workshop 
Contact Hours: 1 other 
Grade Mode: Satisfactory/Unsatisfactory/IP  

SPED 42951 EARLY INTERVENTION IN NATURAL ENVIRONMENTS  3 Credit Hours  
This seminar targets a broad array of early childhood professionals that comprise the field of early intervention from practitioners to future leaders in the field. This course has a primary focus is on identifying natural opportunities for infants and toddlers to acquire and practice functional skills and behaviors. Recommended practice guidelines of the Division for Early Childhood (DEC) indicate that interventions should be embedded and distributed within and across the routines, activities and places that are part of the child’s daily experience. This course will explore issues related to the various natural environments of the children in search of the routines, activities, and places that offer the maximum learning and practice opportunities that are family centered, developmentally and individually appropriate, culturally sensitive and least intrusive.  
Prerequisite: Junior or Senior standing; and cumulative 2.750 GPA. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter  

SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION  3 Credit Hours  
This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions which provide services to them. Use of collaborative, interdisciplinary and interagency models in special education.  
Prerequisite: SPED 23000 and admission to advanced study. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter  

SPED 43020 ASSESSMENT IN SPECIAL EDUCATION (WIC)  3 Credit Hours  
Use/interpretation normed, criterion-referenced and informal curriculum-based assessments for students with mild/moderate disabilities. Standards-based alternative assessments for student with intensive needs.  
Prerequisite: CI 47501 and 47504. 
Corequisite: SPED 43992 or 43392 or 44092 or 44192. 
Schedule Type: Field Experience, Lecture 
Contact Hours: 1 lecture, 2 other 
Grade Mode: Standard Letter  
Attributes: Writing Intensive Course  

SPED 43021 ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS (WIC)  3 Credit Hours  
(Cross-listed with SPED 53021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with moderate to intensive disabilities. Interpretation of norm- and criterion formal assessments, creation of alternative assessments, modification of informal assessments, ecological and community-based assessments specific to individuals with low incidence and multiple disabilities.  
Prerequisite: SPED 23000. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter  
Attributes: Writing Intensive Course  

SPED 43022 INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION  3 Credit Hours  
This course provides students with the knowledge and skills to select appropriate screening and assessment tools for the purpose of determining eligibility for special education services. Additionally, students will learn how to administer, score, and use assessment results to develop an Individualized Education Program (IEP) for students identified with disabilities.  
Prerequisite: SPED 24000; and admission to advanced standing. 
Schedule Type: Lecture 
Contact Hours: 3 lecture 
Grade Mode: Standard Letter
SPED 43030  APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES  3 Credit Hours
Theory and techniques associated with applied behavior analysis. Approaches for establishing, implementing, maintaining and modifying classroom environments/instructional techniques to enhance learning/behavior of individuals with disabilities, with specific emphasis on preventing, increasing positive and decreasing inappropriate behavior are introduced. 25 field hours.
Prerequisite: SPED 23000 and admission to advanced study.
Schedule Type: Clinic, Field Experience, Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43031  APPLIED BEHAVIOR ANALYSIS II: APPLICATION  3 Credit Hours
Equips students with the skills necessary to integrate the technology of applied behavior analysis (as learned in SPED 43030, Applied Behavior Analysis I) with the analytical skills necessary to prevent, teach, manage and assess behavior. Specific behavioral interventions are presented. Includes 40 field hours.
Prerequisite: SPED 43030 and admission to advanced study.
Schedule Type: Field Experience, Lecture
Contact Hours: 1 lecture, 2 other
Grade Mode: Standard Letter

SPED 43040  SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES  3 Credit Hours
Course focuses on instructional approaches to teaching reading and language arts to students with disabilities. Major emphasis throughout is on research-based techniques to improve student reading performance, focusing on the direct instruction approach to teaching reading. Students develop intervention strategies to adapt instructional techniques, materials and assessments to meet the needs of diverse learners with disabilities.
Prerequisite: SPED 23000; and admission to advanced study.
Schedule Type: Clinic, Field Experience, Lecture
Contact Hours: 1 lecture, 2 other
Grade Mode: Standard Letter

SPED 43041  SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR MATHEMATICAL DIFFICULTIES  3 Credit Hours
This course provides students with the knowledge and skills to plan, deliver, and evaluate supplemental and intensive math instruction using research-based programs and practices. Data based individualization will be used to determine what and how to teach to promote mastery and understanding of critical math skills and concepts. Students learn effective strategies and instructional approaches for improving outcomes for students experiencing persistent difficulties learning math, including students with disabilities.
Prerequisite: Admission to advanced study.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43050  CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS  3 Credit Hours
Definitions, causes and characteristics and social and educational implications of learning developmental and emotional/behavioral disorders of students identified with mild/moderate disabilities. Methods of assessment and interventions current issues. 10 clinical and 10 field hours.
Prerequisite: SPED 23000.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43051  CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS  3 Credit Hours
Overview of specific facets and causes of severe disabilities, physical/psychological aspects, family societal responses political trends etiology and medical implications educational and vocational programming assessment and treatment planning assistive technology. 10 clinical 10 field hours.
Prerequisite: SPED 23000.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43060  CURRICULUM METHODS IN SPECIAL EDUCATION  3 Credit Hours
Curriculum development, programming, delivery for students with mild, moderate or intensive disabilities. Emphasis on application of state standards to IEP development. Adapting instructional techniques, materials, assessment to meet needs. 33 field/clinical hours.
Prerequisite: Admission to advanced study.
Schedule Type: Field Experience, Lecture
Contact Hours: 1 lecture, 2 other
Grade Mode: Standard Letter

SPED 43062  DIFFERENTIATED CORE INSTRUCTION: FRAMEWORKS AND PRACTICES  3 Credit Hours
(Slashed with SPED 53062) Frameworks and models for delivering and adapting core instruction for students with mild to moderate disabilities. Emphasis on collaboration, co-teaching, and team-based problem solving. Overview of key research-validated practices for addressing diverse learning needs within the general education curriculum.
Prerequisite: SPED 24000 and admission to advanced study.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43063  CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION  3 Credit Hours
(Cross-listed with SPED 53063) Delivery and adaptation of evidence based practices for students with moderate to intensive educational needs. An emphasis is placed on instruction of functional academic and life skills within naturalistic contexts.
Prerequisite: Admission to advanced study.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 43070 PLANNING AND PROGRAMMING FOR TRANSITIONS  3 Credit Hours
This course discusses transitions that occur throughout the lifespan for individuals with and without disabilities, and the planning, support development and services available to successfully accomplish them. Introduction to community agencies and adult services.
Prerequisite: SPED 43050 or SPED 43051.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43080 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES  3 Credit Hours
Examines application of high and low technology assistive devices for students with intensive intervention needs. Analysis of technology needs; selection/development of technology; training/evaluation of technology use by students. 20 clinical hours.
Prerequisite: SPED 43050 or SPED 43051 and admission to advanced study.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43092 DEAF RESIDENTIAL SCHOOL FIELD EXPERIENCE (ELR)  1 Credit Hour
(Repeatable for credit) Week-long practicum at a residential school for the deaf; 24-hour interaction with deaf students and adults. Students stay on campus. Conduct, interaction, sign language skills, maturity, responsibility and performance are evaluated by staff at the school.
Prerequisite: ASL 49309 or SPED 43309; and admission to advanced study or admission to professional phase.
Pre/corequisite: ASL 29202.
Schedule Type: Practicum or Internship
Contact Hours: 8.33 other
Grade Mode: Satisfactory/Unsatisfactory-IP
Attributes: Experiential Learning Requirement

SPED 43096 FUNDAMENTALS OF AUDIOLOGY FOR STUDENTS WITH HEARING LOSS  3 Credit Hours
(Slashed with SPED 53306) This course focuses on providing non-audiology majors, specifically deaf education, educational interpreting, and ASL majors, with knowledge to support and serve children with a variety of hearing disorders in the educational setting.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43307 LISTENING, LANGUAGE AND PHONEMIC DEVELOPMENT FOR INDIVIDUALS WITH HEARING LOSS  3 Credit Hours
(Slashed with SPED 53307) This class focuses on listening, language and phonemic development for individuals with hearing loss. Specific areas will focus on typical language development and the impacts of hearing loss on language development in receptive, expressive, semantic, phonological, social, morphological and syntactical domains with an emphasis on reading and written language. The Auditory-Visual continuum, SCALES, along with strategies for zone of development will be focused on with auditory development strategies.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43309 INTRODUCTION TO DEAF STUDIES (ELR) (WIC)  3 Credit Hours
(Cross-listed with ASL 49309 and SPED 53309) Introductory survey course designed to provide informational base and understanding of the unique experiences of Deaf people as a cultural minority. Course includes a discussion of: the history of deaf education, etiology and prevalence data, service delivery systems, the process of diagnosis and discovery of hearing loss, issues associated with assessment, and the various communication systems used by deaf individuals. Specifically, topics discussed will include historical, medical, and cultural perspectives regarding the interactions between Deaf and hearing cultural groups and the resulting impact on social, academic-educational, and vocational experiences of deaf children, adults, and their families.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
Attributes: Experiential Learning Requirement, Writing Intensive Course

SPED 43310 LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS  3 Credit Hours
(Cross-listed with SPED 53310) Reviews research, theories and theorists in the field of language development for hearing and deaf children; develops awareness of language differences commonly demonstrated by deaf and hard-of-hearing children; demonstrates ways to assess linguistic differences and facilitate instruction. Six topic areas include theories of language development (review), language and cognition, normal language acquisition in signed and spoken languages, child-caregiver interaction, language learning in a bilingual setting and language assessment. Students gain foundational understanding of language development and awareness of classroom applications for this knowledge. Includes 20 hours of field-lab experience. Deaf Education majors must achieve a minimum grade of B (3.000) in SPED 43309 before registering for this course.
Prerequisite: SPED 43309; and ASL 19202; and admission to advanced study; and Special Education (SPED) major or ASL English Interpreting (ASEI) major.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43311 INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS  3 Credit Hours
IEP and transition planning strategies and program content for deaf/hard-of-hearing students w/ADHD, BD, DD, VI, DB, LD, CMI, TBI, chronically health impaired/medically fragile, gifted. Curriculum and lesson development and adaptation for impacted areas.
Prerequisite: SPED 43313 with a minimum grade of B (3.000); and admission to advanced study.
Corequisite: 2 credit hours of SPED 43392.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 43313 LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS 6 Credit Hours
(Cross-listed with SPED 53313) Theoretical overview of integrated linguistics curriculum and reading theories. Strategies to address DHH difficulties and barriers, instructional planning and materials design, and ongoing assessment strategies. Course includes a practicum placement.
Prerequisite: SPED 43310 with a minimum grade of B (3.000); and CI 47504 or ECED 40126; and admission to advanced study.
Pre/corequisite: ASL 29202.
Corequisite: 2 credit hours of SPED 43392.
Schedule Type: Lecture
Contact Hours: 6 lecture
Grade Mode: Standard Letter

SPED 43324 CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS 3 Credit Hours
Designed to provide students with basic knowledge and skills needed to effectively design and implement instruction for deaf and hard-of-hearing students. Conducted through a combination of lectures, discussions, demonstrations and group activities. Upon successful completion, students possess foundational understanding of how to design and implement lessons and curriculum with students who are deaf and hard of hearing.
Prerequisite: SPED 43313 with a minimum grade of B (3.000); CI 47501 and 47502; admission to advanced study.
Corequisite: 2 credit hours of SPED 43392.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43392 PRACTICUM:DEAF EDUCATION (ELR) 1-3 Credit Hours
(Repeatability for a maximum of 3 credit hours) This classroom and field-based experience is designed to provide students pre-service deaf education teachers with the opportunity to develop professional-level skills in working with deaf and hard-of-hearing (DHH) students. The field component will provide experience in working with DHH students with diverse needs, disabilities and ethnic-cultural backgrounds. The class will address appropriate lesson planning and implementation and meets at least 6 times per semester.
Prerequisite: None.
Schedule Type: Practicum or Internship
Contact Hours: 3-9 other
Grade Mode: Satisfactory/Unsatisfactory-IP
Attributes: Experiential Learning Requirement

SPED 43529 NATURE AND NEEDS OF GIFTED CHILDREN 3 Credit Hours
Personal characteristics, abilities and potentials of gifted through review of related research. Evaluation of research findings and implications for psycho-educational development.
Prerequisite: PSYC 11762 and Sophomore standing and admission to advanced study.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43530 INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN 3 Credit Hours
Prerequisite: SPED 43529 and admission to advanced study.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43953 FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD 3 Credit Hours
The course is specifically designed to examine issues facing families and professionals serving young children with disabilities and those who are at-risk. This course will provide students with theory, general principles, and procedures for fostering partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment.
Prerequisite: Minimum cumulative 2.750 GPA and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43954 PRACTICAL APPLICATION: TEAMING 3 Credit Hours
The purpose of this course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles and responsibilities in a variety of educational settings serving young children with disabilities. A range of topics will be addressed throughout the course, including team models, consultation, reflective practices, effective meetings, conflict resolution and communication skills and coaching.
Prerequisite: Minimum cumulative 2.750 GPA and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43955 TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN 3 Credit Hours
This course provides an overview of typical and atypical development in young children from birth through age eight, both at the pre-natal and peri-natal levels. Traditional and modern theories of development are discussed within an ecological framework, with an emphasis on brain research, risk factors, culture, and the implications of atypical development as it relates to play and learning. Emphasis on the interrelatedness of development as well as the sequences of development (pedagogical, developmental and logical) is explored.
Prerequisite: Minimum cumulative 2.750 GPA and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 43958  FOUNDATIONS IN EARLY CHILHOOD SERVICES    3 Credit Hours
This course is designed to provide an overview of topics and issues in regard to young children with disabilities within the context of family and current society. This course is a foundational course relevant to early childhood intervention (ECI) professionals from a variety of fields, and includes the current practices in serving young children and their families. All the information provided is interdisciplinary, inclusive and family-focused by nature. The core principles of the Individuals with Disabilities Education Improvement Act (IDEIA) will be reviewed with specific emphasis on Part B 619 and Part C provisions.
Prerequisite: 2.750 cumulative GPA and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43964  ASSESSMENT AND EVALUATION IN EARLY INTERVENTION AND EARLY CHILHOOD SPECIAL EDUCATION    3 Credit Hours
This course provides an overview of assessment and evaluation in early childhood services. We will examine a range of systems for comparing and observing early childhood services, practices, for young children and families including: screening, eligibility, programmatic assessment, performance monitoring, program evaluation, and accountability. The theoretical concepts of assessment and program evaluation in early childhood services will be investigated in this course, and there will also be opportunities for you to apply this knowledge of assessment instruments, curriculum and instructional strategies and program evaluation methods to intervention settings. Issues and trends related to assessing young children with disabilities (e.g., assessing family outcomes, cultural and linguistic differences) will also be discussed.
Prerequisite: 2.750 cumulative GPA and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 43981  STUDENT TEACHING IN SPECIAL EDUCATION (ELR)    4-9 Credit Hours
Provides opportunity to demonstrate skills in teaching. Students placed in education-based settings; assume total teaching responsibilities of students with exceptionalities for 480 clock hours under the supervision of the school-based mentor teacher and the university supervisor. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which student teaching internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty/staff at Regional campuses as prerequisite for student teaching. L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty/staff at Regional campuses as prerequisite for student teaching.
Prerequisite: Admission to advanced study; and Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training
Corequisite: SPED 49525.
Schedule Type: Practicum or Internship
Contact Hours: 17-35 other
Grade Mode: Satisfactory/Unsatisfactory-IP
Attributes: Experiential Learning Requirement

SPED 43991  SEMINAR IN SPECIAL EDUCATION    1-3 Credit Hours
(Repeatable for credit) Undergraduate seminar in special education; varied topics.
Prerequisite: Admission to advanced study.
Schedule Type: Seminar
Contact Hours: 1-3 other
Grade Mode: Standard Letter

SPED 43992  FIELD EXPERIENCE IN SPECIAL EDUCATION (ELR)    3 Credit Hours
Provides opportunity to observe master teachers and begin working with students. Students are placed in education-based settings and work with a team of professionals to understand techniques for providing services to students with exceptionalities. Additional seminar meetings.
Prerequisite: SPED 23000.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory-IP
Attributes: Experiential Learning Requirement

SPED 43995  SPECIAL TOPICS IN SPECIAL EDUCATION    1-4 Credit Hours
(Repeatable for credit) Selected topics intended to encourage interdisciplinary study to cover areas not treated adequately in traditional coursework and to make available promptly the new and significant experience of faculty within Special Education.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 1-4 lecture
Grade Mode: Standard Letter

SPED 43996  INDIVIDUAL INVESTIGATION IN SPECIAL EDUCATION    1-10 Credit Hours
(Repeatable for credit) (Cross-listed with ASL 49096)
Prerequisite: Special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-10 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 44020  MEDICAL ASPECTS OF AUTISM SPECTRUM DISORDERS    3 Credit Hours
Description of medical issues facing individuals with autism spectrum disorders (ASD) and their families. Examination of etiology, co-occurring disabilities and disorders, and treatment options in relation to individuals with ASD.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 44092  FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR)    3 Credit Hours
Field assignments in conjunction with mild-moderate coursework. Evaluates students in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with CEC standards.
Prerequisite: SPED 43992 and 43060 and admission to advanced study.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory
Attributes: Experiential Learning Requirement
SPED 44192  FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR)  3 Credit Hours
(Repeatable for credit) Field assignments in conjunction with moderate-intensive coursework. Evaluates students in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with CEC standards.
Prerequisite: SPED 43992; and admission to advanced study.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory
Attributes: Experiential Learning Requirement

SPED 44309  AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS  3 Credit Hours
(Slashed with SPED 64309, SPA 64309 and SPA 74309) Provides an overview of Autism Spectrum Disorders (ASD). Examines the history, characteristics, and prevalence of ASD. Assessment and intervention models are explored as they relate to various theoretical models for understanding ASD.
Prerequisite: None.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 44951  CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS  3 Credit Hours
In this course, students will become familiar with the federal law and state rules as well as recommended practices governing IFSP and IEP development. Students will use this knowledge to compete develop and prepare to implement IFSP outcomes and strategies, and IEP goals, objectives and benchmarks through the identification of appropriate strategies as well as related supports and services. Family-centered, strengths-based planning and collaboration within the teaming approach will be emphasized. Students will learn about the process of facilitating the development, implementation, and monitoring of the IFSP and IEP as well learn about the products of this process.
Prerequisite: Minimum 2.750 cumulative GPA; and Junior or Senior standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 49525  INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE  3 Credit Hours
Focus on effective, ethical and responsible implication of professional practice. Provides vehicle to articulate and demonstrate professional competencies, commitment and ethical decision making for providing services to students.
Prerequisite: Admission to advanced study.
Corequisite: SPED 43981.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

SPED 50093  VARIABLE TITLE WORKSHOP IN SPECIAL EDUCATION  1-5 Credit Hours
(Repeatable for credit) Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent State University and other institution faculty. Offered irregularly.
Prerequisite: Graduate standing.
Schedule Type: Workshop
Contact Hours: 1-5 other
Grade Mode: Satisfactory/Unsatisfactory

SPED 52030  ISSUES IN MODERATE-INTENSIVE DISABILITIES  3 Credit Hours
Addresses a variety of topics relevant to the education of students with moderate to intensive (MDIN) educational needs including contemporary issues, evidence based interventions, and understanding and addressing mental health issues in educational environments. Prepares pre-service MDIN teachers to understand challenges they are likely to encounter in the classroom and connects them with local and national professional development resources to help address those challenges.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53010  FAMILY AND PROFESSIONAL COLLABORATION  3 Credit Hours
This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions which provide services to them. Use of collaborative interdisciplinary and interagency models in special education. 20 clinical and 10 field hours.
Prerequisite: SPED 63200 and Graduate standing.
Schedule Type: Field Experience, Lecture
Contact Hours: 1 lecture, 2 other
Grade Mode: Standard Letter

SPED 53020  ASSESSMENT IN SPECIAL EDUCATION  3 Credit Hours
Use/interpretation normed, criterion-referenced and informal curriculum-based assessments for students with mild/moderate disabilities. Standards-based alternative assessments for student with intensive needs. 10 field and 20 clinical hours.
Prerequisite: Graduate standing.
Schedule Type: Field Experience, Lecture
Contact Hours: 1 lecture, 2 other
Grade Mode: Standard Letter

SPED 53021  ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS  3 Credit Hours
(Cross-listed with SPED 43021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with moderate to intensive disabilities. Interpretation of norm- and criterion formal assessments, creation of alternative assessments, modification of informal assessments, ecological and community-based assessments specific to individuals with low incidence and multiple disabilities.
Prerequisite: SPED 63000 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53022  INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION  3 Credit Hours
(Slashed with SPED 43022) This course provides students with the knowledge and skills to select appropriate screening and assessment tools for the purpose of determining eligibility for special education services. Additionally, students will learn how to administer, score, and use assessment results to develop an Individualized Education Program (IEP) for students identified with disabilities.
Prerequisite: SPED 24000 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 53030  APPLIED BEHAVIOR ANALYSIS I: THEORY AND
TECHNIQUES  3 Credit Hours
Theory and techniques associated with applied behavior analysis.
Approaches for establishing, implementing, maintaining and monitoring
skill development are emphasized. Procedures for assessing and
modifying classroom environments/instructional techniques to enhance
learning/behavior of individuals with disabilities, with specific emphasis
on preventing, increasing positive and decreasing inappropriate behavior
are introduced. 25 field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53031  APPLIED BEHAVIOR ANALYSIS II: APPLICATION  3
Credit Hours
Equips students with the skills necessary to integrate the technology of
applied behavior analysis (as learned in SPED 43030, Applied Behavior
Analysis I) with the analytical skills necessary to prevent, teach, manage
and assess behavior. Specific behavioral interventions are presented.
Includes 40 field hours.
Prerequisite: SPED 53030 and Graduate standing.
Schedule Type: Field Experience, Lecture
Contact Hours: 1 lecture, 2 other
Grade Mode: Standard Letter

SPED 53040  SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR
LANGUAGE AND READING DIFFICULTIES  3 Credit Hours
This course focuses on instructional approaches to teaching language
and reading to students with disabilities. The major emphasis throughout
the course will be on research based techniques to improve student
reading performance, focusing on the direct instruction approach to
teaching reading. The course will also include intervention strategies to
adapt instructional techniques, materials and assessments to meet the
needs of diverse learners with disabilities.
Prerequisite: SPED 63200 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53041  SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR
MATHEMATICAL DIFFICULTIES  3 Credit Hours
(Slashed with SPED 43041) This course provides students with the
knowledge and skills to plan, deliver, and evaluate supplemental and
intensive math instruction using research-based programs and practices.
Data based individualization will be used to determine what and how
to teach to promote mastery and understanding of critical math skills
and concepts. Students learn effective strategies and instructional
approaches for improving outcomes for students experiencing persistent
difficulties learning math, including students with disabilities.
Prerequisite: graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53050  CHARACTERISTICS OF STUDENTS WITH MILD/
MODERATE INTERVENTION NEEDS  3 Credit Hours
Definitions, causes, characteristics; social, educational implications of
learning developmental and emotional behavioral disorders of students
identified with mild/moderate disabilities. Methods of assessment and
interventions; current issues. 10 clinical and 10 field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53051  CHARACTERISTICS OF STUDENTS WITH MODERATE/
INTENSIVE INTERVENTION NEEDS  3 Credit Hours
Overview of specific facets and causes of severe disabilities, physical/
psychological aspects family/societal responses, political trends, etiology
and medical implications, educational and vocational programming,
assessment and treatment planning, assistive technology. 10 clinical 10
field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53060  CURRICULUM METHODS IN SPECIAL EDUCATION  3
Credit Hours
Curriculum development, programming, delivery for students with mild to
moderate disabilities. Introduction to transition planning. Emphasis on
functional curriculum and adapting instructional techniques, materials,
assessment to meet needs. 33 field clinical hours.
Prerequisite: Graduate standing.
Schedule Type: Field Experience, Lecture
Contact Hours: 3 lecture, 33 other
Grade Mode: Standard Letter

SPED 53062  DIFFERENTIATED CORE INSTRUCTION: FRAMEWORKS
AND PRACTICES  3 Credit Hours
(Slashed with SPED 43062) Frameworks and models for delivering and
adapting core instruction for students with mild to moderate disabilities.
Emphasis on collaboration, co-teaching, and team-based problem solving.
Overview of key research-validated practices for addressing diverse
learning needs within the general education curriculum.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53063  CURRICULUM METHODS MODERATE/INTENSIVE
INTERVENTION  3 Credit Hours
(Cross-listed with SPED 43063) Delivery and adaptation of evidence
based practices for students with moderate to intensive educational
needs. An emphasis is placed on instruction of functional academic and
life skills within naturalistic contexts.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 53070  PLANNING AND PROGRAMMING FOR TRANSITIONS  3 Credit Hours
This course addresses life-span community participation and the planning, support, development, and services available to accomplish it. Introduction to community agencies and adult services. 10 clinical 15 field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53080  ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES  3 Credit Hours
Examines application of high and low technology assistive devices for students with intensive intervention needs. Analysis of technology needs; selection/development of technology; training/evaluation of technology use by students. 20 clinical hours.
Prerequisite: SPED 53050 or SPED53051 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53092  DEAF RESIDENTIAL SCHOOL FIELD EXPERIENCE  1 Credit Hour
(Slashed with SPED 43092) Week-long practicum at a residential or post-secondary school for the deaf; 24-hour per day interaction with deaf students and adults to learn about and participate in activities, resources, and programs and interact with staff with expertise in deafness.
Prerequisite: SPED 53309 and Graduate standing.
Pre/corequisite: ASL 29202.
Schedule Type: Practicum or Internship
Contact Hours: 8 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 53100  SURVEY OF INTERPRETING PROFESSION  3 Credit Hours
(Cross-listed with SPED 43100) Introduction to the field of ASL-English interpreting. The following will be discussed: the history of the interpreting profession; the varied roles-responsibilities of interpreters; issues and concerns facing interpreters; legal mandates and constraints governing the provision of interpreters; ethical guidelines and their application to educational environments. Since interpreters are expected to be fluent in both English and ASL, this course will strive to enhance students’ facility with both languages. Pre/ Corequisite: SPED 53106.
Prerequisite: ASL 19202 and Graduate standing.
Corequisite: ASL 29201.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53101  DEAF CULTURE AND COMMUNITY  3 Credit Hours
(Slashed with ASL 49401) Exploration of historical events and figures from deaf community perspective. Life experiences of “typical” deaf individuals as minority culture representatives interacting with majority culture institutions and processes as depicted in narrative storytelling and folklore.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53102  INTERPRETING PROCESSES I  3 Credit Hours
(Cross-listed with SPED 43102) Beginning level interpreting course that examines the models of interpreting and their application to practice. Consecutive and simultaneous interpreting strategies are used to develop processing skills for both English to ASL and ASL to English interpretations. Samples of narrative genre are the texts used for interpretations as students examine the linguistic and cultural differences between ASL and English narratives.
Prerequisite: ASL 29202; and SPED 53100; and SPED 53107; and Graduate standing.
Corequisite: ASL 39201 and SPED 53105.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53103  INTERPRETING PROCESSES II  3 Credit Hours
(Slashed with SPED 43103) Intermediate level interpreting course that challenges students to interpret the more complex genres including expository, procedural, and argumentative texts. Students will study and apply contextualization strategies. Discourse that is common to both the adult deaf community and educational settings will be interpreted and transliterated. There will be clinical application hours that students will need to accrue in this course.
Prerequisite: ASL 29202; and SPED 53102 and Graduate standing.
Corequisite: SPED 53110 and SPED 53111.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53104  INTERPRETING PROCESS III  3 Credit Hours
(Slashed with SPED 43104) Advanced level interpreting course focused on enhancing students’ English to ASL and ASL to English skills in a variety of settings. Complex texts are selected from a variety of disciplines from both community and educational settings. Students build on previously developed self-assessment skills to create detailed and analytical diagnostic charts of their interpreted work. There will be clinical application hours that students will need to accrue in this course.
Prerequisite: ASL 39202 and SPED 53107; and SPED 53092; and American Sign Language/English Interpreting [ASEI] concentration in the Special Education [SPED] major; and Graduate standing.
Corequisite: ASL 49108.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53105  TRANSLITERATING  3 Credit Hours
(Cross-listed with SPED 43105) Students are exposed to the various English-based sign systems that are used in the education of deaf students as well as variations of sign communication in the deaf community. Focus is placed on developing transliterating skills utilizing conceptually accurate signed English. Students examine the implications of a diverse sign continuum and the professional expectation of identifying and meeting the language preferences of deaf consumers.
Prerequisite: SPED 53100 and ASL 29202 and Graduate standing.
Corequisite: ASL 39201 and SPED 53102.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 53106  SCHOOL SETTING INTERPRETING  3 Credit Hours
(Slashed with ASEI 43106) Issues, challenges, roles, responsibilities, and ethics of classroom-based educational interpreting are explored. Students are exposed to the variety of classroom designs where interpreters work such as mainstreaming, inclusion, resource room, and self-contained classrooms. K-12 settings place additional expectations for interpreter participation including IEP meetings, counseling, school assemblies and performing arts presentations.
Prerequisite: ASL 19201; ASL English Interpreting (ASEI) concentration within the Special Education (SPED) major; and Graduate standing and special approval.
Pre/corequisite: ASL 29201.
Corequisite: SPED 53100.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53107  COMMUNITY SETTING INTERPRETING  3 Credit Hours
(Cross-listed with SPED 43107) This course explores the various venues that interpreters can work in the community. Emphasis will be given to the development of specialized vocabulary. Students participate in mock interpreting situations common to community interpreting on order to identify ethical dilemmas, demands and controls.
Prerequisite: ASL 29201; SPED 53100; and SPED 53106; and Admission to the ASL English Interpreting (ASEI) concentration with the Special Education (SPED) major and Graduate standing.
Corequisite: ASL 29202.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53108  AMERICAN SIGN LANGUAGE LINGUISTICS AND USAGE
3 Credit Hours
(Cross-listed with ASL 49108) Analytical study of American Sign Language syntactic, semantic, morphology and pragmatics; comparison of spoken languages and ASL using the Stokoe system, impact of educational-setting characteristics on linguistic processes.
Prerequisite: SPED 4/53100 and SPED 29202 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53110  DISCOURSE ANALYSIS FOR INTERPRETERS  3 Credit Hours
(Slashed with ASEI 43110) This course will explore the field of discourse analysis and its relation to the work of an interpreter. Students will complete the course with an understanding of terminology specific to discourse analysis, a better understanding of one’s own discourse style, and a better idea of how English and ASL use various discourse features. These features include the following: Turn-taking, Conversational Repair - false starts, Discourse Markers, Constructing Dialogue & Action, Cohesion, Rhythm, Rhyme, and Repetition.
Prerequisite: ASL 39201; and SPED 53100 and SPED 53102 and SPED 53106 and SPED 53107.
Corequisite: SPED 53103.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53111  THE PROFESSIONAL INTERPRETER  3 Credit Hours
Covers current trends in the field regarding situational and ethical issues. Demand-Control Schema and the RID Code of Professional Conduct are key components of the students’ investigation and application. Students receive guidance in preparing for the RID performance test.
Prerequisite: ASL 29202; and SPED 53100 and SPED 53107; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53112  INTERACTIVE INTERPRETING  3 Credit Hours
(Cross-listed with SPED 43112) Guides students through a process of examining the complex nature of interpreting interactive discourse. Discussions will focus on managing this multi-layered process when participants’ roles, assumptions, and goals can be congruent or adversarial. Students will learn to navigate contrasting cultural, linguistic, and discourse expectations. This course will present numerous interactive scenarios for students to interpret typical of a variety of settings with different participant configurations.
Prerequisite: ASL 29202; and SPED 53100; and SPED 53103; and SPED 53110 with a grade of C (2.000) or better.
Corequisite: SPED 53102.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53113  ASL TO ENGLISH INTERPRETING PROCESSES  3 Credit Hours
(Slashed with SPED 43113) Guides students in developing interpreting skills from their L2 (ASL) to their L1 (English). Students will learn strategies for increasing their ASL and English vocabularies for the purposes of understanding equivalents when applying English vocabulary to ASL signs. Students will examine their ability to apply this proficiency to various registers of ASL. Course will also emphasize incorporating Academic English into written scholarly appears to increase students’ abilities to apply this to their interpretations.
Prerequisite: ASL 29202 and SPED 53100 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
**SPED 53192  ADVANCED PRACTICUM: ASL ENGLISH INTERPRETING**

1-9 Credit Hours  
(Repeatable for credit) Field-based practicum experience provides pre-service educational interpreters with opportunity to participate with currently practicing master educational interpreters. Students placed in education and/or community settings. University supervisor and teacher mentor observe and assess student skill. Students are required to complete Bureau of Criminal Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses before registering for this course. Students must have passed the SLPI or ASLPI on or before Oct 31st the semester prior.  
**Prerequisite:** SPED 53104, SPED 53112 and ASL 49108; and ASL-English Interpreting [ASEI] concentration within the Special Education [SPED] major; and Graduate standing and special approval.  
**Schedule Type:** Practicum or Internship  
**Contact Hours:** 3-27 other  
**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 53306  FUNDAMENTALS OF AUDIOLOGY FOR STUDENTS WITH HEARING LOSS**

3 Credit Hours  
(Slashed with SPED 43306) This course focuses on providing non-audiology majors, specifically deaf education, educational interpreting, and ASL majors, with knowledge to support and serve children with a variety of hearing disorders in the educational setting.  
**Prerequisite:** Graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**SPED 53309  INTRODUCTION TO DEAF STUDIES**

3 Credit Hours  
(Slashed with ASL 49309 and SPED 43309) Introductory survey course designed to provide informational base and understanding of the unique experiences of Deaf people as a cultural minority. Course includes a discussion of: the history of deaf education, etiology and prevalence data, service delivery systems, the process of diagnosis and discovery of hearing loss, issues associated with assessment, and the various communication systems used by deaf individuals. Specifically, topics discussed will include historical, medical, and cultural perspectives regarding the interactions between Deaf and hearing cultural groups and the resulting impact on social, academic-educational, and vocational experiences of deaf children, adults, and their families.  
**Prerequisite:** Graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

---

**SPED 53307  LISTENING, LANGUAGE AND PHONEMIC DEVELOPMENT FOR INDIVIDUALS WITH HEARING LOSS**

3 Credit Hours  
(Slashed with SPED 43307) This class focuses on listening, language and phonemic development for individuals with hearing loss. Specific areas will focus on typical language development and the impacts of hearing loss on language development in receptive, expressive, semantic, phonological, social, morphological and syntactical domains with an emphasis on reading and written language. The Auditory-Visual continuum, SCALES, along with strategies for zone of development will be focused on with auditory development strategies.  
**Prerequisite:** Graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

---

**SPED 53310  LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS**

3 Credit Hours  
Reviews research, theories and theorists in the field of language development for hearing and deaf children; develops awareness of language differences commonly demonstrated by deaf and hard-of-hearing children; demonstrates ways to assess linguistic differences and facilitate instruction. Six topic areas include theories of language development (review), language and cognition, normal language acquisition in signed and spoken languages, child-caregiver interaction, language learning in a bilingual setting and language assessment. Students gain foundational understanding of language development and awareness of classroom applications for this knowledge. Includes 20 hours of field-lab experience. Deaf Education majors must achieve a minimum grade of B (3.000) in SPED 53309 before registering for this course.  
**Prerequisite:** SPED 53309; and ASL 19202; and Graduate standing.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**SPED 53311  INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS**

3 Credit Hours  
IEP and transition planning strategies and program content for deaf/hard-of-hearing students with ADHD, BD, DD, VI, DB, LD, CM, TBI, chronically health impaired/medically fragile, gifted. Curriculum and lesson development and adaptation for impacted areas.  
**Prerequisite:** SPED 53313 with a minimum grade of B (3.000) and Graduate standing.  
**Corequisite:** 2 credit hours of SPED 63392.  
**Schedule Type:** Lecture  
**Contact Hours:** 3 lecture  
**Grade Mode:** Standard Letter

**SPED 53313  LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS**

6 Credit Hours  
Theoretical overview of integrated linguistics curriculum and reading theories. Strategies to address DHH difficulties and barriers, instructional planning and materials design, and ongoing assessment strategies. Course includes a practicum placement.  
**Prerequisite:** SPED 53310 with a minimum grade of B (3.000); and CI 67310 or CI 57504; and Graduate standing.  
**Pre/corequisite:** ASL 29202 and 2 credit hours of SPED 63392.  
**Schedule Type:** Lecture  
**Contact Hours:** 6 lecture  
**Grade Mode:** Standard Letter
SPED 53116  EARLY CHILDHOOD DEAF EDUCATION: FAMILY AND CHILD SERVICE PROVISION  3 Credit Hours
Targets the issues and needs of young deaf/hard-of-hearing children and their families. Topics covered relate to service provision in the home and classroom for deaf/hard-of-hearing children from birth to 5 years of age. Includes 30 hours of work in a practicum placement with a young D/HH child and his/her family.
Prerequisite: SPED 4/53310; ASL/SPED 29202 or Sign Language Proficiency Interview (SLPI) at intermediate or above; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53324  CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD OF HEARING STUDENTS  3 Credit Hours
Designed to provide students with basic knowledge and skills needed to effectively design and implement instruction for deaf and hard-of-hearing students. Conducted through a combination of lectures, discussions, demonstrations and group activities. Upon successful completion, students possess foundational understanding of how to design and implement lessons and curriculum with students who are deaf and hard of hearing.
Prerequisite: SPED 53313 with a minimum grade of B (3.00); and CI 57501 and 57502; and Graduate standing.
Corequisite: 2 credit hours of SPED 63392.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53529  NATURE AND NEEDS OF GIFTED CHILDREN  3 Credit Hours
Personal characteristics, abilities and potentialities of gifted children through review of related research. Evaluation of research findings and implications for psychoeducational development.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53530  INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN  3 Credit Hours
Prerequisite: SPED 53529 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 53534  SOCIAL/EMOTIONAL COMPONENTS OF GIFTEDNESS  3 Credit Hours
Affective growth of gifted persons is reviewed through research literature and analysis of case studies. Reviews adjustment problems of gifted youth and adults.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 60199  THESIS I  2-6 Credit Hours
Thesis students must register for a total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.
Prerequisite: Graduate standing and special approval.
Schedule Type: Masters Thesis
Contact Hours: 2-6 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 60299  THESIS II  2 Credit Hours
Thesis students must continue registration each semester until all degree requirements are met.
Prerequisite: SPED 60199 and Graduate standing.
Schedule Type: Masters Thesis
Contact Hours: 2 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 62951  EARLY INTERVENTION IN NATURAL ENVIRONMENTS  3 Credit Hours
This seminar targets early childhood special education and intervention professionals that comprise the field of early intervention from practitioners to future leaders in the field. Recommended practice guidelines of the Division for Early Childhood (DEC) indicate that interventions should be embedded and distributed within and across the routines, activities and places that are part of the child’s daily experience. In keeping with DEC recommendations, this course will explore issues related to the various natural environments of the children in search of the routines, activities, and places that offer the maximum learning and practice opportunities that are family centered, developmentally and individually appropriate, culturally sensitive, and least intrusive.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63030  PHARMACOLOGICAL INTERVENTIONS IN SPECIAL EDUCATION  3 Credit Hours
Introduce mechanisms by which drugs act; identify benefits/side effects; implications for delivery/intervention; monitoring in classroom. Classes of drugs examined; issues examined; delineation of responsibilities and prohibitions.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63031  PROGRAM DEVELOPMENT IN APPLIED BEHAVIOR ANALYSIS  3 Credit Hours
Describe and apply methodology and research design in developing and monitoring the effectiveness of behavioral interventions and to use such information to evaluate overall program efficacy. Consideration is given to student characteristics (e.g., underlying disability) when developing and evaluating behavior programs based in applied behavior analysis. Use of specific tools for prioritizing behaviors, evaluating progress, and making treatment program decisions are presented. Issues related to treatment implementation fidelity and behavioral program development are also emphasized.
Prerequisite: Graduate standing.
Pre/corequisite: SPED 53030.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 63032  ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR  3 Credit Hours
Use and interpretation of functional behavioral assessment in educational settings to lead to the identification of empirically-supported interventions to address the behavioral needs of children. The development, implementation and analysis of functional analysis procedures. Special emphasis given to identifying designing, implementing and assessing the effectiveness of advanced behavioral interventions in consultation. 20 field hours.
Prerequisite: SPED 53030, SPED 53031, SPED 63031, SPED 63301 and SPED 63033; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63033  ETHICAL AND PROFESSIONAL CONDUCT IN APPLIED BEHAVIORAL ANALYSIS  3 Credit Hours
This course provides an intensive focus on ethical and professional conduct as it applies to day-to-day implementation of applied behavior analytic strategies by professional behavior analysts. Responsible conduct of a behavior analyst, ethical responsibilities to clients, colleagues, the field of applied behavior analysis, and society are featured. BACB Guidelines for Responsible Conduct for Behavior Analyst and BACB Disciplinary and Ethical Standards are reviewed and studied. This course focuses on meeting the updated standards for ethics set forth by the Behavior Analyst Certification Board in the BACB Fourth Edition Task List.
Prerequisite: SPED 53030 and SPED 63031 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63092  FIELD EXPERIENCE IN SPECIAL EDUCATION  3 Credit Hours
Provides opportunity to observe master teachers and begin working with students. Students are placed in education-based settings and work with a team of professionals to understand techniques for providing services to students with exceptionalities. Additional seminar meetings.
Prerequisite: Graduate standing.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 63101  ADMINISTRATION AND SUPERVISION IN SPECIAL EDUCATION  3 Credit Hours
Administration of educational programs for exceptional children; improvement of teacher competencies; function of special education supervisors; and special education operations at local, state and national levels.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63200  INTRODUCTION TO EXCEPTIONALITIES  3 Credit Hours
Introduction to exceptionalities of student development. Focus on foundations/theories associated with characteristics and accommodations for human exceptionalities. Collaborative/ multidiscipline educational service design. Fifteen clinical/field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63201  CONTEMPORARY ISSUES IN SPECIAL EDUCATION  3 Credit Hours
(Slashed with SPED 83201) Surveys current research, literature and policy issues that affect identification, assessment and service provision to students with exceptionalities.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63204  LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION  3 Credit Hours
(Slashed with SPED 73204) This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Act, Every Student Succeeds Act, Americans with Disabilities Act, Vocational Rehabilitation Act, relevant sections of The Social Security Act. In addition, students will gain an awareness of miscellaneous other pieces of legislation and examples of case law pertaining to the education of students with disabilities.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63300  RESEARCH APPLICATIONS IN SPECIAL EDUCATION  3 Credit Hours
Prerequisite: SPED 53030, SPED 53031, SPED 63031, SPED 63301 and Graduate standing. Students will be exposed to research methods and research skills to develop a final project that addresses an area of special education. Focuses on techniques for answering research questions, developing curriculum, and assimilating knowledge through applied projects.
Prerequisite: EVAL 65510 or EVAL 65511; and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter-IP

SPED 63301  SINGLE SUBJECT RESEARCH METHODS  3 Credit Hours
(Repeatable 2 times for credit) Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter-IP
SPED 63392  PRACTICUM IN DEAF EDUCATION     1-3 Credit Hours
(Repeatable for a maximum of 3 credit hours) This classroom and field-
based experience is designed to provide students pre-service deaf
education teachers with the opportunity to develop professional-level
skills in working with deaf and hard-of-hearing (DHH) students. The field
component will provide experience in working with DHH students with
diverse needs, disabilities and ethnic-cultural backgrounds. The class will
address appropriate lesson planning and implementation and meets at
least 6 times per semester.
Prerequisite: Graduate standing.
Schedule Type: Practicum or Internship
Contact Hours: 3-9 other
Grade Mode: Satisfactory/ Unsatisfactory-IP

SPED 63531  CURRICULUM DEVELOPMENT FOR GIFTED LEARNERS     3 Credit Hours
Focus on design/development of curriculum for gifted learners;
adapt/modify existing curricula; design curricular materials through
predetermined process assessment of suitability of materials.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63532  GIFTED PROGRAM DESIGN AND ADMINISTRATION     3 Credit Hours
Fundamentals of designing gifted programs are reviewed. Topics include
student identification in service advocacy program evaluation compliance
with state standards and teacher preparation.
Prerequisite: SPED 53529 and SPED 53530 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63533  GIFTED SUBPOPULATIONS     3 Credit Hours
The characteristics and needs of intellectually gifted individuals who
often are not high academic achievers are studied with consideration of
the implications for school practices.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63950  CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES     3 Credit Hours
Overview and comparison of early childhood service approaches
including: history and issues in delivering services, developmentally
appropriate practice, environmental arrangement and how to modify
curriculum.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63951  FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD     3 Credit Hours
(Cross-listed with ECED 60159) Examines issues facing families and
professionals serving young children who are at-risk, disabled and
typically developing.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63952  FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD SERVICES     3 Credit Hours
Practical application of recommended practices for young children birth-
five. Observation of young children in natural environments. Plan and
evaluate intervention with families and professionals. Sixty field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63953  PRACTICAL APPLICATIONS:BIRTH TO FIVE     3 Credit Hours
The purpose of this course is to help students understand and apply
the principles of effective collaborative teaming as related to their
professional roles and responsibilities in a variety of educational
settings serving young children with disabilities. A range of topics will
be addressed throughout the course, including giving and receiving
feedback, reflective practices, effective meeting, conflict resolution and
communication skills, developing and providing quality professional
development, supervising, coaching, mentoring, working with para-
professionals, itinerant teaching, service coordination, and consulting
with general educators.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63954  PRACTICAL APPLICATIONS: TEAMING     3 Credit Hours
Knowledge and skills gained through participation in the Autism
Spectrum Disorders (ASD) program are utilized to develop a project
related to the education of individuals with ASD and or the individuals
who support them.
Prerequisite: Graduate standing.
Schedule Type: Individual Investigation
Contact Hours: 3-9 other
Grade Mode: Satisfactory/ Unsatisfactory-IP

SPED 63952  FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD SERVICES     3 Credit Hours
Overview and comparison of early childhood service approaches
including: history and issues in delivering services, developmentally
appropriate practice, environmental arrangement and how to modify
curriculum.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63951  FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD     3 Credit Hours
(Cross-listed with ECED 60159) Examines issues facing families and
professionals serving young children who are at-risk, disabled and
typically developing.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63952  FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD SERVICES     3 Credit Hours
Practical application of recommended practices for young children birth-
five. Observation of young children in natural environments. Plan and
evaluate intervention with families and professionals. Sixty field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63953  PRACTICAL APPLICATIONS:BIRTH TO FIVE     3 Credit Hours
The purpose of this course is to help students understand and apply
the principles of effective collaborative teaming as related to their
professional roles and responsibilities in a variety of educational
settings serving young children with disabilities. A range of topics will
be addressed throughout the course, including giving and receiving
feedback, reflective practices, effective meeting, conflict resolution and
communication skills, developing and providing quality professional
development, supervising, coaching, mentoring, working with para-
professionals, itinerant teaching, service coordination, and consulting
with general educators.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPED 63955  TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN  3 Credit Hours
Overview of typical and atypical development pathways from birth to grade 3 including: theories of behavior, implications of atypical development on play, learning, early childhood development within ecological framework.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63956  FOUNDATIONS IN EARLY CHILDHOOD SERVICES  3 Credit Hours
(Cross-listed with ECED 60156 and SPED 73956) Overview of issues facing young children within context of family/society including: history, early childhood services, theoretical perspectives, implications of childhood disabilities, and recommended assessment intervention and evaluation.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63957  ASSESSMENT AND EVALUATION OF EARLY CHILDHOOD SERVICES  3 Credit Hours
(Slashed with SPED 73957) Examines a range of systems for comparing and observing early childhood services, practices, young children and families: types and purposes of assessment procedures and instruments, monitoring progress.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63958  EARLY CHILDHOOD INTERVENTION METHODS  3 Credit Hours
Specific strategies for working with children birth to eight with intensive needs (e.g. cerebral palsy, spina bifida, autism). 30 clinical hours will provide students with the opportunity to practice newly acquired intervention strategies, knowledge and skills.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63959  MEDICAL ASPECTS OF LIFESPAN DISABILITIES  3 Credit Hours
Description of medical issues facing individuals with lifespan disabilities and their families. Examination of etiology, co-occurring disabilities and disorders, and treatment options in relation to individuals with Autism Spectrum Disorders and other developmental disabilities.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 63991  SEMINAR IN SPECIAL EDUCATION  1-3 Credit Hours
(Repeatable for credit) Various topics include: behavior modification, research problems in special education, theories in special education, social processes in special education.
Prerequisite: Graduate standing.
Schedule Type: Seminar
Contact Hours: 1-3 other
Grade Mode: Standard Letter

SPED 63992  STUDENT TEACHING IN SPECIAL EDUCATION  4-8 Credit Hours
(Repeatable for maximum of 8 credit hours) Provides opportunity to demonstrate skills in teaching. Students placed in education-based settings; assume total teaching responsibilities of students with exceptionalities for 480 clock hours under the supervision of the school-based mentor teacher and the university supervisor. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school agency before the first day of the semester in which student teaching internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty/staff at Regional campuses as prerequisite for student teaching. L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty/staff at Regional campuses as prerequisite for student teaching.
Prerequisite: Graduate standing and special approval; and Official valid certification of Child Safety Training, approved Basic Life Support and A.
Corequisite: SPED 69525.
Schedule Type: Practicum or Internship
Contact Hours: 17-35 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 63995  SPECIAL TOPICS IN SPED  1-3 Credit Hours
(Repeatable for credit) Specialized offerings in response to emerging or selected program needs.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

SPED 63996  INDIVIDUAL INVESTIGATION IN SPECIAL EDUCATION  1-10 Credit Hours
(Repeatable for credit) Specialized offerings in response to emerging or selected program needs.
Prerequisite: Graduate standing and special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-10 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 63998  RESEARCH: SPECIAL EDUCATION  1-10 Credit Hours
(Repeatable for credit)
Prerequisite: Graduate standing and special approval.
Schedule Type: Research
Contact Hours: 1-10 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 64200  CURRICULUM METHODS FOR TRANSITION PLANNING AND COLLABORATION  3 Credit Hours
This course focuses upon the development of transition agreements and collaboration between secondary transition specialists and other transition stakeholders (e.g., elementary school regular educators, parents of students with disabilities, adult service programs). Particular emphasis is placed upon infusing vocational, and non-vocational, transition planning in the curricula for individuals with moderate-to-intensive disabilities at all academic grade levels. 100 field hours are required for this course.
Prerequisite: SPED 53070 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 64309</td>
<td>AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>(Cross-listed with SPA 64309) (Slashed with SPED 44309 and SPA 74309)</td>
</tr>
<tr>
<td></td>
<td>Provides an overview of Autism Spectrum Disorders (ASD). Examines the</td>
</tr>
<tr>
<td></td>
<td>history, characteristics, and prevalence of ASD. Assessment and intervention</td>
</tr>
<tr>
<td></td>
<td>models are explored as they relate to various theoretical models for</td>
</tr>
<tr>
<td></td>
<td>understanding ASD.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Graduate standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 64310</td>
<td>AUTISM SPECTRUM DISORDERS: LIFESPAN INTERVENTIONS 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>(Cross-listed with SPA 64310) (Slashed with SPA 74310)</td>
</tr>
<tr>
<td></td>
<td>Provides students with a review of the significant aspects related to</td>
</tr>
<tr>
<td></td>
<td>educational, social, vocational transitions for children, adolescents, and</td>
</tr>
<tr>
<td></td>
<td>young adults with Autism Spectrum Disorders (ASD). Students learn skills</td>
</tr>
<tr>
<td></td>
<td>necessary to evaluate and develop programs designed to meet the changing and</td>
</tr>
<tr>
<td></td>
<td>long term needs of individuals with ASD.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Graduate study.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 64892</td>
<td>ADVANCED PRACTICUM 3,4 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>(Repeatable for credit) The purpose of this advanced practicum is to</td>
</tr>
<tr>
<td></td>
<td>integrate the knowledge and skills acquired through prior curricula to a</td>
</tr>
<tr>
<td></td>
<td>field-based setting assisting individuals with disabilities. Settings may</td>
</tr>
<tr>
<td></td>
<td>include, but are not limited to, general education and special education</td>
</tr>
<tr>
<td></td>
<td>classrooms as well as therapeutic, residential and vocational programs.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Graduate standing and special approval.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Practicum or Internship</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>9-12 other</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter-S/U-IP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 64951</td>
<td>DEVELOPING IFSPS AND IEPs FOR YOUNG CHILDREN 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>This course is designed to increase students understanding regarding</td>
</tr>
<tr>
<td></td>
<td>federal and state rules for developing IEPs and IFSPs for young children</td>
</tr>
<tr>
<td></td>
<td>and their families. Students will learn how to write functional and</td>
</tr>
<tr>
<td></td>
<td>measurable IEP goals, objectives and IFSP outcomes, and to use assessment</td>
</tr>
<tr>
<td></td>
<td>information directly for identifying, writing, and monitoring IFSP outcomes</td>
</tr>
<tr>
<td></td>
<td>and IEP goals. This course will also teach how to form partnerships with</td>
</tr>
<tr>
<td></td>
<td>families around developing, implementing and evaluating the IFSP and IEP.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Graduate standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 69525</td>
<td>INQUIRY PROFESSIONAL PRACTICE 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>This course is to support students during their student teaching experience</td>
</tr>
<tr>
<td></td>
<td>in the last semester of the program. Planning for instruction and assessment,</td>
</tr>
<tr>
<td></td>
<td>instructing and engaging students in various special education settings, and</td>
</tr>
<tr>
<td></td>
<td>assessing learning outcomes are the focus of this course. The course also</td>
</tr>
<tr>
<td></td>
<td>includes information specific to the professional responsibilities in their</td>
</tr>
<tr>
<td></td>
<td>placements.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Graduate standing.</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>SPED 63992.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 70093</td>
<td>VARIABLE TITLE WORKSHOP IN SPECIAL EDUCATION 1-5 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>(Repeatable for credit) Topics of special interest to students desiring to</td>
</tr>
<tr>
<td></td>
<td>intensify their knowledge in particular areas. Presenters include Kent</td>
</tr>
<tr>
<td></td>
<td>State University and other institution faculty. Offered irregularly.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Doctoral standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Workshop</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>1-5 other</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 70094</td>
<td>COLLEGE TEACHING 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>(Repeatable for credit) Discusses major aspects of teaching in higher</td>
</tr>
<tr>
<td></td>
<td>education, including such topics as students' philosophy of teaching,</td>
</tr>
<tr>
<td></td>
<td>principles of adult learning, instructional strategies, students'</td>
</tr>
<tr>
<td></td>
<td>assessment.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Doctoral standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 73030</td>
<td>PHARMACOLOGICAL INTERVENTIONS IN SPECIAL EDUCATION 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>Introduce mechanisms by which drugs act; identify benefits/side effects;</td>
</tr>
<tr>
<td></td>
<td>implications for delivery/intervention; monitoring in classroom. Classes</td>
</tr>
<tr>
<td></td>
<td>of drugs examined; issues examined; delineation of responsibilities and</td>
</tr>
<tr>
<td></td>
<td>prohibitions.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Doctoral standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 73204</td>
<td>LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>(Slashed with SPED 63204) This course will review the statutory and regulatory</td>
</tr>
<tr>
<td></td>
<td>foundations of U.S. public policies pertaining to children and youth with</td>
</tr>
<tr>
<td></td>
<td>disabilities. Key judicial interpretations of those policies will also be</td>
</tr>
<tr>
<td></td>
<td>reviewed. The course will provide comprehensive overviews of The Individuals</td>
</tr>
<tr>
<td></td>
<td>with Disabilities Education Act, The Every Student Succeeds Act, The</td>
</tr>
<tr>
<td></td>
<td>Americans with Disabilities Act, The Vocational Rehabilitation Act,</td>
</tr>
<tr>
<td></td>
<td>relevant sections of The Social Security Act. In addition, students will</td>
</tr>
<tr>
<td></td>
<td>gain an awareness of miscellaneous other pieces of legislation and examples</td>
</tr>
<tr>
<td></td>
<td>of case law pertaining to the education of students with disabilities.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Doctoral standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 73533</td>
<td>GIFTED SUBPOPULATIONS 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td>The characteristics and needs of intellectually gifted individuals who often</td>
</tr>
<tr>
<td></td>
<td>are not high academic achievers are studied with consideration of the</td>
</tr>
<tr>
<td></td>
<td>implications for school practices.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Doctoral standing.</td>
</tr>
<tr>
<td>Schedule Type:</td>
<td>Lecture</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3 lecture</td>
</tr>
<tr>
<td>Grade Mode:</td>
<td>Standard Letter</td>
</tr>
</tbody>
</table>
SPED 73950  CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES  3 Credit Hours
Overview and comparison of early childhood service approaches, including history and issues in delivering services, developmentally appropriate practice, environmental arrangement and how to modify curriculum.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 73956  FOUNDATIONS IN EARLY CHILDHOOD SERVICES  3 Credit Hours
(Cross-listed with ECED 60156 and SPED 63956) Overview of issues facing young children within context of family/society including: history, early childhood services, theoretical perspectives, implications of childhood disabilities, and recommended assessment intervention and evaluation.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 73957  ASSESSMENT AND EVALUATION OF EARLY CHILDHOOD SERVICES  3 Credit Hours
(Slashed with SPED 73957) Examines a range of systems for comparing and observing early childhood services, practices, young children and families: types and purposes of assessment procedures and instruments monitoring progress.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 73991  SEMINAR IN SPECIAL EDUCATION  1,3 Credit Hour
(Repeatable for credit) Various topics include: behavior modification, research problems in special education, theories in special education, social processes in special education.
Prerequisite: Doctoral standing.
Schedule Type: Seminar
Contact Hours: 1-3 other
Grade Mode: Standard Letter

SPED 73995  SPECIAL TOPICS IN SPED  1-3 Credit Hours
(Repeatable for credit) Specialized offerings in response to emerging or selected program needs.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter

SPED 73996  INDIVIDUAL INVESTIGATION IN SPECIAL EDUCATION  1-10 Credit Hours
(Repeatable for credit)
Prerequisite: Doctoral standing and special approval.
Schedule Type: Individual Investigation
Contact Hours: 1-10 other
Grade Mode: Satisfactory/ Unsatisfactory-IP

SPED 74200  CURRICULUM METHODS FOR TRANSITION PLANNING AND COLLABORATION  3 Credit Hours
(Slashed with SPED 64200) This course focuses upon the development of transition agreements and collaboration between secondary transition specialists and other transition stakeholders (e.g., elementary school regular educators, parents of students with disabilities, adult service programs). Particular emphasis is placed upon infusing vocational, and non-vocational, transition planning in the curricula for individuals with moderate-to-intensive disabilities at all academic grade levels. 100 field hours are required for this course.
Prerequisite: SPED 53070 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 80001  SPECIAL EDUCATION RESIDENCY  3 Credit Hours
This course is designed to provide beginning SPED doctoral students skills and knowledge in the following global areas: information literacy and plagiarism, basic APA style writing and building a writing routine. Additionally, the course will prepare students in the following SPED specific areas: effectively synthesizing intervention based empirical research, establishing a line of inquiry in the disability related fields, and developing a CV for disability related positions in Higher Education. Overall, the course will help students to understand life in academia during the doctoral studies in SPED and life after graduation conducting timely SPED research and teaching SPED content (e.g., institutional differences for SPED higher education jobs, tenure, work and life balance, time management, etc). In-progress (IP) mark permissible.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter-IP

SPED 80002  ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION  3 Credit Hours
This course is designed to assist doctoral students in the acquisition, organization, and interpretation of information about research in special education. The seminar introduces students to the nature of inquiry and the process of generating questions about a broad array of disability-related research topics. Students will gain knowledge to analyze critically the outcomes of research in special education. In-progress (IP) mark permissible.
Prerequisite: SPED 80001 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter-IP
SPED 80003  IMPLEMENTATION SCIENCE IN SPECIAL EDUCATION  3 Credit Hours
This course is designed to provide students an overview of implementation science, and seminal leadership and systems change literature. The course will describe current state of the science of implementation, and identify strategies that foster the effective transmission and implementation of innovative programs in intervention focused disability studies special education fields. Students analyze and apply the literature at the teacher, family, school building, district, state and federal levels. Students will gain skills and knowledge in implementation drivers that have the potential in reducing the research to practice gap, and increasing the integration of evidence based practices. Strategies for developing and mobilizing stakeholders to support the process of change will be covered.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 80005  EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION  3 Credit Hours
The course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding them in the context of special education research. Students will review and analyze quality indicators for special education research, critique select special education research literature, and develop a preliminary research proposal. Satisfactory/unsatisfactory (S/U) graded; In-progress (IP) mark permissible.
Prerequisite: SPED 80002 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 80040  RESEARCH GRANT DEVELOPMENT FOR DISABILITY PROGRAMS  3 Credit Hours
Students develop and write research proposals for grant competitions focusing on disability issues. Considerations for types of competitions and funding sources are discussed. Focus of instruction is related to how to describe the importance of the research proposed, research methods identified, budget, administration of grant activities and evaluation of implementation.
Prerequisite: Doctoral standing.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter-IP

SPED 80090  DOCTORAL RESIDENCY SEMINAR  3 Credit Hours
Provides students with the opportunity to synthesize courses, research and practice by focusing on diverse issues and topics. Ordinarily, SPED 80090 is taken no earlier than the second year of doctoral studies as a culminating course in the doctoral sequence.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Seminar
Contact Hours: 3 other
Grade Mode: Standard Letter

SPED 80092  PRACTICUM IN COLLEGE TEACHING  3 Credit Hours
(Repeatable for credit) This course will provide the student supervised experience in design, delivery, and evaluation of a college course in special education. The student will demonstrate skills learned in the prerequisite course (SPED 70094) under the supervision of a designated special education faculty member. Satisfactory/unsatisfactory (S/U) graded.
Prerequisite: Doctoral standing.
Pre/corequisite: SPED 70094.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory

SPED 80199  DISSERTATION I  15 Credit Hours
(Repeatable for credit) Doctoral dissertation for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours.
Prerequisite: Doctoral standing.
Schedule Type: Dissertation
Contact Hours: 3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 80299  DISSERTATION II  15 Credit Hours
(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met.
Prerequisite: SPED 80199 and Doctoral standing.
Schedule Type: Dissertation
Contact Hours: 15 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 83201  CONTEMPORARY ISSUES IN SPECIAL EDUCATION  3 Credit Hours
(Slashed with SPED 63201) This course is designed to help doctoral students to develop (a) foundational knowledge for understanding important and controversial issues in special education and related disciplines; (b) skills in critical analysis and synthesis of research; and, (c) skills in effective oral and written communication about historical and contemporary issues in special education.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 83301  SINGLE-SUBJECT RESEARCH METHODS  3 Credit Hours
(Repeatable for credit) Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter-IP
SPED 83952  THE LAW AND SPECIAL EDUCATION  3 Credit Hours
Selected principles of constitutional, statutory, case and common law affecting handicapped and special education students, teachers and administrators are studied.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPED 83991  SEMINAR IN SPECIAL EDUCATION  1-3 Credit Hours
(Repeatable for credit)
Prerequisite: Doctoral standing.
Schedule Type: Seminar
Contact Hours: 1-3 other
Grade Mode: Standard Letter

SPED 83992  INTERNSHIP IN SPECIAL EDUCATION  2-8 Credit Hours
(Repeatable for credit) A college-university doctoral-level supervised teaching experience. The candidates participate fully in the course and material development as well as delivery and grading of an undergraduate or masters level course under the direct supervision of a faculty member assigned to teach the class. Candidates are expected to partially participate in the delivery of a third of the course and fully deliver at least a third of the course under the observation and supervision of a faculty member.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 12-24 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPED 83998  RESEARCH:SPECIAL EDUCATION  1-10 Credit Hours
(Repeatable for credit)
Prerequisite: Doctoral standing and special approval.
Schedule Type: Research
Contact Hours: 1-10 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 60093  VARIABLE TITLE WORKSHOP IN SCHOOL PSYCHOLOGY  1-4 Credit Hours
(Repeatable for credit)
Prerequisite: Grading standing and special approval.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory

SPSY 60094  COLLEGE TEACHING  3 Credit Hours
(Repeatable for credit) (Slashed with SPSY 70094) Discusses major aspects of teaching in higher education, including such topics as students' philosophy of teaching, principles of adult learning, instructional strategies, students' assessment.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 60162  DEVELOPMENTAL ASSESSMENT  3 Credit Hours
Reviews the educational, family and regulatory forces that influence success at each significant transition for preschool, kindergarten and primary grade children. 24 clinical/field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 60165  PRINCIPLES OF SOCIAL LEARNING  3 Credit Hours
The main focus is to provide students with an understanding of behavioral and social learning principles within the context of the school psychologist's professional practice. 19 clinical/field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 60191  SEMINAR:SCHOOL PSYCHOLOGY  3 Credit Hours
Prerequisite: Graduate standing and special approval.
Schedule Type: Seminar
Contact Hours: 1-4 other
Grade Mode: Standard Letter

SPSY 61092  SEMINAR:PSYCHOLOGISTS  3 Credit Hours
Prerequisite: Graduate standing.
Schedule Type: Seminar
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 62092  SEMINAR:PSYCHOLOGISTS  3 Credit Hours
Prerequisite: Graduate standing.
Schedule Type: Seminar
Contact Hours: 3 lecture
Grade Mode: Standard Letter

School Psychology (SPSY)

SPSY 60191  SEMINAR:SCHOOL PSYCHOLOGY  1-4 Credit Hours
(Repeatable for credit)
Prerequisite: School Psychology (SPSY) major and Graduate standing.
Schedule Type: Field Experience
Contact Hours: 8 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 60192  SEMINAR:PSYCHOLOGISTS  1-4 Credit Hours
(Repeatable for credit) (Cross-listed with SPSY 77692) This course provides students with experience, support, and opportunities for reflection related to the foundational domains of the practice of school psychology and ongoing professional development. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school-agency" before the first day of the semester in which student teaching internship will take place.
Prerequisite: School psychology (SPSY) major and Graduate standing.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 67592  FIELD EXPERIENCE IN EDUCATION FOR SCHOOL PSYCHOLOGISTS  2 Credit Hours
(Repeatable for credit) (Cross-listed with SPSY 77592) This course provides students with experience, support, and opportunities for reflection related to the foundational domains of the practice of school psychology and ongoing professional development. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school-agency" before the first day of the semester in which student teaching internship will take place.
Prerequisite: School psychology (SPSY) major.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory-IP
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSY 6792</td>
<td>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY</td>
<td>3-6</td>
<td>Provides students with advanced applied experience in educational, mental health, or behavioral health settings. 60 clock hours per credit hour. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel prior to beginning any field-based activities. <strong>Prerequisite:</strong> SPSY 67792; and School Psychology (SPSY) major; and Graduate standing and special approval. <strong>Schedule Type:</strong> Practicum or Internship <strong>Contact Hours:</strong> 12-24 other <strong>Grade Mode:</strong> Satisfactory/Unsatisfactory-IP</td>
</tr>
<tr>
<td>SPSY 67920</td>
<td>ROLE OF THE SCHOOL PSYCHOLOGIST</td>
<td>3</td>
<td>Study of role and functions of school psychologists in American education. Includes history of school psychology and future orientation. Five clinical/field hours. <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter-IP</td>
</tr>
<tr>
<td>SPSY 67925</td>
<td>DIAGNOSIS OF CHILDHOOD DISORDERS IN SCHOOLS</td>
<td>3</td>
<td>Provides overview of diagnosis of child and adolescent behavior disorders (ADHD, conduct problems) emotional and social disorders (depression, anxiety, phobias) and developmental acquired disorders (autism, mental retardation). <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67926</td>
<td>INTRODUCTION TO NEUROPSYCHOLOGY FOR SCHOOL PSYCHOLOGISTS</td>
<td>1</td>
<td>Introduces basic concepts in child neuropsychology with relevance for applied school psychological practice. Topics include biological bases of behavior and implications for educational interventions. <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 1 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67927</td>
<td>INTRODUCTION TO DIGITAL CITIZENSHIP FOR SCHOOL PSYCHOLOGISTS</td>
<td>1</td>
<td>(Slashed with SPSY 77926) This course is designed to provide students with an introductory understanding of the fundamental issues and practices of technology in school psychology. Students will gain skills related to: (a) ethical and professional use of technology; (b) evaluate features of various technology systems; (c) identify functional intervention goals to which technology can contribute; and (d) use technology to collect, analyze, summarize, and report student performance to aid instructional decision-making. <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 1 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67928</td>
<td>GROUP COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS</td>
<td>3</td>
<td>Review of group counseling techniques for rehab counselors and school psychologists. Skills developed in group process and group leadership. A variety of group interventions will be examined including techniques for persons with disabilities. <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67929</td>
<td>INDIVIDUAL COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS</td>
<td>3</td>
<td>Review of individual counseling techniques. Skills developed in communication, interviewing, problem identification, goal setting and program development are fostered by lecture, video feedback and simulation. <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67930</td>
<td>PROGRAM DEVELOPMENT AND ETHICAL APPLICATION OF APPLIED BEHAVIOR ANALYSIS</td>
<td>3</td>
<td>Describe and apply methodology and research design in monitoring the effectiveness of behavioral interventions and to use such information to evaluate overall program efficacy. Consideration is given to student characteristics (e.g., underlying disability) when developing and evaluating behavior programs based. Use of specific tools for prioritizing behaviors, evaluating progress, and making treatment program decisions are presented. Issues related to ethics, treatment implementation fidelity, and behavioral program development are also emphasized. <strong>Prerequisite:</strong> SPED 53030 and Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67931</td>
<td>ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR</td>
<td>3</td>
<td>Use and interpretation of functional behavioral assessment in educational settings to lead to the identification of empirically-supported interventions to address the behavioral needs of children. The development, implementation and analysis of functional analysis procedures. Special emphasis given to identifying/designing, implementing and assessing the effectiveness of advanced behavioral interventions in consultation. 20 field hrs. <strong>Prerequisite:</strong> SPED 53030 and SPSY 67920/77920 and Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
<tr>
<td>SPSY 67932</td>
<td>COGNITIVE ASSESSMENT OF CHILDREN IN SCHOOLS</td>
<td>3</td>
<td>Training and experience in administrating, scoring and interpreting cognitive measures for children and adolescents and writing reports. 30 clinical/field hours. <strong>Prerequisite:</strong> Graduate standing. <strong>Schedule Type:</strong> Lecture <strong>Contact Hours:</strong> 3 lecture <strong>Grade Mode:</strong> Standard Letter</td>
</tr>
</tbody>
</table>
SPSY 67955  INSTRUCTIONAL ASSESSMENT FOR SCHOOL PSYCHOLOGISTS  3 Credit Hours
Training in administration, scoring and interpretation of normative and non-normative measures of academic achievement, instructional environment and writing psychoeducational and team reports. 25 clinical/field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67960  INTERVENTIONS WITH CULTURALLY DIVERSE STUDENTS  3 Credit Hours
Introduces skills to effectively and ethically implement educational and psychological interventions with culturally diverse children in educational settings. 5 clinical/field hours.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67965  INSTRUCTIONAL INTERVENTIONS FOR SCHOOL PSYCHOLOGISTS  3 Credit Hours
Describes design and implementation of evidence-based interventions, methods of data collection and progress monitoring for school based academic referrals within a problem solving model. Requires 25 clinical field hours.
Prerequisite: SPSY 67955 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67970  LEGAL, ETHICAL AND PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY  3 Credit Hours
Ethical, legal and professional issues of school psychologists and counselors will be explored. Considerations of law, regulations, ethical standards and codes of professional practice of related professional organizations will be addressed.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67971  ISSUES AND APPROACHES IN SCHOOL PSYCHOLOGY  3 Credit Hours
(Repeatable for a maximum of 6 credit hours) This course describes and illustrates contemporary elements and forces that impact professional service in school psychology practice. Students register for two consecutive semesters in conjunction with internship.
Prerequisite: Graduate standing and special approval.
Schedule Type: Combined Lecture and Lab
Contact Hours: 3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 67972  SOCIAL-EMOTIONAL ASSESSMENT FOR SCHOOL PSYCHOLOGISTS  3 Credit Hours
Training in administration, scoring and interpretation of techniques for assessment of social emotional functioning and adaptive behavior and writing evaluation team reports. 25 clinical/field hours. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place.
Prerequisite: Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67973  CONSULTATION IN THE HELPING PROFESSIONS  3 Credit Hours
Students learn consultation skills and processes utilizing a number of professional models such as Caplan's model, behavior and problem solving models and crisis consultation. 20 clinical/field hours. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school/agency" before the first day of the semester in which student teaching/internship will take place.
Prerequisite: Graduate standing.
Schedule Type: Combined Lecture and Lab
Contact Hours: 3 other
Grade Mode: Standard Letter

SPSY 67974  SOCIAL-EMOTIONAL INTERVENTIONS IN SCHOOL PSYCHOLOGY  3 Credit Hours
Describes design and implementation of social-emotional interventions for childhood disorders. Reviews progress monitoring for school-based social and emotional referrals within an eco-behavioral problem-solving model. 25 clinical field hours.
Prerequisite: SPSY 67972 and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67975  HOME, SCHOOL AND COMMUNITY COLLABORATION  3 Credit Hours
(Slashed with SPSY 77975) This course is designed to familiarize school psychologists with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning.
Prerequisite: School Psychology [SPSY] major and Graduate standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 67976  SPECIAL TOPICS IN SCHOOL PSYCHOLOGY  1-3 Credit Hours
(Repeatable for credit) Presentations of special interest to students. Offered irregularly. Topics will be announced in schedule of classes booklet.
Prerequisite: Graduate standing and special approval.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter
SPSY 67996  INDIVIDUAL INVESTIGATION IN SCHOOL PSYCHOLOGY  1-3 Credit Hours
(Repeatable for credit) Independent reading and/or research directed by a graduate faculty member.
Prerequisite: Graduate standing.
Schedule Type: Individual Investigation
Contact Hours: 1-3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 67998  INDIVIDUAL RESEARCH IN SCHOOL PSYCHOLOGY  1-9 Credit Hours
(Repeatable for credit) Student pursues research project on selected aspect of school psychology under supervision of instructor. Arrangements with instructor must be made prior to registration.
Prerequisite: Graduate standing and special approval.
Schedule Type: Research
Contact Hours: 1-9 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 70093  VARIABLE TITLE WORKSHOP IN SCHOOL PSYCHOLOGY  1-4 Credit Hours
(Repeatable for credit)
Prerequisite: Doctoral standing and special approval.
Schedule Type: Workshop
Contact Hours: 1-4 other
Grade Mode: Satisfactory/Unsatisfactory

SPSY 70094  COLLEGE TEACHING  3 Credit Hours
(Repeatable for credit) (Slashed with SPSY 60094) Discusses major aspects of teaching in higher education, including such topics as students’ philosophy of teaching, principles of adult learning, instructional strategies, students’ assessment.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 70162  DEVELOPMENTAL ASSESSMENT  3 Credit Hours
Reviews the educational, family and regulatory forces that influence success at each significant transition for preschool kindergarten and primary grade children. 24 clinical field hours.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 70165  PRINCIPLES OF SOCIAL LEARNING  3 Credit Hours
The main focus is to provide students with an understanding of behavioral and social learning principles within the context of the school psychologist's professional practice.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 70191  SEMINAR: SCHOOL PSYCHOLOGY  1-4 Credit Hours
(Repeatable for credit) Seminar in school psychology. Varied topics.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Seminar
Contact Hours: 1-4 other
Grade Mode: Standard Letter

SPSY 77592  FIELD EXPERIENCE IN EDUCATION FOR SCHOOL PSYCHOLOGISTS  2 Credit Hours
This field experience provides students with the opportunity to observe various school and educational settings that reflect the typical work scope for school psychologists. Required for those students in school psychology who do not have teaching certificates and have not spent extensive time in public schools. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school-agency” before the first day of the semester in which student teaching internship will take place.
Prerequisite: School Psychology (SPSY) major and Graduate standing.
Schedule Type: Field Experience
Contact Hours: 8 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 77692  PRACTICUM I IN SCHOOL PSYCHOLOGY  3 Credit Hours
(Repeatable for credit) (Cross-listed with SPSY 67692) Students with applied experience and professional development related to the foundational domains of the practice of school psychology. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel prior to beginning any field-based activities.
Prerequisite: School Psychology (SPSY) major and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 77792  PRACTICUM II IN SCHOOL PSYCHOLOGY  3 Credit Hours
(Repeatable for credit) (Cross-listed with SPSY 67792) Provides students with applied experience and professional development related to the foundational domains of school psychology practice. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel prior to beginning any field-based activities.
Prerequisite: SPSY 677692 or SPSY 77692; and School Psychology (SPSY) major; and Doctoral standing.
Schedule Type: Practicum or Internship
Contact Hours: 9 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 77892  ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY  3-6 Credit Hours
(Repeatable for credit) (Cross-listed with SPSY 67892) Provides students with advanced applied experience in educational, mental health, or behavioral health settings. 60 clock hours per credit hour. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel prior to beginning any field-based activities.
Prerequisite: SPSY 77792; and School Psychology (SPSY) major; and Doctoral standing and special approval.
Schedule Type: Practicum or Internship
Contact Hours: 12-24 other
Grade Mode: Satisfactory/Unsatisfactory-IP
SPSY 77912  ROLE OF THE SCHOOL PSYCHOLOGIST  3 Credit Hours
Study of role and functions of school psychologists in American education. Includes history of school psychology and future orientation. Five clinical field hours.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter-IP

SPSY 77920  DIAGNOSIS OF CHILDHOOD DISORDERS IN SCHOOLS  3 Credit Hours
Provides overview of diagnosis of child and adolescent behavior disorders (ADHD, conduct problems) emotional and social disorders (depression, anxiety, phobias) and developmental acquired disorders (autism, mental retardation).
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77925  INTRODUCTION TO NEUROPSYCHOLOGY FOR SCHOOL PSYCHOLOGISTS  1 Credit Hour
Introduces basic concepts in child neuropsychology with relevance for applied school psychological practice. Topics include biological bases of behavior and implications for educational interventions.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

SPSY 77926  INTRODUCTION TO DIGITAL CITIZENSHIP FOR SCHOOL PSYCHOLOGISTS  1 Credit Hour
(Slashed with SPSY 67926) This course is designed to provide students with an introductory understanding of the fundamental issues and practices of technology in school psychology. Students will gain skills related to: (a) ethical and professional use of technology; (b) evaluate features of various technology systems; (c) identify functional intervention goals to which technology can contribute; and (d) use technology to collect, analyze, summarize, and report student performance to aid instructional decision-making.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 1 lecture
Grade Mode: Standard Letter

SPSY 77928  GROUP COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS  3 Credit Hours
Review of group counseling techniques for rehab counselors and school psychologists. Skills developed in group process and group leadership. A variety of group interventions will be examined including techniques for persons with disabilities.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77929  INDIVIDUAL COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS  3 Credit Hours
(Slashed with SPSY 67929) (Cross-listed with RHAB 67731 and RHAB 77731) Review of individual counseling techniques. Skills developed in communication interviewing problem identification goal setting and program development are fostered by lecture, video feedback and simulation.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77932  ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR  3 Credit Hours
Use and interpretation of functional behavioral assessment in educational settings to lead to the identification of empirically-supported interventions to address the behavioral needs of children. The development, implementation and analysis of functional analysis procedures. Special emphasis given to identifying/designing, implementing and assessing the effectiveness of advanced behavioral interventions in consultation. 20 field hrs.
Prerequisite: SPED 53030 and SPSY 67920/77920 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77951  COGNITIVE ASSESSMENT OF CHILDREN IN SCHOOLS  3 Credit Hours
Training and experience in administering, scoring and interpreting cognitive measures for children and adolescents and writing reports. 30 clinical/field hours.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77955  INSTRUCTIONAL ASSESSMENT FOR SCHOOL PSYCHOLOGISTS  3 Credit Hours
Training in administration, scoring and interpretation of normative and non-normative measures of academic achievement instructional environment and writing psychoeducational and team reports. 25 clinical field hours.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77960  INTERVENTIONS WITH CULTURALLY DIVERSE STUDENTS  3 Credit Hours
Introduces skills to effectively and ethically implement educational and psychological interventions with culturally diverse children in educational settings. 5 clinical/field hours.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter
SPSY 77965 INSTRUCTIONAL INTERVENTIONS FOR SCHOOL PSYCHOLOGISTS 3 Credit Hours
Describes design and implementation of evidence-based interventions, methods of data collection and progress monitoring for school-based academic referrals within a problem-solving model. Requires 25 clinical field hours.
Prerequisite: SPSY 77955 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77970 LEGAL, ETHICAL AND PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY 3 Credit Hours
Ethical, legal and professional issues of school psychologists and counselors will be explored. Considerations of law, regulations, ethical standards and codes of professional practice of related professional organizations will be addressed.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77971 ISSUES AND APPROACHES IN SCHOOL PSYCHOLOGY 3 Credit Hours
(Repeatable for a maximum of 6 credit hours) This course describes and illustrates contemporary elements and forces that impact professional service in school psychology practice. Students register for two consecutive semesters in conjunction with internship.
Prerequisite: Doctoral standing and permission.
Schedule Type: Combined Lecture and Lab
Contact Hours: 3 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 77972 SOCIAL-EMOTIONAL ASSESSMENT FOR SCHOOL PSYCHOLOGISTS 3 Credit Hours
Training in administration, scoring and interpretation of techniques for assessment of social, emotional functioning and adaptive behavior and writing evaluation team reports. 25 clinical/field hours. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school/agency” before the first day of the semester in which student teaching/internship will take place.
Prerequisite: Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77973 CONSULTATION IN THE HELPING PROFESSIONS 3 Credit Hours
Students learn consultation skills and processes utilizing a number of professional models such as Caplan’s model, behavior and problem-solving models and crisis consultation. 20 clinical/field hours.
Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school/agency” before the first day of the semester in which student teaching/internship will take place.
Prerequisite: Doctoral standing.
Schedule Type: Combined Lecture and Lab
Contact Hours: 3 other
Grade Mode: Standard Letter

SPSY 77974 SOCIAL-EMOTIONAL INTERVENTIONS IN SCHOOL PSYCHOLOGY 3 Credit Hours
Describes design and implementation of social-emotional interventions for childhood disorders. Reviews progress monitoring for school-based social and emotional referrals within an eco-behavioral problem-solving model. 25 clinical/field hours.
Prerequisite: SPSY 77972 and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77975 HOME, SCHOOL AND COMMUNITY COLLABORATION 3 Credit Hours
(Slashed with SPSY 67975) This course is designed to familiarize school psychologists with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning.
Prerequisite: School Psychology [SPSY] major and Doctoral standing.
Schedule Type: Lecture
Contact Hours: 3 lecture
Grade Mode: Standard Letter

SPSY 77980 INTEGRATING EXPERIENCE IN SCHOOL PSYCHOLOGY 2 Credit Hours
This course requires student to research, study and develop expertise in a particular facet of school psychology and to present these findings at the conclusion of his her training program. Restricted to students in school psychology Ed.S. program. 38 clinical field hours.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Lecture
Contact Hours: 2 lecture
Grade Mode: Satisfactory/Unsatisfactory

SPSY 77992 SPECIALIST INTERNSHIP IN SCHOOL PSYCHOLOGY 1-6 Credit Hours
(Repeatable for credit) The internship experience provides students with the opportunity to develop and practice the professional roles and functions of a school psychologist in an approved school setting. Students complete one academic year of internship in schools (minimum of 1,200 clock hours) under the supervision of a university supervisor and a certified school psychologist who is employed by a school system. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned “school-agency” before the first day of the semester in which student teaching internship will take place.
Prerequisite: School psychology (SPSY) major; and Graduate standing; Guest Students with Permission.
Schedule Type: Practicum or Internship
Contact Hours: 7-40 other
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 77995 SPECIAL TOPICS IN SCHOOL PSYCHOLOGY 1-3 Credit Hours
(Repeatable for credit)Presentations of special interest to students. Offered irregularly. Topics will be announced in schedule of classes booklet.
Prerequisite: Doctoral standing and special approval.
Schedule Type: Lecture
Contact Hours: 1-3 lecture
Grade Mode: Standard Letter
SPSY 77996  INDIVIDUAL INVESTIGATION IN SCHOOL PSYCHOLOGY  
1-3 Credit Hours  
(Repeatable for credit) Independent reading and/or research directed by a graduate faculty member.  
Prerequisite: Doctoral standing.  
Schedule Type: Individual Investigation  
Contact Hours: 3 other  
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 77998  INDIVIDUAL RESEARCH IN SCHOOL PSYCHOLOGY  
1-9 Credit Hours  
(Repeatable for credit) Student pursues research project on selected aspect of school psychology under supervision of instructor. Arrangements with instructor must be made prior to registration.  
Prerequisite: Doctoral standing and special approval.  
Schedule Type: Research  
Contact Hours: 1-9 other  
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 80090  DOCTORAL RESIDENCY SEMINAR  
3 Credit Hours  
Exploration of philosophical, definitional and attitudinal issues in the helping professions. Involvement in current activities of professional life through collaborative work with professors other students and practitioners.  
Prerequisite: Doctoral standing.  
Schedule Type: Seminar  
Contact Hours: 3 other  
Grade Mode: Standard Letter

SPSY 80199  DISSERTATION I  
15 Credit Hours  
(Repeatable for credit) Doctoral dissertation for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours.  
Prerequisite: Doctoral standing.  
Schedule Type: Dissertation  
Contact Hours: 3 other  
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 80299  DISSERTATION II  
15 Credit Hours  
(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all dissertation requirements are met.  
Prerequisite: SPSY 80199 and Doctoral standing.  
Schedule Type: Dissertation  
Contact Hours: 15 other  
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 87987  PROFESSIONAL SEMINAR IN SCHOOL PSYCHOLOGY  
3 Credit Hours  
A professional seminar focused on the identity, history and development of school psychology with special emphasis on current professional issues.  
Prerequisite: Doctoral standing.  
Schedule Type: Lecture  
Contact Hours: 3 lecture  
Grade Mode: Standard Letter

SPSY 87992  DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY  
1-6 Credit Hours  
(Repeatable for credit) The internship experience provides students with the opportunity to develop and practice the professional roles and functions of a school psychologist in an approved school setting. Students complete one academic year of internship in schools (minimum of 1,500 clock hours) under the supervision of a university supervisor and a licensed school psychologist who is employed by a school system. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned "school-agency" before the first day of the semester in which student teaching internship will take place.  
Prerequisite: Doctoral standing and School Psychology (SPSY) major.  
Schedule Type: Practicum or Internship  
Contact Hours: 10-60 other  
Grade Mode: Satisfactory/Unsatisfactory-IP

SPSY 87998  RESEARCH SEMINAR IN SCHOOL PSYCHOLOGY  
3 Credit Hours  
(Repeatable for credit) Selected research topics in school psychology. Significant research literature is reviewed; research design methods and issues are presented and small research projects are conducted.  
Prerequisite: Doctoral standing.  
Schedule Type: Research  
Contact Hours: 3 other  
Grade Mode: Standard Letter