

# SCHOOL OF LIFESPAN DEVELOPMENT AND EDUCATIONAL SCIENCES

## College of Education and Human Services

School of Lifespan Development and Educational Sciences  
405 White Hall  
Kent Campus  
330-672-2294  
[www.kent.edu/ehs/ldes](http://www.kent.edu/ehs/ldes)

## Undergraduate Programs

- American Sign Language/English Interpreting - B.S.
- Career and Community Studies - Non-Degree
- Career and Community Studies-College Preparation - Non-Degree
- Career and Community Studies-Employment Readiness - Non-Degree
- Human Development and Family Science - B.S.
- Special Education - B.S.E.

## Minors

- Autism Spectrum Disorders
- Child and Youth Practice
- Early Intervention
- Gerontology
- Human Development and Family Science
- International Family Science
- Mild to Moderate Special Education
- Nonprofit Studies
- Pre-Counseling

## Graduate Programs

- Clinical Mental Health Counseling - M.Ed.
- Clinical Rehabilitation Counseling - M.Ed.
- Counseling - Ed.S.
- Counselor Education and Supervision - Ph.D.
- Educational Psychology - M.Ed.
- Human Development and Family Science - M.A.
- Learning Science - M.A.
- Learning Science - Ph.D.
- Research, Measurement and Statistics - M.Ed.
- Research, Measurement and Statistics - Ph.D.
- 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.

## Certificates

### Undergraduate Certificates

- Addictions Counseling
- Deaf Education Multiple Disabilities

### Graduate Certificates

- Addictions Counseling
- Autism Spectrum Disorders
- Behavioral Intervention Specialist
- Deaf Education Multiple Disabilities
- Early Intervention
- Gerontology
- Qualitative Research

## Licensure/Endorsement Programs - Non-Degree Graduate

- American Sign Language/English Interpreting Licensure Preparation
- Special Education Deaf Education Additional Licensure Preparation
- Special Education Deaf Education Initial Licensure Preparation
- Special Education Early Childhood (PK-5) Additional Licensure Preparation
- Special Education Early Childhood (PK-5) Initial Licensure Preparation
- Special Education Mild/Moderate Needs Additional Licensure Preparation
- Special Education Mild/Moderate Needs Initial Licensure Preparation
- Special Education Moderate/Intensive Needs Additional Licensure Preparation
- Special Education Moderate/Intensive Needs Initial Licensure Preparation
- Special Education Pre-K Special Needs Endorsement Preparation
- Special Education Transition-to-Work Endorsement Preparation

## School of Lifespan Development and Educational Sciences Faculty

- Alexander, Donna C. (2008), Associate Lecturer, M.B.A., Ashland University, 2004
- Anhalt, Karla (2003), Professor, Ph.D., West Virginia University, 2000
- Barber, Brian R. (2013), Associate Professor, Ph.D., University of Florida, 2013
- Bedesem, Pena L. (2010), Associate Professor, Ph.D., University of Central Florida, 2010
- Bergh, Kathleen A. (2000), Senior Lecturer, M.Ed., University of Akron, 1985
- Blankemeyer, Maureen S. (1996), Associate Professor, Ph.D., Oklahoma State University, 1996
- Borriello, Giulia A. (2023), Assistant Professor, Ph.D., Pennsylvania State University, 2018
- Bruns, Kristin L. (2024), Assistant Professor, Ph.D., Kent State University, 2014
- Burgess, Sloane R. (2008), Associate Professor, Ph.D., Case Western Reserve University, 2007
- Chen, Ching-I (2014), Associate Professor

- Cichy, Kelly E. (2008), 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
- Cureton, Jenny (2016), Associate Professor, Ph.D., University of Northern Colorado, 2016
- Guillot-Miller, Lynne M. (2003), Associate Professor, Ph.D., University of New Orleans, 2003
- Harjusola-Webb, Sanna M. (2006), Associate Professor, Ph.D., University of Kansas, 2006
- Herman McMillan, Emily R. (2024), Assistant Professor, Ph.D., The Ohio State University, 2021
- Jencius, Martin J. (2000), Associate Professor, Ph.D., University of South Carolina, 1996
- Jones, Samantha K. (2020), Associate Professor, M.A., Kent State University, 2015
- Kenyon, Cynthia (2009), Associate Professor, Ph.D., Kent State University, 2018
- Krise, Olivia B. (2003), Lecturer, M.Ed., Kent State University, 2012
- Kritzer, Karen (2007), Associate Professor, Ph.D., University of Pittsburgh, 2007
- Liou, Chih-Ling (2014), Associate Professor, Ph.D., Virginia Polytechnic Institute and State University, 2011
- Lockwood, Adam B. (2021), Associate Professor, Ph.D., Northern Arizona University, 2015
- Lockwood, Adam B. (2024), Associate Professor, Ph.D., Northern Arizona University, 2015
- Manring, Danielle E. (2013), Lecturer, M.Ed., Kent State University, 2019
- McCartney, Jamie L. (2007), Professor, Ph.D., University of Akron, 2004
- Miller, Jennifer L. (2016), Associate Lecturer, M.Ed., Kent State University, 2019
- Moore, Alma J. (2012), Assistant Professor, Ph.D., Kent State University, 2019
- Morris, Bradley J. (2012), Professor, Ph.D., The Ohio State University, 1998
- Oldham, Bryn (2024), Lecturer, M.Ed., Kent State University, 2007
- Pan, Yu (2024), Assistant Professor
- Salpietro, Lena (2023), Assistant Professor, Ph.D., University of Toledo, 2020
- Sansosti, Frank J. (2006), Professor, Ph.D., University of South Florida, 2005
- Smith, Gregory C. (2001), Professor, Ph.D., University of Rochester, 1983
- Stevenson, Nathan (2015), Associate Professor, Ph.D., Michigan State University, 2015
- Storlie, Cassandra A. (2013), Professor, Ph.D., University of Iowa, 2013
- Sweeney, Jennifer J. (2026), Assistant Professor, Ph.D., Kent State University, 2010
- Tankersley, Melody J. (1993), Professor, Ph.D., University of Virginia, 1992
- Tobias, Scott A. (2009), Associate Professor, D.Sci., University of Missouri, 2009
- Toepfer, Steven M. (2004), Associate Professor, Ph.D., The Ohio State University, 2001
- Unger, Darlene D. (2016), Professor, Ph.D., Virginia Commonwealth University, 2001
- Walker, Kathleen K. (2002), Associate Professor, Ph.D., Kansas State University, 2002
- Waugh, Jennifer A. (2012), Associate Professor, Ph.D., Kent State University, 2019
- Wiley, Andrew L. (2008), Professor, Ed.D., University of Virginia, 2008
- Zhang, Jing (2018), Associate Professor, Virginia Tech, 2012

## 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 40092 ADVANCED PRACTICUM: AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING-COMMUNITY SETTING INTERPRETING (ELR) 9 Credit Hours

(Repeatable for credit) This course is required for students who do not wish to apply for K-12 Licensure to interpret in Ohio Schools. Field-based practicum experience provides pre-service interpreters with an opportunity to learn from currently practicing master community interpreters. Advanced practicum includes a minimum of 405 total hours during a 15-week placement. University supervisor and teacher mentor observe and assess student's skill. Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks may be required based on community placement. 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. A 3.000 major GPA is required for registration.

**Prerequisite:** Minimum B- grade in ASEI 43104; and minimum C grades in ASEI 43112 and ASL 49108; and ASL/English Interpreting major; and admission to professional phase; and 2.750 overall GPA; and passing score on the SLPI (Intermediate) or ASLPI (Level 2); and special approval.

**Corequisite:** ASEI 49625.

**Schedule Type:** Practical Experience

**Contact Hours:** 27 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

### ASEI 43092 DEAF CULTURE IMMERSION EXPERIENCE (ELR) 1 Credit Hour

(Repeatable for credit) Intensive week-long practicum at a school for the deaf or camp where students interact with deaf children and/or adults. Conduct, interaction, sign language skills, maturity, responsibility, and performance are evaluated by staff at the school or camp administrators.

**Prerequisite:** ASL/English interpreting major.

**Pre/corequisite:** Minimum grade of C in ASL 39201.

**Schedule Type:** Practical Experience

**Contact Hours:** 8.33 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

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

(Slashed with ASEI 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 and concerns facing interpreters; legal mandates and constraints governing the provision of interpreters; diversity issues; 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:** Minimum C grade in ASL 19202.

**Pre/corequisite:** Minimum C grade in ASL 29201.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

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

(Slashed with ASEI 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. There will be 30 clinical application hours that students will need to accrue in this course.

**Prerequisite:** Minimum C grade in ASL 29201; and minimum B- grade in ASEI 43100; and ASL English Interpreting major.

**Pre/corequisite:** Minimum grade of C in ASL 29202.

**Corequisite:** ASL 39401 and ASEI 43113.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43103 INTERPRETING PROCESSES II 3 Credit Hours**

(Slashed with ASEI 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 45 clinical application hours that students will need to accrue in this course.

**Prerequisite:** Minimum C grade in the following courses: ASL 29202 and ASEI 43102; and ASL English Interpreting major; admission to professional phase; and special approval (a passing score on the entrance assessment).

**Pre/corequisite:** Minimum C grade in ASL 39201.

**Corequisite:** ASEI 43106, ASEI 43111 and ASEI 43114.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43104 INTERPRETING PROCESSES III 3 Credit Hours**

(Slashed with ASEI 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 45 clinical application hours that students will need to accrue in this course. Students must pass the SLPI (Intermediate) or ASLPI (Level 2) prior to first semester senior year classes.

**Prerequisite:** Minimum C grade in ASL 39202 and ASEI 43107; and ASL English Interpreting major; and passing score of Intermediate on the SLPI or Level 2 on the ASLPI; and admission to professional phase.

**Corequisite:** ASEI 43112, ASEI 43118 and ASL 49108.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43105 TRANSLITERATING 3 Credit Hours**

(Slashed with ASEI 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.

**Prerequisite:** Minimum C grade in ASEI 43103 and in ASL 39201; and ASL English Interpreting (ASEI) major; and admission to professional phase.

**Pre/corequisite:** Minimum C grade in ASL 39201.

**Corequisite:** ASEI 43107, ASEI 43110, ASEI 43092 and ASL 39202.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43106 SCHOOL SETTING INTERPRETING 3 Credit Hours**

(Slashed with ASEI 53106) 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:** Minimum grade of C in ASL 29202; and American Sign Language/English Interpreting major; and special approval.

**Pre/corequisite:** Minimum grade of C in ASL 39201.

**Corequisite:** ASEI 43103, ASEI 43111 and ASEI 43114.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43107 COMMUNITY SETTING INTERPRETING 3 Credit Hours**

(Slashed with ASEI 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. There will be 30 clinical application hours that students will need to accrue in this course.

**Prerequisite:** Minimum C grade in the following courses: ASEI 43103, ASEI 43111, ASEI 43114 and ASL 39201; and ASL English Interpreting major; and admission to professional phase.

**Pre/corequisite:** Minimum grade of C in ASL 39202.

**Corequisite:** ASEI 43092, ASEI 43105, ASEI 43110 and ASEI 43119.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43110 DISCOURSE ANALYSIS FOR INTERPRETERS 3 Credit Hours**

(Slashed with ASEI 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 and Action, Cohesion, Rhythm, Rhyme and Repetition.

**Prerequisite:** Minimum grade of C in ASL 39201; and ASEI 43103 and ASEI 43111; and admission to the professional phase.

**Pre/corequisite:** Minimum grade of C in ASL 39202.

**Corequisite:** ASEI 43105, ASEI 43107 and ASEI 43119.

**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.

**Prerequisite:** Minimum grade of C in ASEI 43102 and ASL 39401; and ASL English Interpreting major; and admission to professional phase.

**Pre/corequisite:** Minimum grade of C in ASL 39201.

**Corequisite:** ASEI 43103 and ASEI 43106.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43112 INTERACTIVE INTERPRETING 3 Credit Hours**

(Slashed with ASEI 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.

**Prerequisite:** Minimum grade of C in the following courses: ASL 29202, ASL 39401, ASEI 43102, ASEI 43103 and ASEI 43106; and minimum grade of B- in ASEI 43100; and ASL English Interpreting major; passing score of intermediate on the SLPI or Level 2 on the ASLPI; and admission to professional phase.

**Pre/corequisite:** ASL 39201.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43113 ASL TO ENGLISH INTERPRETING PROCESSES (WIC) 3 Credit Hours**

(Slashed with ASEI 53113) 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:** Minimum C grade in ASL 29201; and minimum B- in ASEI 43100; and ASL English Interpreting major.

**Pre/corequisite:** Minimum C grade in ASL 29202.

**Corequisite:** ASEI 43102 and ASL 39401.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Writing Intensive Course

**ASEI 43114 SOCIAL MEDIA AND CURRENT EVENTS INTERPRETING 3 Credit Hours**

(Slashed with ASEI 53114) This course introduces students to a wide variety of media sources that highlight current events and happenings within the Deaf and interpreting communities. In this course, students will develop linguistic, analytical and interpretation skills. Students will discuss current events related to topics including but not limited to culture, mental health, politics, economics and education.

**Prerequisite:** ASEI 43102, ASEI 43113 and ASL 29202; and American Sign Language/English Interpreting major; and Admission to Professional Phase.

**Corequisite:** ASEI 43103, ASEI 43111 and ASL 39201.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43118 MEDICAL INTERPRETING 3 Credit Hours**

(Slashed with ASEI 53118) This course provides students with the opportunity to explore medical topics, terminologies, and areas of practice to enable them to more effectively meet the needs of deaf patients in a variety of health care settings. This course is designed to equip students with basic skills and knowledge to meet the demands of this setting. Students in this course will become familiar with body systems structures, functions, and common conditions-diseases affecting these systems. Students will be exposed to a variety of medical protocols, scripts, testing procedures, and areas of medical practice. As a result, students will be able to interpret medical information into ASL appropriate structures. They will specifically be able to apply strategies of depiction and spatial mapping.

**Prerequisite:** Minimum C grade in ASEI 43103; and American Sign Language/English Interpreting major; and passing score of Intermediate on the SLPI or Level 2 on the ASLPI.

**Corequisite:** ASEI 43104, ASEI 43112 and ASL 49108.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 43119 MENTAL HEALTH INTERPRETING 3 Credit Hours**

(Slashed with ASEI 53119) This course will provide students with a foundation of common diagnoses, mental health professionals and their various roles, common mental health settings interpreters may work, and terminology paired with ASL equivalents. This course will also emphasize the relationship between interpreter and mental health professional, providing skill sets in which to pre-and-post conference to ensure an accurate interpretation is rendered, and the goals of the therapist-professional have been met.

**Prerequisite:** Minimum C grade in ASEI 43103; and American Sign Language/English Interpreting major.

**Pre/corequisite:** Minimum C grade in ASL 39202.

**Corequisite:** ASEI 43092, ASEI 43105, ASEI 43107 and ASEI 43110.

**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) This course is required for students who want to apply for K-12 Licensure to interpret in Ohio Schools. Advanced practicum provides pre-service interpreters with an opportunity to learn from currently practicing master interpreters. Advanced practicum includes a minimum of 405 total hours during a 15- week placement with a minimum of 300 hours in educational settings to qualify for Ohio license for educational interpreters. 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 the 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 pass the SLPI (Intermediate) or ASLPI (Level 2) prior to first semester senior year classes. A 3.000 major GPA is required.

**Prerequisite:** Minimum B- grade in ASEI 43104; and minimum C grade in ASEI 43112 and ASL 49108; and ASL English Interpreting major; and admission to professional phase; and 2.750 overall GPA; and a passing score on the SLPI (Intermediate) or ASLPI (Level 2); and special approval.

**Corequisite:** ASEI 49625.

**Schedule Type:** Practical Experience

**Contact Hours:** 27 other

**Grade Mode:** Satisfactory/Unsatisfactory

**Attributes:** Experiential Learning Requirement

**ASEI 43996 INDIVIDUAL INVESTIGATION IN AMERICAN SIGN LANGUAGE/ENGLISH INTERPRETING 1-3 Credit Hours**

(Repeatable for credit) A student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of an ASL-English Interpreting approved instructor. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study.

**Prerequisite:** Special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 3-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**ASEI 49625 INQUIRY SEMINAR FOR AMERICAN SIGN LANGUAGE/ ENGLISH INTERPRETING 3 Credit Hours**

(Slashed with ASEI 59625) 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:** Minimum B- in ASEI 43104; and minimum C grade in the following courses ASEI 43112 and ASEI 43118 ASL 49108 and COMM 35852.

**Corequisite:** ASEI 43092 or ASEI 43192.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**ASEI 50092 ADVANCED PRACTICUM: AMERICAN SIGN LANGUAGE/ ENGLISH INTERPRETING-COMMUNITY SETTING INTERPRETING 9 Credit Hours**

(Repeatable for credit) This course is required for students who do not wish to apply for K-12 Licensure to interpret in Ohio Schools. Field-based practicum experience provides pre-service interpreters with an opportunity to learn from currently practicing master community interpreters. Advanced practicum includes a minimum of 405 total hours during a 15- week placement. University supervisor and teacher mentor observe and assess student's skill. Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks may be required based on community placement. 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. A major GPA of 3.000 is required.

**Prerequisite:** Minimum B- grade in ASEI 53104; and ASEI 53112 and ASL 49108; and enrolled in the ASL/English Interpreting Licensure Preparation program; and admission to professional phase; and 2.750 overall GPA; and passing score on the SLPI (Intermediate) or ASLPI (Level 2); and graduate standing; and special approval.

**Corequisite:** ASEI 59625.

**Schedule Type:** Practical Experience

**Contact Hours:** 27 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**ASEI 53092 DEAF CULTURE IMMERSION EXPERIENCE 1 Credit Hour**

Intensive week-long practicum at a school for the deaf or camp where students interact with deaf children and/or adults. Conduct, interaction, sign language skills, maturity, responsibility and performance are evaluated by staff at the school or camp administrators.

**Prerequisite:** Graduate standing.

**Pre/corequisite:** Minimum grade of C in ASL 39201.

**Schedule Type:** Practical Experience

**Contact Hours:** 8.33 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**ASEI 53100 SURVEY OF THE INTERPRETING PROFESSION 3 Credit Hours**

(Slashed with ASEI 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.

**Prerequisite:** ASL 19202; and graduate standing.

**Pre/corequisite:** ASL 29201.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53102 INTERPRETING PROCESSES I 3 Credit Hours**

(Slashed with ASEI 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. There will be 30 clinical application hours that students will need to accrue in this course.

**Prerequisite:** Minimum of a B- in ASEI 53100; and graduate standing.

**Pre/corequisite:** ASL 29202.

**Corequisite:** ASL 39401 and ASEI 53113.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53103 INTERPRETING PROCESSES II 3 Credit Hours**

(Slashed with ASEI 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 45 clinical application hours that students will need to accrue in this course.

**Prerequisite:** ASL 29202 and ASEI 53102; and admission to the professional phase with a passing score on the entrance assessment; and graduate standing.

**Pre/corequisite:** ASL 39201.

**Corequisite:** ASEI 53106, ASEI 53111 and ASEI 53114.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53104 INTERPRETING PROCESSES III 3 Credit Hours**

(Slashed with ASEI 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 45 clinical application hours that students will need to accrue in this course. Students must pass the SLPI (Intermediate) or ASLPI (Level 2) prior to first semester senior year classes.

**Prerequisite:** Minimum C grade in ASL 39202; and ASEI 53107; and ASL/English Interpreting Licensure Preparation program; and passing score of Intermediate on the SLPI or Level 2 on the ASLPI; and graduate standing.

**Corequisite:** ASEI 53112, ASEI 53118 and ASL 49108.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53105 TRANSLITERATING 3 Credit Hours**

(Slashed with ASEI 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:** Minimum B- grade in ASEI 53100; and a minimum C grade in ASL 29202; and graduate standing.

**Corequisite:** ASL 39201 and ASEI 53102.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 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 29201; and ASL/English Interpreting Licensure Preparation program; graduate standing; and special approval.

**Pre/corequisite:** Minimum grade of C in ASL 39201.

**Corequisite:** ASEI 53103, ASEI 53111 and ASEI 53114.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53107 COMMUNITY SETTING INTERPRETING 3 Credit Hours**  
(Slashed with ASEI 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 in order to identify ethical dilemmas, demands and controls. There will be 30 clinical application hours that students will need to accrue in this course.

**Prerequisite:** Minimum C grade in the following courses: ASEI 53103, ASEI 53111, ASEI 53114 and ASL 39201; and ASL/English Interpreting Licensure Preparation; and graduate standing.

**Pre/corequisite:** Minimum grade of C in ASL 39202.

**Corequisite:** ASEI 53092, ASEI 53105, ASEI 53110 and ASEI 53119.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 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:** Minimum grade of C in ASL 39201; and ASEI 53103 and ASEI 53111.

**Pre/corequisite:** Minimum grade of C in ASL 39202.

**Corequisite:** ASEI 53105, ASEI 53107 and ASEI 53119.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53111 THE PROFESSIONAL INTERPRETER 3 Credit Hours**

(Slashed with ASEI 43111) 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:** Minimum grade of C in ASL 29202; and ASEI 53100; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53112 INTERACTIVE INTERPRETING 3 Credit Hours**

(Slashed with ASEI 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. 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.

**Prerequisite:** ASL 29202 with a minimum C grade; and ASEI 53100 and ASEI 53103; passing score of intermediate on the SLPI or level 2 on the ASLPI.

**Corequisite:** ASEI 53102.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53113 ASL TO ENGLISH INTERPRETING PROCESSES 3 Credit Hours**

(Slashed with ASEI 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 ASEI 53100; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53114 SOCIAL MEDIA AND CURRENT EVENTS INTERPRETING 3 Credit Hours**

(Slashed with ASEI 43114) This course introduces students to a wide variety of media sources that highlight current events and happenings within the Deaf and interpreting communities. In this course, students will develop linguistic, analytical, and interpretation skills. Students will discuss current events related to topics including but not limited to culture, mental health, politics, economics and education.

**Prerequisite:** ASEI 53102, ASEI 53113 and ASL 29202; and American Sign Language/English Interpreting Licensure Preparation program; and admission to professional phase.

**Corequisite:** ASEI 53103, ASEI 53111, ASEI 53106 and ASL 39201.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53118 MEDICAL INTERPRETING 3 Credit Hours**

(Slashed with ASEI 43118) This course provides students with the opportunity to explore medical topics, terminologies, and areas of practice to enable them to more effectively meet the needs of deaf patients in a variety of healthcare settings. This course is designed to equip students with basic skills and knowledge to meet the demands of this setting. Students in this course will become familiar with body systems structures, functions, and common conditions-diseases affecting these systems. Students will be exposed to a variety of medical protocols, scripts, testing procedures, and areas of medical practice. As a result, students will be able to interpret medical information into ASL-appropriate structures. They will specifically be able to apply strategies of depiction and spatial mapping.

**Prerequisite:** ASEI 53102; passing score of Intermediate on the SLPI or Level 2 on the ASLPI; and graduate standing.

**Corequisite:** ASEI 53104.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53119 MENTAL HEALTH INTERPRETING 3 Credit Hours**

(Slashed with ASEI 43119) This course will provide students with a foundation of common diagnoses, mental health professionals and their various roles, common mental health settings interpreters may work, and terminology paired with ASL equivalents. This course will also emphasize the relationship between interpreter and mental health professional, providing skill sets in which to pre- and post-conference to ensure an accurate interpretation is rendered, and the goals of therapist-professional have been met.

**Prerequisite:** ASEI 53103; and graduate standing.

**Corequisite:** ASEI 53107 and ASEI 53110 and ASEI 53105.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**ASEI 53192 ADVANCED PRACTICUM: ASL ENGLISH INTERPRETING 9 Credit Hours**

(Repeatable for credit) This course is required for students who want to apply for K-12 Licensure to interpret in Ohio Schools. Advanced practicum provides pre-service interpreters with an opportunity to learn from currently practicing master interpreters. Advanced practicum includes a minimum of 405 total hours during a 15-week placement with a minimum of 300 hours in educational settings to qualify for Ohio license for educational interpreters. 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 the 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 pass the SLPI (Intermediate) or ASLPI (Level 2) prior to first semester senior year classes. A 3.000 major GPA is required.

**Prerequisite:** Minimum B- grade in ASEI 53104; and ASEI 53112 and ASL 49108; and ASL English Interpreting Licensure Preparation non-degree; and admission to professional phase; and 2.750 overall GPA; passing score on the SLPI (Intermediate) or ASLPI (Level 2); and graduate standing; and special approval.

**Corequisite:** ASEI 59625.

**Schedule Type:** Practical Experience

**Contact Hours:** 27 other

**Grade Mode:** Satisfactory/Unsatisfactory

**ASEI 59625 INQUIRY SEMINAR FOR AMERICAN SIGN LANGUAGE/ ENGLISH INTERPRETING 3 Credit Hours**

(Slashed with ASEI 49625) Final semester course to coincide with the advanced practicum. Students present a professional description of their interpreting site analyzing student 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 the work sample is created. Students explore the Educational Interpreter Performance Assessment (EIPA) exam, its theoretical foundations, and participate in practicing for the EIPA.

**Prerequisite:** Minimum B- in ASEI 53104; and minimum C grade in the following: COMM 35852, ASL 49108 and ASEI 53112; and graduate standing.

**Corequisite:** ASEI 53192.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**Career and Community Services (CCS)****CCS 00010 INDEPENDENT LIVING SKILLS I 3 Credit Hours**

This class helps students identify their strengths, preferences, interests and needs regarding independent living. Students set goals and practice skills that will help them be more successful in managing their adult lives. This class focus is on areas of independent living related to personal health and nutrition.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00015 SELF-ADVOCACY: DISABILITY AWARENESS AND THE LAWS 3 Credit Hours**

This course promotes development of self-awareness through identifying characteristics of a person's disability, and how it affects a person academically, socially, and at work.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00020 APPLYING TECHNOLOGY 1 Credit Hour**

This course is an introduction to the uses of Flashline, Canvas or other Learning Management System (LMS), and applications such as Microsoft Word to enhance student skills with technology applications.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00025 MANAGING MONEY IN COLLEGE 1 Credit Hour**

This introductory course will provide the student with an opportunity to develop attitudes and skills to manage their money and expenses while in college. Topics include how to set up a budget, considering where one might save money in daily living, managing expenses, understanding Flashcash, Meal Swipes and Spend Down Accounts.

**Prerequisite:** Career and Community Studies major, Career and Community Studies–College Preparation, or Career and Community Studies–Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00035 SELF-ADVOCACY: COMMUNICATION 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 in work and in their personal lives.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00105 INTRODUCTION TO JOB EXPLORATION 1 Credit Hour**

The student will be introduced to the world of work and begin the first step towards finding employment that will be rewarding for them and that will match their strengths, preferences, interests and needs.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00110 INDEPENDENT LIVING SKILLS II 3 Credit Hours**

Students will identify independent living skills required to set and reach short- and long-term goals. Students will reflect on and apply their strengths, preferences, interests, and needs as they make plans for adult life.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00115 SELF-ADVOCACY AND 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, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00120 PERSON-CENTERED PLANNING: FRESHMAN 1 Credit Hour**

Students will create and present a Person-Centered Plan (PCP). A PCP is an individualized way of helping the student to achieve their goals, get the life they want for themselves, identify supports that may be needed, and help them reach their vision of a good life.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00135 SELF-ADVOCACY: HUMAN RELATIONSHIPS 3 Credit Hours**

Students will learn of different types of relationships and how to advocate and communicate wants and needs in various types of relationships.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00145 DEVELOPING PROFESSIONAL SKILLS: FRESHMAN 3 Credit Hours**

(Repeatable for credit) This course is designed to teach students how to successfully manage all areas of one's life. It is important to know how to prioritize social and personal responsibilities to complete tasks in a competent manner.

**Prerequisite:** Career and Community Studies major, Career and Community Studies–College Preparation, or Career and Community Studies–Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00205 JOB EXPLORATION I 3 Credit Hours**

This course begins the process of the student identifying an employment pathway by completing interest inventories to identify occupational interests, establishing membership to job exploration tools, researching local labor market information, exploring Job Seekers Guide on OhioEmploymentFirst.org or other tools that aid the student as they make important employment decisions.

**Prerequisite:** Career and Community Studies major, Career and Community Studies–College Preparation, or Career and Community Studies–Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00206 JOB EXPLORATION II 3 Credit Hours**

The purpose of this course is to help the student to narrow employment possibilities and to identify the occupation of their choice. The course provides information regarding work settings, work duties, personnel, shifts, expectations, accommodations, and appropriate behaviors at work. The student will begin to identify their network of people who can help them achieve future employment goals.

**Prerequisite:** CCS 00205; and Career and Community Studies major, Career and Community Studies–College Preparation, or Career and Community Studies–Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00220 PERSON-CENTERED PLANNING: SOPHOMORE 1 Credit Hour**

Each year a student completes a person-centered planning presentation to share with their support team. The student provides information on what they are or have learned this academic year, goals being worked on or accomplished and future plans. The student creates a Microsoft Power Point, or other form of presenting in order to connect knowledge and learning experiences for student success.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00235 SELF-ADVOCACY: INDEPENDENT LIVING AND INJURY PREVENTION 3 Credit Hours**

Students will learn independent living skills related to injury prevention and safety in adult life.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00245 DEVELOPING PROFESSIONAL SKILLS: SOPHOMORE 3 Credit Hours**

(Repeatable for credit) This course is designed to teach strategies to successfully manage all areas of one's life. It is important to know how to prioritize work, social and personal responsibilities so one can make connections and communicate appropriately to those with whom they work, live and interact with.

**Prerequisite:** Career and Community Studies major, Career and Community Studies-College Preparation, or Career and Community Studies-Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00292 WORK EXPERIENCE: SOPHOMORE 3 Credit Hours**

(Repeatable for credit) This course provides the student with the opportunity to identify supports needed to achieve more independence in a work environment.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Standard Letter

**CCS 00306 EMPLOYMENT READINESS I 3 Credit Hours**

This course prepares the student for entering the work force by addressing professional skills such as teamwork, networking, safety, personal skills, work ethic, responsibility, time management, interview skills, creating a resume and filling out a job application.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00307 EMPLOYMENT READINESS II 3 Credit Hours**

This course is designed to continue to prepare the student for entering into the work force by expanding interview skills, creating documents used to acquire employment and learning how to fill out a job application.

**Prerequisite:** CCS 00306; and Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00320 PERSON-CENTERED PLANNING: JUNIOR 1 Credit Hour**

Each year a student completes a person-centered planning presentation to share with their support team. The student provides updated information on what they are learning, goals being worked on or accomplished and future plans. The student creates a Microsoft Power Point, or other form of presenting in order to connect knowledge and learning experiences for student success.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00335 SELF-ADVOCACY: HEALTHY LIVING 3 Credit Hours**

This course will support behavior that encourages students to make responsible choices for lifelong health, wellness, and life satisfaction.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00345 DEVELOPING PROFESSIONAL SKILLS: JUNIOR 3 Credit Hours**

(Repeatable for credit) This course supports the student as they advance skills in learning strategies, critical thinking, problem-solving, and study skills; and as they apply skills to tasks that prepares for a specific employment interest. The student practices effective communicate through reading, writing, and speaking while completing tasks and projects.

**Prerequisite:** Career and Community Studies major, Career and Community Studies-College Preparation, or Career and Community Studies-Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00392 WORK EXPERIENCE: JUNIOR 4 Credit Hours**

(Repeatable for credit) This course provides the student with opportunities to gain skills in the occupation of choice in order to prepare for satisfying employment as an adult. This allows for the student to evaluate the fit to help to ensure that they have chosen wisely.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Practical Experience

**Contact Hours:** 12 other

**Grade Mode:** Standard Letter

**CCS 00410 EMPLOYMENT CERTIFICATIONS 3 Credit Hours**

This course guides the student as they prepare for employment by completing online employment certifications that apply to employment interests. The student will set goals on skills development, research and completion of certificates.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CCS 00425 MANAGING MONEY AFTER COLLEGE 1 Credit Hour**

This course will provide the student with a more detailed opportunity to reflect on one's desire and ability to manage money in adult life to achieve personal financial wellness and satisfaction. Topics include earning and saving money, how to calculate wages and understanding federal, state and local taxes and establishing a realistic budget that will help the student to transition into adult life.

**Prerequisite:** Career and Community Studies major, Career and Community Studies-College Preparation, or Career and Community Studies-Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00455 DEVELOPING PROFESSIONAL SKILLS: SENIOR 1 Credit Hour**

This course supports the student as they advance skills in learning strategies, critical thinking, problem-solving, and study skills; and as they apply skills to coursework that prepares for a specific career interest. The student practices effective communication through reading, writing and speaking while completing assignments and projects.

**Prerequisite:** Career and Community Studies major, Career and Community Studies-College Preparation, or Career and Community Studies-Employment Readiness major.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**CCS 00492 WORK EXPERIENCE: SENIOR 1-12 Credit Hours**

(Repeatable for credit) The work experience internship occurs in on- or off-campus settings and provides an environment to practice specific occupational knowledge, skills and professional behaviors.

**Prerequisite:** Career and Community Studies, Career Community Studies-College Preparation, Career Community Studies-Employment Readiness majors.

**Schedule Type:** Practical Experience

**Contact Hours:** 3-36 other

**Grade Mode:** Standard Letter

**CCS 00499 PERSON-CENTERED PLANNING: SENIOR 3 Credit Hours**

(Repeatable for credit) The student will develop two valuable resources to aid in the transition back to their community. One is a portfolio that contains projects that will serve as resource guides. The second is a Person-Centered Plan that identifies past, present and future skills and goal development.

**Prerequisite:** Career and Community Studies, Career Community Studies-College Preparation, Career Community Studies-Employment Readiness majors.

**Schedule Type:** Project or Capstone

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**CCS 01095 SPECIAL TOPICS: FRESHMAN LECTURE 1-4 Credit Hours**

(Repeatable for credit) Course topic will vary depending upon individual choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in for greater success in their college experience. Students must get approval from their academic advisor and/or course faculty prior to taking this course.

**Prerequisite:** Career and Community Studies, Career Community Studies-College Preparation, Career Community Studies-Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 01195 SPECIAL TOPICS: FRESHMAN LABORATORY 1-4 Credit Hours**

(Repeatable for credit) Course topic will vary depending upon individual choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in for greater success in their college experience. Students must get approval from their academic advisor and/or course faculty prior to taking this course.

**Prerequisite:** Career and Community Studies, Career Community Studies-College Preparation, Career Community Studies-Employment Readiness majors.

**Schedule Type:** Laboratory

**Contact Hours:** 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 01295 SPECIAL TOPICS: FRESHMAN COMBINED LECTURE AND LABORATORY 1-4 Credit Hours**

(Repeatable for credit) Course topic will vary depending upon individual choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in for greater success in their college experience. Students must get approval from their academic advisor and/or course faculty prior to taking this course.

**Prerequisite:** Career and Community Studies, Career Community Studies-College Preparation, Career Community Studies-Employment Readiness majors.

**Schedule Type:** Laboratory, Lecture, Combined Lecture and Lab

**Contact Hours:** 1-4 lecture, 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 02095 SPECIAL TOPICS: SOPHOMORE LECTURE 1-4 Credit Hours**

(Repeatable for credit) Course topic will vary depending upon individual choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in for greater success in their college experience. Students must get approval from their academic advisor and/or course faculty prior to taking this course.

**Prerequisite:** Career and Community Studies, Career Community Studies-College Preparation, Career Community Studies-Employment Readiness majors.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 02195 SPECIAL TOPICS: SOPHOMORE LABORATORY 1-4 Credit Hours**

(Repeatable for credit) Course topic will vary depending upon individual choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in for greater success in their college experience. Students must get approval from their academic advisor and/or course faculty prior to taking this course.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Laboratory

**Contact Hours:** 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 02295 SPECIAL TOPICS: SOPHOMORE COMBINED LECTURE AND LABORATORY 1-4 Credit Hours**

(Repeatable for credit) Course topic will vary depending upon individual choices. The student will participate in courses with like-minded peers in order to gain knowledge and skills in for greater success in their college experience. Students must get approval from their academic advisor and/or course faculty prior to taking this course.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors.

**Schedule Type:** Laboratory, Lecture, Combined Lecture and Lab

**Contact Hours:** 1-4 lecture, 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 03095 SPECIAL TOPICS: JUNIOR LECTURE 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.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 03195 SPECIAL TOPICS: JUNIOR LABORATORY 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.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Laboratory

**Contact Hours:** 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 03295 SPECIAL TOPICS: JUNIOR COMBINED LECTURE AND LABORATORY 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.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Laboratory, Lecture, Combined Lecture and Lab

**Contact Hours:** 1-4 lecture, 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 04095 SPECIAL TOPICS: SENIOR LECTURE 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.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 04195 SPECIAL TOPICS: SENIOR LABORATORY 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.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Laboratory

**Contact Hours:** 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**CCS 04295 SPECIAL TOPICS: SENIOR COMBINED LECTURE AND LABORATORY 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.

**Prerequisite:** Career and Community Studies, Career Community Studies–College Preparation, Career Community Studies–Employment Readiness majors; and special approval.

**Schedule Type:** Laboratory, Lecture, Combined Lecture and Lab

**Contact Hours:** 1-4 lecture, 2-12 lab

**Grade Mode:** Satisfactory/Unsatisfactory

## Counselor Education and Supervision (CES)

### CES 24001 INTRODUCTION TO COUNSELING 3 Credit Hours

(Cross-listed with HDF 24001) Students in this course learn about the history and trends of professional counseling and the importance of self care and growth. An overview of counseling approaches and practices is provided, including examining the power of the counseling relationship, counseling in individual and group formats, assessment, diagnosis and treatment planning. Students learn about the specialization areas in counseling and working with diverse populations.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

### CES 24002 COUNSELING FUNDAMENTALS IN MENTAL HEALTH 3 Credit Hours

(Cross-listed with HDF 24002) Students in this course learn the fundamental counseling skills of empathy, active listening, paraphrasing and reflection while building a therapeutic alliance. Students engage in practice, repetition and feedback on these skills which support culturally sensitive communication with clients. Students also receive a balanced theoretical approach in the power of basic counseling skills.

**Prerequisite:** HDF 24001 or CES 24001.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

### 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

**Attributes:** CTAG Chem Depen Couns Asst, ITAG Chem Depen Couns Asst

### 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) 4-9 Credit Hours

(Repeatable for credit) 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 37662, CES 34650, CES 37665 and CES 34654.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 1 lecture, 21-56 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.

**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 credit) (Slashed with CES 70093) 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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Workshop

**Contact Hours:** 1-4 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 60199 THESIS I 2-6 Credit Hours**

(Repeatable for credit) 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

**CES 60299 THESIS II 2 Credit Hours**

(Repeatable for credit) Thesis students must continue registration each semester until all degree requirements are met.

**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:** CES 67530 and CES 67531 and CES 67580 and CES 67628 and CES 67663 and CES 68126; and Clinical Mental Health Counseling major; and graduate standing.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 8 other

**Grade Mode:** Standard Letter

**CES 67530 COUNSELING THEORIES 3 Credit Hours**

(Slashed with CES 77530) 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**

(Slashed with CES 77531) 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**

(Slashed with CES 77580) Seminar focused on sensitivities needed to work effectively with diverse clients. Consideration given to racism, oppression, poverty, ageism, gender, and relational affinity.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67592 PRACTICUM II: CLINICAL MENTAL HEALTH COUNSELING 3 Credit Hours**

(Repeatable for credit) (Slashed with CES 77592) Involves individual counseling and group work with appropriate populations. Caseload geared toward preparation for internship.

**Prerequisite:** CES 67492; and graduate standing.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 8 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.

**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**

(Slashed with CES 87628) Students 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

**CES 67662 FOUNDATIONS OF ADDICTIONS COUNSELING 3 Credit Hours**

(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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67663 ORIENTATION AND ETHICS: CLINICAL MENTAL HEALTH COUNSELING 3 Credit Hours**

(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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67664 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; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67665 TREATMENT PLANNING IN ADDICTIONS COUNSELING 3 Credit Hours**

(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.

**Prerequisite:** CES 67664; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67666 EVIDENCE-BASED PRACTICES IN ADDICTIONS COUNSELING 3 Credit Hours**

(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.

**Prerequisite:** CES 67665; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67668 MOTIVATIONAL INTERVIEWING 3 Credit Hours**

(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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67669 TRAUMA, CRISIS AND GRIEF COUNSELING 3 Credit Hours**

(Slashed with CES 87669) This course is designed to provide graduate counseling students with core knowledge and competencies for trauma counseling. The course establishes fundamental concepts of trauma and crisis: definitions, types and impacts (neurobiological, cognitive, behavioral and socioemotional) on both clients and counselors. Students learn principles and counselor roles and responsibilities; procedures for responding to and assessing crisis and trauma; and standards for diagnosis and treatment of crisis/trauma-related conditions. The course utilizes widely practiced, evidence-based frameworks and practices and also presents established methods to evaluate empirical support on emerging approaches for trauma, crisis and grief counseling. Students critically synthesize information to apply their integrated knowledge and skills to clients' unique contexts and concurrently practice self-care/regulation for resilience, wellness and ongoing counselor development and to prevent vicarious trauma, burnout and impairment.

**Prerequisite:** CES 67531 and EPSY 65523; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67692 PRACTICUM IN ADDICTIONS COUNSELING 3-6 Credit Hours**

(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.

**Prerequisite:** CES 67665 or CES 67666; and graduate standing.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 1 lecture, 14-35 other

**Grade Mode:** Standard Letter-IP

**CES 67698 INDIVIDUAL RESEARCH IN CLINICAL MENTAL HEALTH COUNSELING 1-9 Credit Hours**

(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.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Research

**Contact Hours:** 1-9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**CES 67712 ORIENTATION AND ETHICS: CLINICAL REHABILITATION COUNSELING 3 Credit Hours**

(Slashed with CES 77712) 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

**CES 67723 MEDICAL INFORMATION FOR CLINICAL REHABILITATION COUNSELORS 3 Credit Hours**

(Slashed with CES 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:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67725 PSYCHOSOCIAL IMPACT OF DISABILITY 3 Credit Hours**

(Slashed with CES 77725) 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

**CES 67732 OCCUPATIONAL ASPECTS OF DISABILITY 3 Credit Hours**

(Slashed with CES 77732) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67776 RESEARCH IN CLINICAL REHABILITATION COUNSELING 3 Credit Hours**

(Slashed with CES 77776) Survey of the research literature in disabilities. Guidelines for evaluating and implementing research findings. Course acquaints students with current research. Evaluation of design statistical analysis and conclusions.

**Prerequisite:** Graduate standing.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**CES 67792 INTERNSHIP I: CLINICAL MENTAL HEALTH COUNSELING 3 Credit Hours**

(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 major; and graduate standing; and special approval.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 23 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 67820 GROUP WORK: THEORY AND TECHNIQUES 3 Credit Hours**

(Slashed with CES 77820) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 67858 SEMINAR: GROUP COUNSELING 2 Credit Hours**

(Slashed with CES 77858) 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:** Graduate standing; and special approval.

**Schedule Type:** Seminar

**Contact Hours:** 2 other

**Grade Mode:** Standard Letter

**CES 67892 INTERNSHIP II: CLINICAL MENTAL HEALTH COUNSELING 3 Credit Hours**

(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 major; and graduate standing; and special approval.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 23 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 68011 FOUNDATIONS OF SCHOOL COUNSELING 3 Credit Hours**

(Slashed with CES 78011) 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 programs.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68066 COUNSELING ADOLESCENTS 3 Credit Hours**

(Slashed with CES 78066) 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:** CES 67530 and 67531; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68067 COUNSELING CHILDREN 3 Credit Hours**

(Slashed with CES 78067) 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 77530 and 67531 or 77531; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68068 SCHOOL COUNSELING PROGRAM MANAGEMENT AND LEADERSHIP 3 Credit Hours**

(Slashed with CES 78068) Focuses on the management, leadership and implementation of comprehensive school counseling program including developmental counseling approaches, management systems and outcome research.

**Prerequisite:** CES 68011; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68069 ORIENTATION AND ETHICS: SCHOOL COUNSELING 3 Credit Hours**

(Slashed with CES 78069) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68070 COLLEGE AND CAREER READINESS 3 Credit Hours**

This course will provide students with a knowledge base of the role of school counselors in college and career readiness and counseling. This course is designed to promote college and career advisement knowledge and skills to enable them to effectively work with students and stakeholders in post-secondary options.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68126 INTRODUCTION TO ASSESSMENT IN COUNSELING 3 Credit Hours**

(Slashed with CES 78126) 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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68128 CLINICAL ASSESSMENT IN COUNSELING 3 Credit Hours**

(Slashed with CES 78128) Experience in selecting, administering and interpreting measures of personality and motivation. Primary attention will be placed on measures of psychopathology.

**Prerequisite:** CES 68126 and 67628; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68130 PSYCHOPATHOLOGY FOR COUNSELORS 3 Credit Hours**

(Slashed with CES 78130) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68167 CASE CONCEPTUALIZATION AND TREATMENT PLANNING 3 Credit Hours**

(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:** 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:** CES 67492 with a minimum S grade; 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:** Practical Experience, Seminar

**Contact Hours:** 23 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 68284 SUPERVISION IN COUNSELING I 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:** CES 67592 or 77592 with a minimum S grade; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**CES 68292 INTERNSHIP II: 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 application of advocacy, leadership, collaboration and systemic change are highlighted in this course. This course meets specific CACREP standards.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 23 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 68392 SCHOOL COUNSELING PRACTICUM 3 Credit Hours**

Students begin supervised practice of counseling with clients, primarily in a K-12 school. Direct observation, audio video recording, individual supervision, and seminar discussion are used for the development of counseling skills, strategies, and professional role. 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 the practicum will take place.

**Prerequisite:** CES 67530 and CES 67531 and CES 67820 and CES 68069; and graduate standing.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 11 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 68529 COUPLES THERAPY:THEORY AND TECHNIQUES 3 Credit Hours**

(Slashed 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 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 69192 PRACTICUM: CLINICAL REHABILITATION COUNSELING 3 Credit Hours**

(Repeatable for credit) Supervised, controlled exposure to rehabilitation clients; examine alternative modes of intervention; group and individual feedback sessions using audio and videotape recordings.

**Prerequisite:** CES 67492 and CES 67628 and CES 67725; and graduate standing.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 8 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 69792 INTERNSHIP IN CLINICAL REHABILITATION COUNSELING 3,6 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.

**Prerequisite:** CES 69192; and graduate standing.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 23-43 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**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.

**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, ageism, 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) (Slashed with CES 67592) Involves individual counseling and group work with appropriate populations. Caseload geared toward preparation for internship. Controlled registration.

**Prerequisite:** CES 77628; and doctoral standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 16 other

**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 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.

**Prerequisite:** CES 67665 or CES 77665 or CES 67666 or CES 77666; and doctoral standing; and special approval.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 1 lecture, 14-35 other

**Grade Mode:** Standard Letter-IP

**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**

(Slashed 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:** 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 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:** 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 78126 INTRODUCTION TO ASSESSMENT IN COUNSELING 3 Credit Hours**

(Slashed with CES 68126) 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.

**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:** 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**

(Slashed 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 79192 PRACTICUM II: CLINICAL REHABILITATION COUNSELING 3 Credit Hours**

Supervised, controlled exposure to rehabilitation clients; examine alternative modes of intervention; group and individual feedback sessions using audio and videotape recordings.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 16 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 79792 INTERNSHIP IN CLINICAL REHABILITATION COUNSELING 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.

**Prerequisite:** CES 69192 or CES 79192; and doctoral standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 43 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**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 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.

**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 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 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 major.

**Schedule Type:** Practical Experience

**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 INDIVIDUAL INVESTIGATION IN COUNSELOR EDUCATION AND SUPERVISION 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.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-3 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 87628 DIAGNOSIS IN COUNSELING 3 Credit Hours**

(Slashed with CES 67628) Students 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 87669 TRAUMA, CRISIS AND GRIEF COUNSELING 3 Credit Hours**

(Slashed with CES 87669) This course is designed to provide graduate counseling students with core knowledge and competencies for trauma counseling. The course establishes fundamental concepts of trauma and crisis: definitions, types and impacts (neurobiological, cognitive, behavioral and socioemotional) on both clients and counselors. Students learn principles and counselor roles and responsibilities; procedures for responding to and assessing crisis and trauma; and standards for diagnosis and treatment of crisis/trauma-related conditions. The course utilizes widely practiced, evidence-based frameworks and practices and also presents established methods to evaluate empirical support on emerging approaches for trauma, crisis and grief counseling. Students critically synthesize information to apply their integrated knowledge and skills to clients' unique contexts and concurrently practice self-care/regulation for resilience, wellness and ongoing counselor development and to prevent vicarious trauma, burnout and impairment.

**Prerequisite:** CES 77531 and EPSY 75523; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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:** 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, RMS 75510, RMS 85515 and RMS 85516; and doctoral standing.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**CES 88284 SUPERVISION IN COUNSELING I 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:** 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, Leadership and Advocacy, and Supervision. Counseling, Teaching, and Supervision Internships are required in one of the three semesters students will be enrolled in an internship course. Additional options for Research and Leadership and Advocacy Internships are also available. Each experience requires supervision. Completion of program course requirements is necessary prior to registration. Limited to 12 students.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 18-33 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**CES 88294 COLLEGE TEACHING IN COUNSELOR EDUCATION AND SUPERVISION I 3 Credit Hours**

(Repeatable for credit) An overview of teaching counseling at a graduate college level. The course consists of foundations, structural, and process components of college teaching. Students will be involved in activities that address each of these areas. Students will develop a reflective process that will support continual improvement in teaching.

**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 COLLEGE TEACHING IN COUNSELOR EDUCATION AND SUPERVISION II 3 Credit Hours**

(Repeatable for credit) Supervised experience in the practice of college teaching in Counselor Education and Supervision. Students will teach a master's level course in Counselor Education and Supervision and then meet for group supervision to assess their effectiveness in college teaching. Live and recorded supervisory processes will be utilized to assist with skill development.

**Prerequisite:** CES 88294; and doctoral standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Standard Letter

**CES 88492 SUPERVISION IN COUNSELING II 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 major.

**Schedule Type:** Practical Experience

**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 critiques. Professional identity is supported through engages learning opportunities in per mentoring experiences and faculty-let 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) (Slashed 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 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

**EPSY 63532 GIFTED PROGRAM DESIGN, ASSESSMENT AND ADMINISTRATION 3 Credit Hours**

Fundamentals of designing gifted programs are reviewed. Topics include student identification, assessment, advocacy, program evaluation, compliance with state standards, and teacher preparation.

**Prerequisite:** EPSY 63540 and EPSY 63545; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EPSY 63535 SOCIAL AND EMOTIONAL ASPECTS OF THE GIFTED AND SPECIAL SUBPOPULATIONS 3 Credit Hours**

The affective needs and characteristics of gifted learners and special subpopulations are examined with consideration of the implications for instruction and socio-emotional supports.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EPSY 63540 NATURE AND NEEDS OF GIFTED 3 Credit Hours**

Personal characteristics, abilities and potentialities of gifted through review of related research. Evaluation of research findings and implications for psycho-educational development.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EPSY 63545 INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN 3 Credit Hours**

Education and guidance of gifted students, K-12. Classroom strategies for instruction and accommodation including selection of appropriate instructional strategies.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EPSY 64892 ADVANCED PRACTICUM: GIFTED AND TALENTED EDUCATION 3 Credit Hours**

This course is designed to provide an opportunity to practice skills and demonstrate appropriate dispositions for meeting the needs of students who are gifted and talented.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Standard Letter

**EPSY 65520 CHILD AND ADOLESCENT DEVELOPMENT 3 Credit Hours**

(Slashed 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 65523 LIFE SPAN DEVELOPMENT 3 Credit Hours**

(Slashed 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**

(Slashed 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**

(Slashed with EPSY 78901) Overview of human development, particularly adolescence, and implications for educational policy and programming, generally and specifically for secondary schools.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**EPSY 68905 EDUCATIONAL PSYCHOLOGY 3 Credit Hours**

(Slashed 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:** Practical Experience

**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 69098 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:** Graduate standing; and special approval.

**Schedule Type:** Research

**Contact Hours:** 1-15 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 75520 CHILD AND ADOLESCENT DEVELOPMENT 3 Credit Hours**

(Slashed 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 75523 LIFE SPAN DEVELOPMENT 3 Credit Hours**

(Slashed 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**

(Slashed with EPSY 65524) Theories of learning with special emphasis on application to professional practice. A critical examination of research on human learning processes.

**Prerequisite:** Doctoral 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**

(Slashed 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**

(Slashed 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 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:** Practical Experience

**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

## Gerontology (GERO)

**GERO 14029 INTRODUCTION TO GERONTOLOGY (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:** 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:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**GERO 41095 SPECIAL TOPICS IN GERONTOLOGY 1-4 Credit Hours**

(Repeatable for credit) (Slashed 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 44030 RELATIONSHIPS AND DEVELOPMENT ACROSS ADULTHOOD (WIC) 3 Credit Hours**

(Slashed with GERO 54030) This is an advanced level course that focuses on current research on physiological, psychological, and social dimensions of development across adulthood. The course considers continuity and change throughout the entire adult lifespan from young adulthood to midlife to later life.

**Prerequisite:** HDF 24011.

**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 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:** HDF 44018; and human development and family studies majors; and senior standing; and special approval.

**Schedule Type:** Lecture, Practical Experience

**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) (Slashed 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 RELATIONSHIPS AND DEVELOPMENT ACROSS ADULTHOOD 3 Credit Hours**

(Slashed with GERO 44030) This is an advanced level course that focuses on current research on physiological, psychological, and social dimensions of development across adulthood. The course considers continuity and change throughout the entire adult lifespan from young adulthood to midlife to later life.

**Prerequisite:** Graduate standing.

**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 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 Science (HDF)

**HDF 14027 INTRODUCTION TO HUMAN DEVELOPMENT AND FAMILY SCIENCE 3 Credit Hours**

This course is intended to introduce students to the study of lifespan development and family science. Career opportunities available to human development and family science 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

**HDF 24001 INTRODUCTION TO COUNSELING 3 Credit Hours**

(Cross-listed with CES 24001) Students in this course learn about the history and trends of professional counseling and the importance of self care and growth. An overview of counseling approaches and practices is provided, including examining the power of the counseling relationship, counseling in individual and group formats, assessment, diagnosis and treatment planning. Students learn about the specialization areas in counseling and working with diverse populations.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 24002 COUNSELING FUNDAMENTALS IN MENTAL HEALTH 3 Credit Hours**

(Cross-listed with CES 24002) Students in this course learn the fundamental counseling skills of empathy, active listening, paraphrasing and reflection while building a therapeutic alliance. Students engage in practice, repetition and feedback on these skills which support culturally sensitive communication with clients. Students also receive a balanced theoretical approach in the power of basic counseling skills.

**Prerequisite:** CES 24001 or HDF 24001.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 24011 INTERPERSONAL RELATIONSHIPS AND FAMILIES 3 Credit Hours**

(Cross-listed with 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

**HDF 24012 RELATIONSHIPS AND DEVELOPMENT ACROSS CHILDHOOD 3 Credit Hours**

This course introduces students to the study of child development, including the relationships between theory, research, and practice. It is intended to give students an in-depth look at relationships and other aspects of child development from conception across childhood as well as the multiple influences on children's development. Additionally, this course introduces students to the practice of working with children and their families.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 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

**HDF 24014 BRIDGING CROSS-NATIONAL RELATIONSHIPS FOR INDIVIDUALS AND FAMILIES 3 Credit Hours**

This is an interactive course designed to promote students' intercultural competence. The course provides students with an introduction to key components of various cultures around the world and with skills with which to build effective relationships with individuals from countries other than their own.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 24095 SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 1-4 Credit Hours**

(Repeatable for credit) Discussion of a major topic within human development or family science.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Standard Letter

**HDF 25512 MANAGEMENT OF FAMILY RESOURCES 3 Credit Hours**

Management as applied to individuals, families and human science professionals.

**Prerequisite:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 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

**HDF 41093 VARIABLE TOPIC WORKSHOP IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 1-3 Credit Hours**

(Repeatable for credit) (Slashed with HDF 51093) Workshop setting dealing with a topic or topics in human development and family science. Learning experiences are provided in a wide range of areas.

**Prerequisite:** None.

**Schedule Type:** Workshop

**Contact Hours:** 1-3 other

**Grade Mode:** Satisfactory/Unsatisfactory

**HDF 41095 SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 1-4 Credit Hours**

(Repeatable for credit) (Slashed with HDF 51095) Discussion of a major topic within human development or family science.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Standard Letter

**HDF 41096 INDIVIDUAL INVESTIGATION 1-3 Credit Hours**

(Repeatable for credit) (Slashed with HDF 51096) Independent study in human development and family science.

**Prerequisite:** Written special approval from instructor.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-3 other

**Grade Mode:** Standard Letter

**HDF 42089 HUMAN DEVELOPMENT AND FAMILY SCIENCE INTERNATIONAL EXPERIENCE (ELR) 3 Credit Hours**

(Repeatable for credit) (Slashed with HDF 52089) Exploration of human development and family science related topics while visiting various cultural contexts.

**Prerequisite:** Minimum 2.750 overall GPA; and special approval.

**Schedule Type:** International Experience

**Contact Hours:** 9 other

**Grade Mode:** Standard Letter-IP

**Attributes:** Experiential Learning Requirement

**HDF 44018 PROFESSIONAL DEVELOPMENT IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 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 science and gerontology.

**Prerequisite:** HDF 24011; and Human Development and Family Science or Long-Term Care Administration majors; and senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44020 RELATIONSHIPS AND DEVELOPMENT ACROSS ADOLESCENCE AND EMERGING ADULTHOOD 3 Credit Hours**

(Slashed with HDF 54020) This course is designed to provide an in-depth understanding of development across adolescence and emerging adulthood, including the relationship between theory, research, and practice. The course focuses on transitions and relationships experienced during adolescence and emerging adulthood and context of these changes, as well as the application of theory and research to working with adolescents and emerging adults and their families.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44021 FAMILY INTERVENTION AND ADVOCACY 3 Credit Hours**

(Slashed with HDF 54021) This course focuses on daily hassles, transitions, and crisis events that individuals and families may experience throughout the lifespan. Coping skills, support systems, and others resources that aid in managing these events as well as strategies for self-advocacy and advocacy on behalf of individuals and families are all addressed in this course.

**Prerequisite:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44022 FAMILIES, GENDER AND POWER 3 Credit Hours**

(Slashed with HDF 54022) The course uses a family science lens to focus on the intersection of gender with race, socioeconomic status and other factors related to power dynamics.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44023 BUILDING FAMILY STRENGTHS (WIC) 3 Credit Hours**  
(Slashed with HDF 54023) The Building Family Strengths Model builds upon family life potential; based on extensive research emphasizing identified family strengths.

**Prerequisite:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Writing Intensive Course

**HDF 44028 PARENT-CHILD RELATIONSHIPS 3 Credit Hours**  
(Slashed with HDF 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:** HDF 24011; and HDF 24012 or PSYC 20651.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44029 FAMILY POLICY 3 Credit Hours**  
(Slashed with HDF 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:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44030 FAMILY LIFE EDUCATION AND PREVENTION 3 Credit Hours**

Addresses the family life education content areas, the integral role of prevention education in helping individuals and families and developing effective facilitation methods and techniques for family life education and prevention.

**Prerequisite:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44032 NONPROFIT FUNDRAISING AND GRANTWRITING 3 Credit Hours**

(Slashed with HDF 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

**HDF 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 the 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

**HDF 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

**HDF 44035 TRAUMA-RESPONSIVE ASSESSMENT AND STRATEGIES 3 Credit Hours**

This course examines the process of evaluating client needs and assessment of clients' condition in the context of work in human services. This course emphasizes interviewing as a major assessment strategy and incorporates trauma-informed practices into assessment of clients' needs and conditions.

**Prerequisite:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44037 POSITIVE YOUTH DEVELOPMENT 3 Credit Hours**

(Slashed with HDF 54037) 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:** Junior or senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44038 PROFESSIONAL CHILD AND YOUTH PRACTICE 3 Credit Hours**

(Slashed with HDF 54038) 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:** Junior or senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44039 BEREAVEMENT AND LOSS 3 Credit Hours**

(Slashed with HDF 54039) Those who choose to work in helping professions often discover loss issues as the reason families seek assistance. Loss issues are also entangled in the complexity and dynamics of family scenarios. This course is taught in an applied, experiential manner and introduces phraseology, adaptive strategies and skills to more effectively work with the bereaved.

**Prerequisite:** HDF 24011.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 44089 FAMILIES IN FLORENCE, ITALY: LOVE, PARENTING AND POLICY (ELR) 3 Credit Hours**

The course explores how preventative family science and family policy are developed and executed in an international setting, specifically Florence, Italy. The course uses the city of Florence and its existing resources as experiential learning examples of course content. In this course, we will explore how historical family honor, rituals, culture, and social context continue to influence the modern Florentine family and policies devoted to families. Students will engage in experiential learning experiences to explore how modern policies impact families, and how preventative family education (Family Life Education) exists internationally. We aim to gain a comprehensive understanding of the modern Florentine/Italian family given current government policies while exploring Italian preventative family education.

**Prerequisite:** Minimum 2.500 overall GPA.

**Schedule Type:** International Experience, Project or Capstone

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Experiential Learning Requirement

**HDF 44092 PRACTICUM IN HUMAN DEVELOPMENT AND FAMILY SCIENCE (ELR) 3-6 Credit Hours**

(Repeatable for credit) Observation and participation in child, family and social service agencies. One class discussion per week. If the Practicum site requires it, 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 agency before the first day of the semester in which internship will take place. Major GPA of 2.250 is required.

**Prerequisite:** HDF 24011 and HDF 44018 and senior standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 1 lecture, 14-35 other

**Grade Mode:** Standard Letter

**Attributes:** Experiential Learning Requirement

**HDF 45089 LIFESPAN DEVELOPMENT PRACTICES AND OUTCOMES: THE ITALIAN EXPERIENCE (ELR) 3 Credit Hours**

This course will explore lifespan development theories through the lens of Italian culture, policy and practices. Most class periods will be spent visiting and observing historical sites, schools, non-profit organizations, and observing everyday life while learning about the influence of religion, education, SES, and state policy on child, adolescent, and adult outcomes. Students will have the opportunity to actively engage with Florentines in a brief in-country volunteer experience.

**Prerequisite:** Minimum 2.500 overall GPA.

**Schedule Type:** International Experience, Project or Capstone

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Experiential Learning Requirement

**HDF 51093 VARIABLE TITLE WORKSHOP IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 1-3 Credit Hours**

(Repeatable for credit) (Slashed with HDF 41093) Workshop setting dealing with a topic or topics in human development and family science. 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

**HDF 51095 SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 1-4 Credit Hours**

(Repeatable for credit) (Slashed with HDF 41095) Discussion of a major topic within human development and family science.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Standard Letter

**HDF 51096 INDIVIDUAL INVESTIGATION 1-3 Credit Hours**

(Repeatable for credit) (Slashed with HDF 41096) Independent study in human development and/or family science.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-3 other

**Grade Mode:** Standard Letter

**HDF 52089 HUMAN DEVELOPMENT AND FAMILY SCIENCE INTERNATIONAL EXPERIENCE 3 Credit Hours**

(Repeatable for credit) (Slashed with HDF 42089) Exploration of human development and family science related topics while visiting various cultural contexts.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** International Experience

**Contact Hours:** 9 other

**Grade Mode:** Standard Letter-IP

**HDF 54020 RELATIONSHIPS AND DEVELOPMENT ACROSS ADOLESCENCE AND EMERGING ADULTHOOD 3 Credit Hours**

(Slashed with HDF 44020) This course is designed to provide an in-depth understanding of development across adolescence and emerging adulthood. The relationship between theory, research, and practice.

The course focuses on relationships and transitions experienced during adolescence and emerging adulthood and the context of these changes as well as the application of theory and research to working with adolescents and emerging adults and their families.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54021 FAMILY INTERVENTION AND ADVOCACY 3 Credit Hours**

(Slashed with HDF 44021) This course focuses on daily hassles, transitions, and crisis events that individuals and families may experience throughout the lifespan. Coping skills, support systems, and others resources that aid in managing these events as well as strategies for self-advocacy and advocacy on behalf of individuals and families are all addressed in this course.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54022 FAMILIES, GENDER AND POWER 3 Credit Hours**

(Slashed with HDF 44022) The course uses a family science lens to focus on the intersection of gender with race, socioeconomic status, and other factors related to power dynamics.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54023 BUILDING FAMILY STRENGTHS 3 Credit Hours**

(Slashed with HDF 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

**HDF 54028 PARENT-CHILD RELATIONSHIPS 3 Credit Hours**

(Slashed with HDF 44028) 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 science major; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54029 FAMILY POLICY 3 Credit Hours**

(Slashed with HDF 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 science major; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54032 NONPROFIT FUNDRAISING AND GRANTWRITING 3 Credit Hours**

(Slashed with HDF 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

**HDF 54037 POSITIVE YOUTH DEVELOPMENT 3 Credit Hours**

(Slashed with HDF 44037) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54038 PROFESSIONAL CHILD AND YOUTH PRACTICE 3 Credit Hours**

(Slashed with HDF 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 science major; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 54039 BEREAVEMENT AND LOSS 3 Credit Hours**

(Slashed with HDF 44039) Those who choose to work in helping professions often discover loss issues as the reason families seek assistance. Loss issues are also entangled in the complexity and dynamics of family scenarios. This course is taught in an applied, experiential manner and introduces phraseology, adaptive strategies and skills to more effectively work with the bereaved.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**HDF 61091 SEMINAR 2-3 Credit Hours**

(Repeatable for credit) Evaluation and interpretation of recent literature in human development and/or family science. 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

**HDF 61098 RESEARCH 1-6 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:** 3-18 other

**Grade Mode:** Standard Letter-IP

**HDF 61099 MASTER'S PROJECT 2-6 Credit Hours**

(Repeatable for credit) 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:** Project or Capstone

**Contact Hours:** 2-6 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**HDF 61199 THESIS I 2-6 Credit Hours**

(Repeatable for credit) 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:** 6-18 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**HDF 61299 THESIS II 2 Credit Hours**

(Repeatable for credit) Thesis II students must continue registration each semester until all degree requirements are met.

**Prerequisite:** HDF 61199; and graduate standing.

**Schedule Type:** Masters Thesis

**Contact Hours:** 6 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**HDF 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

**HDF 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

**HDF 64026 PROFESSIONAL ISSUES IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 2 Credit Hours**

This course covers ethical and professional issues related to the field of human development and family science. 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

**HDF 64027 EARLY ADOLESCENCE 3 Credit Hours**

Examines the fundamental changes, social contexts and psychosocial processes involved in human development from ages 8-15. 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

**HDF 64092 PRACTICUM IN HUMAN DEVELOPMENT AND FAMILY SCIENCE 3-6 Credit Hours**

(Repeatable for credit) Observation and participation in child, family and social service agencies. One class discussion per week. If the Practicum site requires it, 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 agency before the first day of the semester in which internship will take place. Major GPA of 2.250 is required.

**Prerequisite:** Human development and family science major; and graduate standing; and special approval.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 1 lecture, 14-35 other

**Grade Mode:** Standard Letter

## Learning Science (LRNS)

**LRNS 60199 THESIS I 2-6 Credit Hours**

(Repeatable for credit) Thesis student 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:** 6-18 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**LRNS 60299 THESIS II 2 Credit Hours**

(Repeatable for credit) Thesis students must continue registration each semester until all degree requirements are met.

**Prerequisite:** LRNS 60199; and graduate standing.

**Schedule Type:** Masters Thesis

**Contact Hours:** 6 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**LRNS 65525 INFORMAL LEARNING 3 Credit Hours**

(Slashed with LRNS 75525) Learning opportunities across the lifespan often occur outside of formal settings. Informal Learning explores learning in the wild, or learning without the use of formal techniques, curriculum, or assessments. The course will focus on helping students develop critical skills needed to read and synthesize basic research, as it is an important tool for lifelong learning.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**LRNS 66510 INTRODUCTION TO R FOR EDUCATIONAL AND LEARNING SCIENCES 3 Credit Hours**

(Slashed with LRNS 76510) An introduction to R for statistical computing for graduate students in educational, learning, cognitive, language and human behavioral sciences. Students will learn skills necessary to create graphical figures and tables and manipulate data structures and variables in executable code in R, R Studio and R markdown. Students will learn how to read, understand and synthesize code to develop readable data/results reporting formats on data repositories.

**Prerequisite:** Graduate standing.

**Schedule Type:** Seminar

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**LRNS 66511 STATISTICAL PROGRAMMING IN R FOR LEARNING SCIENCE 3 Credit Hours**

(Slashed with LRNS 76511) This is not a statistics course, but a programming course for statistics in R. The purpose of this course is to teach syntax for common analyses used in R among psychological and social sciences researchers. Theory, as related to statistics, will only be covered in reference to modeling constraints for each analysis. The purpose of this course will be to introduce students to basic syntax and data consideration for statistical analyses commonly used in R – such as t-tests, ANOVA, Regression, MANOVA, Power Analysis, and Mixed Random Effects Models.

**Prerequisite:** LRNS 66510 and RMS 68713 and RMS 68726; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**LRNS 75525 INFORMAL LEARNING 3 Credit Hours**

(Slashed with LRNS 66511) Learning opportunities across the lifespan often occur outside of formal settings. Informal Learning explores learning in the wild, or learning without the use of formal techniques, curriculum, or assessments. The course will focus on helping students develop critical skills needed to read and synthesize basic research, as it is an important tool for lifelong learning.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**LRNS 76510 INTRODUCTION TO R FOR EDUCATIONAL AND LEARNING SCIENCES 3 Credit Hours**

(Slashed with LRNS 66510) An introduction to R for statistical computing for graduate students in educational, learning, cognitive, language and human behavioral sciences. Students will learn skills necessary to create graphical figures and tables and manipulate data structures and variables in executable code in R, R Studio and R markdown. Students will learn how to read, understand and synthesize code to develop readable data/results reporting formats on data repositories.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Seminar

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**LRNS 76511 STATISTICAL PROGRAMMING IN R FOR LEARNING SCIENCE 3 Credit Hours**

(Slashed with LRNS 66511) This is not a statistics course, but a programming course for statistics in R. The purpose of this course is to teach syntax for common analyses used in R among psychological and social sciences researchers. Theory, as related to statistics, will only be covered in reference to modeling constraints for each analysis. The purpose of this course will be to introduce students to basic syntax and data consideration for statistical analyses commonly used in R – such as t-tests, ANOVA, Regression, MANOVA, Power Analysis, and Mixed Random Effects Models.

**Prerequisite:** LRNS 76510 and RMS 78713 and RMS 78726; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**LRNS 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

**LRNS 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:** LRNS 80199; and doctoral standing.

**Schedule Type:** Dissertation

**Contact Hours:** 15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**LRNS 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:** 3-9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**LRNS 89098 RESEARCH IN LEARNING AND DEVELOPMENT 1-6 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:** 3-18 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

## Recreation, Park, and Tourism Management (RPTM)

**RPTM 26060 INTRODUCTION TO GLOBAL TOURISM 3 Credit Hours**

(Cross-listed with GEOG 22040) Introduction to travel and tourism around the world. Students study tourism technologies and cultural and natural environments as attractions, benefits of travel, travel ethics and sustainable development.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RPTM 36060 ENTREPRENEURIAL APPROACHES TO LEISURE AND HOSPITALITY SERVICES 3 Credit Hours**

Principles of commercial recreation and tourism services, including entrepreneurship, economic concepts of the for-profit recreation industries and management skills.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RPTM 36075 EXPERIENCE DESIGN IN RECREATION, PARK AND TOURISM SETTINGS 3 Credit Hours**

Programming leisure experiences within a socio-cultural context, involving understanding and assessing client behavior and needs, proficiency in experience design and implementation, and knowledge of evaluation methods reflective of a service-centered and benefits approach.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RPTM 45047 GLOBAL ISSUES OF TOURISM TRADE 3 Credit Hours**  
(Slashed with HTM 55047) An examination of international and intercultural changes due to travel and tourism, particularly in economic, social and environmental areas. The studies include theories and cases and form the basis upon which a sustainable tourism policy is developed. The goal of the course is to prepare students for a leadership role in tourism policy making. The course has an emphasis on reading and discussion.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RPTM 46000 TOURISM DEVELOPMENT AND RECREATIONAL TRAVEL 3 Credit Hours**

(Cross-listed with GEOG 42040) (Slashed with HTM 56000) Investigation of travel and tourism development using an interdisciplinary social science approach.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RPTM 46091 SEMINAR FOR INTERNSHIP PREPARATION 1 Credit Hour**

(Repeatable for credit) Planning and preparation for the internship experience in leisure service settings. Students should register for this course two semesters before enrolling in the internship course.

**Prerequisite:** Recreation, Park, and Tourism Management (RPTM) major and junior standing.

**Schedule Type:** Seminar

**Contact Hours:** 1 lecture

**Grade Mode:** Satisfactory/Unsatisfactory

**RPTM 46092 INTERNSHIP IN RECREATION (ELR) 9 Credit Hours**

(Repeatable for credit) Supervised full-time experience providing knowledge of overall agency operation in approved leisure setting.

**Prerequisite:** RPTM 46091; and senior standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 30 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**RPTM 56070 PARK PLANNING 3 Credit Hours**

(Slashed with RPTM 46070) Understanding the relationship between recreation places and the people who use them. This includes the planning, design and functioning of public and commercial recreation places.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## Research, Measurement and Statistics (RMS)

**RMS 45610 CLASSROOM ASSESSMENT 3 Credit Hours**

(Slashed with RMS 55610 and RMS 75610) Instruction on contemporary and classic theories and issues in classroom assessment. Students learn about the purposes and strengths of informal and formal, traditional and alternative approaches to classroom assessment. Students examine both selected response assessments and constructed response assessments, develop assessment frameworks, identify alternative models of assessments, evaluate best practices in classroom assessment, and discuss respective advantages and disadvantages of multiple kinds of assessments.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 55610 CLASSROOM ASSESSMENT 3 Credit Hours**

(Slashed with RMS 45610 and RMS 75610) Instruction on contemporary and classic theories on and issues in classroom assessment. Students will learn about the purposes and strengths of informal and formal, traditional and alternative approaches to classroom assessment. Students will examine both selected response assessments and constructed response assessments, develop assessment frameworks, identify alternative models of assessments, evaluate best practices in classroom assessment, and discuss respective advantages and disadvantages of multiple kinds of assessments.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 65510 STATISTICS I FOR EDUCATIONAL SERVICES 3 Credit Hours**

(Slashed with RMS 75510) Introduction to descriptive and inferential statistics used in educational services research: univariate and bivariate techniques (correlations and simple regression); hypothesis testing; non-parametric techniques. Ordinarily taken in graduate course sequence.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 65511 RESEARCH IN EDUCATIONAL SERVICES 3 Credit Hours**

Introduction to purposes and practice of qualitative and quantitative research related to educational services. Emphasis on elements of doing research and using products of research to support and enhance practice. Authentic examples used as illustration.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 65515 QUANTITATIVE RESEARCH DESIGN AND ANALYSIS 3 Credit Hours**

(Slashed with RMS 85515) Introduction to quantitative research design and analysis in the social sciences. Students are introduced to various concerns and issues that arise in conducting quantitative research, as well as various quantitative research designs, including experimental, quasi-experimental, and non-experimental research approaches. Students will also learn to critically examine quantitative research reports in terms of reliability and validity. Additionally, students will be introduced to analysis of variance (ANOVA) procedures for analyzing quantitative research designs.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 65516 QUALITATIVE RESEARCH DESIGN 3 Credit Hours**

(Slashed with RMS 85516) Introduction to qualitative research approaches, design, and methods. Students learn about the theoretical underpinnings, nature, characteristics, and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 65522 BASICS OF QUALITATIVE INTERVIEWING 1 Credit Hour**

(Slashed with RMS 75522) Specialized interviewing methods and techniques prior to engaging in qualitative research.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**RMS 65530 PRACTITIONER INQUIRY 3 Credit Hours**

(Slashed with RMS 85530) This course prepares students to engage in practitioner research. It provides an overview of the history, theoretical, ethical and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students critique practitioner research and design their own practitioner research study.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 65533 INTRODUCTION TO NARRATIVE INQUIRY AND ANALYSIS 1 Credit Hour**

(Slashed with RMS 75533) This course will introduce students to the "rapidly maturing" methodology, providing a foundational exploration of narrative techniques, the craft of good academic writing, and a practice of narrative analysis.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter-IP

**RMS 68710 INTRODUCTION TO MEASUREMENT 3 Credit Hours**

(Slashed with RMS 78710) This course provides an introduction to the field of measurement/psychometrics. The theoretical foundations are those of Classical Test Theory and construct-based measure development. Some general topics include Classical Test Theory, Reliability and the calculation of reliability indices, Validity and the meaning and types of evidence for Validity, methods of scale construction and test bias.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68711 MODERN TEST THEORY: ITEM RESPONSE THEORY 3 Credit Hours**

(Slashed with RMS 78711) The primary objective of the course is to provide students with knowledge and skills necessary to use item response theory methods and to organize, manipulate, analyze and interpret data from IRT applications. Some of the popular IRT computer programs are introduced.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68713 MULTIVARIATE ANALYSIS 3 Credit Hours**

(Slashed with RMS 78713) Objectives are to enable students to select and use multivariate methods appropriately, to develop knowledge and skills necessary to conduct multivariate analyses using various statistical packages (SPSS, SAS) and to develop knowledge and skills necessary for interpreting results of multivariate analysis.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68714 FACTOR ANALYSIS 3 Credit Hours**

(Slashed with RMS 78714) This course develops the ability of students to conceptualize and apply the logic and techniques of factor analysis. The focus is on both exploratory and confirmatory procedures.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68715 SURVEY DESIGN AND APPLIED RESEARCH 3 Credit Hours**

(Slashed with RMS 78715) Designed to be an introduction to survey design including the use of online survey applications data collection and will focus on applied quantitative research using SPSS. Open to any graduate students with appropriate prerequisite courses and an interest in applied quantitative research. The project-based course has two major components: survey construction and applied research. Students will perform tasks typically requested of data analysts, institutional researchers, and program evaluators including but not limited to SPSS data management, data transformations, descriptive and inferential analysis, and interpretation of results.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68716 STATISTICS II: ANOVA AND NONPARAMETRIC TESTS 3 Credit Hours**

The primary objective of the course is to develop students' understanding of statistical concepts and procedures sufficient for both conducting appropriate statistical analysis and interpreting the results. Authentic research examples are used throughout the course as illustrations of the different methods of conducting statistical analyses for the social sciences. This course is designed to lead students to become informed consumers of intermediate level statistical analyses, specifically analysis of variance (ANOVA) procedures, used in the social sciences.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68728 MULTIPLE REGRESSION 3 Credit Hours**

(Slashed with RMS 78728) The purpose of this course is to develop an understanding of use of multiple regression in the social sciences and related issues, including examining assumptions, diagnosis of outliers and influential data points, determining statistical power, testing for moderation and mediation, etc. The course begins with an introduction to simple models with two predictor variables, and continues to more advanced models, including those with three or more variables, categorical predictors, interactions, non-linear models, and logistic regression.

**Prerequisite:** RMS 65510; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68735 STRUCTURAL EQUATION MODELING 3 Credit Hours**

(Slashed with RMS 78735) The purpose of this course is to develop an understanding of the basic concepts of structural equation modeling and the use of path analysis, confirmatory factor analysis, bi-factor and second-order CFA, multitrait-multimethod analysis, multiple sample-multiple group SEM, latent class model, and latent growth modeling covered under the theoretical framework of structural equation modeling. The course familiarizes students with these methods in order to (a) critique a research study with respect to the statistical analysis, and (b) select an appropriate model and be able to apply it.

**Prerequisite:** RMS 65510 and RMS 68728; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68745 HIERARCHICAL LINEAR MODELING 3 Credit Hours**

(Slashed with RMS 78745) This course introduces methods for the analysis of multilevel data and emphasizes practical, hands-on development, analysis and interpretation of hierarchical linear models. Applications will be drawn from education, psychology, other social sciences, and health-related disciplines. Topic coverage includes development of multilevel models, estimation, hypothesis testing, statistical inference, model assessment and residual diagnostics, centering options and impact, treatment of heterogeneity, and introduction to longitudinal analysis via multilevel models.

**Prerequisite:** RMS 65510 and RMS 68728; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68791 SEMINAR IN RESEARCH, MEASUREMENT AND STATISTICS 1-5 Credit Hours**

(Repeatable for credit) Variable topic seminar for advance study of specialized topics and areas in evaluation and measurement; emphasis on theory and research findings as related to educational practice.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Seminar

**Contact Hours:** 1-5 other

**Grade Mode:** Standard Letter

**RMS 68795 SPECIAL TOPICS IN RESEARCH, MEASUREMENT AND STATISTICS 1-3 Credit Hours**

(Slashed with RMS 88795) (Repeatable for credit) Specific topic course offering in response to emerging student or program needs in Research, Measurement and Statistics.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Lecture

**Contact Hours:** 1-3 lecture

**Grade Mode:** Standard Letter

**RMS 68796 INDIVIDUAL INVESTIGATION IN RESEARCH, MEASUREMENT AND STATISTICS 1-3 Credit Hours**

(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-3 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**RMS 68798 RESEARCH PRACTICUM 1-15 Credit Hours**

(Slashed with RMS 88796) (Repeatable for credit) Students pursue an individual research project on a specific topic in evaluation and measurement with approval and under direction of instructor.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Research

**Contact Hours:** 1-15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**RMS 68806 HIGHER EDUCATION DATA AND INSTITUTIONAL RESEARCH 3 Credit Hours**

(Slashed with RMS 78806) This course is designed to be an overview of institutional research function and practice, introducing students to the purpose and history of institutional research (IR), IR terminology and metrics and IR application to a variety of university areas. The target audiences for this course are: (1) students with an evaluation and measurement background who are interested in applying their skills in a higher education context; and (2) students from a higher education and or student affairs background who are looking to better understand higher education data and the applied research that occurs within an institution.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 68807 PROGRAM EVALUATION 3 Credit Hours**

(Slashed with RMS 78807) Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 75510 STATISTICS I FOR EDUCATIONAL SERVICES 3 Credit Hours**

(Slashed with RMS 65510) Introduction to descriptive and inferential statistics used in educational services research: univariate and bivariate techniques (correlations and simple regression); hypothesis testing; non-parametric techniques. Ordinarily taken in graduate course sequence.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 75522 BASICS OF QUALITATIVE INTERVIEWING 1 Credit Hour**

(Slashed with RMS 65522) Specialized interviewing methods and techniques prior to engaging in qualitative research.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**RMS 75533 INTRODUCTION TO NARRATIVE INQUIRY AND ANALYSIS 1 Credit Hour**

(Slashed with RMS 65533) This course will introduce students to the "rapidly maturing" methodology, providing a foundational exploration of narrative techniques, the craft of good academic writing, and a practice of narrative analysis.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter-IP

**RMS 75550 INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION 3 Credit Hours**

This course provides an introduction to the purposes, practices, and applications of quantitative research in the field of education. The course focuses on foundational knowledge related to the methods used for conducting quantitative research, evaluating quantitative research, and using products of research to support and enhance practice.

Authentic examples are used as illustrations throughout the course. The course is designed to allow students to become informed consumers of quantitative research in education.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 75610 CLASSROOM ASSESSMENT 3 Credit Hours**

(Slashed with RMS 45610 and RMS 55610) Instruction on contemporary and classic theories and issues in classroom assessment. Students will learn about the purposes and strengths of informal and formal, traditional and alternative approaches to classroom assessment. Students will examine both selected response assessments and constructed response assessments, develop assessment frameworks, identify alternative models of assessments, evaluate best practices in classroom assessment, and discuss respective advantages and disadvantages of multiple kinds of assessments.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78710 INTRODUCTION TO MEASUREMENT 3 Credit Hours**

(Slashed with RMS 68710) This course provides an introduction to the field of measurement/psychometrics. The theoretical foundations are those of Classical Test Theory and construct-based measure development. Some general topics include Classical Test Theory, Reliability and the calculation of reliability indices, Validity and the meaning and types of evidence for Validity, methods of scale construction and test bias.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78711 MODERN TEST THEORY: ITEM RESPONSE THEORY 3 Credit Hours**

(Slashed with RMS 68711) The primary objective of the course is to provide students with knowledge and skills necessary to use item response theory methods and to organize, manipulate, analyze and interpret data from IRT applications. Some of the popular IRT computer programs are introduced.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78713 MULTIVARIATE ANALYSIS 3 Credit Hours**

(Slashed with RMS 68713) Objectives are to enable students to select and use multivariate methods appropriately, to develop knowledge and skills necessary to conduct multivariate analyses using various statistical packages (SPSS, SAS) and to develop knowledge and skills necessary for interpreting results of multivariate analysis.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78714 FACTOR ANALYSIS 3 Credit Hours**

(Slashed with RMS 68714) This course develops the ability of students to conceptualize and apply the logic and techniques of factor analysis. The focus is on both exploratory and confirmatory procedures.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78715 SURVEY DESIGN AND APPLIED RESEARCH 3 Credit Hours**

(Slashed with RMS 68715) Designed to be an introduction to survey design including the use of online survey applications data collection and will focus on applied quantitative research using SPSS. Open to any graduate students with appropriate prerequisite courses and an interest in applied quantitative research. The project-based course has two major components: survey construction and applied research. Students will perform tasks typically requested of data analysts, institutional researchers, and program evaluators including but not limited to SPSS data management, data transformations, descriptive and inferential analysis, and interpretation of results.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78716 STATISTICS II: ANOVA AND NONPARAMETRIC TESTS 3 Credit Hours**

(Slashed with RMS 68716) The primary objective of the course is to develop students' understanding of statistical concepts and procedures sufficient for both conducting appropriate statistical analysis and interpreting the results. Authentic research examples are used throughout the course as illustrations of the different methods of conducting statistical analyses for the social sciences. This course is designed to lead students to become informed consumers of intermediate level statistical analyses, specifically analysis of variance (ANOVA) procedures, used in the social sciences.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78728 MULTIPLE REGRESSION 3 Credit Hours**

(Slashed with RMS 68728) The purpose of this course is to develop an understanding of use of multiple regression in the social sciences and related issues, including examining assumptions, diagnosis of outliers and influential data points, determining statistical power, testing for moderation and mediation, etc. The course begins with an introduction to simple models with two predictor variables, and continues to more advanced models, including those with three or more variables, categorical predictors, interactions, non-linear models, and logistic regression.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78735 STRUCTURAL EQUATION MODELING 3 Credit Hours**

(Slashed with RMS 68735) The purpose of this course is to develop an understanding of the basic concepts of structural equation modeling and the use of path analysis, confirmatory factor analysis, bi-factor and second-order CFA, multitrait-multimethod analysis, multiple sample and multiple group SEM, latent class model, and latent growth modeling covered under the theoretical framework of structural equation modeling. The course familiarizes students with these methods in order to (a) critique a research study with respect to the statistical analysis, and (b) select an appropriate model and be able to apply it.

**Prerequisite:** RMS 75510 and RMS 78728; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78745 HIERARCHICAL LINEAR MODELING 3 Credit Hours**

(Slashed with RMS 68745) This course introduces methods for the analysis of multilevel data and emphasizes practical, hands-on development, analysis and interpretation of hierarchical linear models. Applications will be drawn from education, psychology, other social sciences, and health-related disciplines. Topic coverage includes development of multilevel models, estimation, hypothesis testing, statistical inference, model assessment and residual diagnostics, centering options and impact, treatment of heterogeneity, and introduction to longitudinal analysis via multilevel models.

**Prerequisite:** RMS 75510 and RMS 78728; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78806 HIGHER EDUCATION DATA AND INSTITUTIONAL RESEARCH 3 Credit Hours**

(Slashed with RMS 68806) This course is designed to be an overview of institutional research function and practice, introducing students to the purpose and history of institutional research (IR), IR terminology and metrics and IR application to a variety of university areas. The target audiences for this course are: (1) students with an evaluation and measurement background who are interested in applying their skills in a higher education context; and (2) students from a higher education and or student affairs background who are looking to better understand higher education data and the applied research that occurs within an institution.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 78807 PROGRAM EVALUATION 3 Credit Hours**

(Slashed with RMS 68807) Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 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

**RMS 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:** RMS 80199; and doctoral standing.

**Schedule Type:** Dissertation

**Contact Hours:** 15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**RMS 85515 QUANTITATIVE RESEARCH DESIGN AND ANALYSIS 3 Credit Hours**

(Slashed with RMS 65515) Introduction to quantitative research design and analysis in the social sciences. Students are introduced to various concerns and issues that arise in conducting quantitative research, as well as various quantitative research designs, including experimental, quasi-experimental, and non-experimental research approaches. Students will also learn to critically examine quantitative research reports in terms of reliability and validity. Additionally, students will be introduced to analysis of variance (ANOVA) procedures for analyzing quantitative research designs.

**Prerequisite:** RMS 75510; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85516 QUALITATIVE RESEARCH DESIGN 3 Credit Hours**

(Slashed with RMS 65516) Introduction to qualitative research approaches, design, and methods. Students learn about the theoretical underpinnings, nature, characteristics, and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85517 ADVANCED QUANTITATIVE RESEARCH 3 Credit Hours**

Advanced quantitative research design and application in educational services. Statistical packages of instructional strategies with methodological principles focus, theoretical models and practical application of experimental and multivariate research design.

**Prerequisite:** RMS 85515; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85518 ADVANCED QUALITATIVE RESEARCH 3 Credit Hours**

Utilizes qualitative data in educational services. Applications in qualitative methodology (video techniques) and protocol analysis are applied and evaluated. Generate findings; develop applications to theory; reliability and validity considerations.

**Prerequisite:** RMS 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85520 MIXED METHODS RESEARCH 3 Credit Hours**

This course provides an overview of theoretical and practical issues pertaining to mixed methods research in educational settings. This overview includes the history and philosophy of mixed methods research, types of mixed methods designs, and various strategies for mixed methods data collection and analysis. Course outcomes include the development of a rationale for mixed methods approaches, critique of published mixed methods educational research, and the design and preliminary implementation of a mixed methods research project.

**Prerequisite:** RMS 85515 and RMS 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85530 PRACTITIONER INQUIRY 3 Credit Hours**

(Slashed with RMS 65530) This course prepares students to engage in practitioner research. It provides an overview of the history, theoretical, ethical and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students will critique practitioner research and design their own practitioner research study.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85540 GROUNDED THEORY AND PHENOMENOLOGICAL RESEARCH 3 Credit Hours**

This course prepares students to engage in and argue for phenomenological research and grounded theory research. It provides an overview of the history, theoretical, and practical background related to various forms of phenomenological and grounded theory research. Research design, data collection and analysis are explored and practiced. Students will critique phenomenological and grounded theory research and design their own study or pilot a study of one of the two types.

**Prerequisite:** RMS 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85550 ETHNOGRAPHY AND CASE STUDY RESEARCH 3 Credit Hours**

The purpose of this course is to provide doctoral students advanced instruction in two approaches to qualitative inquiry: ethnography and case study research. In addition to providing students with an understanding of the theoretical perspectives which underlie the methodological approach to case study and ethnographic research, the course is designed to provide numerous opportunities for students to learn and practice techniques for generating, analyzing, writing-up, and using both ethnographic and case study data.

**Prerequisite:** RMS 85516; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 85560 CRITICAL SOCIAL RESEARCH 3 Credit Hours**

Critical social research refers to a diverse set of approaches to research that employ a critical ontological and epistemological lens. Critical researchers work from sets of assumptions about power in the social world articulated by some form of critical theory. This graduate course surveys a range of approaches to critical social research, engaging students in learning about the theoretical foundations and inquiry methods of these diverse approaches.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**RMS 88791 SEMINAR: RESEARCH, MEASUREMENT, AND STATISTICS 1-5 Credit Hours**

(Repeatable for credit) Variable topic seminar for advance study of specialized topics and areas in evaluation and measurement; emphasis on theory and research findings as related to educational practice.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Seminar

**Contact Hours:** 1-5 other

**Grade Mode:** Standard Letter

**RMS 88795 SPECIAL TOPICS: RESEARCH, MEASUREMENT AND STATISTICS 1-3 Credit Hours**

(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Lecture

**Contact Hours:** 1-3 lecture

**Grade Mode:** Standard Letter

**RMS 88796 INDIVIDUAL INVESTIGATION IN RESEARCH, MEASUREMENT AND STATISTICS 1-3 Credit Hours**

(Repeatable for credit) Specific topic course offering in response to emerging student or program needs in evaluation and measurement.

**Prerequisite:** Doctoral standing; and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-3 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**RMS 88798 RESEARCH PRACTICUM 1-15 Credit Hours**

(Repeatable for credit) Students pursue an individual research project on a specific topic in evaluation and measurement of education 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

## Special Education (SPED)

**SPED 23000 INTRODUCTION TO EXCEPTIONALITIES 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.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** TAG Education

**SPED 24000 INCLUSIVE PRACTICES 3 Credit Hours**

Overview of current special education issues as they relate to inclusive practices. Students gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges. Students 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**

(Slashed with SPED 50093 and SPED 70093)(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 the understanding and addressing of 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 42951 EARLY INTERVENTION IN NATURAL ENVIRONMENTS 3 Credit Hours**

Course targets a broad array of early childhood professionals that comprise the field of early intervention from practitioners to future leaders in the field. 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 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. Course explores 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:** Minimum 2.750 overall GPA; and sophomore or higher standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION 3 Credit Hours**

(Slashed with SPED 53010) This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions who provide services to them. Use of collaborative, interdisciplinary, and inter-agency models in special education.

**Prerequisite:** Admission to advanced study or the professional phase; and SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43021 ASSESSMENT FOR SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 53021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with mild, moderate, and 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

**SPED 43022 INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 53022) 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. In addition, students learn how to administer, score and use assessment results to develop an individualized education program (IEP) for students identified with disabilities.

**Prerequisite:** Admission to advanced standing; and SPED 24000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43030 APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES 3 Credit Hours**

(Slashed with SPED 53030) 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:** Admission to advanced study or the professional phase; and SPED 23000.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 2.5 lecture, 1.5 other

**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:** Admission to advanced study; and SPED 43030.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 2 lecture, 3 other

**Grade Mode:** Standard Letter

**SPED 43040 LANGUAGE AND READING IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 53040) 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:** Admission to advanced study; and SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**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 43042 INTENSIVE READING INTERVENTIONS AND PHONICS 3 Credit Hours**

(Slashed with SPED 53042) Prepares students to provide high-quality evidence-based reading instruction to children with significant reading difficulties, including those with and without disabilities. Students will learn how to diagnose specific reading strengths and difficulties, select appropriate evidence-based interventions based on data and provide intensive interventions consistent with the science of reading. Students will learn foundational and advanced concepts in phonics necessary to teach children with dyslexia, learning disabilities, autism and other disabilities that impact reading development.

**Prerequisite:** None.

**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.

**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.

**Prerequisite:** SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43062 CURRICULUM METHODS MILD/MODERATE INTERVENTION 3 Credit Hours**

(Slashed with SPED 53062) Effective methods for teaching students with mild to moderate disabilities. Research-based practices for individualizing the general education curriculum. Emphasis on specially designed instruction, collaboration, and team-based problem solving.

**Prerequisite:** Admission to advanced study or the professional phase; and SPED 24000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43063 CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION 3 Credit Hours**

(Slashed 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 or the professional phase.

**Corequisite:** SPED 44192.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43070 PLANNING AND PROGRAMMING FOR TRANSITIONS 3 Credit Hours**

(Slashed with SPED 53070) 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**

(Slashed with SPED 53080) Examines the 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.

**Prerequisite:** Admission to advanced study or professional phase; and SPED 43050 or SPED 43051.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43306 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**

(Slashed with 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 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**

(Slashed 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. Deaf Education majors must achieve a minimum grade of B (3.000) in SPED 43309 before registering for this course.

**Prerequisite:** Admission to advanced study; and SPED 43309; and ASL 19202; and special education major or ASL english interpreting 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:** Admission to advanced study; and SPED 43313 with a minimum B grade.

**Corequisite:** 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**

(Slashed 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:** Admission to advanced study; and SPED 43310 with a minimum B grade.

**Pre/corequisite:** ASL 29202.

**Corequisite:** 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:** Admission to advanced study; and SPED 43313 with a minimum C grade.

**Corequisite:** SPED 43392.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43392 PRACTICUM: DEAF EDUCATION (ELR) 1-3 Credit Hours**

(Repeatable for a maximum of 3 credit hours) This classroom and field-based experience is designed to provide 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. Students will spend a minimum of 50 hours in the educational setting (a classroom/educational environment) working with at least one student with hearing loss.

**Prerequisite:** Deaf education concentration in the special education major.

**Schedule Type:** Practical Experience

**Contact Hours:** 3.33-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**SPED 43950 CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Slashed with SPED 53950 and SPED 73950) Knowledge about early childhood intervention (ECI) curriculum and intervention. Students will first learn about what evidence-based practice is, and the curriculum models for home-based and center-based settings. Students will then learn about the ECI multi-tiered systems of support framework, and the different characteristics and intervention strategies across tiers. At the end of the course, students will be ready to support the diverse needs of young children using the multi-tiered system of support in early childhood settings.

**Prerequisite:** None.

**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 2.750 overall GPA; and sophomore or higher 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 2.750 overall GPA; and sophomore or higher 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:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43958 FOUNDATIONS IN EARLY CHILDHOOD 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:** Minimum 2.750 overall GPA; and sophomore or higher standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43964 ASSESSMENT AND EVALUATION IN EARLY INTERVENTION AND EARLY CHILDHOOD 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:** Minimum 2.750 overall GPA; and sophomore or higher standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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 1-3 Credit Hours**

(Repeatable for credit) Student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Special Education faculty member.

**Prerequisite:** Special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 3-9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 44020 MEDICAL ASPECTS OF AUTISM SPECTRUM DISORDERS 3 Credit Hours**

(Cross-listed with SPA 44020)(Slashed with SPED 54020) Description of medical issues facing individuals with autism spectrum disorder (ASD) and their families. Examination of etiology, co-occurring disabilities and disorders and treatment options in relation to individuals with autism spectrum disorder.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 44092 FIELD EXPERIENCE 1 FOR INTERVENTION SPECIALISTS (ELR) 3 Credit Hours**

(Repeatable for credit) This course is designed to introduce the teacher candidates to the Intervention Specialist Profession. Students will be placed to a setting where they are expected to work with an intervention specialist. Students will also attend a seminar that includes assignments in conjunction with the field activities. Teacher candidates will be evaluated in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with DEC/CEC standards.

**Prerequisite:** Special Education major; and 2.75 overall GPA.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**Attributes:** Experiential Learning Requirement

**SPED 44192 FIELD EXPERIENCE 2 FOR INTERVENTION SPECIALISTS (ELR) 3 Credit Hours**

(Repeatable for credit) This course is designed to introduce the teacher candidates to the Intervention Specialist Profession. Students will be placed to a setting where they are expected to work with an intervention specialist. Students will also attend a seminar that includes assignments in conjunction with the field activities. Teacher candidates will be evaluated in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with DEC/CEC standards.

**Prerequisite:** SPED 44092; and admission to advanced study or the professional phase.

**Schedule Type:** Practical Experience

**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 SPA 54309, SPA 74309 and SPED 54309) 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 44492 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.

**Prerequisite:** Admission to advanced study.

**Corequisite:** SPED 49525.

**Schedule Type:** Practical Experience

**Contact Hours:** 17-35 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**SPED 44951 CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC)****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 competently develop and prepare to implement IFSP outcomes and strategies, and or 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 as learn about the products of this process.

**Prerequisite:** Minimum 2.750 overall GPA; SPED 43021 or SPED 43964; and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Writing Intensive Course

**SPED 45089 VARIABLE TOPIC INTERNATIONAL EXPERIENCE IN SPECIAL EDUCATION (ELR) 1-4 Credit Hours**

(Repeatable for credit) (Slashed with SPED 55089 and SPED 75089) A faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** None.

**Schedule Type:** International Experience

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**Attributes:** Experiential Learning Requirement

**SPED 45090 VARIABLE TOPIC STUDY AWAY EXPERIENCE IN SPECIAL EDUCATION (ELR) 1-4 Credit Hours**

(Slashed with SPED 55090 and SPED 75090) A faculty-led study out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** None.

**Schedule Type:** Study Away

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**Attributes:** Experiential Learning Requirement

**SPED 48880 DEAF EDUCATION TEACHING LABORATORY 1-3 Credit Hours**

(Repeatable for credit) The purpose of the "teaching lab" is to provide pre-service teachers with the opportunity to develop their teaching skills prior to student teaching experiences, and to be more effective in their practicum placements. This is accomplished through the planning, teaching, and reflection of mock lessons. Through the "teaching lab" experience, pre-service deaf education teachers will have the opportunity to develop professional-level skills necessary for working with deaf and hard-of-hearing (DHH) students, along with self-reflection and giving and/or receiving feedback. Participating faculty members will observe and assess pre-service teachers as they develop their teaching skills and understanding of what it means to be a professional in the field.

**Prerequisite:** Enrollment in advanced study.

**Schedule Type:** Laboratory

**Contact Hours:** 2-6 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**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 44492.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**SPED 50093 VARIABLE TITLE WORKSHOP IN SPECIAL EDUCATION 1-5 Credit Hours**

(Slashed with SPED 40093 and 70093)(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**

(Slashed with SPED 42030) 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 the understanding and addressing of 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**

(Slashed with SPED 43010) This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions who provide services to them. Use of collaborative, interdisciplinary, and inter-agency models in special education.

**Prerequisite:** SPED 23000; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53021 ASSESSMENT FOR SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 43021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with mild, moderate, and 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:** 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) 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. In addition, students 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**

(Slashed with SPED 43030) 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, Practical Experience

**Contact Hours:** 2.5 lecture, 1.5 other

**Grade Mode:** Standard Letter

**SPED 53031 APPLIED BEHAVIOR ANALYSIS II: APPLICATION 3 Credit Hours**

(Slashed SPED 43031) 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:** Lecture, Practical Experience

**Contact Hours:** 2 lecture, 3 other

**Grade Mode:** Standard Letter

**SPED 53040 LANGUAGE AND READING IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 43040) 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 23000; 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 53042 INTENSIVE READING INTERVENTIONS AND PHONICS 3 Credit Hours**

(Slashed with SPED 43042) This course prepares students to provide high-quality evidence-based reading instruction to children with significant reading difficulties, including those with and without disabilities. Students will learn how to diagnose specific reading strengths and difficulties, select appropriate evidence-based interventions based on data, and provide intensive interventions consistent with the science of reading. Students will learn foundational and advanced concepts in phonics necessary to teach children with dyslexia, learning disabilities, autism, and other disabilities that impact reading development.

**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**

(Slashed with SPED 43050) 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.

**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**

(Slashed with SPED 43051) 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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53062 CURRICULUM METHODS MILD/MODERATE INTERVENTION 3 Credit Hours**

(Slashed with SPED 43062) Effective methods for teaching students with mild to moderate disabilities. Research-based practices for individualizing the general education curriculum. Emphasis on specially designed instruction, collaboration, and team-based problem solving.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53063 CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION 3 Credit Hours**

(Slashed 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**

(Slashed with SPED 43070) 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:** 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 the 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.

**Prerequisite:** SPED 53050 or SPED 53051; and graduate standing.

**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 graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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 53309 INTRODUCTION TO DEAF STUDIES 3 Credit Hours**

(Slashed with 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 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 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. 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, CMI, TBI, chronically health impaired/medically fragile, gifted. Curriculum and lesson development and adaptation for impacted areas.

**Prerequisite:** SPED 53313 with a minimum B grade; and graduate standing.

**Corequisite:** 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 B grade; and graduate standing.

**Pre/corequisite:** ASL 29202 and SPED 63392.

**Schedule Type:** Lecture

**Contact Hours:** 6 lecture

**Grade Mode:** Standard Letter

**SPED 53316 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 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 B grade; and graduate standing.

**Corequisite:** SPED 63392.

**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 53950 CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Slashed with SPED 43950 and 73950) Knowledge about early childhood intervention (ECI) curriculum and intervention. Students will first learn about what evidence-based practice is, and the curriculum models for home-based and center-based settings. Students will then learn about the ECI multi-tiered systems of support framework, and the different characteristics and intervention strategies across tiers. At the end of the course, students will be ready to support the diverse needs of young children using the multi-tiered system of support in early childhood settings.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 54020 MEDICAL ASPECTS OF AUTISM SPECTRUM DISORDERS 3 Credit Hours**

(Slashed with SPA 44020 and SPED 44020) Description of medical issues facing individuals with autism spectrum disorder (ASD) and their families. Examination of etiology, co-occurring disabilities and disorder and treatment options in relation to individuals with autism spectrum disorder.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 54030 AUTISM SPECTRUM DISORDERS OVER THE LIFESPAN 3 Credit Hours**

(Cross-listed with SPA 54030) (Slashed with SPA 44030 and SPA 74030) Provides students with a review of the significant aspects related to educational, social, vocational transitions for children, adolescents, and young adults with Autism Spectrum Disorders (ASD). Students learn skills necessary to evaluate and develop programs designed to meet the changing and long term needs of individuals with ASD.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 54309 AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS 3 Credit Hours**

(Cross-listed with SPA 54309) (Slashed with SPA 74309 and SPED 44309) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 55089 VARIABLE TOPIC INTERNATIONAL EXPERIENCE IN SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45089 and SPED 75089) A faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Graduate standing.

**Schedule Type:** International Experience

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 55090 VARIABLE TOPIC STUDY AWAY EXPERIENCE IN SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45090 and SPED 75090) A faculty-led study out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Graduate standing.

**Schedule Type:** Study Away

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 58880 DEAF EDUCATION TEACHING LABORATORY 1-3 Credit Hours**

(Repeatable for credit) (Slashed with SPED 48880) The purpose of the "teaching lab" is to provide pre-service teachers with the opportunity to develop their teaching skills prior to student teaching experiences, and to be more effective in their practicum placements. This is accomplished through the planning, teaching, and reflection of mock lessons. Through the "teaching lab" experience, pre-service deaf education teachers will have the opportunity to develop professional-level skills necessary for working with deaf and hard-of-hearing (DHH) students, along with self-reflection and giving and/or receiving feedback. Participating faculty members will observe and assess pre-service teachers as they develop their teaching skills and understanding of what it means to be a professional in the field.

**Prerequisite:** Graduate standing.

**Schedule Type:** Laboratory

**Contact Hours:** 2-6 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**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 Behavior Intervention Specialist certificate; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63033 ETHICAL AND PROFESSIONAL CONDUCT IN APPLIED BEHAVIOR 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63034 PRINCIPLES AND CONCEPTS IN APPLIED BEHAVIOR ANALYSIS 3 Credit Hours**

This course focuses on the advanced conceptual, philosophical, and theoretical underpinnings of applied behavior analysis and the research literature from which they were derived. This course is designed for those who will pursue certification through the Behavior Analyst Certification Board, and as such, delves deep into the technical aspects of the science of applied behavior analysis. Students will become fluent in such areas as the theories of behavior, principles of operant and respondent conditioning, stimulus class, automatic and socially mediated contingencies, motivating operations, and stimulus control, as well as be able to identify and describe examples of how they are used.

**Prerequisite:** Admission to Behavior Intervention Specialist Certificate; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63035 ORGANIZATIONAL BEHAVIOR MANAGEMENT: A SUBSPECIALTY OF APPLIED BEHAVIOR ANALYSIS 3 Credit Hours**

This course introduces Organizational Behavior Management (OBM) and its application to effective supervision and leadership across professional settings. Students will use behavior-analytic principles to address workplace challenges, improve staff performance, and strengthen organizational systems. Emphasis is placed on staff development, performance feedback and positive organizational culture. Course includes BACB-required areas such as performance analysis and management, behavioral systems analysis, organizational culture, staff training and leadership. The course also incorporates the identification and integration of cultural, contextual and personal variables in assessment, goal selection and intervention design.

**Prerequisite:** SPED 53030 and SPED 63034; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63075 ASPECTS OF DISABILITY AND TRANSITION SERVICES 3 Credit Hours**

This course provides an advanced examination of evidence-based practices involved in providing transition services to students with a wide range of disabilities. Topics include but are not limited to: assessment of transition needs and interests, job development and creation, support and instruction in the classroom and community and collaboration with families and related transition service providers.

**Prerequisite:** SPED 53070; 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:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63099 AUTISM SPECTRUM DISORDER CAPSTONE 1-3 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

**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 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, The Every Student Succeeds Act, The Americans with Disabilities Act, The 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**

(Slashed with SPED 73300) Culminating experience in which students apply their content, 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPED 63301 SINGLE SUBJECT RESEARCH METHODS 3 Credit Hours**

(Repeatable for credit) This course focuses on design and implementation of high-quality, experimental single subject research studies for the purpose of evaluating the effectiveness of an intervention with a particular individual. Masters students learn about the quality indicators for single subject research methods and how to use them to design a study that is internally valid. Doctoral students learn how to use those quality indicators to design, complete, and submit for publication their own research; and how to use them to evaluate single subject research for critical review. Students also learn how to graph outcome data using traditional visual analysis.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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. Students will spend a minimum of 50 hours in the educational setting (a classroom/educational environment) working with at least one student with hearing loss.

**Prerequisite:** Graduate standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 3.3-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63892 EARLY INTERVENTION INTERNSHIP 3 Credit Hours**

(Repeatable for credit) The Early Intervention Internship involves supervised observation and participation in an early intervention setting(s) for children ages birth to three with developmental delays and disabilities or supervised observation and participation in research and scholarly activities related to the development, delivery, and evaluation of early intervention services to children and their families. Students may be placed at a county board of developmental disabilities, center-, community-, or home-based early intervention program, a developmental center, childcare center, a neonatal intensive care unit (NICU) or other approved placement. The Early Intervention internship will provide students practical experience in an Early Intervention professional setting, one that allows students to develop and refine a variety of skills when working with infants and toddlers with disabilities and their families.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Practical Experience, Seminar

**Contact Hours:** 11.33 other

**Grade Mode:** Satisfactory/Unsatisfactory

**SPED 63952 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 63953 PRACTICAL APPLICATIONS:BIRTH TO FIVE 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 63954 PRACTICAL APPLICATIONS: 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 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**

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:** 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) (Slashed with 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**

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:** 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 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.

**Prerequisite:** Graduate standing; and special approval.

**Corequisite:** SPED 69525.

**Schedule Type:** Practical Experience

**Contact Hours:** 17-35 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63995 SPECIAL TOPICS IN SPECIAL EDUCATION 1-3 Credit Hours**

(Repeatable for credit)(Slashed with SPED 73995) 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)

**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**

(Slashed with SPED 74200) 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

**SPED 64892 ADVANCED PRACTICUM 3-4 Credit Hours**

(Repeatable for credit) Provides students with an opportunity to apply the knowledge and skills acquired through prior coursework in a field-based setting, working with children, students and/or individuals with diverse abilities and disabilities. Practicum settings may include, but are not limited to, general education and special education classrooms (PreK-12), community-based settings, or other environments relevant to the student's professional focus.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9-12 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 64951 DEVELOPING AN INDIVIDUALIZED FAMILY SERVICE PLAN AND INDIVIDUALIZED EDUCATION PROGRAM 3 Credit Hours**

Designed to increase students understanding regarding federal and state rules for developing IEPs for P-12 students and IFSPs for young children and their families. Students will learn how to write functional and measurable IEP goals, objectives and IFSP outcomes, and to use assessment information directly for identifying, writing, and monitoring IFSP outcomes and IEP goals. This course will also teach how to form partnerships with families around developing, implementing and evaluating the IFSP and IEP.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 69525 INQUIRY PROFESSIONAL PRACTICE 3 Credit Hours**

This course is to support students during their student teaching experience in the last semester of the program. Planning for instruction and assessment, instructing and engaging students in various special education settings, and assessing learning outcomes are the focus of this course. The course also includes information specific to the professional responsibilities in their placements.

**Prerequisite:** Graduate standing.

**Corequisite:** SPED 63992.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 70092 COLLEGE TEACHING AND PRACTICUM 3 Credit Hours**

(Repeatable for credit) The content of this course will focus on major aspects of teaching in higher education, including topics such as philosophy of teaching, principles of adult learning, instructional strategies, and assessment. Students will apply their knowledge by participating in activities related to 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.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 1 lecture, 4 other

**Grade Mode:** Standard Letter

**SPED 70093 VARIABLE TITLE WORKSHOP IN SPECIAL EDUCATION 1-5 Credit Hours**

(Slashed with SPED 40093 and SPED 50093)(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:** Doctoral standing.

**Schedule Type:** Workshop

**Contact Hours:** 1-5 other

**Grade Mode:** Satisfactory/Unsatisfactory

**SPED 73030 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:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73204 LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 63204) 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, The Every Student Succeeds Act, The Americans with Disabilities Act, The 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:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73300 RESEARCH APPLICATIONS IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 63300) Culminating experience in which students apply their content, 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:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPED 73950 CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Slashed with SPED 43950 and SPED 53950) Knowledge about early childhood intervention (ECI) curriculum and intervention. Students will first learn about what evidence-based practice is, and the curriculum models for home-based and center-based settings. Students will then learn about the ECI multi-tiered systems of support framework, and the different characteristics and intervention strategies across tiers. At the end of the course, students will be ready to support the diverse needs of young children using the multi-tiered system of support in early childhood settings.

**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) (Slashed with 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 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 SPECIAL EDUCATION 1-3 Credit Hours**

(Repeatable for credit) (Slashed with SPED 63995) 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 75089 VARIABLE TOPIC INTERNATIONAL EXPERIENCE IN SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45089 and SPED 55089) A faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Doctoral standing.

**Schedule Type:** International Experience

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 75090 VARIABLE TOPIC STUDY AWAY EXPERIENCE IN SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45090 and SPED 55090) A faculty-led study out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Study Away

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 80001 SPECIAL EDUCATION RESIDENCY 3 Credit Hours**

This course is designed to provide beginning Special Education 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).

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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.

**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.

**Prerequisite:** SPED 80002; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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) (Slashed with SPED 63301) This course focuses on design and implementation of high-quality, experimental single subject research studies for the purpose of evaluating the effectiveness of an intervention with a particular individual. Masters students learn about the quality indicators for single subject research methods and how to use them to design a study that is internally valid. Doctoral students learn how to use those quality indicators to design, complete, and submit for publication their own research; and how to use them to evaluate single subject research for critical review. Students also learn how to graph outcome data using traditional visual analysis.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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:** Doctoral 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:** Practical Experience

**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

## School Psychology (SPSY)

**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 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 1-4 Credit Hours**

(Repeatable for credit) Seminar in school psychology. Varied topics.

**Prerequisite:** Graduate standing; and special approval.

**Schedule Type:** Seminar

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter

**SPSY 67592 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 major; and graduate standing.

**Schedule Type:** Field Experience

**Contact Hours:** 8 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 67692 PRACTICUM I IN SCHOOL PSYCHOLOGY 3 Credit Hours**

(Repeatable for credit) (Slashed 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 prior to the beginning of any field-based activities.

**Prerequisite:** School psychology major; and graduate standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 67792 PRACTICUM II IN SCHOOL PSYCHOLOGY 3 Credit Hours**

(Slashed with SPSY 77792) (Repeatable for credit) Provides students with applied experience and professional development related to 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 67692, SPSY 67920, SPSY 67951, SPSY 67955 and SPSY 67972; and school psychology major; and graduate standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 67892 ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY 3-6 Credit Hours**

(Repeatable for credit) (Slashed with SPSY 77892) 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 67792; and school psychology major; and graduate standing and; special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 12-24 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 67912 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPSY 67920 IDENTIFYING AND UNDERSTANDING CHILDHOOD DISORDERS IN SCHOOLS 3 Credit Hours**

(Slashed with SPSY 77920) Provides an overview of various approaches to identifying childhood disorders in school-aged children. This includes learning disorders, behavioral disorders, emotional and social disorders, intellectual/cognitive/developmental disorders and acquired disorders. Designed to develop a better understanding of the causal mechanisms, determinants and types of disorders in children and adolescents that mental health professionals encounter while working with children in schools. Includes a focus on evidence-based interventions.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPSY 67925 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**SPSY 67926 INTRODUCTION TO DIGITAL CITIZENSHIP FOR SCHOOL PSYCHOLOGISTS 1 Credit Hour**

(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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1 lecture

**Grade Mode:** Standard Letter

**SPSY 67928 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPSY 67929 INDIVIDUAL COUNSELING TECHNIQUES FOR REHABILITATION COUNSELORS AND SCHOOL PSYCHOLOGISTS 3 Credit Hours**

(Slashed with 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

**SPSY 67931 PROGRAM DEVELOPMENT AND ETHICAL APPLICATION OF APPLIED BEHAVIOR ANALYSIS 3 Credit Hours**

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.

**Prerequisite:** SPED 53030; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPSY 67932 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 or SPSY 77920; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPSY 67951 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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 major; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPSY 67991 ISSUES AND APPROACHES IN SCHOOL PSYCHOLOGY 3 Credit Hours**

(Slashed with SPSY 77991) (Repeatable for credit) 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:** School psychology major; and graduate standing; and special approval.

**Schedule Type:** Laboratory, Seminar

**Contact Hours:** 1 lecture, 4 lab

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 67992 SPECIALIST INTERNSHIP IN SCHOOL PSYCHOLOGY 3-6 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 major; and graduate standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9-18 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 67995 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 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 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) (Slashed with SPSY 67692) 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 prior to the beginning of any field-based activities.

**Prerequisite:** School psychology major; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 77792 PRACTICUM II IN SCHOOL PSYCHOLOGY 3 Credit Hours**

(Repeatable for credit) Provides students with applied experience and professional development related to 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 67692, SPSY 67920, SPSY 67951, SPSY 67955 and SPSY 67972; and school psychology major; and doctoral standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 77892 ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY 3-6 Credit Hours**

(Repeatable for credit) (Slashed 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 major; and doctoral standing; and special approval.

**Schedule Type:** Practical Experience

**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 IDENTIFYING AND UNDERSTANDING CHILDHOOD DISORDERS IN SCHOOLS 3 Credit Hours**

(Slashed with SPSY 67920) Provides an overview of various approaches to identifying childhood disorders in school-aged children. This includes learning disorders, behavioral disorders, emotional and social disorders, intellectual/cognitive/developmental disorders, and acquired disorders. Designed to develop a better understanding of the causal mechanisms, determinants, and types of disorders in children and adolescents that mental health professionals encounter while working with children in schools. Includes a focus on evidence-based interventions.

**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) 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 or SPSY 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 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 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 77991 ISSUES AND APPROACHES IN SCHOOL PSYCHOLOGY 3 Credit Hours**

(Slashed with SPSY 67991) (Repeatable for credit) 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:** School psychology major; and doctoral standing; and special approval.

**Schedule Type:** Combined Lecture and Lab

**Contact Hours:** 1 lecture, 4 lab

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPSY 77992 SPECIALIST INTERNSHIP IN SCHOOL PSYCHOLOGY 3-6 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:** SPSY 67971; and school psychology major; and doctoral standing; and special approval.

**Schedule Type:** Practical Experience

**Contact Hours:** 9-18 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:** School psychology major; and doctoral standing.

**Schedule Type:** Practical Experience

**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