

COLLEGE OF EDUCATION AND HUMAN SERVICES

College of Education and Human Services

408 White Hall
Kent Campus
330-672-2202
ehhsdean@kent.edu
www.kent.edu/ehhs

Schools

- School of Lifespan Development and Educational Sciences
- School of Teaching, Learning and Curriculum Studies

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.
- Early Childhood Education - B.S.E.
- Integrated Language Arts - B.S.E.
- Integrated Mathematics - B.S.E.
- Integrated Science - B.S.E.
- Integrated Social Studies - B.S.E.
- Middle Childhood Education - B.S.E.
- Physical Education, Health and Sport Exploration - B.S.
- Professional Studies - B.S.
- Special Education - B.S.E.

Minors

- Athletic Coaching
- Autism Spectrum Disorders
- Child and Youth Practice
- Disability Studies and Community Inclusion
- Early Intervention
- Gerontology
- Human Development and Family Science
- International Family Science
- Mild to Moderate Special Education
- Nonprofit Studies
- Pre-Counseling
- Teaching and Learning with Technology

Graduate Programs

- Career-Technical Teacher Education - M.Ed.
- Clinical Mental Health Counseling - M.Ed.
- Clinical Rehabilitation Counseling - M.Ed.
- Counseling - Ed.S.
- Counselor Education and Supervision - Ph.D.

- Cultural Foundations - M.Ed.
- Cultural Foundations - Ph.D.
- Early Childhood Education - M.A.T.
- Early Childhood Education - M.Ed.
- Educational Leadership K-12 - M.Ed.
- Educational Psychology - M.Ed.
- Educational Technology - M.Ed.
- Health Education and Promotion - M.Ed.
- Health Education and Promotion - Ph.D.
- Higher Education Administration - Ph.D.
- Higher Education Administration and Student Affairs - Ed.S.
- Higher Education Administration and Student Affairs - M.Ed.
- Human Development and Family Science - M.A.
- Interprofessional Leadership - Ed.D.
- Learning Science - M.A.
- Learning Science - Ph.D.
- Literacy Specialization - M.Ed.
- 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.
- Secondary Education - M.A.T.
- Special Education - Ed.S.
- Special Education - M.Ed.
- Special Education - Ph.D.
- Teaching, Learning and Curriculum Studies - Ed.S.
- Teaching, Learning and Curriculum Studies - M.Ed.
- Teaching, Learning and Curriculum Studies - Ph.D.

Certificates

Undergraduate Certificates

- Addictions Counseling
- Career-Technical Teacher Education
- Deaf Education Multiple Disabilities
- Education
- Teaching and Learning with Technology

Graduate Certificates

- Addictions Counseling
- Autism Spectrum Disorders
- Behavioral Intervention Specialist
- Career and Academic Advising
- Career-Technical Teacher Education
- College Teaching
- Community College Leadership
- Deaf Education Multiple Disabilities
- Disability Studies and Community Inclusion
- Early Intervention
- Gerontology
- Institutional Research and Assessment

- Ohio Superintendent's Licensure
- Online and Blended Learning
- Qualitative Research

Licensure/Endorsement Programs - Non-Degree Undergraduate

- Middle Childhood Generalist Science (4-6) Endorsement Preparation *pending inactivation*
- Middle Childhood Generalist Social Studies (4-6) Endorsement Preparation *pending inactivation*

Graduate

- Adapted Physical Education Endorsement Preparation
- Alternative Licensure Professional Development Institute, English/Language Arts
- Alternative Licensure Professional Development Institute, Mathematics
- Alternative Licensure Professional Development Institute, Science
- Alternative Licensure Professional Development Institute, Social Studies
- American Sign Language/English Interpreting Licensure Preparation
- Career-Based Intervention Endorsement Preparation
- Computer Science Endorsement Preparation
- Computer Technology Endorsement Preparation
- Early Childhood Education (P-5) Additional Licensure Preparation
- Early Childhood Education Pre-Kindergarten (3-5 years) Endorsement Preparation
- Integrated Language Arts Additional Licensure Preparation
- Integrated Mathematics Additional Licensure Preparation
- Integrated Science Additional Licensure Preparation
- Integrated Social Studies Additional Licensure Preparation
- Middle Childhood Education (4-9) Language Arts/Reading and Mathematics Initial Licensure Preparation *pending inactivation*
- Middle Childhood Education (4-9) Language Arts/Reading and Science Initial Licensure Preparation *pending inactivation*
- Middle Childhood Education (4-9) Mathematics and Science Initial Licensure Preparation *pending inactivation*
- Middle Childhood Education (4-9) Mathematics and Social Studies Initial Licensure Preparation *pending inactivation*
- Middle Childhood Education (4-9) Social Studies and Language Arts/Reading Initial Licensure Preparation *pending inactivation*
- Middle Childhood Education (4-9) Social Studies and Science Initial Licensure Preparation *pending inactivation*
- Middle Childhood Education—Language Arts and Reading (4-9) Additional Licensure Preparation *pending inactivation*
- Middle Childhood Education—Mathematics (4-9) Additional Licensure Preparation *pending inactivation*
- Middle Childhood Education—Science (4-9) Additional Licensure Preparation *pending inactivation*
- Middle Childhood Education—Social Studies (4-9) Additional Licensure Preparation *pending inactivation*
- Principal Grades 4-9 Licensure Preparation
- Principal Grades 5-12 Licensure Preparation
- Principal Grades PK-6 Licensure Preparation

- Reading Endorsement Preparation
- School Health Education (P-12) Additional 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

College Policies

Admission GPA for Undergraduate Students

For admissions, the College of Education, Health and Human Services considers a student to have established a Kent State University GPA after the student has successfully completed a minimum of 12 Kent State University credit hours. Undergraduate students who have not completed a minimum of 12 Kent State University credit hours will be evaluated for admission into programs, Advanced Study, and the Professional phase based on their high school GPA for new freshmen, or transfer GPA for transfer students. Once a student has successfully completed a minimum of 12 Kent State University credit hours, only the student's Kent State cumulative GPA will be considered for admission into a program, Advanced Study, and Professional Phase.

Students who have completed 12 or more credit hours of previous college-level coursework, either at Kent State University or at another accredited institution, need an overall GPA of 2.00 or higher to declare a College of Education, Health and Human Services majors, minors or certificates unless a higher minimum GPA is specified by the program. See specific programs in this catalog for more information on required minimum GPA to declare. Non-degree EHHS General can be declared without a minimum 2.00 overall GPA.

Transfer applicants who have completed fewer than 12 semester hours of college-level coursework will be evaluated on both collegiate and high school records.

Background Checks for Teacher Licensure Candidates

For field experience, student teaching and any culminating internship in teacher education that requires candidates to be placed within a school or agency ("school/agency") setting, the college requires candidates 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 beginning of the field experience or the first day of the semester in which the student teaching/internship will take place. Authorized school/

agency personnel will determine whether a candidate may participate in fieldwork in that setting. The BCII and FBI background checks are good for one year and are mandatory for licensure application. Electronic fingerprinting is available for BCII and FBI in 221 White Hall and should be completed at least two months prior to field experience/student teaching/culminating internship. Regional campus students should contact their Regional Campus coordinator to identify fingerprinting availability at each campus. Candidates are responsible for fees incurred for this requirement. For more information on this policy, contact the Director of Clinical Field Experience in 304 White Hall. Visit the Ohio Department of Education (ODE) website at www.ode.state.oh.us for more information about background check requirements for educators in Ohio. Contact the Office of Professional Conduct at the ODE for specific information about the results of the background check.

Education Licensure Application

Students in the teacher education programs must apply for State of Ohio Licensure within 12 months of program completion (defined by completion of all licensure program requirements). After 12 months, applicants must meet State approved program/licensure requirements that are in effect at the time of application. This means that students who apply after the 12 month deadline may have to take additional coursework if the content, methods courses, program requirements, or licensure requirements have changed from the catalog in force.

If a student does not apply for their license within 6 years, they are subject to any additional state licensure requirements and are also subject to additional coursework based on changes in areas such as content, age of coursework and changes in program requirements. A minimum of 9 credit hours will be required to apply for licensure after 6 years of program completion.

Graduate Certificate Policy for the College of Education, Health and Human Services

- Students seeking a graduate certificate must maintain a minimum 3.000 grade point average. A graduate certificate student who receives a combination of more than 8 credit hours of B- or lower grades, or more than 4 credit hours of grades lower than C is subject to dismissal. Students who are unable to maintain academic standards of the College are subject to dismissal for academic reasons. Grades of C- or below are not counted toward completion of the certificate.
- Certificates must be completed within six years after the first graduate enrollment.
- No more than 2 credit hours of workshop may be used toward a certificate.
- Before being eligible to be awarded a Certificate, students must be admitted to the Certificate program.
- Students currently in a graduate degree program may also apply to a certificate program. Their degree seeking coursework may be applied to the certificate coursework with advisor approval. The courses must be completed within six years and satisfy certificate course requirements.
- Students who have a previous graduate degree and are not currently seeking another graduate degree may transfer a maximum 6 credit hours with advisor approval. These credits may include hours from another KSU program, or from another accredited institution, if the following conditions are met: (1) courses were at the graduate level; (2) a grade of "A" or "B" was earned; (3) credit will be less than six years old at the time the certificate is conferred at Kent; and (4)

student was admitted as a graduate student at the time the course was taken.

- Some program areas may be more restrictive. Students are advised to consult their program.

Professional Education Warning

Professional Education Warning for students in teacher licensure programs and the Community Health Education major must have a minimum 2.75 GPA to progress in their programs and ultimately graduate. Unless other factors are present, students who do not meet the prescribed conditions are required to transfer out of their declared major. An appeal of this decision is directed to the associate dean of undergraduate student services, College of Education, Health and Human Services, 304 White Hall.

Professional Dispositions for Teacher Candidates

Professional dispositions are the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. The teacher education faculty believe that the following dispositions support student learning and development. Therefore teacher candidates are expected to demonstrate:

- Communication and Collaboration
- Fairness and Equity
- Ethical Behavior
- Professional Responsibility

These dispositions are assessed at least three times in a candidate's program:

- Education in a Democratic Society course,
- a methods course with a field component, and
- student teaching.

In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A disposition is considered 'acceptable' if a candidate does not have an outstanding Professional Disposition Plan (PDPs) that requires improved performance in specified areas. A candidate may not progress through the teacher education program if they have any PDPs submitted and unresolved at the following three points:

- Applying for advanced study: If a student has an outstanding PDP at the time of application, a student will not be able to apply for advanced study until the PDP is rectified.
- Prior to the student teaching semester: All outstanding PDPs must be completed and cleared prior to the start of student teaching.
- End of student teaching semester: A student with an outstanding PDP during the student teaching semester will not successfully pass student teaching.

Repeating Field Experience Courses in Teacher Education Programs

Teacher candidates are permitted to repeat a field experience course once (see major requirements for specific courses). If a teacher candidate is unsuccessful in completing OR fails to earn the required grade in a field experience course the first time, the teacher candidate will receive

a warning and will be required to work with a faculty advisor in their academic unit to develop a plan for continuation. The required grade is a C or better in a course that awards a letter grade, or Satisfactory (S) in a course that awards an S/U grade. The plan will include all actions necessary to continue in current program, the opportunity to declare a different program, a timeline of when actions should occur, and next steps if actions are not followed. If the teacher candidate does not earn the required grade in the field experience course the second time, a hold will be placed on their account, preventing them from registering for classes until they change their major out of the education program.

Requirements for Admission to Advanced Study

Admission to advanced study is required of all teacher education initial licensure majors and minors prior to enrolling in courses designated as advanced study courses. Upon completion of coursework as determined by program area, students must apply during the term which all prerequisites for advanced study will be completed, and at least one semester prior to beginning any coursework for which "Admission to Advanced Study" is a prerequisite.

Application Dates

Fall Semester:

- Application window: August 1 to September 1
- Term to begin advanced study courses: Spring semester

Spring Semester:

- Application window: January 1 to February 1
- Term to begin advanced study courses: Summer term and/or fall semester

Summer Term:

- Application window: May 1 to June 1
- Term to begin advanced study courses: Fall semester

All students apply for Advanced Study through the College of Education, Health and Human Services Student Portal which can be accessed through the Vacca Office of Student Services web page.

Please note: Admission to advanced study is required for students pursuing an undergraduate major that leads to initial teacher licensure, with the exception of students in the Career Tech Teacher Education certificate who obtain initial licensure through the Alternative Resident Educator Licensure Program (teachers recruited from business and industry).

Requirements for Admission to Advanced Study

To deliver high-quality programs, faculty will select the most qualified applicants for admission based upon evaluation of academic success (overall GPA) at Kent State University, non-academic criteria and other specific program criteria.

Students may be required to reapply if they postpone advanced study coursework or withdraw from their courses for one year or more.

College Writing

- Students are required to attain minimum C grade in each writing course (ENG 11011 and ENG 21011 or equivalent) (Integrated Language Arts majors must attain minimum B grade).

Mathematics

- The following courses must be completed with minimum C grade for the majors Early Childhood Education, Middle Childhood Education and Special Education:
 - MATH 14001 (or equivalent)
 - MATH 14002
- The following courses must be completed with a minimum C grade for Integrated Mathematics majors:
 - MATH 12002
 - MATH 12003
- In addition, a minimum 2.600 overall GPA in math content coursework is required.

Pre-Advanced Study Coursework

- To be eligible for advanced study, students must earn a minimum C grade in CULT 29535 and minimum C grade in **one** of the following courses (i.e., both courses must be completed with a minimum C grade for graduation):
 - EPSY 29525 (note: Middle Childhood Education majors must earn a minimum C grade in this course to be eligible for Advanced Study)
 - SPED 23000
- Early Childhood Education majors must earn a minimum C grade in ECED 10120 to be eligible for advanced study.
- Middle Childhood Education majors must earn a minimum C grade in MCED 20000 to be eligible for advanced study.
- Middle Childhood Education majors must complete at least 50 percent of content area coursework from each concentration (minimum C grade) to be eligible for advanced study. Students should meet with their advisor.
- Adolescence/Young Adult Programs: majors must earn a minimum C grade in ADED 20000 to be eligible for Advanced Study.

Grade Point Average

All students must have a minimum 2.750 overall GPA, with additional conditions for the following majors:

- Adolescence/Young Adult Programs: A minimum 2.600 GPA in the chosen adolescence/young adult content area is required for admission to advanced study, student teaching and graduation. A minimum C grade is required in each course within the content area. The following majors are affected: Earth Science, Integrated Language Arts, Integrated Mathematics, Integrated Science, Integrated Social Studies, Life Science, Life Science/Chemistry and Physical Science.
- For minimum GPA criteria for Art Education and Music Education, please see Requirements for Admission to Advanced Study for Art Education and Music Education in the College Policies section for the College of the Arts in the University Catalog.
- Education Minor: Students in a program eligible to declare the Education minor must achieve a minimum 2.500 overall and a content GPA to declare the Education minor, be admitted to advanced study, participate in student teaching and be recommended for licensure.

All GPA requirements must be met at the time of application.

Disposition Assessment/Professional Disposition Plans (PDPs)

Students are required to have completed all professional dispositions plan (PDPs) at the time of application to be eligible for advanced study.

Teacher Candidate Acknowledgments and Legal Questions for Licensure

Candidates are required to electronically sign five statements acknowledging that they have read and understand the following areas: pre-service teacher permit / background check requirements, professional dispositions, licensure application information, legal questions asked on the licensure application, and teacher education handbook information. Statements can be found on the student portal.

Residence Requirement Policy for Non-Degree Teacher Education Licensure/Endorsement Preparation Programs

- Non-degree licensure (initial and additional) and endorsement programs that are a total of 15 credits or above: Students must complete 60% of the coursework at Kent State University, including the course that addresses the CAEP A.1.1 Standard as designated by the program area.
- Non-degree licensure (initial and additional) and endorsement programs that are less than 15 total credits: Students must complete 100% of the coursework at Kent State University.
- Students are permitted 6 years to complete licensure programs and 4 years to complete endorsement programs at Kent State University.
- Coursework transferred from another university cannot be more than 6 years old at the time the licensure/endorsement program is completed.
- Students who do not meet the residence requirements will not be recommended for licensure by Kent State University.

Student Teaching

The application for student teaching is completed online through the College of Education, Health and Human Services' student portal. Students will be required to complete the application during specified windows posted on the Vacca Office of Student Services' (VOSS) website. Application windows will typically be accessible during the months of October and November in the fall semester and March and April in the spring semester. Failure to complete the application and submit the prerequisite training documents within the designated time frame may delay the student teaching placement. Depending on the program area, students will apply either 2 or 3 semesters prior to their anticipated student teaching semester. Students should meet with their academic advisor for details on which semester to apply.

Once the application is submitted, VOSS staff (or appropriate regional campus staff) will determine eligibility by reviewing coursework, GPA, disposition assessments, and other program area requirements. Specifically, staff will review the following:

- Coursework – aside from student teaching and inquiry seminar, all coursework in the program of study must be completed with the minimum grade required in each course (i.e., a 'C' or higher in a course where the program requirements prescribe a minimum grade of C).
- GPA – confirmation that the applicant has a 2.75 cumulative GPA or higher and meets the minimum major GPA required for their program as listed in the university catalog.
- Disposition Assessments – no outstanding Professional Disposition Plans (PDPs) are permitted. An applicant with an outstanding PDP must have it cleared before beginning student teaching.

- Program Area Requirements – applicant must have completed all program requirements for their major that are outlined and specified in the university catalog.

Students should meet with their faculty and/or academic advisor in VOSS for any clarifications. Written notification of eligibility will be emailed to each applicant.

Those eligible for student teaching are required to attend a mandatory meeting where additional information about student teaching is provided. Failure to attend this meeting may result in a delay of student teaching. Placement forms, distributed at this meeting, need to be completed by the deadline.

The Clinical Experience Office will make the final decision about the placement site for the Kent Campus. Placement decisions at the Regional Campuses are made by the designated placement officer at each campus. Candidates are not to contact schools or potential mentors directly to make their own arrangements. Placements are generally made within a 50 mile radius of Kent State University. Student teaching is a full-time commitment and candidates are expected to follow the schedule of the cooperating teacher.

Undergraduate Graduation Requirements

- Students declared in a teacher licensure major or minor must earn a minimum C grade in all major/minor and professional coursework.
- Students declared in the Education minor must earn minimum 2.500 content GPA.
- Students may apply a maximum 4 credit hours of Physical Activity, Wellness and Sport (PWS) courses toward their degree.
- Students may apply a maximum of 4 credit hours of variable-titled workshop (xxx93) toward an undergraduate degree. Identical workshop topics that are repeated for credit will not count towards graduation requirements. All workshops are graded S/U (satisfactory/unsatisfactory). Some program areas may be more restrictive. Students are advised to consult their program regarding application of workshop credit toward degree requirements.

To see graduation requirements for a specific program, please select a major from the undergraduate program listing.

College of Education, Health and Human Services Faculty

School of Foundations, Leadership and Administration Faculty

- Boske, Christa A. (2008), Professor, Ed.D., Northern Illinois University, 2006
- Chuang, Ning Kuang (2005), Associate Professor, Ph.D., Texas Tech University, 2005
- Damrow, Amy (2014), Associate Professor, Ph.D., Michigan State University, 2011
- Daniels, Michael A. (2024), Assistant Professor, Ph.D., Kent State University, 2022
- Dees, David M. (1991), Associate Professor, Ph.D., Kent State University, 2000
- Devine, Mary Ann (1997), Professor, Ed.D., University of Georgia, 1997
- Eckert, Erica L. (2003), Assistant Professor, Ph.D., Kent State University, 2012

- Eith, Andrew S. (2014), Associate Lecturer, New England Culinary Institute, 2013
- Hall, Kayon (2022), Assistant Professor, Ph.D., Michigan State University, 2021
- Hudson, Tara D. (2017), Associate Professor, Ph.D., North Carolina State, 2015
- Israeli, Aviad A. (2020), Professor, Ph.D., Kent State University, 1997
- Kosmidis, Aryn C. (2010), Associate Professor, Ph.D., The Ohio State University, 2010
- Lee, Kiwon (2017), Associate Professor, Ph.D., Penn State University, 2013
- Lepp, Andrew P. (2004), Professor, Ph.D., University of Florida, 2004
- Levinson, Natasha (1997), Associate Professor, Ph.D., University of Illinois, Urbana-Champaign, 2001
- Li, Ji-Ann (2012), Professor, Ph.D., The Ohio State University, 2012
- Lyberger, Mark R. (1996), Professor, Ph.D., The Ohio State University, 1996
- Mulrooney, Aaron L. (1992), Associate Professor, J.D., University of Akron, 1990
- Niesz-Kutsch, Tricia (2004), Professor, Ph.D., University of Pennsylvania, 2003
- Parr, Mary G. (1992), Professor, Ph.D., University of Illinois-Urbana, Champaign, 1992
- Pringle, Eboni J. (1998), Assistant Professor, Ph.D., Kent State University, 2014
- Ray-Tomasek, Jennifer L. (1998), Associate Professor, Ph.D., Kent State University, 2004
- Sambolin Morales, Astrid N. (2022), Assistant Professor
- Schenker, Jason D. (2000), Professor, Ph.D., Kent State University, 2007
- Ulicney, Mandy L. (2010), Associate Lecturer, M.S., Kent State University, 2011
- Walton-Fisette, Theresa A. (2003), Professor, Ph.D., University of Iowa, 2002
- Wang, Philip C. (1990), Associate Professor, Ph.D., Pennsylvania State University, 1991
- Yim, Hyong Il (2015), Associate Professor, Ph.D., University of Georgia, 2015
- Bolden, William (2024), Assistant Professor, Ph.D., Kent State University, 2024
- Caine-Bish, Natalie L. (1997), Associate Professor, Ph.D., Kent State University, 2002
- Ding, Kele (2005), Professor, Ph.D., Indiana University-Bloomington, 2000
- Durant, Kathleen M. (2019), Assistant Professor, Ph.D., University Of Memphis, 2017
- Falcone, Tanya R. (2007), Senior Lecturer, M.S., Kent State University, 2009
- Forbes, Myrna A. (1998), Senior Lecturer, Au.D., University of Florida, 2005
- Glickman, Ellen L. (1995), Professor, Ph.D., University of Pittsburgh, 1988
- Ha, Eun-Jeong (2004), Professor, Ph.D., The Ohio State University, 1999
- Hale, Catherine C. (2000), Senior Lecturer, M.S., Indiana University, Bloomington, 1995
- Harnar, Hannah M. (2011), Associate Professor, M.S., Kent State University, 2013
- Huston, Jeffery L. (2007), Professor, Ed.D., Capella University, 2017
- Huyck, Julia J. (2013), Associate Professor, Ph.D., Northwestern University, 2010
- Jajtner, Adam (2016), Associate Professor, Ph.D., University of Central Florida, 2016
- Jonas, Jay C. (2006), Professor, Ph.D., Kent State University, 2018
- Kolonich, Erin M. (2017), Associate Lecturer, George Washington University, 2001
- Krumm, Mark P. (2005), Associate Professor, Ph.D., Wichita State University, 1990
- Magee, Meghan K. (2023), Assistant Professor, Ph.D., George Mason University, 2023
- Malone, Megan (2012), Senior Lecturer, M.A., Case Western Reserve University, 2000
- Matthews, Jamie C. (2014), Associate Lecturer, M.S., Kent State University, 2004
- McDaniel, John (2011), Professor, Ph.D., University of Utah, 2009
- Miracle, Amy L. (2012), Associate Professor, Ph.D., University of Nevada-Las Vegas, 2013
- O'Flannigan, Cara M. (2016), Associate Lecturer, M.A., Case Western Reserve University, 2007
- Peer, Kimberly S. (1999), Professor, Ed.D., University of Akron, 2001
- Ridgel, Angela L. (2008), Professor, Sc.D., Marshall University, 2000
- Roche, Jennifer M. (2014), Associate Professor, Ph.D., University of Memphis, 2011
- Visker, Jennifer N. (2016), Associate Lecturer, M.A., Case Western Reserve University, 2001
- Wagner, Laurie M. (1997), Associate Professor, Ph.D., Kent State University, 2008

School of Health Sciences Faculty

- Anderson, Alyssa (2023), Assistant Professor, Ph.D., University of North Carolina at Raleigh, 2023
- Arnold, Hayley S. (2010), Associate Professor, Ph.D., Vanderbilt University, 2007
- Backus, Angela S. (2003), Professor, Ph.D., Kent State University, 2010
- Baker, Emily A. (2012), Associate Lecturer, M.S., Case Western Reserve, 2001
- Barikoo, Ali (2017), Associate Professor, Ph.D., University of Florida, 2017
- Barkley, Jacob E. (2006), Professor, Ph.D., University at Buffalo, SUNY, 2007
- Berk, Lynn V. (2008), Senior Lecturer, M.A., Cleveland State University, 1981
- Bernert, Donna J. (2007), Associate Professor, Ph.D., Southern Illinois University, 2005
- Blakely, Carmen M. (2007), Professor, Ed.D., AT Still University, 2020

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), Assistant 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), Associate 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

School of Teaching, Learning and Curriculum Studies Faculty

- Bintz, William P. (2004), Professor
- Borgerding, Lisa (2007), Professor, Ph.D., Indiana University, Bloomington, 2007
- Caniglia, Joanne C. (2008), Professor, Ph.D., Kent State University, 1994
- Courtney, Scott A. (2010), Associate Professor, Ph.D., Arizona State University, 2010
- Crowe, Alicia R. (2001), Professor, Ph.D., Vanderbilt University, 2001
- Dever, Robin M. (2018), Associate Professor, Ph.D., Kent State University, 2008
- Durham, Brian S. (2022), Assistant Professor, Ph.D., Michigan State University, 2021
- Eckert, Kevin (2015), Associate Lecturer, M.Ed., Kent State University, 2017
- Ellison, Douglas (2017), Associate Professor, Ph.D., University of Illinois, Urbana-Champaign, 2016
- Ferdig, Richard E. (2009), Professor, Ph.D., Michigan State University, 2000
- Gandolfi, Enrico (2015), Associate Professor, Ph.D., Sapienza University of Rome, 2014
- Gin, Minyoung (2025), Assistant Professor, Ph.D., Penn State University, 2024
- Gruhler, Danielle M. (1999), Professor, Ph.D., Kent State University, 2004
- Guivernau, Marta (2007), Assistant Professor, Ph.D., Purdue University, 1999
- Hannon, James C. (2017), Professor
- Hawley, Todd (2008), Professor, Ph.D., University of Georgia, 2008

- Heron, Michele L. (2004), Associate Professor, Ph.D., Kent State University, 2010
- Hollstein, Matthew S. (2015), Associate Professor, Ph.D., Ohio University, 2015
- Hutchins, Pamela K. (1993), Associate Lecturer, M.Ed., Kent State University, 1992
- Irving, Sonya E. (2013), Associate Professor, Ph.D., University of Illinois, Urbana-Champaign, 2014
- Kenyon, Elizabeth (2015), Associate Professor, Ph.D., Michigan State University, 2015
- Kim, Insook (2012), Professor, Ph.D., The Ohio State University, 2011
- Kirin, Melanie D. (2019), Lecturer, M.Ed., Kent State University, 2015
- Knapp, Kathryn A. (2007), Associate Professor, Ph.D., Kent State University, 2013
- Kosko, Karl W. (2012), Professor, Ph.D., Virginia Polytechnic Institute and State University, 2010
- Kroeger, Janice (2002), Professor, Ph.D., University of Wisconsin, Madison, 2003
- Kuo, Chia Ling (2005), Professor, Ph.D., Ohio University, 2005
- Lampe, Jennifer K. (2014), Lecturer, Bowling Green State University, 2010
- McCreight, Jennifer A. (2024), Assistant Professor, University of Georgia, 2012
- Miller Marsh, Monica A. (2012), Associate Professor, Ph.D., University of Wisconsin-Madison, 1997
- Mis, Robin M. (2007), Associate Professor, Ph.D., Kent State University, 2008
- Monobe, Gumiko (2010), Associate Professor
- Mulvey, Bridget K. (2012), Associate Professor, Ph.D., University of Virginia-Main Campus, 2012
- Mupinga, Davison M. (2008), Professor, Ph.D., Louisiana State University-Baton Rouge, 1999
- Navy, Shannon L. (2017), Associate Professor, Ph.D., University of Georgia, 2014
- Novak, Elena (2015), Professor, Ph.D., Florida State University, 2012
- Pech, Sandra (2000), Professor, Ph.D., Kent State University, 2010
- Porto, Adonia F. (2006), Assistant Professor, Ph.D., Kent State University, 2017
- Potenza-Radis, Cheryl L. (2009), Assistant Professor, M.Ed., Miami University, 1993
- Pytash, Kristine E. (2006), Professor, Ph.D., Kent State University, 2009
- Radis, Cheryl L. (2009), Assistant Professor
- Ridley, Jacqueline N. (2020), Assistant Professor, Ph.D., Ohio University, 2020
- Roginski, Dawn R. (2017), Assistant Professor, Ph.D., Kent State University, 2020
- Sethna, Kim C. (2010), Assistant Professor, Ed.D., Walden University, 2022
- Stoll, Julia A. (2000), Professor, Ph.D., Kent State University, 2015
- Testa, Elizabeth A. (2013), Associate Professor, Ph.D., University of Akron, 2014
- Torres, Francisco L. (2021), Assistant Professor, Ph.D., University of Colorado-Boulder, 2020
- Walker, Amy (2022), Assistant Professor, Ph.D., Indiana University, 2022
- Walton-Fisette, Jennifer L. (2008), Professor, Ed.D., University of Massachusetts-Amherst, 2008
- Wang, Jiahui (2018), Associate Professor, Ph.D., University of Florida, 2018
- Wilfong, Lori G. (2002), Associate Professor, Ph.D., Kent State University, 2006
- Wisdom, Sonya L. (2012), Professor, Ph.D., Kent State University, 2010
- Zolfaghari, Maryam (2018), Assistant Professor, Ph.D., Kent State University, 2023

College of Education and Human Services Education, Health and Human Services (EHHS)

EHHS 10095 SPECIAL TOPICS IN EDUCATION, HEALTH AND HUMAN SERVICES 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 the College of Education, Health and Human Services.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 1-4 lecture

Grade Mode: Standard Letter

EHHS 10729 ACHIEVING ACADEMIC SUCCESS 1 Credit Hour

The purpose of this course is to help students who are on academic probation to develop and apply critical thinking skills, and continue to clarify their purpose, meaning, and direction. The goal of this course is to help students improve their academic standing as quickly as possible.

Prerequisite: Any major in the College of Education, Health and Human Services (EHHS).

Schedule Type: Lecture

Contact Hours: 1 lecture

Grade Mode: Standard Letter

EHHS 12017 EXPLORING PROFESSIONAL LITERACY PRACTICES 3 Credit Hours

Students will explore and develop the literacy practices necessary for success in college and careers in education, health and human services.

Prerequisite: Special approval.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EHHS 20092 PRACTICAL EXPERIENCE IN EDUCATION, HEALTH AND HUMAN SERVICES (ELR) 1-12 Credit Hours

(Repeatable for credit) Supervised work experiences that are integrated with academic instruction and related to student's occupational goal.

Prerequisite: Special approval.

Schedule Type: Practical Experience

Contact Hours: 3-36 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

EHHS 40092 PRACTICAL EXPERIENCE IN EDUCATION, HEALTH AND HUMAN SERVICES (ELR) 1-6 Credit Hours

Supervised work experiences that are integrated with academic instruction and related to student's occupational goal.

Prerequisite: Special approval.

Schedule Type: Practical Experience

Contact Hours: 3-18 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

EHHS 49592 STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION (ELR) 10 Credit Hours

Full-time student teaching, which includes a balanced experience in elementary and secondary health and physical education. 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 Health Education or Physical Education and Sport Performance majors; and admission to advanced study.

Schedule Type: Practical Experience

Contact Hours: 45 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

EHHS 50092 PRACTICAL EXPERIENCE IN EDUCATION, HEALTH AND HUMAN SERVICES 1-6 Credit Hours

(Repeatable for credit) Supervised work experiences that are integrated with academic instruction and related to student's occupational goal.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3-18 other

Grade Mode: Satisfactory/Unsatisfactory-IP

EHHS 50093 VARIABLE TOPIC WORKSHOP IN EDUCATION, HEALTH AND HUMAN SERVICES 1-3 Credit Hours

(Repeatable for credit) Variable topics; designed to respond to specialized needs of various groups within the context of trends issues and problems in the area education, health and human services.

Prerequisite: Graduate standing.

Schedule Type: Workshop

Contact Hours: 1-3 lecture

Grade Mode: Satisfactory/Unsatisfactory-IP

EHHS 82099 CAPSTONE II 1-9 Credit Hours

(Repeatable for credit) Continuation of EHHS 81099. Continuous registration required for students who have completed 18 credit hours of EHHS 81099 and until all degree requirements are met.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Project or Capstone

Contact Hours: 1-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

School of Lifespan Development and Educational Sciences

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 on 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 in 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 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 others 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

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

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 of Teaching, Learning and Curriculum Studies

Adolescent/Adult Education (ADED)

ADED 15000 EXPLORING ADOLESCENT EDUCATION 3 Credit Hours

This course is designed to familiarize aspiring educators with the fundamental concepts, theories and practices of teaching adolescents. Students explore the cognitive, social and emotional development of adolescents and how these factors influence learning. The course examines various instructional strategies, classroom management techniques and assessment methods appropriate for secondary education. Students will observe and visit middle and high school classrooms over the course of the semester.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 20000 TOPICS IN SOCIAL JUSTICE IN TEACHING AND LEARNING 3 Credit Hours

Course examines social justice issues that are central to teaching and learning across all educational contexts. Students consider topics such as race, poverty, social class, LGBTQ youth and colleagues, socially responsive teaching and at-risk youth as they intersect with K-12 educational settings.

Prerequisite: Sophomore standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 20020 EXPLORING SECONDARY SCIENCE TEACHING 1 Credit Hour

This course is designed to allow students to learn and practice science teaching skills, develop real-world teaching experience in secondary schools, learn about research-based science teaching methods, and explore formal and informal science teaching careers. The course includes an associated field experience where students get to teach science lessons to local secondary students.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 1 lecture

Grade Mode: Standard Letter

ADED 22275 ISSUES AND TRENDS IN SOCIAL STUDIES EDUCATION 3 Credit Hours

A course that introduces you to the field of social studies education. In this course you will explore the history and current issues and trends in the field of social studies education.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 32142 PRINCIPLES OF TEACHING ADOLESCENTS (WIC) 3 Credit Hours

Orientation to adolescence and the teaching-learning process. This course includes 30 field-clinical hours in an urban setting. 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: ADED 20000; and admission to advanced study.

Schedule Type: Field Experience, Lecture

Contact Hours: 2 lecture, 3 other

Grade Mode: Standard Letter

Attributes: Writing Intensive Course

ADED 32268 THE SECONDARY SCHOOL MATHEMATICS CURRICULUM 3 Credit Hours

The secondary school mathematics curriculum will be examined. Student's textbooks and recommendations will be investigated. This course includes 30 field clinical 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: ADED 32142 and MATH 22005.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2 lecture, 2 other

Grade Mode: Standard Letter

ADED 32275 CURRICULUM AND PEDAGOGY IN SOCIAL STUDIES 3 Credit Hours

A beginning social studies teaching and learning course. In this course you will explore how to achieve the purposes of social studies education through curriculum, instructional and planning decisions.

Prerequisite: ADED 22275 and ADED 32142; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 32277 TEACHING SCIENCE IN SECONDARY SCHOOLS 3 Credit Hours

This course is designed to facilitate the development of preservice middle and secondary school science teachers. Fundamental to middle and secondary school science teaching is an understanding of content knowledge, pedagogical knowledge and methodologies appropriate for science learning in secondary school. During this course students participate in hands-on activities, group discussions, presentations, pedagogical analyses and curriculum development. This course particularly focuses on nature of science, conceptual change and student misconceptions, ambitious science teaching, engineering design and STEM, issues-based instruction and teaching diverse learners and using technology to plan, teach, assess and analyze assessment data.

Prerequisite: ADED 32142.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 33268 MATHEMATICAL MODELING FOR SECONDARY TEACHERS 3 Credit Hours

The Mathematical Modeling for Secondary Teachers is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices while reinforcing and extending content in number and quantity, algebra, functions, statistics, probability and geometry.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 42196 INDIVIDUAL PROJECT IN ADOLESCENT EDUCATION 2-4 Credit Hours

(Repeatable for credit) Independent study in Adolescent Education.

Prerequisite: Special approval.

Schedule Type: Individual Investigation

Contact Hours: 2-4 other

Grade Mode: Satisfactory/Unsatisfactory

ADED 42268 TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS 3 Credit Hours

Methodology and materials for effective teaching of secondary school mathematics will be discussed and implemented in field experiences.

Prerequisite: ADED 32268.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 42275 TEACHING SOCIAL STUDIES IN GRADES 7 - 12 3 Credit Hours

An advanced social studies education teaching and learning course. Addresses a range of topics that will help you engage your 7th–12th grade students with social studies.

Prerequisite: Minimum C grade in ADED 32275; and admission to advanced study.

Corequisite: ADED 42292.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 42277 TOPICS IN SECONDARY SCHOOL SCIENCE TEACHING 3 Credit Hours

Analysis of trends in science teaching and materials and methods for introducing topics from the history of science and from health education.

Prerequisite: ADED 32277; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 42292 FIELD WORK PRACTICUM (ELR) 3 Credit Hours

(Repeatable for credit) A field experience in a middle or high school. Observations, interviews, designing and teaching of lessons and debriefing. 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. Students must be on track for student teaching the following semester in order to register for this course.

Prerequisite: Minimum C grade in ADED 32268 or ADED 32275 or ADED 32277; or ADED 43325 and ADED 43335; and advanced study.

Corequisite: ADED 42268 or 42275 or 42277 or ADED 43325.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement

ADED 42392 SECONDARY STUDENT TEACHING (ELR) 9 Credit Hours

Provides a full time student-teaching experience. Observations, interviews, designing and teaching of lessons and debriefing. 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: ADED 42292; and admission to advanced study.

Corequisite: ADED 49525.

Schedule Type: Practical Experience

Contact Hours: 35 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

ADED 43210 TEACHING READING IN MIDDLE AND HIGH SCHOOL WITH YOUNG ADULT LITERATURE 3 Credit Hours

Through reading, young adults have the opportunity to reflect on their lives and to consider diverse cultures, time periods, and experiences. Readers can recognize themselves or grow to know someone, something, or someplace quite different. This course supports the pre-service Integrated Language Arts educator in learning how to plan and implement reading experiences, specifically focused on young adult literature and its instructional uses in middle school and high school language arts classrooms. This class will place an emphasis on the reading process and the foundations of reading for middle and high school students.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 43315 TEACHING LITERATURE IN THE SECONDARY SCHOOLS 3 Credit Hours

(Slashed with ADED 53315) Explores the pedagogy of canonical literature, literary theory and approaches to teaching texts in the secondary classroom.

Prerequisite: ADED 32142 and MCED 40007; and advanced standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 43325 MULTI-MODAL LITERACIES IN THE SECONDARY CLASSROOM 3 Credit Hours

Explores the pedagogies of reading and composing with a variety of print and non-print texts. Focuses on the impact of media culture on adolescent learners. Utilizes new literacies to enhance learning in the content area.

Prerequisite: ADED 32142 and ADED 43315 and ADED 43335 and MCED 40007.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 43335 TEACHING LANGUAGE AND COMPOSITION 3 Credit Hours

Explores linguistic and rhetorical perspectives on the teaching of composition in secondary schools.

Prerequisite: ADED 32142 and MCED 40007; and advanced standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 47330 READING AND WRITING IN ADOLESCENCE/ADULTHOOD 3 Credit Hours

(Slashed with ADED 57330) Understanding of literacy learning in adolescence and adulthood (ages 12-21) with an emphasis on strategies for text learning, literacy in electronic environments and teaching students who struggle as readers and writers.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 49525 INQUIRY INTO PROFESSIONAL PRACTICE 3 Credit Hours

Reflection on teaching for the purpose of instructional improvement. Emphases are placed on preparing implementing and assessing a curricular unit collaborative problem solving conducting an action research project and creating a portfolio.

Prerequisite: Admission to advanced study.

Corequisite: ADED 42392.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 52267 IMPROVING MATHEMATICS INSTRUCTION FOR ADOLESCENT AND ADULT EDUCATION 3 Credit Hours

Methodology and materials for effective teaching of secondary school mathematics.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 52277 TEACHING SCIENCE IN THE SECONDARY SCHOOL 3 Credit Hours

Analysis of teaching materials, demonstrations and participation in science classes appropriate for graduate students seeking certification to teach science in the secondary school.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 53315 TEACHING LITERATURE IN THE SECONDARY SCHOOLS 3 Credit Hours

(Slashed with ADED 43315) Explores the pedagogy of canonical literature, literary theory and approaches to teaching texts in the secondary classroom.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 57330 READING AND WRITING IN ADOLESCENCE/ADULTHOOD 3 Credit Hours

(Slashed with ADED 47330) Understanding of literacy learning in adolescence and adulthood (ages 12-21) with an emphasis on strategies for text learning, literacy in electronic environments and teaching students who struggle as readers and writers.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 62092 ADVANCED PRACTICUM 3 Credit Hours

(Repeatable for credit) Internship held at a school under the direction of a cooperating teacher, requiring a minimum of 100 field hours. Activities included in the internship include lesson plan preparation, unit planning, evaluation of student learning and other duties typical of teachers in the performance of their role in the school setting. 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: Graduate standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 1 lecture, 6.67 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ADED 62145 PRINCIPLES OF SECONDARY TEACHING 3 Credit Hours

Principles of teaching adolescents including curriculum, planning instruction, assessment, fundamentals of evaluation, and reflective practice. All course content focuses on preparing teachers for secondary school teaching.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 62191 SEMINAR IN SECONDARY EDUCATION 1-3 Credit Hours

(Repeatable for credit) (Cross-listed with ADED 72191) Study and experience of various theoretical and methodological and practical approaches to special problems.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 1-3 other

Grade Mode: Standard Letter

ADED 62198 RESEARCH IN SECONDARY EDUCATION 2-15 Credit Hours

(Repeatable for credit) Students pursue an individualized research project under direction of instructor.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Research

Contact Hours: 2-15 other

Grade Mode: Standard Letter

ADED 63192 SECONDARY EDUCATION STUDENT TEACHING INTERNSHIP 1-10 Credit Hours

(Repeatable for credit) Internship held at a secondary school under the direction of a cooperating teacher. A minimum of 50 hours per credit are required. Activities included in the internship include lesson plan preparation, unit planning, evaluation of student learning and other duties typical of teachers in the performance of their role in the school setting.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3.33-33.33 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ADED 63292 ADOLESCENT/YOUNG ADULT INTEGRATED LANGUAGE ARTS ADDITIONAL LICENSURE INTERNSHIP 1 Credit Hour

(Repeatable for credit) Supervised work experiences that are integrated with academic instruction and related to student's occupational goal within integrated language arts.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3.33 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ADED 63392 ADOLESCENT/YOUNG ADULT INTEGRATED SOCIAL STUDIES ADDITIONAL LICENSURE INTERNSHIP 1 Credit Hour

(Repeatable for credit) Supervised work experiences that are integrated with academic instruction and related to student's occupational goal within integrated social studies.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3.33 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ADED 63492 ADOLESCENT/YOUNG ADULT INTEGRATED MATHEMATICS ADDITIONAL LICENSURE INTERNSHIP 1 Credit Hour

(Repeatable for credit) Supervised work experiences that are integrated with academic instruction and related to student's occupational goal within integrated mathematics.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3.33 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ADED 63592 ADOLESCENT/YOUNG ADULT INTEGRATED SCIENCE ADDITIONAL LICENSURE INTERNSHIP 1 Credit Hour

(Repeatable for credit) Supervised work experiences that are integrated with academic instruction and related to student's occupational goal within integrated science.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3.33 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ADED 67147 TEACHING ADOLESCENTS IN THE SECONDARY SCHOOL CULTURE 3 Credit Hours

Providing for motivation, discipline and instruction of adolescents within the culture of the secondary school.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 67232 SECONDARY SCHOOL SOCIAL STUDIES 3 Credit Hours

General focus is on examining current instructional and curricular trends in teaching social studies. Emphasis is placed on strategies of teaching developing student's critical thinking skills role of the computer use of primary sources teaching controversial issues and stimulating active citizenship.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ADED 72191 SEMINAR IN SECONDARY EDUCATION 1-3 Credit Hours

(Repeatable for credit) (Cross-listed with ADED 62191) Study and experience of various theoretical and methodological and practical approaches to special problems.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 1-3 other

Grade Mode: Standard Letter

Career and Technical Teacher Education (CTTE)**CTTE 36014 EVALUATION PRACTICES IN CAREER TECHNICAL EDUCATION 3 Credit Hours**

Study and construction of evaluation devices for use in laboratory and related technology courses, test construction, standardized and nonstandardized test procedures. This course includes 10 field/clinical hours.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 40093 VARIABLE TOPIC WORKSHOP IN CAREER TECHNICAL EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with CTTE 50093 and CTTE 70093)

Topics of special interest to students desiring to intensify their knowledge in a particular area of career technical education.

Prerequisite: Department permission.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 44092 IN-SERVICE TEACHING - PRACTICUM (ELR) 2 Credit Hours

(Slashed with CTTE 54092) This course provides an overview of/and practice in the concepts necessary to plan, organize and implement meaningful instruction in the laboratory and related classroom. The course provides an opportunity for students to apply classroom management skills as they get one-on-one support from the teacher educators.

Prerequisite: None.

Schedule Type: Practical Experience

Contact Hours: 36 other

Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement

CTTE 44099 IN-SERVICE TEACHING - CAPSTONE (ELR) 1 Credit Hour

(Slashed with CTTE 54099) The capstone course provides students an opportunity to demonstrate their knowledge and growth as a career technical education teacher; it essentially provides an opportunity for students to show how they integrate and apply knowledge from their career technical education licensure courses into their responsibilities as teachers. The course will assess the extent to which the students meet the Ohio Standards for the Teaching Profession, through an electronic portfolio and instructional videos from the student as evidence.

Prerequisite: None.

Schedule Type: Project or Capstone

Contact Hours: 1 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

CTTE 45372 ISSUES IN CAREER TECHNICAL EDUCATION SUBJECTS 3 Credit Hours

(Slashed with CTTE 55372) Exploration of issues and trends unique to specific career technical education subjects.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 45377 CAREER AND TECHNICAL EDUCATION: ADVANCED METHODOLOGIES 3 Credit Hours

Selection, organization and presentation of subject matter pertaining to specific subjects in career and technical education. Emphasis on methods and techniques through theory and practice. Course includes 30 field/clinical 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: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 46015 METHODS OF CAREER AND TECHNICAL EDUCATION 3 Credit Hours

(Slashed with CTTE 56015) Organization and management of classroom and laboratory; includes purchasing equipment and supplies, safety instruction planning, establishing policies, maintaining records, and individual and group instructional strategies.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 46017 STUDENT-CENTERED LEADERSHIP IN CAREER TECHNICAL EDUCATION 3 Credit Hours

Study of the role of leadership and youth organizations in Career Technical Education with emphasis on the organization and purpose of student leadership and the role of the advisor related to leadership in career technical education.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 46018 DISADVANTAGED YOUTH IN CAREER TECHNICAL EDUCATION 3 Credit Hours

(Slashed with CTTE 56018) Developing an understanding of disadvantaged youth stressing their characteristics as they pertain to career technical education program. This course is required for students registered in the undergraduate Career-Technical Teacher certificate and those students working on a Career-Based Intervention endorsement.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 46019 COORDINATION OF CAREER TECHNICAL COOPERATIVE EDUCATION PROGRAMS 3 Credit Hours

(Slashed with CTTE 56019) Reviews duties, problems, techniques of home, school and work coordination. Internship site selection, job development, servicing the job station, coordinating classroom and work experience. A study of important linkage to local business/industry and education support agencies for career and technical development.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 46020 CURRICULUM GUIDE: DESIGN AND APPLICATION 3 Credit Hours

Methods and techniques involved in developing and utilizing a curriculum guide in career and technical education subjects. This course includes 15 field/clinical 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: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 46095 SPECIAL TOPICS IN CAREER TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in career-technical education.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 1-3 lecture

Grade Mode: Standard Letter

CTTE 46096 INDIVIDUAL INVESTIGATION IN CAREER TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) (Slashed with CTTE 56096) An individual investigation into problems and topics in career technical education. The investigation is pursued on an individual basis with an assigned faculty member.

Prerequisite: None.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 50093 VARIABLE TOPIC WORKSHOP IN CAREER TECHNICAL EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with CTTE 40093 and CTTE 70093)
Topics of special interest to students desiring to intensify their knowledge in a particular area or areas of career technical education.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 54092 IN-SERVICE TEACHING - PRACTICUM 2 Credit Hours

(Slashed with CTTE 44092) This course provides an overview of/and practice in the concepts necessary to plan, organize and implement meaningful instruction in the laboratory and related classroom. The course provides an opportunity for students to apply classroom management skills and as they get one-on-one support from the teacher educators.

Prerequisite: Graduate standing.

Schedule Type: Practical Experience

Contact Hours: 6 other

Grade Mode: Standard Letter

CTTE 54099 IN-SERVICE TEACHING - CAPSTONE 1 Credit Hour

(Slashed with CTTE 44099) The capstone course provides students an opportunity to demonstrate their knowledge and growth as a career technical education teacher; it essentially provides an opportunity for students to show how they integrate and apply knowledge from their career technical education licensure courses into their responsibilities as teachers. The course will assess the extent to which the students meet the Ohio Standards for the Teaching Profession, through an electronic portfolio and instructional videos from the student as evidence.

Prerequisite: Graduate standing.

Schedule Type: Project or Capstone

Contact Hours: 1 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 55372 ISSUES IN CAREER TECHNICAL EDUCATION SUBJECTS 3 Credit Hours

(Slashed with CTTE 45372) Exploration of issues and trends unique to specific career-technical education subjects.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 55377 CAREER AND TECHNICAL EDUCATION: ADVANCED METHODOLOGIES 3 Credit Hours

(Slashed with CTTE 45377) Selection, organization and presentation of subject matter pertaining to specific subjects in career and technical education. Emphasis on methods and techniques through theory and practice. Course includes 30 field clinical hours.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56002 IN-SERVICE TEACHING 3 Credit Hours

Overview of teaching process in career technical teacher education. Emphasizes techniques of skill development and assessment, includes organizing for instruction, individual behavior, organizational relationships and application steps.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56015 METHODS OF CAREER AND TECHNICAL EDUCATION 3 Credit Hours

(Slashed with CTTE 46015) Organization and management of classroom and laboratory; includes purchasing equipment and supplies, safety instruction planning, establishing policies, maintaining records, and individual and group instructional strategies.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56017 STUDENT-CENTERED LEADERSHIP IN CAREER TECHNICAL EDUCATION 3 Credit Hours

Study of the role of leadership and youth organizations in Career Technical Education with emphasis on the organization and purpose of student leadership and the role of the advisor related to leadership in career technical education.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56018 DISADVANTAGED YOUTH IN CAREER TECHNICAL EDUCATION 3 Credit Hours

(Slashed with CTTE 46018) Developing an understanding of disadvantaged youth stressing their characteristics as they pertain to career technical education programs.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56019 COORDINATION OF CAREER TECHNICAL COOPERATIVE EDUCATION PROGRAMS 3 Credit Hours

(Slashed with CTTE 46019) Reviews duties, problems, techniques of home, school and work coordination. Internship site selection, job development, servicing the job station, coordinating classroom and work experience. A study of important linkage to local business/ industry and education support agencies for career and technical development.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56020 CURRICULUM GUIDE: DESIGN AND APPLICATION 3 Credit Hours

(Slashed with CTTE 46020) Methods and techniques involved in developing and utilizing a curriculum guide in career and technical education subjects. This course includes 15 field clinical hours.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 56095 SPECIAL TOPICS IN CAREER TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in career-technical education.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-3 lecture

Grade Mode: Standard Letter

CTTE 56096 INDIVIDUAL INVESTIGATION IN CAREER TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) (Slashed with CTTE 46096) An individual investigation into problems and topics in career technical education. The investigation is pursued on an individual basis with an assigned faculty member.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 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

CTTE 60299 THESIS II 2 Credit Hours

Thesis students must continue registration each semester until all degree requirements are met.

Prerequisite: CTTE 60199; and graduate standing.

Schedule Type: Masters Thesis

Contact Hours: 2 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CTTE 66001 PRINCIPLES AND PRACTICES IN CAREER TECHNICAL EDUCATION 3 Credit Hours

Study of principles, current practices and trends relating to modern programs of career technical education and relationships to the total plan of public education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 66003 ANALYSIS OF HUMAN RESOURCE DEVELOPMENT 3 Credit Hours

Provides analysis of human resource development from global, national state and local perspectives including social economic political and demographic influences. Includes the application of the contemporary workforce to engage in life long learning to keep career and technical skills updated.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 66004 PROGRAM EVALUATION IN CAREER TECHNICAL EDUCATION 3 Credit Hours

Designed to provide the skills and knowledge necessary to evaluate the effectiveness and efficiency of career-technical education curriculum programs personnel.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 66005 SPECIAL POPULATIONS IN CAREER TECHNICAL EDUCATION 3 Credit Hours

A study of the special populations student in career technical education programs emphasizing characteristics, curriculum modification, instruction and job placement.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CTTE 66095 SPECIAL TOPICS IN CAREER-TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in career-technical education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 1-3 lecture

Grade Mode: Standard Letter

CTTE 66096 INDIVIDUAL INVESTIGATION IN CAREER-TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) (Slashed with CTTE 76096) An investigation into problems and topics in career technical education. The investigation is pursued on an individual basis with an assigned faculty member.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 1-3 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 70093 VARIABLE TOPIC WORKSHOP IN CAREER TECHNICAL EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with CTTE 40093 and CTTE 50093) Topics of special interest to students desiring to intensify their knowledge in a particular area or areas of career technical education.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 76095 SPECIAL TOPICS IN CAREER-TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in career-technical education.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 1-3 lecture

Grade Mode: Standard Letter

CTTE 76096 INDIVIDUAL INVESTIGATION IN CAREER-TECHNICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) (Slashed with CTTE 66096) An investigation into problems and topics in career technical education. The investigation is pursued on an individual basis with an assigned faculty member.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 1-3 other

Grade Mode: Satisfactory/Unsatisfactory

CTTE 86098 ADVANCED RESEARCH IN CAREER-TECHNICAL EDUCATION 1-15 Credit Hours

(Repeatable for credit) Student pursues an individual research project on a specialized career technical education topic with approval and under the direction of an instructor.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Research

Contact Hours: 1-15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Curriculum and Instruction (CI)**CI 47095 SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION 1-5 Credit Hours**

(Repeatable for credit) Topic varies for each offering.

Prerequisite: Special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter-IP

CI 47096 INDIVIDUAL INVESTIGATION IN CURRICULUM AND INSTRUCTION 1-5 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 Kent State faculty member.

Prerequisite: Special approval.

Schedule Type: Individual Investigation

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CI 47192 STUDENT TEACHING IN CURRICULUM AND INSTRUCTION (ELR) 1-5 Credit Hours

(Repeatable for credit) Student teaching topics vary for each offering.

Prerequisite: Special approval.

Schedule Type: Practical Experience

Contact Hours: 3-15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

CI 47501 TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES 3 Credit Hours

(Slashed with CI 57501) Addresses pedagogical content knowledge for the teaching and learning of mathematics in grades K-9, based on the national content and process standards.

Prerequisite: MATH 14001 or MATH 14002 with a minimum C grade; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 47502 SCIENCE TEACHING IN EARLY AND MIDDLE GRADES 3 Credit Hours

(Slashed with CI 57502) Addresses pedagogical content knowledge for the teaching and learning of science in grades K-9. Students examine how to best align science practice to state and national standards.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 47503 TEACHING SOCIAL STUDIES IN EARLY AND MIDDLE GRADES 3 Credit Hours

(Slashed with CI 57503) Addresses pedagogical content knowledge for the teaching and learning of social studies in grades K-9, based on the national content and process standards.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 47504 TEACHING READING AND WRITING IN MIDDLE GRADES 3 Credit Hours

(Slashed with CI 57504) Addresses pedagogical content knowledge for the teaching and learning of reading and writing in grades 4-9, based on the national content and process standards.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 47505 INTEGRATED SOCIAL STUDIES AND SCIENCE 3 Credit Hours

(Slashed with CI 57505) Addresses principles of teaching and learning as applied to teaching social studies and science in elementary and middle grades. Students examine how to best align social studies and science practice with state and national standards.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 55015 PSYCHOLOGY OF COACHING 3 Credit Hours

(Slashed with PESP 45015) Factors affecting athletic performance emphasizing skill, motivation, personality and practice conditions.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 57330 READING AND WRITING IN ADOLESCENCE/ADULTHOOD 3 Credit Hours

(Slashed with CI 47330) Understanding of literacy learning in adolescence and adulthood (ages 12-21) with an emphasis on strategies for text learning, literacy in electronic environments, and teaching students who struggle as readers and writers.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 57501 TEACHING MATHEMATICS IN EARLY AND MIDDLE GRADES 3 Credit Hours

(Slashed with CI 47501) Addresses pedagogical content knowledge for the teaching and learning of mathematics in grades K-9, based on the national content and process standards.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 57502 SCIENCE TEACHING IN EARLY AND MIDDLE GRADES 3 Credit Hours

(Slashed with CI 47502) Addresses pedagogical content knowledge for the teaching and learning of science in grades K-9. Students examine how to best align science practice to state and national standards.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 57503 TEACHING SOCIAL STUDIES IN EARLY AND MIDDLE GRADES 3 Credit Hours

(Slashed with CI 47503) Addresses pedagogical content knowledge for the teaching and learning of social studies in grades K-9, based on the national content and process standards.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 57504 TEACHING READING AND WRITING IN MIDDLE GRADES 3 Credit Hours

(Slashed with CI 47504) Addresses pedagogical content knowledge for the teaching and learning of reading and writing in grades 4-9, based on the national content and process standards.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 57505 INTEGRATED SOCIAL STUDIES AND SCIENCE 3 Credit Hours

(Slashed with CI 47505) Addresses principles of teaching and learning as applied to teaching social studies and science in elementary and middle grades. Students examine how to best align social studies and science practice with state and national standards.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 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

CI 60299 THESIS II 2 Credit Hours

Thesis students must continue registration each semester until all degree requirements are met.

Prerequisite: CI 60199; and Graduate standing.

Schedule Type: Masters Thesis

Contact Hours: 2 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CI 61124 EDUCATING THE GOOD CITIZEN 3 Credit Hours

(Slashed with CI 71124) Course explores the competing conceptions of citizenship education through an examination and critique of the diverse perspectives on the purposes and possibilities of citizenship education—including the contributions and influence of multicultural, international and theoretical perspectives on the meaning of educating citizens in a democracy—situating work, thinking and practice in the literature. As part of the process of reading, discussing and deliberating together, students articulate a rationale for citizenship education and develop ways to incorporate their vision for citizenship education into their work as teacher educators, practicing social studies teachers and/or community members.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CI 61125 ISSUES AND TRENDS IN SOCIAL STUDIES EDUCATION 3 Credit Hours

(Slashed with CI 71125) Provides an overview of historical trends and contemporary issues in social studies education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 61126 RESEARCH IN SOCIAL STUDIES TEACHING AND LEARNING 3 Credit Hours

(Slashed with CI 71126) Students examine, discuss and study research in the teaching and learning of social studies, as well as develop their own study of social studies teaching and learning.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 61127 TECHNOLOGY AND SOCIAL STUDIES 3 Credit Hours

(Slashed with CI 71127) Course provides experiences with and study of various uses of technology in social studies teaching and learning. Students examine implications and effects of technology on student learning, teaching and society as a whole.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 61133 ISSUES AND TRENDS IN ELEMENTARY SCIENCE 3 Credit Hours

(Slashed with CI 71133) New discoveries in science, including issues in society with direct science content. Emphasis is on practical and simple classroom applications.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 61134 RESEARCH TRENDS IN SCIENCE EDUCATION 3 Credit Hours

(Slashed with CI 71134) Course in issues relating to research methods pertinent to science education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 61140 CULTURE AND MULTICULTURALISM IN SCIENCE EDUCATION 3 Credit Hours

(Slashed with CI 71140) Provides a general introduction to the impacts of multiculturalism and the social studies of science on science education. Implications for science educational curriculum theory, classroom practice and research are explored. Teaching topics examined include race and gender in science education, culture of science and science in a global context.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 61141 NATURE OF SCIENCE IN SCIENCE EDUCATION 3 Credit Hours

(Slashed with CI 71141) Course in issues relating to the nature of science as it impacts science education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 63193 VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT 1-3 Credit Hours

(Repeatable for credit) Workshop in exercise, leisure and sport. Topics vary. Maximum 4 credit hours applied to the degree.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-3 other

Grade Mode: Satisfactory/Unsatisfactory

CI 65025 CONTEMPORARY ISSUES IN SPORT PEDAGOGY - AN INTERNATIONAL PERSPECTIVE 3 Credit Hours

(Slashed with CI 85025) An international perspective on the investigation and study of current problems, issues and trends in sport pedagogy.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 65037 ADAPTED PHYSICAL EDUCATION 3 Credit Hours

(Slashed with CI 85037) Course prepares physical education teachers to provide safe, appropriate and individualized accommodations to students with disabilities. All information presented is structured around research-based and cross-culturally appropriate practices in adapted physical education that have been implemented in physical education programs globally.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 65044 PEDAGOGICAL ANALYSIS OF PHYSICAL EDUCATION AND SPORT 3 Credit Hours

(Slashed with CI 85044) An analysis of contemporary pedagogical models, practices and theories relevant to the multidimensional environments of physical education and sport.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 65055 CURRICULUM DEVELOPMENT IN SPORT PEDAGOGY 3 Credit Hours

(Slashed with CI 85055) The analysis, development and design of curricular theory and practice in physical education and sport. An examination of current and future issues in curriculum implementation.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 65592 PRACTICUM IN ADAPTED PHYSICAL EDUCATION 3 Credit Hours

(Repeatable for credit) Supervised and supervisory experiences in motor development for all ages and abilities, including conceptual bases for assessment and individualized task analysis.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter-IP

CI 65692 INTERNSHIP IN ATHLETIC COACHING 2-4 Credit Hours

(Repeatable for a maximum of 4 credits) Supervised experience in organized sport focused upon the duties of a coach; can involve one or more level (youth, school, college, professional) and sport. A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society. 45 contact hours per credit. 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.

Schedule Type: Practical Experience

Contact Hours: 6-12 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CI 67003 TEACHER EDUCATION 3 Credit Hours

(Slashed with CI 77003) Course provides a broad overview of teacher education, including curriculum, organization, governance and policy.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67007 CRITICAL REFLECTION IN CURRICULUM AND INSTRUCTION 2 Credit Hours

Capstone course for a master's degree in curriculum and instruction. Students critique their content area studies with reference to the standard of curriculum-based pedagogy. Three concepts inform this critique: continuing professional development, multicultural education, curriculum leadership for reform and renewal.

Prerequisite: CI 67001; and graduate standing.

Schedule Type: Lecture

Contact Hours: 2 lecture

Grade Mode: Standard Letter

CI 67091 SEMINAR IN CURRICULUM AND INSTRUCTION 1-4 Credit Hours

(Slashed with CI 87091)(Repeatable for credit) A wide range of topics for advanced graduate inquiry. Normally, course provides a balance of theoretical study and creative application.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter-IP

CI 67092 ADVANCED PRACTICUM AND INTERNSHIP IN CURRICULUM AND INSTRUCTION 1-3 Credit Hours

(Repeatable for credit) Supervised practicum in curriculum design, development, implementation and-or leadership. Planned with and directed by a graduate faculty member. 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.

Schedule Type: Practical Experience

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory

CI 67095 SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION 1-5 Credit Hours

(Slashed with CI 77095)(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in curriculum design, development and implementation.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

CI 67107 CURRICULUM AND ORGANIZATION IN THE MIDDLE GRADES 3 Credit Hours

(Slashed with CI 77107) Course enhances students' knowledge, skills and dispositions about curriculum history and organization of middle schools (grades 4-9) that is developmentally responsive to early adolescents, and promotes student achievement and equity. In addition, students are able to extend their knowledge, skills, techniques and professional dispositions as related to middle school students' experiences, as well as to differentiate curriculum and assessment for diverse learners.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67108 TEACHING AND LEARNING IN THE MIDDLE GRADES 3 Credit Hours

(Slashed with CI 77108) Course emphasizes theories of learning and teaching and their application to teaching in middle childhood classrooms with a diversity of learners. Major class topics include lesson planning, teaching strategies, assessment, classroom management and effective classroom instructions. In a concurrent clinical field experience, teacher candidates apply teaching methods in intermediate-middle school classrooms.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67224 TEACHING MATHEMATICS WITH TECHNOLOGY 3 Credit Hours

(Slashed with CI 77224) Students develop knowledge of research and theories regarding teaching and learning mathematics via computing devices. Students develop proficiency in the use of computing devices and software that would be used in the teaching and learning of mathematics.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67225 RESEARCH IN MATHEMATICS EDUCATION 3 Credit Hours
(Slashed with CI 77225) Current research theory, methodology and results in mathematics education are investigated. Implications for instructional practice and curriculum design are examined.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67226 IMPROVING MATHEMATICS INSTRUCTION IN MIDDLE CHILDHOOD 3 Credit Hours

(Slashed with CI 77226) Instructional psychology and materials, including technology, for the effective teaching of mathematics in grades 3-8, with a theoretical emphasis on cognitive development.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67240 INTRODUCTION TO ENVIRONMENTAL EDUCATION 3 Credit Hours

(Slashed with CI 77240) Survey course emphasizes current debates in environmental issues, exploring the interconnectedness of ecology, understanding the impact of culture and education on notions of environmental concerns, and how these ideas can be investigated within classroom contexts. The course is designed for teachers, science educators and other concerned citizens of the earth.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67292 PRACTICUM IN MATHEMATICAL ASSESSMENT 2 Credit Hours

(Repeatable for credit) Practicum experience in designing and administering both formal and informal assessments.

Prerequisite: Two courses from the following: ADED 52267, CI 67224, CI 67226 and/or ECED 50147; and graduate standing.

Schedule Type: Practical Experience

Contact Hours: 6 other

Grade Mode: Standard Letter

CI 67314 SURVEY OF YOUNG ADULT LITERATURE 3 Credit Hours

(Slashed with CI 77314) Presents a survey of selected types of literature appropriate for students in middle school, junior high and high school. Emphasis on evaluating, selecting and teaching.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67339 WRITING ASSESSMENT AND RESPONSE 3 Credit Hours

(Slashed with CI 77339) Exploration of issues in writing assessment, theoretical base for effective formative response to student writing and design, and implementation of writing assessment measures.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67392 ADVANCED PRACTICUM AND INTERNSHIP IN READING 1-10 Credit Hours

(Repeatable for credit) Supervised practicum requiring application of theory and practices in reading in field settings. Planned with and directed by a graduate faculty member. 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.

Schedule Type: Practical Experience

Contact Hours: 3-30 other

Grade Mode: Standard Letter

CI 67395 SPECIAL TOPICS IN READING 1-5 Credit Hours

(Slashed with CI 77395)(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in reading.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

CI 67517 NEW LITERACIES IN PRACTICE 3 Credit Hours

(Slashed with CI 87517) Developing technologies are changing the very definition of literacy. Designed to provide an overview of current (and past) theory and practices related to the growing line of inquiry known as new literacies. Participants of the class follow their own paths of inquiry related to the question: How is the definition of literacy changing? Participants engage in discussions of theoretical positions related to this question (from perspectives as new literacies, multi-literacies and arts-based knowing to name a few) as well as encounter the basics of creating a blog or wiki and editing video. Appropriate for any educator who is interested in examining how new literacies are transforming the classrooms.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 67592 PRACTICUM IN MATHEMATICS EDUCATION INTERVENTION 3 Credit Hours

(Repeatable for credit) Experience in providing leadership in designing intervention programs for schools, and designing curriculum and instruction for individual learners that experience difficulties in learning mathematics.

Prerequisite: Graduate standing.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter

CI 67692 CLINICAL PRACTICUM IN CORRECTIVE READING 3 Credit Hours

Application of previous courses includes supervised diagnostic/prescriptive reading work with school-age pupils and diagnostic/remedial reporting.

Prerequisite: CI 67319; and graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter

CI 67791 SEMINAR IN MATHEMATICS EDUCATION 3 Credit Hours

(Repeatable for credit) An in-depth exploration of the theoretical frameworks and methodologies used in current research in mathematics education.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CI 71124 EDUCATING THE GOOD CITIZEN 3 Credit Hours

(Slashed with CI 61124) Course explores the competing conceptions of citizenship education through an examination and critique of the diverse perspectives on the purposes and possibilities of citizenship education—including the contributions and influence of multicultural, international and theoretical perspectives on the meaning of educating citizens in a democracy—situating work, thinking and practice in the literature. As part of the process of reading, discussing and deliberating together, students articulate a rationale for citizenship education and develop ways to incorporate their vision for citizenship education into their work as teacher educators, practicing social studies teachers and/or community members.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CI 71125 ISSUES AND TRENDS IN SOCIAL STUDIES EDUCATION 3 Credit Hours

(Slashed with CI 61125) Provides an overview of historical trends and contemporary issues in social studies education.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 71126 RESEARCH IN SOCIAL STUDIES TEACHING AND LEARNING 3 Credit Hours

(Slashed with CI 61126) Students examine, discuss and study research in the teaching and learning of social studies, as well as develop their own study of social studies teaching and learning.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 71127 TECHNOLOGY AND SOCIAL STUDIES 3 Credit Hours

(Slashed with CI 61127) Course provides experiences with and study of various uses of technology in social studies teaching and learning. Students examine implications and effects of technology on student learning, teaching and society as a whole.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 71133 ISSUES AND TRENDS IN ELEMENTARY SCIENCE 3 Credit Hours

(Slashed with CI 61133) New discoveries in science, including issues in society with direct science content. Emphasis is on practical and simple classroom applications.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 71134 RESEARCH TRENDS IN SCIENCE EDUCATION 3 Credit Hours

(Slashed with CI 61134) Course in issues relating to research methods pertinent to science education.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 71140 CULTURE AND MULTICULTURALISM IN SCIENCE EDUCATION 3 Credit Hours

(Slashed with CI 61140) Provides a general introduction to the impacts of multiculturalism and the social studies of science on science education. Implications for science educational curriculum theory, classroom practice and research are explored. Teaching topics examined include race and gender in science education, culture of science and science in a global context..

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 71141 NATURE OF SCIENCE IN SCIENCE EDUCATION 3 Credit Hours

(Slashed with CI 61141) Course in issues relating to the nature of science as it impacts science education.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 75592 PRACTICUM IN ADAPTED PHYSICAL EDUCATION 3 Credit Hours

(Repeatable for credit) Supervised and supervisory experiences in motor development for all ages and abilities, including conceptual bases for assessment and individualized task analysis.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter-IP

CI 77003 TEACHER EDUCATION 3 Credit Hours

(Slashed with CI 67003) Course provides a broad overview of teacher education, including curriculum, organization, governance and policy.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77092 ADVANCED PRACTICUM IN CURRICULUM AND INSTRUCTION 1-3 Credit Hours

(Repeatable for credit) Supervised practicum in curriculum design, development, implementation and-or leadership. Planned with and directed by a graduate faculty member. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which student teaching internship will take place.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory

CI 77095 SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION 1-5 Credit Hours

(Slashed with CI 67095)(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in curriculum design, development and implementation.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

CI 77107 CURRICULUM AND ORGANIZATION IN THE MIDDLE GRADES 3 Credit Hours

(Slashed with CI 67107) Course enhances students' knowledge, skills and dispositions about curriculum history and organization of middle schools (grades 4-9) that is developmentally responsive to early adolescents, and promotes student achievement and equity. In addition, students are able to extend their knowledge, skills, techniques and professional dispositions as related to middle school students' experiences, as well as to differentiate curriculum and assessment for diverse learners.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77108 TEACHING AND LEARNING IN THE MIDDLE GRADES 3 Credit Hours

(Slashed with CI 67108) Course emphasizes theories of learning and teaching and their application to teaching in middle childhood classrooms with a diversity of learners. Major class topics include lesson planning, teaching strategies, assessment, classroom management and effective classroom instructions. In a concurrent clinical field experience, teacher candidates apply teaching methods in intermediate-middle school classrooms.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77224 TEACHING MATHEMATICS WITH TECHNOLOGY 3 Credit Hours

(Slashed with CI 67224) Students develop knowledge of research and theories regarding teaching and learning mathematics via computing devices. Students develop proficiency in the use of computing devices and software that would be used in the teaching and learning of mathematics.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77225 RESEARCH IN MATHEMATICS EDUCATION 3 Credit Hours

(Slashed with CI 67225) Current research theory, methodology and results in mathematics education are investigated. Implications for instructional practice and curriculum design are examined.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77226 IMPROVING MATHEMATICS INSTRUCTION IN MIDDLE CHILDHOOD 3 Credit Hours

(Slashed with CI 67226) Instructional psychology and materials, including technology, for the effective teaching of mathematics in grades 3-8, with a theoretical emphasis on cognitive development.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77240 INTRODUCTION TO ENVIRONMENTAL EDUCATION 3 Credit Hours

(Slashed with CI 67240) Survey course emphasizing current debates in environmental issues, exploring the interconnectedness of ecology, understanding the impact of culture and education on notions of environmental concerns, and how these ideas can be investigated within classroom contexts. The course is designed for teachers, science educators and other concerned citizens of the earth.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77292 PRACTICUM IN MATHEMATICAL ASSESSMENT 2 Credit Hours

(Repeatable for credit) Practicum experience in designing and administering both formal and informal assessments.

Prerequisite: Two courses from the following: ADED 52267, CI 77224, CI 77226 and/or ECED 50147; and doctoral standing.

Schedule Type: Practical Experience

Contact Hours: 6 other

Grade Mode: Standard Letter

CI 77314 SURVEY OF YOUNG ADULT LITERATURE 3 Credit Hours

(Slashed with CI 67314) Presents a survey of selected types of literature appropriate for students in middle school, junior high and high school. Emphasis on evaluating, selecting and teaching.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77339 WRITING ASSESSMENT AND RESPONSE 3 Credit Hours

(Slashed with CI 67339) Exploration of issues in writing assessment, theoretical base for effective formative response to student writing, and design and implementation of writing assessment measures.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 77392 ADVANCED PRACTICUM AND INTERNSHIP IN READING 1-10 Credit Hours

(Repeatable for credit) Supervised program requiring application of theory and practices in reading in field settings. Planned with and directed by a graduate faculty member. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school/agency before the first day of the semester in which student teaching/internship will take place.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3-30 other

Grade Mode: Standard Letter

CI 77395 SPECIAL TOPICS IN READING 1-5 Credit Hours

(Slashed with CI 67395)(Repeatable for credit) Specialized offerings in response to emerging or selected program needs in reading.

Prerequisite: Doctoral standing and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

CI 77592 PRACTICUM IN MATHEMATICS EDUCATION INTERVENTION 3 Credit Hours

(Repeatable for credit) Experience in providing leadership in designing intervention programs for schools, and designing curriculum and instruction for individual learners that experience difficulties in learning mathematics.

Prerequisite: ADED 52267 and CI 77224 and CI 77226 and ECED 50147; and doctoral standing.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter

CI 77791 SEMINAR IN MATHEMATICS EDUCATION 3 Credit Hours

(Repeatable for credit) An in-depth exploration of the theoretical frameworks and methodologies used in current research in mathematics education.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CI 85025 CONTEMPORARY ISSUES IN SPORT PEDAGOGY - AN INTERNATIONAL PERSPECTIVE 3 Credit Hours

(Slashed with CI 65025) An international perspective on the investigation and study of current problems, issues and trends in sport pedagogy.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 85037 ADAPTED PHYSICAL EDUCATION 3 Credit Hours

(Slashed with CI 65037) Course prepares physical education teachers to provide safe, appropriate and individualized accommodations to students with disabilities. All information presented is structured around research-based and cross-culturally appropriate practices in adapted physical education that have been implemented in physical education programs globally.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 85044 PEDAGOGICAL ANALYSIS OF PHYSICAL EDUCATION AND SPORT 3 Credit Hours

(Slashed with CI 65044) An analysis of contemporary pedagogical models, practices and theories relevant to the multidimensional environments of physical education and sport.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 85055 CURRICULUM DEVELOPMENT IN SPORT PEDAGOGY 3 Credit Hours

(Slashed with CI 65055) The analysis, development and design of curricular theory and practice in physical education and sport. An examination of current and future issues in curriculum implementation.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 87091 SEMINAR IN CURRICULUM AND INSTRUCTION 1-4 Credit Hours

(Slashed with CI 87091)(Repeatable for credit) A wide range of topics for advanced graduate inquiry. Normally, course provides a balance of theoretical study and creative application.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter-IP

CI 87340 RESEARCH IN READING 3 Credit Hours

An introduction to a perspective on psychological processes underlying levels of reading from pre-reading to mature reading with implications for instruction.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 87342 SEMINAR IN READING AND LANGUAGE 3 Credit Hours

Exploration of some of the issues, methods and findings on the relationship of reading and language. Examination of selected issues such as dialect bilingualism readability language based-strategies for reading instruction.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 87343 RESEARCH IN TEACHING OF WRITING 3 Credit Hours

Issues and methodologies in research in the teaching of writing. Students review the literature and conduct research in a significant area of writing instruction.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 87391 SEMINAR IN READING 1-4 Credit Hours

(Repeatable for credit) Variable topic seminar for advanced study of specialized areas and topics. Normally designed around research and theory applied to practice.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CI 87398 RESEARCH IN READING AND LANGUAGE ARTS 1-15 Credit Hours

(Repeatable for credit) Students pursue an individualized research project on a specialized topic with approval and under direction of instructor.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Research

Contact Hours: 1-15 other

Grade Mode: Standard Letter

CI 87517 NEW LITERACIES IN PRACTICE 3 Credit Hours

(Slashed with CI 67517) Developing technologies are changing the very definition of literacy. Designed to provide an overview of current (and past) theory and practices related to the growing line of inquiry known as new literacies. Participants of the class follow their own paths of inquiry related to the question: How is the definition of literacy changing? Participants engage in discussions of theoretical positions related to this question (from perspectives as new literacies, multi-literacies and arts-based knowing to name a few) as well as encounter the basics of creating a blog or wiki and editing video. Appropriate for any educator who is interested in examining how new literacies are transforming the classrooms.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CI 87791 DOCTORAL SEMINAR IN MATHEMATICS EDUCATION 1-3 Credit Hours

(Repeatable for a maximum of 12 credit hours) Variable content seminar covering mathematics education. Students must seek faculty advisor recommendation prior to registration.

Prerequisite: Curriculum and Instruction major; and doctoral standing.

Schedule Type: Seminar

Contact Hours: 1-3 other

Grade Mode: Standard Letter

Cultural Foundations (CULT)**CULT 26001 INTRODUCTION TO DISABILITY STUDIES 3 Credit Hours**

Interdisciplinary exploration of conceptual theoretical, philosophical and legal aspects related to inclusion of individuals with disabilities in community life.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 29535 EDUCATION IN A DEMOCRATIC SOCIETY 3 Credit Hours

This introductory course explores the purposes, organizations and outcomes of schooling from the perspectives of the field of social foundations of education. Candidates undertake critical inquiry into teaching as a profession. Licensure requirements, teachers' legal responsibilities and the accountability of public schools are also explored.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: CTAG Education, TAG Education

CULT 36040 UNIVERSAL DESIGN, ACCESSIBILITY AND PEOPLE WITH DISABILITIES 3 Credit Hours

Course provide students with the opportunity to understand philosophical, historical and sociological underpinnings of universal design and accessibility for people with disabilities. Students gain knowledge of the principles of universal design and the Americans with Disabilities Act (ADA) as it relates to community educational services, community engagement and provision of inclusive community services.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 39595 SPECIAL TOPICS IN CULTURAL FOUNDATIONS 2-4**Credit Hours**

(Repeatable for credit) Directed reading and/or research of special interest or need to small groups of students in cultural foundations. Planned with and directed by a faculty member.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 2-4 lecture

Grade Mode: Standard Letter

CULT 39596 INDIVIDUAL INVESTIGATION IN CULTURAL FOUNDATIONS 1-3 Credit Hours

(Repeatable for credit) Directed independent reading and/or research of special interest or need in student program. Planned with and directed by a faculty member.

Prerequisite: Special approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-10.8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 40093 VARIABLE TITLE WORKSHOP IN CULTURAL FOUNDATIONS 1-4 Credit Hours

(Repeatable for credit) (Slashed with CULT 50093 and CULT 70093) Variable topics; designed to respond to specialized needs of various groups within the context of trends issues and problems in the educational foundations disciplines.

Prerequisite: Special approval.

Schedule Type: Workshop

Contact Hours: 1-4 other

Grade Mode: Satisfactory/Unsatisfactory

CULT 46001 PRINCIPLES AND METHODS OF COMMUNITY INCLUSION 3 Credit Hours

(Slashed with CULT 56001 and CULT 76001) Interdisciplinary approach to the principles and methods of designing an inclusive environment. Focus is on characteristics of disability groups and societal considerations to making adaptations and accommodations. Students complete a service learning component that focuses on inclusion of people with disabilities in community life.

Prerequisite: CULT 26001.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 50093 VARIABLE TITLE WORKSHOP IN CULTURAL FOUNDATIONS 1-4 Credit Hours

(Repeatable for credit) (Slashed with CULT 40093 and CULT 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

CULT 56001 PRINCIPLES AND METHODS OF COMMUNITY INCLUSION 3 Credit Hours

(Slashed with CULT 46001 and CULT 76001) Interdisciplinary approach to the principles and methods of designing an inclusive environment. Focus is on characteristics of disability groups and societal consideration to making adaptations and accommodations. Students complete a service learning component that focuses on inclusion of people with disabilities in community life.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 60011 SEMINAR IN EDUCATIONAL FOUNDATIONS: PRINCIPLES AND PRACTICES 3 Credit Hours

Through this course, students learn about the field of social foundations of education and about the program. Students are introduced to university and college resources that help them find success in the program. They also begin using perspectives from the field of social foundations of education to identify and explore problems of practice in their communities and their educational and cultural organizations.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 60030 SOCIAL CONTEXTS OF EDUCATION: CONTEMPORARY ISSUES AND THEORY 3 Credit Hours

(Slashed with CULT 80030) The course will explore contemporary social contexts of education through the lenses of major sociological perspectives, including seminal theoretical works and emerging contemporary scholarship. Students will become familiar with the uses of classic and current sociological theories in order to understand contemporary educational issues.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 60040 APPROACHES TO COMMUNITY-ENGAGED INQUIRY 3 Credit Hours

(Slashed with CULT 80040) This course focuses on methods, tools and practices to engage in collaborative research/inquiry with communities, including non-profits, schools, families and/or practice settings (i.e., research with communities rather than about communities). Discussions and assignments prompt students to identify research questions and appropriate methods to answer the questions. Students also address issues of ethics, relationship-building and trust.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 60050 HUMANITIES-ORIENTED RESEARCH IN EDUCATION 3 Credit Hours

(Slashed with CULT 80050) Course is designed to give students an understanding of humanities-oriented approaches to research in education. This includes disciplinary approaches to the study of education (philosophy, history, literary theory) as well as humanities oriented theoretical work in the social sciences. Students will develop facility with key concepts as well as approaches to method and research design within these approaches.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 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: 2-6 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 60299 THESIS II 2 Credit Hours

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

Prerequisite: CULT 60199; and graduate standing.

Schedule Type: Masters Thesis

Contact Hours: 2 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 65530 SCHOOLING AND SOCIETY: HISTORY, AIMS AND POLITICS OF EDUCATION 3 Credit Hours

This course focuses on the historical origins of public schooling in the United States and the persistent tension between shared, public aims for schools; and private, individual interests in schools.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 67015 DISABILITY, SOCIETY AND CULTURE 3 Credit Hours

(Slashed with CULT 77015) Provides students with the learning outcomes related to the cultural, political and social perspectives of disability. Students are prepared to have an in-depth global understanding of the nature, meaning and consequences of disability as it relates to social and environmental justice and barriers they experience. Perspectives are examined through several theoretical lenses for greater understanding of the breadth of marginalization experienced by persons with disabilities. The course culminates in identifying steps to address barriers in multiple contexts, decrease stigmas and promote greater societal inclusion.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 69491 SEMINAR: CLASSICS IN PHILOSOPHY OF EDUCATION 3 Credit Hours

(Repeatable for credit) (Slashed with CULT 79491) Philosophical exploration of the relationship between education and society and the dynamics of education through close reading and discussion of a selection of influential philosophical texts.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 69521 MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY 3 Credit Hours

Interdisciplinary inquiry into issues of pluralism and its influence on professional practice in education and human service settings. Cross-cultural interaction will be analyzed; reflection on developing culturally responsive professional practice.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 69522 ETHICS IN PROFESSIONAL PRACTICE 3 Credit Hours

(Slashed with CULT 89522) An examination of ethics in schooling and other educational settings through foundational study and issue analysis; strong case study and professional application emphasis.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 69530 MULTICULTURAL THEORIES AND SCHOLARSHIP IN EDUCATION 3 Credit Hours

(Slashed with CULT 79530) An investigation of multicultural theories in education, the social sciences and humanities as articulated in the works of major scholars. Approaches to research and scholarship and contemporary issues in public discourse is explored.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 69564 HISTORY OF UNITED STATES EDUCATION 3 Credit Hours

(Slashed with CULT 79564) European origins and American innovations in colonial education, rise of common school, completion of education ladder. Emphasis is on present status and recent developments.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 69575 ANTHROPOLOGY AND EDUCATION 3 Credit Hours
(Slashed with CULT 79575) Students explore the contributions that cultural and social anthropologists have made to the study of education broadly conceived, focusing particularly on studies addressing the interrelationships among education, culture and forms of social inequity. Through engaging in critical readings of classic and contemporary educational ethnographies, students explore the myriad ways in which "culture" has been theoretically conceptualized as well as the implications of those conceptualizations for educational inquiry and practice.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 69582 SOCIAL THEORIES IN EDUCATION 3 Credit Hours
(Slashed with CULT 89582) This course examines both classic and contemporary social theories in education. Students will become familiar with different social theories, specifically focusing on strengths and limitations of various theoretical approaches. Students will also analyze the role social theories have had upon educational research, and examine different conceptual issues within various social theoretical traditions.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 69592 ADVANCED PRACTICUM AND INTERNSHIP IN CULTURAL FOUNDATIONS 1-6 Credit Hours

(Repeatable for credit) Supervised program in field setting involving application of theories, principles and methodology in cultural foundations of education; planned with and supervised by graduate faculty member.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3-18 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 69595 SPECIAL TOPICS IN CULTURAL FOUNDATIONS 1-3 Credit Hours

(Repeatable for credit) (Slashed with CULT 89595) Specific topic course offering in response to emerging student or program needs in cultural foundations of education.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 1-3 other

Grade Mode: Standard Letter

CULT 69596 INDIVIDUAL INVESTIGATION IN CULTURAL FOUNDATIONS 1-3 Credit Hours

(Repeatable for credit) (Slashed with CULT 89596) Students pursue an individual project on a specific topic in cultural foundations of education with approval and under direction of instructor.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-10.8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 69598 RESEARCH IN CULTURAL FOUNDATIONS 1-6 Credit Hours

(Repeatable for credit) (Slashed with CULT 89598) Students pursue an individual research project on a specific topic in cultural foundations of education with approval and under direction of instructor.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Research

Contact Hours: 3-18 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 69691 VARIABLE CONTENT SEMINAR: GREAT IDEAS IN EDUCATION 3 Credit Hours

(Repeatable for credit) (Slashed with CULT 89691) This course explores a great idea in education from multiple disciplinary perspectives (philosophical, sociological, historical) and looks at the ways in which the idea in question has shaped or could transform educational practice at multiple levels.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 69791 SEMINAR: CONTEMPORARY PHILOSOPHY OF EDUCATION 3 Credit Hours

(Slashed with CULT 79791) (Repeatable for credit) Explores a range of contemporary philosophical perspectives on the moral and political dimensions of education. Students will be introduced to the philosophical frameworks through which these questions are discussed within the field of philosophy of education and they will have opportunity to engage these debates in the course of carefully structured writing assignments.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 69999 CAPSTONE 3 Credit Hours

In this course, students complete a culminating project for their M.Ed. degree. Each student's project will address a problem of practice within a cultural or educational organization that they have investigated in partnership with stakeholders.

Prerequisite: Graduate standing.

Schedule Type: Project or Capstone

Contact Hours: 3 lecture

Grade Mode: Satisfactory/Unsatisfactory

CULT 70093 VARIABLE TOPIC WORKSHOP IN CULTURAL FOUNDATIONS 1-4 Credit Hours

(Repeatable for credit) (Slashed with CULT 40093 and CULT 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. May be repeated once for total maximum credit of six hours.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-4 other

Grade Mode: Satisfactory/Unsatisfactory

CULT 76001 PRINCIPLES AND METHODS OF COMMUNITY INCLUSION 3 Credit Hours

(Slashed with CULT 46001 and CULT 56001) Interdisciplinary approach to the principles and methods of designing an inclusive environment. Focus is on characteristics of disability groups and societal consideration to making adaptations and accommodations. Students complete a service-learning component that focuses on inclusion of people with disabilities in community life.

Prerequisite: CULT 77015; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 77015 DISABILITY, SOCIETY AND CULTURE 3 Credit Hours

(Slashed with CULT 67015) Provides students with the learning outcomes related to the cultural, political and social perspectives of disability. Students are prepared to have an in-depth global understanding of the nature, meaning and consequences of disability as it relates to social and environmental justice and barriers they experience. Perspectives are examined through several theoretical lenses for greater understanding of the breadth of marginalization experienced by persons with disabilities. The course culminates in identifying steps to address barriers in multiple contexts, decrease stigmas and promote greater societal inclusion.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 79491 SEMINAR: CLASSICS IN PHILOSOPHY OF EDUCATION 3 Credit Hours

(Slashed with CULT 69491) (Repeatable for credit) Philosophical exploration of the relationship between education and society and the dynamics of education through close reading and discussion of a selection of influential philosophical texts.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 79530 MULTICULTURAL THEORIES AND SCHOLARSHIP IN EDUCATION 3 Credit Hours

(Slashed with CULT 69530) An investigation of multicultural theories in education, the social sciences and humanities as articulated in the works of major scholars. Approaches to research and scholarship and contemporary issues in public discourse is explored.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 79564 HISTORY OF UNITED STATES EDUCATION 3 Credit Hours

(Slashed with CULT 69564) European origins and American innovations in colonial education, rise of common school, completion of education ladder. Emphasis is on present status and recent developments.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 79575 ANTHROPOLOGY AND EDUCATION 3 Credit Hours

(Slashed with CULT 69575) Students explore the contributions that cultural and social anthropologists have made to the study of education broadly conceived, focusing particularly on studies addressing the interrelationships among education, culture and forms of social inequity. Through engaging in critical readings of classic and contemporary educational ethnographies, students explore the myriad ways in which "culture" had been theoretically conceptualized, as well as the implications of those conceptualizations for educational inquiry and practice.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 79791 SEMINAR: CONTEMPORARY PHILOSOPHY OF EDUCATION 3 Credit Hours

(Repeatable for credit) (Slashed with CULT 69791) Explores a range of contemporary philosophical perspectives on the moral and political dimensions of education. Students will be introduced to the philosophical frameworks through which these questions are discussed within the field of philosophy of education and they will have opportunity to engage these debates in the course of carefully structured writing assignments.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 80030 SOCIAL CONTEXTS OF EDUCATION: CONTEMPORARY ISSUES AND THEORY 3 Credit Hours

(Slashed with CULT 60030) The course will explore contemporary social contexts of education through the lenses of major sociological perspectives, including seminal theoretical works and emerging contemporary scholarship. Students will become familiar with the uses of classic and current sociological theories in order to understand contemporary educational issues.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 80040 APPROACHES TO COMMUNITY-ENGAGED INQUIRY 3 Credit Hours

(Slashed with CULT 60040) This course focuses on methods, tools and practices to engage in collaborative research/inquiry with communities, including non-profits, schools, families and/or practice settings (i.e., research with communities rather than about communities). Discussions and assignments prompt students to identify research questions and appropriate methods to answer the questions. Students also address issues of ethics, relationship-building and trust.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 80050 HUMANITIES-ORIENTED RESEARCH IN EDUCATION 3 Credit Hours

(Slashed with CULT 60050) Course is designed to give students an understanding of humanities-oriented approaches to research in education. This includes disciplinary approaches to the study of education (philosophy, history, literary theory) as well as humanities oriented theoretical work in the social sciences. Students will develop facility with key concepts as well as approaches to method and research design within these approaches.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 80080 DISSERTATION PREPARATION AND SCHOLARLY DEVELOPMENT 3 Credit Hours

This course engages doctoral students in activities promoting their scholarly and professional development. Students begin to conceptualize their dissertation projects and develop the practices that help them complete these projects. They learn about dissertation proposal writing. Students engage in preliminary work developing their portfolio and their comprehensive exam questions and papers. They also engage in reading and dialogue to promote scholarly and professional socialization in the field.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory

CULT 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

CULT 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: CULT 80199; and doctoral standing.

Schedule Type: Dissertation

Contact Hours: 15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 85535 INTERPROFESSIONAL STUDIES 3 Credit Hours

Comprehensive analysis of issues affecting professional practice in education and human service resource settings. Examination of questions related to interprofessional collaboration on policy, research and practice.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 89521 MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY 3 Credit Hours

Interdisciplinary inquiry into issues of pluralism and its influence on professional practice in education and human service settings. Cross-cultural interaction will be analyzed; reflection on developing culturally responsive professional practice.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 89522 ETHICS IN PROFESSIONAL PRACTICE 3 Credit Hours

(Slashed with CULT 69522) An examination of ethics in schooling and other educational settings through foundational study and issue analysis; strong case study and professional application emphasis.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 89581 INTRODUCTION TO THE SOCIAL FOUNDATIONS OF EDUCATION 3 Credit Hours

Doctoral seminar to familiarize doctoral students with cultural and social foundations of education as a field of study so that they may locate their inquiry within the relevant knowledge base and academic disciplines that comprise the cultural foundations of education.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

CULT 89582 SOCIAL THEORIES IN EDUCATION 3 Credit Hours

(Slashed with CULT 69582) This course examines both classic and contemporary social theories in education. Students will become familiar with different social theories, specifically focusing on strengths and limitations of various theoretical approaches. Students will also analyze the role social theories have had upon educational research, and examine different conceptual issues within various social theoretical traditions.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

CULT 89592 ADVANCED PRACTICUM AND INTERNSHIP IN CULTURAL FOUNDATIONS 2-6 Credit Hours

(Repeatable for credit) Supervised program in field setting involving application of theories, principles and methodology in cultural foundations of education; planned with and supervised by graduate faculty member.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 6-18 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 89595 SPECIAL TOPICS IN CULTURAL FOUNDATIONS 1-3 Credit Hours

(Repeatable for credit) (Slashed with CULT 69595) Specific topic course offering in response to emerging student or program needs in cultural foundations of education.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 1-3 other

Grade Mode: Standard Letter

CULT 89596 INDIVIDUAL INVESTIGATION IN CULTURAL FOUNDATIONS 1-3 Credit Hours

(Repeatable for credit) (Slashed with CULT 69596) Students pursue an individual project on a specific topic in cultural foundations of education with approval and under direction of instructor.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-10.8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

CULT 89598 RESEARCH IN CULTURAL FOUNDATIONS 1-6 Credit Hours

(Repeatable for credit) (Slashed with CULT 69598) Students pursue an individual research project on a specific topic in cultural foundations of education 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

CULT 89691 VARIABLE CONTENT SEMINAR: GREAT IDEAS IN EDUCATION 3 Credit Hours

(Repeatable for credit) (Slashed with CULT 69691) This course explores a great idea in education from multiple disciplinary perspectives (philosophical, sociological, historical) and looks at the ways in which the idea in question has shaped or could transform educational practice at multiple levels.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

Early Childhood Education (ECED)**ECED 10120 INTRODUCTION TO EARLY CHILDHOOD SERVICES 1 Credit Hour**

Orientation to the field of early childhood education: historical and present day programs and services for young children 0-12. This course provides an overview of early childhood programs and related services for children and their families birth through age 12. The course is intended for early childhood majors as well as those who may be interested in related fields or are undecided.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 1 lecture

Grade Mode: Standard Letter

Attributes: TAG Education

ECED 20101 UNDERSTANDING YOUNG CHILDREN'S DEVELOPMENT 3 Credit Hours

Growth and development of young children from birth to age 8 as it occurs along both typical and atypical pathways. There are field-based assignments in this course.

Prerequisite: Minimum C grade in ECED 10120; and special approval.

Pre/corequisite: Minimum C grade in SPED 23000; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: TAG Education

ECED 20102 SOCIAL STUDIES AND THE ARTS IN PRESCHOOL 3 Credit Hours

Young children's development in the expressive arts and social studies; implications for development of the environment and integrated curriculum and teaching methods for preschool children. There are field-based assignments in this course.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 20103 PRESCHOOL TEACHING AND LEARNING 3 Credit Hours

(Equivalent to EYEC 22000) Integrated field-based seminar that gives students a foundation for the ways children learn during the preschool years. This course focuses on the importance of play, guidance of young children, designing quality environments, and authentic documentation and assessment. There are field-based assignments in this course.

Prerequisite: Admission to advanced standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 20105 FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN DIVERSE SETTINGS 3 Credit Hours

(Equivalent to EYEC 21005) Approaches to parent and community involvement in the education and welfare of children are examined, applied, and discussed. Focuses are theories, policies, practices, skills, and knowledge of partnership building in educational settings. An emphasis on differentiation of practices for diverse communities is applied to teaching and learning in preschool classrooms. There are field-based assignments in this course.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: TAG Education

ECED 20163 UNDERSTANDING YOUNG CHILDREN: TYPICAL AND ATYPICAL PATHWAYS 3 Credit Hours

Growth and development of young children from birth to age eight as it occurs along both typical and atypical pathways.

Prerequisite: ECED 10120; and special approval.

Pre/corequisite: SPED 23000; and admission to advanced study.

Corequisite: ECED 30134 and 30164 and 40145.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: TAG Education

ECED 20192 CLINICAL EXPERIENCE IN PRESCHOOL (ELR) 2 Credit Hours

(Equivalent to EYEC 22192) Internship in preschool settings. This is a supervised internship working alongside a preschool teacher in a school/childcare setting. 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 or agency before the first day of the semester.

Prerequisite: Admission to advanced study.

Schedule Type: Practical Experience

Contact Hours: 14 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

ECED 30123 LANGUAGE AND LITERACY FOR THE PRESCHOOL CHILD
3 Credit Hours

(Equivalent to EYEC 22130) An examination of the process of language and literacy development in preschool children. The course focuses on how preschool teachers integrate knowledge of development with early school and family literacy learning.

Prerequisite: Admission to advanced study.

Corequisite: ECED 30142 and ECED 30147 and ECED 40165.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30134 INTEGRATED EXPRESSIVE ARTS AND SOCIAL STUDIES IN PRESCHOOL
3 Credit Hours

Young children's development in the expressive arts and social studies; implications for development of the environment, integrated curriculum and teaching methods for preschool children.

Prerequisite: Admission to advanced study.

Corequisite: ECED 20163 and ECED 30164 and ECED 40145 (ECED Block I).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30142 PARTNERSHIPS AND GUIDANCE FOR PRESCHOOL CHILDREN
3 Credit Hours

(Equivalent to EYEC 21005) Appropriate guidance strategies set the foundation for positive experiences our youngest children in school; patterns learned early often set a foundation for primary school entry. This course addresses the concerns of guidance family partnerships and inclusive schooling with preschool children and their educators. It takes a proactive stance, helping teachers develop a constructive guidance approach.

Prerequisite: Admission to advanced study.

Corequisite: ECED 30123 and ECED 30147 and ECED 40165.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30144 INTEGRATED CURRICULUM FOR SOCIAL STUDIES
3 Credit Hours

Objectives, resources, curriculum development, methods of teaching social studies and expressive arts at kindergarten and primary levels; emphasis on developing integrated social studies curriculum; infusing multiple forms of expressive arts into integrated curriculum and assessment; and engaging professional collaboration with teachers in the field.

Prerequisite: ECED 30134; and admission to advanced study.

Corequisite: ECED 40142 and ECED 40105 and ECED 40107 and ECED 40123.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30147 EARLY EXPERIENCES IN MATHEMATICS AND SCIENCE
3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics and science in preschool settings with a theoretical emphasis on cognitive development.

Prerequisite: MATH 14001 and 14002 with a minimum of a C grade; and admission to advanced study.

Corequisite: ECED 30123 and ECED 30142 and ECED 40165.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30164 PRESCHOOL EDUCATION
3 Credit Hours

Integrated curriculum utilizing principles of developmentally appropriate practice in settings for children under five. Field experience two mornings a week. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school or agency before the first day of the semester.

Prerequisite: Admission to advanced standing.

Corequisite: ECED 20163 and ECED 30134 and ECED 40145 (ECED Block I).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30201 TEACHING EARLY READERS
3 Credit Hours

(Equivalent to EYEC 22130) An examination of the process of languages and literacies development. This course focuses on teaching literacy to preschool and primary age students

Prerequisite: Admission to advanced study; and Early Childhood Education or Special Education major.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30202 MATHEMATICS AND SCIENCE IN THE EARLY YEARS
3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics and science in preschool and early primary settings with a theoretical emphasis on cognitive development. Student engagement through authentic, inquiry-based, integrated experiences are explored.

Prerequisite: Minimum C grade in the following courses: ECED 20101, ECED 20102, ECED 20103 and ECED 20105 (Block I); and a satisfactory grade in ECED 20192; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30205 CULTURALLY AND LINGUISTICALLY SUSTAINING PEDAGOGY 3 Credit Hours

(Equivalent to EYEC 22140) This course extends students' knowledge of the application of culturally and linguistically sustaining curriculum for students in preschool and primary years classrooms. This course has a field component attached to 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 school-agency before the first day of the semester in which student teaching internship will take place.

Prerequisite: Minimum C grade in the following courses: ECED 20101, ECED 20102, ECED 20103, ECED 20105 (Block I); and a satisfactory grade in ECED 20192; admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 30292 CLINICAL EXPERIENCE PRIMARY II (ELR) 1 Credit Hour

A structured tutoring experience with K-5 students in collaboration with local 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 or agency before the first day of the semester.

Prerequisite: Minimum C grade in ECED 20101, ECED 20102, ECED 20103 and ECED 20105 (Block I); and a satisfactory grade in ECED 20192; and admission to advanced study.

Schedule Type: Practical Experience

Contact Hours: 12 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

ECED 30392 CLINICAL EXPERIENCE PRIMARY III (ELR) 1 Credit Hour

A structured field experience with K-5 students in collaboration with local schools. Students are assigned a mentor teacher/classroom and participate in all classroom activities at the field site weekly. 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 or agency before the first day of the semester.

Prerequisite: Minimum C grade in ECED 30202, ECED 30205, ECED 40203 and ECED 40302 (Block II); and a satisfactory grade in ECED 30292; and admission to advanced study.

Schedule Type: Practical Experience

Contact Hours: 12 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

ECED 40092 INTEGRATED FIELD EXPERIENCES (ELR) 3 Credit Hours

(Repeatable for credit) Participation in experiences offering opportunity to plan and teach reading, language arts, integrated content units and observe students in early childhood classrooms. 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: ECED 40114 and ECED 40126 and ECED 40127 and ECED 40147.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

ECED 40093 VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with ECED 50093 and ECED 70093) Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent early childhood faculty members and may include experts from outside agencies and other institutions.

Prerequisite: Permission.

Schedule Type: Workshop

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory

ECED 40105 APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN 3 Credit Hours

(Slashed with ECED 50105) An examination of phonics in early reading and writing development, effective strategies for teaching and assessing phonics appropriate for kindergarten and primary grade children.

Prerequisite: ECED 30123; and admission to advanced study.

Corequisite: ECED 30144 ECED 40107 and ECED 40123 and ECED 40142 (Block III).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40107 TEACHING MATHEMATICS: EARLY YEARS I 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in grades K-1 with a theoretical emphasis on cognitive development.

Prerequisite: ECED 30147 and MATH 14001 and 14002; and admission to advanced study.

Corequisite: ECED 30144 and ECED 40105 and ECED 40123 and ECED 40142.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40114 TEACHING SCIENCE IN THE EARLY YEARS 3 Credit Hours

(Slashed with ECED 50114) This course investigates engaging young children in inquiry-based processes of science. Emphasis is given to creating developmentally appropriate experiences in accordance to NAEYC guidelines. National and state science standards as well as the college and graduate school of education conceptual framework. Attention is focused on the use of science materials safety planning assessment and incorporating science across the curriculum.

Prerequisite: ECED 30147; and admission to advanced study.

Corequisite: ECED 40126 and ECED 40127 and ECED 40092 and ECED 40147 (Block IV).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40123 CRITICAL INQUIRY INTO INTEGRATED CURRICULUM IN THE PRIMARY YEARS 3 Credit Hours

(Slashed with ECED 50123) Theoretical and content background addressing integration of curriculum and global perspectives aligned with the International Baccalaureate Primary Years Program.

Prerequisite: Admission to advanced study.

Corequisite: ECED 30144 and ECED 40105 and ECED 40107 and ECED 40142.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40125 INQUIRY INTO PROFESSIONAL PRACTICE 3 Credit Hours

Interdisciplinary inquiry into teaching as a professional practice in early childhood education. Completion of K-STEP unit assessment.

Prerequisite: A minimum C grade in the following courses: ECED 40401, ECED 40402, ECED 40403, ECED 40404 and ECED 44444 (Block IV); and a satisfactory grade in ECED 40492; and admission to advanced study.

Corequisite: ECED 40292.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40126 DEVELOPMENTAL READING AND WRITING: EARLY YEARS 3 Credit Hours

(Slashed with ECED 50126) This course explores how teachers support children's literacy development through small group strategic instruction based on formative assessments.

Prerequisite: ECED 40105; and admission to advanced study.

Corequisite: ECED 40092 and ECED 40114 and ECED 40127 and ECED 40147.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40127 DEVELOPING A BALANCED LITERACY PROGRAM (WIC) 3 Credit Hours

This course expands on the previous three literacy courses to explore how research-based instruction requires a balance of literacy learning formats; an integration with learning in the content areas and is based on assessment of individual children's writing abilities and how to design instruction to meet the needs of writers. The course specifically develops understandings about principles, practices, theories and research related to writing instruction.

Prerequisite: ECED 40105; and admission to advanced study.

Corequisite: ECED 40114 and ECED 40126 and ECED 40092 and ECED 40147.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Writing Intensive Course

ECED 40142 HOME-SCHOOL-COMMUNITY-PARTNERSHIPS IN DIVERSE CONTEXTS (ELR) 3 Credit Hours

(Slashed with ECED 50142) Approaches to parent and community involvement in the education and welfare of children are examined, applied, and discussed. Focuses are theories, policies, practices, skills, and knowledge of partnership building in educational settings. An emphasis on differentiation of practices for diverse communities is applied to teaching and learning in the primary grades.

Prerequisite: Admission to advanced study.

Corequisite: ECED 30144 and ECED 40105 and 40107 and 40123.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement, TAG Education

ECED 40145 MUSIC MOVEMENT IN PRE-PRIMARY EDUCATION 3 Credit Hours

(Slashed with ECED 50145) Music and movement for pre-primary children. Course intended for majors in early childhood education or other persons desiring additional work with pre-primary children.

Prerequisite: Admission to advanced study.

Corequisite: ECED 20163 and ECED 30134 and ECED 30164 (ECED Block I).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40147 TEACHING MATHEMATICS:EARLY YEARS II 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in grades K-3 with a theoretical emphasis on cognitive development.

Prerequisite: MATH 14001 and 14002 with a minimum C grade; and admission to advanced study.

Corequisite: ECED 40114 and ECED 40126 and ECED 40127 and ECED 40092 (Block IV).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40151 GUIDANCE OF YOUNG CHILDREN 3 Credit Hours

Principles and practices of appropriate guidance for young children, intervention strategies, resources and materials for guidance.

Prerequisite: Admission to advanced study.

Corequisite: ECED 40105 and 40107 and 40142 and CULT 29535.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40165 INTEGRATED APPLICATION OF PRESCHOOL CURRICULUM 3 Credit Hours

(Equivalent to EYEC 22140) Internship in preschool. Advanced integrated preschool curriculum utilizing principles of developmentally appropriate practice focusing on infant toddler and preschool age children.

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: ECED 30164.

Corequisite: ECED 30123 and ECED 30142 and ECED 30147.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40196 INDIVIDUAL INVESTIGATION IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) Open to seniors in ECED. Intensive individual study on an early childhood topic selected by student and adviser.

Prerequisite: Admission to advanced study; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 40203 CRITICAL INQUIRY: THE INTERNATIONAL BACCALAUREATE FRAMEWORK 3 Credit Hours

(Slashed with ECED 50203) Theoretical and content background addressing integration of curriculum and global perspectives aligned with the International Baccalaureate Primary Years Program.

Prerequisite: Minimum C grade in the following courses ECED 20101, ECED 20102, ECED 20103, ECED 20105 (Block I); and satisfactory grade in ECED 20192; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40292 INTERNSHIP IN ELEMENTARY SCHOOLS (ELR) 4-9 Credit Hours

(Repeatable for credit) Internship in grades K-5, full day for 15 weeks. 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: ECED 40492; and admission to advanced study.

Corequisite: ECED 40125.

Schedule Type: Practical Experience

Contact Hours: 20-40 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

ECED 40301 TEACHING SOCIAL STUDIES IN THE ELEMENTARY YEARS 3 Credit Hours

Objectives, resources, curriculum development, and methods of teaching social studies K-fifth grade with an emphasis on developing integrated social studies curriculum and engaging professional collaboration with teachers in the field. Emphasis on non-dominant narratives will be considered. At least one field experience assignment will be integrated in this course.

Prerequisite: Minimum C grade in the following courses: ECED 30202, ECED 30205, ECED 40203 and ECED 40302 (Block II); and satisfactory grade in ECED 30292; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40302 TEACHING PHONICS AND WORD STUDY 3 Credit Hours

(Slashed with ECED 50302) An examination of phonics in reading and writing development; effective strategies for teaching and assessing phonics appropriate for K-5 students.

Prerequisite: Minimum C grade in the following courses ECED 20101, ECED 20102, ECED 20103 and ECED 20105 (Block I); and a satisfactory grade in ECED 20192; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40303 TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in grades K-5 with a theoretical emphasis on cognitive development; application of curriculum planning, teaching strategies, and task analysis. There are field-based assignments in this course.

Prerequisite: Minimum C grade in the following courses: ECED 30202, ECED 30205, ECED 40203 and ECED 40302 (Block II); and satisfactory grade in ECED 30292; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40304 TEACHING SCIENCE IN THE ELEMENTARY YEARS 3 Credit Hours

(Slashed with ECED 50304) This course investigates engaging students in inquiry-based science practices and big science ideas. Emphasis is given to creating developmentally appropriate experiences.

Prerequisite: Minimum C grade in the following courses: ECED 30202, ECED 30205, ECED 40203 and ECED 40302 (Block II); and satisfactory grade in ECED 30292; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40305 GUIDANCE AND ASSESSMENT: SUPPORTING ALL CHILDREN 3 Credit Hours

This course addresses the complexities of addressing individual student needs within the larger classroom setting. Strategies specific to guidance and assessment are examined to meet social/emotional and cognitive development needs and set the foundation for positive experiences in school. This course highlights a proactive stance, helping teachers develop a constructive guidance approach and meaningful assessment practices. There are field-based assignments in this course.

Prerequisite: Minimum C grade in ECED 30202, ECED 30205, ECED 40203 and ECED 40302 (Block II); and satisfactory grade in ECED 30292; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40401 TEACHING SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY YEARS 3 Credit Hours

This course focuses on the following aspects for the elementary grades: science and social studies content and practices; planning and teaching of science and social studies; and critical literacy and non-dominant narratives. There are field-based assignments in this course.

Prerequisite: Minimum C grade in ECED 30201, ECED 40301, ECED 40303, ECED 40304 and ECED 40305 (Block III); and satisfactory grade in ECED 30392; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40402 TEACHING READERS IN THE ELEMENTARY YEARS 3 Credit Hours

(Slashed with ECED 50402) This course explores how teachers support children's literacy development through small group strategic instruction based on formative assessments.

Prerequisite: Admission to advanced study and a minimum grade of C in both ECED 30201 and ECED 40302; or admission to the professional phase in special education.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40403 TEACHING WRITERS IN THE ELEMENTARY YEARS (WIC) 3 Credit Hours

(Slashed with ECED 50403) This course expands on the previous three literacy courses to explore how research-based instruction requires a balance of literacy learning formats; an integration with learning in the content areas and is based on assessment of individual children's writing abilities and how to design instruction to meet the needs of writers. The course specifically develops understandings about principles, practices, theories and research related to writing instruction. There are field-based assignments in this course.

Prerequisite: Admission to advanced study or professional phase; and ECED 30201 and ECED 40302 with minimum C grade; and Early Childhood Education major or Special Education major.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Writing Intensive Course

ECED 40404 TEACHING MATHEMATICS IN THE ELEMENTARY YEARS II 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in grades K-5 with a theoretical emphasis on cognitive development. There are field-based assignments in this course.

Prerequisite: Minimum C grade in ECED 30201, ECED 40301, ECED 40303, ECED 40304 and ECED 40305 (Block III); and satisfactory grade in ECED 30392; and admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 40492 CLINICAL EXPERIENCE PRIMARY IV (ELR) 1 Credit Hour

A structured field experience with K-5 students in collaboration with local schools. Students are assigned a mentor teacher/classroom and participate in all classroom activities at the field site weekly. 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 or agency before the first day of the semester.

Prerequisite: Minimum C grade in ECED 30201, ECED 40301, ECED 40303, ECED 40304 and ECED 40305 (Block III); and admission to advanced study.

Corequisite: ECED 44444.

Schedule Type: Practical Experience

Contact Hours: 12 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

ECED 44444 DEVELOPMENT AND PEDAGOGY IN UPPER ELEMENTARY SCHOOL 3 Credit Hours

(Slashed with ECED 54444) Growth and development of children in grades four and five; implications for the application to the intermediate classroom; developmentally-appropriate practices including differentiation; examination of classroom systems and whole-child learning including impacts of trauma and stress. There are field-based assignments in this course.

Prerequisite: Minimum C grade in ECED 30201, ECED 40301, ECED 40303, ECED 40304 and ECED 40305 (Block III); and satisfactory grade in ECED 30392; and admission to advanced study.

Corequisite: ECED 40492.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50093 VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with ECED 40093 and ECED 70093) Variable topic workshop in early childhood education.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

ECED 50105 APPROPRIATE PHONICS INSTRUCTION FOR KINDERGARTEN AND PRIMARY CHILDREN 3 Credit Hours

An examination of phonics in early reading and writing development, effective strategies for teaching and assessing phonics appropriate for kindergarten and primary grade children.

Prerequisite: ECED 60167; and Early Childhood Education major; and graduate standing.

Corequisite: ECED 50147, ECED 50114 and ECED 50126.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50114 TEACHING SCIENCE IN THE EARLY YEARS 3 Credit Hours

(Slashed with ECED 40114) This course investigates engaging young children in inquiry-based processes of science. Emphasis is given to creating developmentally appropriate experiences in accordance to NAEYC guidelines. National and state science standards as well as the college and graduate school of education conceptual framework. Attention is focused on the use of science materials safety planning assessment and incorporating science across the curriculum.

Prerequisite: Graduate standing in the Master of Arts in Teaching program.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50123 CRITICAL INQUIRY INTO INTEGRATED CURRICULUM IN THE PRIMARY YEARS 3 Credit Hours

(Slashed with ECED 40123) Theoretical and content background addressing integration of curriculum and global perspectives aligned with the International Baccalaureate Primary Years Program.

Prerequisite: ECED 60113 and 60152; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50125 INQUIRY INTO PROFESSIONAL PRACTICE 3 Credit Hours

(Slashed with ECED 40125) Interdisciplinary inquiry into teaching as a professional practice in early childhood education. Completion of a unit wide assessment determined by EHHS teacher education. Corequisites: ECED 67292

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50126 DEVELOPMENTAL READING AND WRITING: THE EARLY YEARS 3 Credit Hours

(Slashed with ECED 40126) This course explores how teachers support children's literacy development through small group strategic instruction based on formative assessments.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50142 HOME, SCHOOL AND COMMUNITY RELATIONS 3 Credit Hours

(Slashed with ECED 40142) Approaches to parent and community involvement in the education and welfare of children. Understanding of role of community agencies and organizations.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50145 MUSIC AND MOVEMENT IN PRE-PRIMARY EDUCATION 3 Credit Hours

(Slashed with ECED 40145) Music and movement for pre-primary children. Course intended for majors in early childhood education or other persons desiring additional work with pre-primary children.

Prerequisite: Graduate standing; and special approval from instructor.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50147 TEACHING MATHEMATICS:EARLY YEARS 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in prekindergarten through grade three with a theoretical emphasis on cognitive development.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50203 CRITICAL INQUIRY: THE INTERNATIONAL BACCALAUREATE FRAMEWORK 3 Credit Hours

(Slashed with ECED 40203) Theoretical and content background addressing integration of curriculum and global perspectives aligned with the International Baccalaureate Primary Years Program.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50301 TEACHING SOCIAL STUDIES IN K-5 CLASSROOMS 3 Credit Hours

Social Studies objectives, resources, curriculum development, and methods of teaching K-5 with an emphasis on developing integrated social studies curriculum and engaging professional collaborations with teachers in the field is emphasized. Narratives of diversity and difference with an emphasis upon social justice pedagogies are discussed and described. At least one field based experience assignment will be integrated into teaching and learning in this course.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50302 TEACHING PHONICS AND WORD STUDY 3 Credit Hours

(Slashed with ECED 40302) An examination of phonics in reading and writing development, effective strategies for teaching and assessing phonics appropriate for K-5 students.

Prerequisite: Early Childhood Education major; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50303 TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in grades K-5 with a theoretical emphasis on cognitive development.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50304 TEACHING SCIENCE IN THE ELEMENTARY YEARS 3 Credit Hours

(Slashed with ECED 40304) This course investigates engaging students in inquiry-based science practices and big science ideas. Emphasis is given to creating developmentally appropriate experiences.

Prerequisite: Majors enrolled in a Master of Arts in Teaching degree; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50402 TEACHING READERS IN THE ELEMENTARY YEARS 3 Credit Hours

(Slashed with ECED 40402) This course explores how teachers support children's literacy development through small group strategic instruction based on formative assessments.

Prerequisite: Graduate standing in Early Childhood Education, Early Childhood Education (P-5) Additional Licensure Preparation, Early Childhood Education Pre-Kindergarten (3-5 years) Endorsement Preparation, Special Education, 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, or Special Education Transition-to-Work Endorsement Preparation.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50403 TEACHING WRITERS IN THE ELEMENTARY YEARS 3 Credit Hours

(Slashed with ECED 40403) This course expands on the previous three literacy courses to explore how research-based instruction requires a balance of literacy learning formats; an integration with learning in the content areas and is based on assessment of individual children's writing abilities and how to design instruction to meet the needs of writers. The course specifically develops understandings about principles, practices, theories and research related to writing instruction.

Prerequisite: Graduate standing in Early Childhood Education, Early Childhood Education (P-5) Additional Licensure Preparation, Early Childhood Education Pre-Kindergarten (3-5 years) Endorsement Preparation, Special Education, 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, or Special Education Transition-to-Work Endorsement Preparation.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 50404 TEACHING MATHEMATICS IN THE ELEMENTARY YEARS II 3 Credit Hours

Instructional psychology and materials for effective teaching of mathematics in grades K-5 with a theoretical emphasis on cognitive development. There are field based assignments in this course.

Prerequisite: ECED 50303 and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 54444 DEVELOPMENT AND PEDAGOGY IN UPPER ELEMENTARY SCHOOL 3 Credit Hours

(Slashed with ECED 44444) Growth and development of children in grades four and five; implications for the application to the intermediate classroom; developmentally-appropriate practices including differentiation; examination of classroom systems and whole-child learning including impacts of trauma and stress.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60101 CONSTRUCTIVIST TEACHING IN TRADITIONAL AND NON-TRADITIONAL EARLY CHILDHOOD SETTINGS 3 Credit Hours

Theorists and researchers with a constructivist orientation will be examined in relationship to teacher beliefs and diverse settings. The course will focus on constructivist practices emphasizing child sensitive curriculum within traditional (classrooms and schools) and non-traditional settings (museums, forests, etc.).

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60102 DEVELOPING A BALANCED LITERACY PROGRAM 3 Credit Hours

An examination of own teaching practice focusing on assessment strategies to inform decision making for individual children and evaluation strategies to fine tune a balanced literacy program.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60103 SOCIAL STUDIES AND THE ARTS IN PRESCHOOL 3 Credit Hours

Young children's development in the expressive arts and social studies; implications for development of the environment, integrated curriculum and teaching methods for preschool children.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60110 TEACHING HUMANITIES: EARLY YEARS 3 Credit Hours

Looking at Humanities through the lens of a young child's experience in learning with a focus on visual thinking and expression, music and movement.

Prerequisite: Admission to advanced study; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60112 HUMANITIES FOR CHILDREN 2 Credit Hours

(Slashed with ECED 70112) Relevance of humanities as applied to education of young children.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 2 lecture

Grade Mode: Standard Letter

ECED 60113 PRESCHOOL EDUCATION 3 Credit Hours

(Slashed with ECED 70113) In-depth study of curriculum development in preschool programs.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60115 SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION 3 Credit Hours

(Cross-listed with MCEd 60115) This course introduces early and middle childhood educators to STEM (Science, Technology, Engineering, Mathematics) for students in K-6 classrooms. This includes a foundation and overview of the what, how, and why STEM is included in K-6 classrooms. As a foundations course, students will gain exposure to integrating the STEM disciplines, assessment of mathematics and science in STEM, and aspects of developmentally appropriate STEM for early and middle childhood settings.

Prerequisite: Graduate standing.

Pre/corequisite: ECED 50304.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60116 SCIENCE TECHNOLOGY ENGINEERING AND MATH INQUIRY FOR EARLY CHILDHOOD EDUCATION 3 Credit Hours

This course builds on STEM Foundations for Early Childhood Education. Interdisciplinary teaching of STEM for young children is the main focus, with attention to specific pedagogical applications. Thus, inquiry as a pedagogic approach to STEM application is a central, concurrent feature of this course.

Prerequisite: ECED 60115; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60145 TEACHING SOCIAL STUDIES: EARLY YEARS 3 Credit Hours

Involves the systematic study of the theories, methods, and materials necessary to successfully teach social studies to diverse populations of pre-Kindergarten and elementary school students growing up in a global society. The course will consider aspects of the history of social studies and theory and research in social education as a background for understanding methods and materials.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60151 SOCIOMORAL ENVIRONMENT IN EARLY CHILDHOOD EDUCATION 3 Credit Hours

(Slashed with ECED 70151) Children's social and moral development will be explored in relationship to the context of primary classrooms. Children's social problem-solving, friendship making, guidance strategies and interventions, building and facilitating classroom communities and promoting caring classrooms will be the focus of this course.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60152 APPLICATION OF SELECTED THEORETICAL PRINCIPLES TO THE DEVELOPMENT OF YOUNG CHILDREN 3 Credit Hours

(Slashed with ECED 70152) Examination of theories pertaining to child development which have special relevance in understanding and meeting developmental needs of young children. Application of selected theoretical principles to child development.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60156 FOUNDATIONS IN EARLY CHILDHOOD SERVICES 3 Credit Hours

(Cross-listed with SPED 63956 and SPED 73956) Issues facing children within family/society; history of early childhood services; theoretical perspectives; implications of childhood disabilities; recommended assessment, intervention and evaluation.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60158 RECONCEPTUALIZING EARLY CHILDHOOD CURRICULUM
3 Credit Hours

(Slashed with ECED 70158) Course examines postmodern understanding of early childhood education curricula in relationship to teaching (instruction-oriented teaching vs. pedagogy-based teaching). Social, historical, legal, political, international and cultural issues that have affected early childhood education curricula practices will be critically examined.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60159 FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD
3 Credit Hours

(Cross-listed with SPED 63952) 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

ECED 60160 TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN
3 Credit Hours

(Cross-listed with SPED 63955) Overview of typical/atypical development pathways age three to grade three: theories of behavior, implications of atypical development on play/learning; development within ecological framework.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60163 CONTEMPORARY ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION
3 Credit Hours

(Slashed with ECED 70163) The course is an examination of contemporary issues with young children, families, school communities, and diverse populations detailing the philosophical, social, and political ramifications of the study of children highlighting current research, practices and policies. This course will examine a body of literature, (recent seminal works of impact in early childhood), which encompass a few of the pervasive dilemmas and debates shaping the early childhood field in the U.S. today (with a global international backdrop). International perspectives on issues will be liberally juxtaposed in conjunction with U.S. issues, and overall this course will address how educators have and can structure their practice with various communities to support young children, families, and society.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60167 LANGUAGE AND LITERACY: UNDERSTANDING DEVELOPMENT
3 Credit Hours

(Slashed with ECED 70167) The development of language in children from birth through age eight with a focus on the process of typical language development and the diversity of multi-cultural language. Topics specifically related to classroom teaching include the assessment of language delays and disorders and strategies for connecting oral language to literacy in preschool.

Prerequisite: Graduate standing.

Corequisite: ECED 60152.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60170 WRITING FOR PUBLICATION AND DISSEMINATION IN EARLY CHILDHOOD EDUCATION
3 Credit Hours

The seminar examines publication possibilities within early childhood education. A wide range of writing (e.g., journals, book reviews, training modules-manuals) will be reviewed for topics concerning young children (i.e., education, development, families, care, schools, health, and-or their teachers-providers.) This seminar will rely greatly on student participation for determining topics in support of individual interests, research, teaching practices at the university level, curriculum practices in the early childhood classrooms and settings, and more.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 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

ECED 60201 TEACHING EARLY READERS
3 Credit Hours

An examination of the process of languages and literacies development. This course focuses on teaching literacy to primary age students.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 60299 THESIS II
2 Credit Hours

Thesis students must continue registration each semester until all degree requirements are met.

Prerequisite: ECED 60199; and graduate standing.

Schedule Type: Masters Thesis

Contact Hours: 2 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 60392 CLINICAL EXPERIENCE PRIMARY III
1 Credit Hour

A structured field experience with K-5 students in collaboration with local schools. Students are assigned a mentor teacher/classroom and participate in all classroom activities at the field site weekly. 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 or agency before the first day of the semester.

Prerequisite: Graduate standing.

Schedule Type: Practical Experience

Contact Hours: 12 other

Grade Mode: Satisfactory/Unsatisfactory

ECED 60492 CLINICAL EXPERIENCE PRIMARY IV 1 Credit Hour

A structured field experience with K-5 students in collaboration with local schools. Students are assigned a mentor teacher/classroom and participate in all classroom activities at the field site weekly. 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 or agency before the first day of the semester.

Prerequisite: Graduate standing.

Schedule Type: Practical Experience

Contact Hours: 12 other

Grade Mode: Satisfactory/Unsatisfactory

ECED 63333 FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN DIVERSE SETTINGS 3 Credit Hours

Approaches to parent and community involvement in the education and welfare of children are examined, applied, and discussed. Focuses are theories, policies, practices, skills, and knowledge of partnership building in educational settings. An emphasis on differentiation of practices for diverse communities is applied to teaching and learning in the primary grades.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 67291 SEMINAR IN EARLY CHILDHOOD EDUCATION 1-4 Credit Hours

(Repeatable for credit) (Slashed with ECED 77291) Seminar in early childhood education.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter

ECED 67292 PRACTICUM AND INTERNSHIP IN EARLY CHILDHOOD EDUCATION 1-10 Credit Hours

(Repeatable for credit) (Slashed with ECED 77292) Practicum/internship in early childhood education. 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: Practical Experience

Contact Hours: 3-30 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 67295 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with ECED 77295) Special topics in early childhood education.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

ECED 67296 INDIVIDUAL INVESTIGATION IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) Individual investigation in early childhood education.

Prerequisite: Graduate standing; and permission.

Schedule Type: Individual Investigation

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 67298 RESEARCH IN EARLY CHILDHOOD EDUCATION 1-15 Credit Hours

(Repeatable for credit) Research in early childhood education.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Research

Contact Hours: 1-15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 67392 PRACTICUM AND INTERNSHIP IN EARLY CHILDHOOD EDUCATION 1-10 Credit Hours

(Repeatable for credit) Practicum/internship in early childhood education. 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. The practicum is 50 clock hours per credit hour.

Prerequisite: Graduate standing.

Schedule Type: Practical Experience

Contact Hours: 3-30 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 70093 VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with ECED 40093 and ECED 50093)

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

ECED 70112 HUMANITIES FOR CHILDREN 2 Credit Hours

(Slashed with ECED 60112) Relevance of humanities as applied to education of young children.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 2 lecture

Grade Mode: Standard Letter

ECED 70113 PRESCHOOL EDUCATION 3 Credit Hours

(Slashed with ECED 60113) In-depth study of curriculum development in preschool programs.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 70151 SOCIOMORAL ENVIRONMENT IN EARLY CHILDHOOD EDUCATION 3 Credit Hours

(Slashed with ECED 60151) Children's social and moral development will be explored in relationship to the context of primary classrooms. Children's social problem-solving, friendship-making, guidance strategies and interventions, building and facilitating classroom communities and promoting caring classrooms will be the focus of this course.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 70152 APPLICATION OF SELECTED THEORETICAL PRINCIPLES TO THE DEVELOPMENT OF YOUNG CHILDREN 3 Credit Hours

(Slashed with ECED 60152) Examination of theories pertaining to child development which have special relevance in understanding and meeting developmental needs of young children. Application of selected theoretical principles to child development.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 70158 RECONCEPTUALIZING EARLY CHILDHOOD CURRICULUM 3 Credit Hours

(Slashed with ECED 60158) Course examines postmodern understanding of early childhood education curricula in relationship to teaching (instruction-oriented teaching vs. pedagogy-based teaching). Social, historical, legal, political, international and cultural issues that have affected early childhood education curricula practices will be critically examined.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 70163 CONTEMPORARY ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION 3 Credit Hours

(Slashed with ECED 60163) The course is an examination of contemporary issues with young children, families, school communities, and diverse populations detailing the philosophical, social, and political ramifications of the study of children highlighting current research, practices and policies. This course will examine a body of literature (recent seminal works of impact in early childhood), which encompass a few of the pervasive dilemmas and debates shaping the early childhood field in the U.S. today (with a global international backdrop). International perspectives on issues will be liberally juxtaposed with U.S. issues, and overall this course will address how educators have and can structure their practice with various communities to support young children, families and society.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 70167 LANGUAGE AND LITERACY: UNDERSTANDING DEVELOPMENT 3 Credit Hours

(Slashed with ECED 60167) The development of language in children from birth through age eight with a focus on the process of typical language development and the diversity of multi-cultural language. Topics specifically related to classroom teaching include the assessment of language, delays and disorders and strategies for connecting oral language to literacy in preschool.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 70170 WRITING FOR PUBLICATION AND DISSEMINATION IN EARLY CHILDHOOD EDUCATION 3 Credit Hours

(Slashed with ECED 60170) The seminar examines publication possibilities within the field of early childhood education. A wide range of writing (e.g., journals, books reviews, training modules-manuals) will be reviewed for topics concerning young children (i.e., education, development, families, care, schools, health, and-or their teachers providers.) This seminar will rely a great deal on student participation for determining topics in support of individual interests, research, teaching practices at the university level, curriculum practices in the early childhood classrooms and settings and more.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

ECED 77291 SEMINAR IN EARLY CHILDHOOD EDUCATION 1-4 Credit Hours

(Repeatable for credit) (Slashed with ECED 67291) Seminar in ECED.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter

ECED 77292 PRACTICUM AND INTERNSHIP IN EARLY CHILDHOOD EDUCATION 1-10 Credit Hours

(Repeatable for credit) (Slashed with ECED 67292) Practicum/ internship in ECED. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school/agency before the first day of the semester in which student teaching/ internship will take place.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3-30 other

Grade Mode: Satisfactory/Unsatisfactory-IP

ECED 77295 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with ECED 67295) Special topics in ECED.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

ECED 80291 ADVANCED SEMINAR IN EARLY CHILDHOOD EDUCATION 1-4 Credit Hours

(Repeatable for credit) Advanced seminar in ECED.

Prerequisite: Doctoral standing; and permission.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter

ECED 80295 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION 1-5 Credit Hours

(Repeatable for credit) Special topics in ECED.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Lecture

Contact Hours: 1-5 lecture

Grade Mode: Standard Letter

ECED 80298 RESEARCH IN EARLY CHILDHOOD EDUCATION 1-15 Credit Hours

(Repeatable for credit) Research in ECED.

Prerequisite: Doctoral standing.

Schedule Type: Research

Contact Hours: 1-15 other

Grade Mode: Standard Letter

Educational Leadership K-12 (EDLE)**EDLE 40093 VARIABLE TITLE WORKSHOP IN EDUCATIONAL ADMINISTRATION 1-5 Credit Hours**

(Repeatable for credit)(Slashed with EDLE 50093 and EDLE 70093)
Workshop in educational administration. Topics varies per class offering.

Prerequisite: None.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

EDLE 50093 VARIABLE TITLE WORKSHOP IN EDUCATIONAL ADMINISTRATION 1-5 Credit Hours

(Repeatable for credit) (Slashed with EDLE 40093 and EDLE 70093)
Workshop in educational administration. Topics varies per class offering.

Prerequisite: Graduate standing.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

EDLE 66492 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 3 Credit Hours

(Repeatable for credit) A field-based internship utilizing an inquiry-based learning model, requiring projects as designated by the program area faculty. Specific topics are outlined and shared at meetings prior to beginning internship. 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: Practical Experience

Contact Hours: 10 other

Grade Mode: Satisfactory/Unsatisfactory-IP

EDLE 66515 FACILITIES PLANNING AND ADMINISTRATION 3 Credit Hours

Overview of facilities planning and administration, including architectural/ construction management, the educational program, restoration and maintenance.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66518 SCHOOL AND SPECIAL EDUCATION LAW 3 Credit Hours

Constitutional, statutory and case law involving schools, special and regular education students, administrators, parents and others are studied.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66522 PUBLIC SCHOOL FINANCE AND ECONOMICS 3 Credit Hours

Analysis of national, state and local problems of collection custody and expenditure of public school funds.

Prerequisite: EDLE 66526; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66525 THE EDUCATIONAL PRINCIPALSHIP 3 Credit Hours

(Slashed with EDLE 76525) Organizing and administering elementary, middle level and secondary schools.

Prerequisite: EDLE 66526; and 16 credit hours of EDLE courses; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66526 FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION 3 Credit Hours

Examines theory and practice essential for administration. Skills and understanding are developed in theory, goal setting, staff development and evaluation of programs and student achievement.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66527 SCHOOL FINANCE FOR BUILDING ADMINISTRATORS 3 Credit Hours

Identification of the responsibilities of the school building administrator related to all financial operations in the school building. Included are the budget process and development, student accounts, the purchase order process and fund raising and school groups.

Prerequisite: Major in Educational Leadership K-12, Higher Education Administration and Student Affairs or Higher Education Administration; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66529 LEADING FOR SOCIAL JUSTICE 3 Credit Hours

(Slashed with EDLE 76529) Centers on investigating a broad research agenda on leading for social justice within educational leadership.

Provides a context for candidates to establish strong connections between what it means to lead and the primary concerns for learning and equity, which are associated with increased performance and effectiveness for American education. Candidates engage in concepts such as equity audits, border culture, hegemony, moral transformation and other concepts aligned with leading 21st century schools. Such concepts encourage school leaders to reconsider the influence of wider social, political, cultural and economic contexts in creating transformative and revolutionary schools.

Prerequisite: Graduate standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2 lecture, 1 other

Grade Mode: Standard Letter

EDLE 66531 INSTRUCTIONAL LEADERSHIP 3 Credit Hours

Focuses on the administrative role pertaining to the leadership, management, and evaluation of quality and effective school classroom instruction. Building administrators are responsible for providing the resource for effective instruction, which result in student learning. The key to effective instruction at any level requires a solid grounding in curriculum theory and design. Designed to provide the tools that administrators need to oversee the development, production, monitoring and evaluation of instructional methods and strategies.

Prerequisite: Graduate standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2 lecture, 1 other

Grade Mode: Standard Letter

EDLE 66534 THE SUPERINTENDENCY 3 Credit Hours

Course focuses on major responsibilities of board of education and superintendent.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66536 THE ADMINISTRATOR'S ROLE IN CURRICULUM DEVELOPMENT 3 Credit Hours

Focusing on the administrative role pertaining to the development, management and evaluation of a quality and effective district school classroom curriculum.

Prerequisite: Major in Educational Leadership K-12, Higher Education Administration and Student Affairs or Higher Education Administration; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66540 WOMEN IN LEADERSHIP 3 Credit Hours

(Slashed with EDLE 76540) An interactive study of women's development and its effect on their dispositions toward leadership. Provides theoretical contract to traditional management theory.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66542 PRINCIPLES AND TECHNIQUES OF SUPERVISION AND SPECIAL EDUCATION 3 Credit Hours

Principles and techniques needed by administrative specialists and supervisors (curriculum, pupil services, special education) are given. Research findings include changing human relations, change leadership, legal implications, group process, communication, coordination, management, observations and conferencing skills.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66543 SCHOOL ADMINISTRATION IN URBAN SETTINGS 3 Credit Hours

(Slashed with EDLE 76543) Course is designed to provide students with opportunities to discuss and investigate the unique challenges of leading urban schools. Issues of focus include transportation, staffing, extracurricular support for students and more.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66544 COMMUNITY RELATIONS AND COMMUNICATION SKILLS 3 Credit Hours

Centers on encouraging school leaders to consider the way in which children's learning is influenced by behaviors and perspectives of family members, school personnel and members of the larger community. Educators and school leaders have much to gain by deepening their understanding of how students learn from their family and cultural backgrounds, which fosters more inclusive school practices. Candidates investigate the influence of such collaborations and their role in upholding the ethical responsibility to promote children's welfare.

Prerequisite: Graduate standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 1.75 lecture, 1.25 other

Grade Mode: Standard Letter

EDLE 66591 SEMINAR IN EDUCATIONAL ADMINISTRATION 1-4 Credit Hours

(Repeatable for credit)(Slashed with EDLE 86591) Seminar in educational administration. Topics vary per course offering.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter

EDLE 66595 SPECIAL TOPICS IN EDUCATIONAL ADMINISTRATION 1-3 Credit Hours

(Repeatable for credit)(Slashed with EDLE 76595) 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

EDLE 66596 INDIVIDUAL INVESTIGATION IN EDUCATIONAL ADMINISTRATION 2-4 Credit Hours

(Repeatable for credit) Projects as assigned.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 7.2-14.4 other

Grade Mode: Satisfactory/Unsatisfactory-IP

EDLE 66598 RESEARCH IN EDUCATIONAL ADMINISTRATION 2-8 Credit Hours

(Repeatable for credit) Projects as assigned.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Research

Contact Hours: 7.2-28.8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

EDLE 66602 TECHNOLOGY LEADERSHIP IN EDUCATION 3 Credit Hours

(Slashed with EDLE 76602) Prepares educational administrators to be leaders in the advancement of the appropriate integration of technology. Current and prospective administrators increase their understanding of how technology can be used as a tools for teaching, learning, assessment, management, planning and communications. The development and implementations of vision for educational technology are addressed, as well as social and ethical issues.

Prerequisite: Graduate standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2.25 lecture, .75 other

Grade Mode: Standard Letter

EDLE 66747 PERSONNEL 3 Credit Hours

Administration of education staff at building and central office levels; scope and depth of supervisory responsibilities and development of evaluation techniques.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 66750 COACHING AND MENTORING FOR TEACHER LEADERS 3 Credit Hours

Focuses on developing the knowledge, skills and dispositions necessary for teacher leaders to provide high levels of effective coaching and mentoring for improving teaching practices and learning for all students. Specific approaches related to mentoring, coaching and peer assistance are examined and practiced.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 70093 VARIABLE TITLE WORKSHOP IN EDUCATIONAL ADMINISTRATION 1-5 Credit Hours

(Repeatable for credit)(Slashed with EDLE 40093 and EDLE 50093) Workshop in educational administration. Topics varies per class offering.

Prerequisite: Doctoral standing.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

EDLE 76492 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 3 Credit Hours

(Repeatable for credit) A field-based internship utilizing an inquiry-based learning model, requiring projects as designated by the program area faculty. Specific topics are outlined and shared at meetings prior to beginning internship. 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: Practical Experience

Contact Hours: 10 other

Grade Mode: Satisfactory/Unsatisfactory-IP

EDLE 76525 THE EDUCATIONAL PRINCIPALSHIP 3 Credit Hours

(Slashed with EDLE 66525) Organizing and administering elementary, middle level and secondary schools.

Prerequisite: EDLE 76526; and 16 credit hours of EDLE courses; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 76529 LEADING FOR SOCIAL JUSTICE 3 Credit Hours

(Slashed with EDLE 66529) Centers on investigating a broad research agenda on leading for social justice within educational leadership.

Provides a context for candidates to establish strong connections between what it means to lead and the primary concerns for learning and equity, which are associated with increased performance and effectiveness for American education. Candidates engage in concepts such as equity audits, border culture, hegemony, moral transformation and other concepts aligned with leading 21st century schools. Such concepts encourage school leaders to reconsider the influence of wider social, political, cultural and economic contexts in creating transformative and revolutionary schools.

Prerequisite: Doctoral standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2 lecture, 1 other

Grade Mode: Standard Letter

EDLE 76533 CENTRAL OFFICE ADMINISTRATION 3 Credit Hours

Analyzes roles and responsibilities of central office personnel with an emphasis on curriculum, pupil and support services as impacted by current educational policy and practice and focused on impacting the achievement of all students.

Prerequisite: Doctoral standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 1.75 lecture, 1.25 other

Grade Mode: Standard Letter

EDLE 76540 WOMEN IN LEADERSHIP 3 Credit Hours

(Slashed with EDLE 66540) An interactive study of women's development and its effect on their dispositions toward leadership. Provides theoretical contract to traditional management theory.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 76543 SCHOOL ADMINISTRATION IN URBAN SETTINGS 3 Credit Hours

(Slashed with EDLE 66543) Course is designed to provide students with opportunities to discuss and investigate the unique challenges of leading urban schools. Issues of focus include transportation, staffing, extracurricular support for students and more.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

EDLE 76595 SPECIAL TOPICS IN EDUCATIONAL ADMINISTRATION 1-3 Credit Hours

(Repeatable for credit)(Slashed with EDLE 66595) 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

EDLE 76596 INDIVIDUAL INVESTIGATION IN EDUCATIONAL ADMINISTRATION 2-4 Credit Hours

(Repeatable for credit) Projects as assigned.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 7.2-14.4 other

Grade Mode: Satisfactory/Unsatisfactory-IP

EDLE 76602 TECHNOLOGY LEADERSHIP IN EDUCATION 3 Credit Hours

(Slashed with EDLE 66602) Prepares educational administrators to be leaders in the advancement of the appropriate integration of technology. Current and prospective administrators increase their understanding of how technology can be used as a tools for teaching, learning, assessment, management, planning and communications. The development and implementations of vision for educational technology are addressed, as well as social and ethical issues.

Prerequisite: Doctoral standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2.25 lecture, .75 other

Grade Mode: Standard Letter

EDLE 86591 SEMINAR IN EDUCATIONAL ADMINISTRATION 1-4 Credit Hours

(Repeatable for credit)(Slashed with EDLE 66591) Seminar in educational administration. Topics vary per course offering.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Seminar

Contact Hours: 1-4 other

Grade Mode: Standard Letter

EDLE 86598 RESEARCH IN EDUCATIONAL ADMINISTRATION 2-8 Credit Hours

(Repeatable for credit) Projects as assigned.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Research

Contact Hours: 7.2-28.8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Educational Technology (ETEC) Health Education (HED)

HED 11570 PERSONAL HEALTH 3 Credit Hours

This course examines the leading causes of death and disability in the United States with an emphasis on the application of knowledge and skills to reduce risk and enhance the quality of life.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 21030 INTRODUCTION TO HEALTH EDUCATION 3 Credit Hours

This course introduces the student to the health education profession. Roles and responsibilities of health educators in a variety of occupational settings are described.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 21050 HEALTH EDUCATION THEORIES 3 Credit Hours

Application of various attitude and behavior models to health and illness behavior in order to develop a framework for educational intervention.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 30000 TEACHING HEALTH TO YOUNG LEARNERS 3 Credit Hours

Investigate current health issues relevant to children in primary grades, and identify educational strategies to increase student health knowledge, foster positive health attitudes and promote healthy behaviors.

Prerequisite: None.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2.5 lecture, 1.5 other

Grade Mode: Standard Letter

HED 32530 DRUG USE AND MISUSE 3 Credit Hours

Introduction to the study of drug/alcohol abuse. Basic pharmacology of drug actions is reviewed. Common myths misconceptions about drug alcohol use are examined. Current drug problems and related prevention treatment issues are analyzed.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 32543 METHODS IN SCHOOL HEALTH EDUCATION (WIC) 3 Credit Hours

Professional standards of practice for school health educators dictate that entry-level health educators must be fluent in skills to plan and implement lessons and assess student learning in health education. In addition, health educators must be equipped with the skill set to assess the needs of target audiences to plan developmentally appropriate lessons for learners. Students will develop lesson plans for K-12 health education, implement a variety of effective teaching strategies for school-age learners and identify various formative evaluation strategies for the lessons.

Corequisite: PEHS 45592.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Attributes: Writing Intensive Course

HED 34050 PROGRAM PLANNING AND EVALUATION IN HEALTH EDUCATION 3 Credit Hours

Provides students with the knowledge and skills to assess health resources and needs, develop health programs to meet specific needs in particular populations and determine appropriate measures to evaluate the effectiveness of health programs.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 42041 HEALTH COACHING 3 Credit Hours

(Slashed with HED 52041) Techniques of health coaching and motivational interviewing applied to health education. Individual and group approaches relative to personal, family and societal health issues.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 42575 HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS 3 Credit Hours

(Slashed with HED 52575) Focus on health issues/education/environment policy and practice/community strategies to respond to threats confronting students utilizing a coordinated school/community strategy to promote health to improve academic outcomes. CPR and first aid certification required for completion of course.

Prerequisite: Admission to advanced study.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 44025 WOMEN'S HEALTH ISSUES 3 Credit Hours

(Slashed with HED 54025) Traditional and feminist analysis of women's health issues and the health educational responses to those issues.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 44091 SCHOOL HEALTH EDUCATION VARIABLE CONTENT SEMINAR 3 Credit Hours

(Repeatable for credit) (Slashed with HED 54091) This course is designed to provide content for the K-12 health education topics required by the Ohio Department of Education to prepare students seeking school health licensure.

Prerequisite: None.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

HED 44092 INTERNSHIP IN COMMUNITY HEALTH EDUCATION (ELR) 9 Credit Hours

(Repeatable for credit) Participation for one academic semester in the health education and promotion activities of an approved agency, organization or industry.

Prerequisite: Senior standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 27 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

HED 44096 INDIVIDUAL INVESTIGATION IN HEALTH EDUCATION AND PROMOTION 1-3 Credit Hours

(Repeatable for credit) (Slashed with HED 54096 and 74096) Independent reading and/or research directed by a HED faculty member.

Prerequisite: Special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 44551 SCHOOL HEALTH EDUCATION PREVENTION PROGRAMS 3 Credit Hours

This course explores prevention education related to Alcohol, Tobacco and Other Drugs (ATOD) use, violence and adverse sexual outcomes from theoretical, philosophical and practical perspectives. It also explores principles of best practice for implementation of prevention education programs in school-based settings.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 46057 ADVANCED HUMAN SEXUALITY 3 Credit Hours

(Slashed with HED 56057) Selected aspects of human sexuality; history, cross-cultural perspectives, medical/surgical conditions and sex therapy and counseling.

Prerequisite: HED 32544.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 52575 HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS 3 Credit Hours

(Slashed with HED 42575) Focus on health issues/education/environment policy and practice/community strategies to respond to threats confronting students, utilizing a coordinated school community strategy to promote health and improve academic outcomes. CPR first aid certification required for completion of course.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 54025 WOMEN'S HEALTH ISSUES 3 Credit Hours

(Slashed with HED 44025) Traditional and feminist analysis of women's health issues and the health educational responses to those issues.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 54091 SCHOOL HEALTH EDUCATION VARIABLE CONTENT SEMINAR 3 Credit Hours

(Repeatable for credit) (Slashed with HED 44091) This course is designed to provide content for the K-12 health education topics required by the Ohio Department of Education to prepare students seeking school health licensure.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

HED 54096 INDIVIDUAL INVESTIGATION IN HEALTH EDUCATION AND PROMOTION 1-3 Credit Hours

(Repeatable for credit) (Slashed with HED 44096 and 74096) Independent reading and/or research directed by a graduate faculty member.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 56057 ADVANCED HUMAN SEXUALITY 3 Credit Hours

(Slashed with HED 46057) Selected aspects of human sexuality; history, cross-cultural perspectives, medical/surgical therapy and counseling.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 64030 INTRODUCTION TO RESEARCH AND DATA ANALYSIS IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

Introduction of research methods in the field of health education and health promotion. Includes basic knowledge and skills in research design and concepts of descriptive and inferential statistics.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 64050 HEALTH BEHAVIOR 3 Credit Hours

(Slashed with HED 84050) Analysis of a broad range of theoretical and empirical models of health and illness behavior.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 64055 NEEDS ASSESSMENT AND EVALUATION IN HEALTH PROMOTION 3 Credit Hours

(Slashed with HED 84055) Students will assess individual and community needs for health promotion programs based on multiple sources of health data. Students will develop a rational plan to meet identified needs.

Prerequisite: HED 64050; and HED 64061; and HED 64063; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 64057 PROGRAM PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION 3 Credit Hours

(Slashed with HED 84057) Students will develop, implement, and evaluate a health education and promotion program plan specific to a target audience and health issue.

Prerequisite: HED 64050 and HED 64055 and HED 64061 and HED 64063; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 64063 STRATEGIES IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

(Slashed with HED 84063) Health education and promotion methods and strategies are presented to develop programs and lesson plans for a variety of audiences, learning environments, and intervention levels.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 64550 DRUG ABUSE AND VIOLENCE EDUCATION PROGRAMS 3 Credit Hours

Drug abuse and violence prevention from theoretical, philosophical, empirical, and practical perspectives. Application of theories to plan, implement, and evaluate drug and violence education programs.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 68092 DEVELOPMENTAL APPROACHES IN TEACHING SCHOOL HEALTH EDUCATION 3 Credit Hours

Develop and implement standards based, culturally sensitive, developmentally appropriate, and ability centered health education unit and lesson plans with K-12 school populations. Students complete ODHE required field experience hours in this course for additional licensure in school health.

Prerequisite: HED 54544 and HED 64063; and graduate standing.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter

HED 74096 INDIVIDUAL INVESTIGATION IN HEALTH EDUCATION AND PROMOTION 1-3 Credit Hours

(Repeatable for credit) (Slashed with HED 44096 and 54096) Independent reading and/or research directed by a graduate faculty member.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 80199 DISSERTATION I 15 Credit Hours

(Repeatable for credit) Registration for two semesters required, first semester dissertation work begins and continues until completion of 30 hours.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Dissertation

Contact Hours: 45 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 80292 PRACTICUM IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

(Repeatable for credit) In this course, students obtain permission to work with an individual faculty member on research, community projects, or other professional activities in various health education settings (school, community, medical care, worksite). Assignments are individualized to meet the needs of the practicum experience.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 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 degree requirements are met.

Prerequisite: HED 80199; and doctoral standing.

Schedule Type: Dissertation

Contact Hours: 45 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 81100 RESIDENCY SEMINAR: SYNTHESIS OF LITERATURE IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

Exploration of philosophical, theoretical and empirical issues in health education and promotion. Students synthesize courses, research and practice in preparation for comprehensive examinations.

Prerequisite: Doctoral standing; and special approval of instructor.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory

HED 81150 SEMINAR: PROFESSIONAL DEVELOPMENT IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

Focuses on the process, practice and documentation of professional development in health education and promotion in the areas of instruction, program development, research and evaluation.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Satisfactory/Unsatisfactory

HED 81200 RESIDENCY SEMINAR: RESEARCH PROPOSAL, DEVELOPMENT AND PRESENTATION 3 Credit Hours

This course enables students to review the role of research and scholarly pursuits in the professorate, the professional health education literature, and in the development and dissemination of a range of scholarly products. Requisite elements of a dissertation in health education and promotion will be examined. The dissertation process also will be explored, including specification of dissertation topic, identification of potential dissertation committee members, and the writing process for a dissertation. The course culminates in the development and presentation of a preliminary research design for a dissertation.

Prerequisite: Doctoral standing; and special approval of instructor.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HED 81400 RESEARCH DISSEMINATION AND TECHNICAL WRITING IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

Examination and practice of technical writing for research proposals, technical reports, and journal publications in health education and promotion. Other methods of disseminating research such as preparation and submission of conference presentation applications and writing as part of consultative relationships with community agencies is explored.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 81450 ADVANCED PROGRAM EVALUATION IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

A review of evaluation methods used in health education programs. Emphasis is placed on data collection procedures, linking program activities to outcomes, participant attrition and reporting of the results.

Prerequisite: HED 64055 and HED 64057; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 81550 APPLIED THEORY IN HEALTH EDUCATION RESEARCH AND PRACTICE 3 Credit Hours

Examination of theory/models/hypotheses applied to specific health behaviors. Emphasis on operationalization of theoretical constructs.

Prerequisite: HED 64050 or HED 84050.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 84030 INTRODUCTION TO RESEARCH AND DATA ANALYSIS IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

Introduction of research methods in the field of health education and health promotion. Includes basic knowledge and skills in research design and concepts of descriptive and inferential statistics.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 84050 HEALTH BEHAVIOR 3 Credit Hours

(Slashed with HED 64050) Analysis of a broad range of theoretical and empirical models of health and illness behavior.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 84055 NEEDS ASSESSMENT AND EVALUATION IN HEALTH PROMOTION 3 Credit Hours

(Slashed with HED 64055) Students will assess individual and community needs for health promotion programs based on multiple sources of health data. Students will develop a rational plan to meet identified needs.

Prerequisite: HED 64050 or 84050; and HED 64061 or 84061; and HED 64063 or 84063; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 84057 PROGRAM PLANNING AND IMPLEMENTATION IN HEALTH PROMOTION 3 Credit Hours

(Slashed with HED 64057) Students will develop, implement, and evaluate a health education and promotion program plan specific to a target audience and health issue.

Prerequisite: HED 64050 or 84050; and HED 64055 or 84055; and HED 64061 or 84061; and HED 64063 or 84063; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 84063 STRATEGIES IN HEALTH EDUCATION AND PROMOTION 3 Credit Hours

(Slashed with HED 64063) Health education and promotion methods and strategies are presented to develop programs and lesson plans for a variety of audiences, learning environments, and intervention levels.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HED 84096 INDIVIDUAL INVESTIGATION: READINGS IN HEALTH EDUCATION AND PROMOTION 1-3 Credit Hours

(Repeatable for credit) Independent study of approved topics in health and safety education related to the student's special interests. Adviser's permission required to repeat registration one time.

Prerequisite: Doctoral standing.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Standard Letter-S/U

HED 84098 PROJECT IN HEALTH EDUCATION AND PROMOTION 1-3 Credit Hours

(Repeatable for credit) Research or individual investigation for doctoral level graduate students.

Prerequisite: Doctoral standing and special approval.

Schedule Type: Research

Contact Hours: 3-9 other

Grade Mode: Standard Letter

Higher Education (HIED)**HIED 46525 CAREERS IN HIGHER EDUCATION 3 Credit Hours**

Familiarize students with the history of higher education; philosophies of higher education, financial, legal and political issues facing higher education; and the careers available in colleges and universities.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 60093 VARIABLE TOPIC WORKSHOP IN HIGHER EDUCATION ADMINISTRATION 1-6 Credit Hours

(Slashed with HIED 70093) (Repeatable for credit) Variable topics; designed to respond to specialized needs of various groups with the contexts of trends, issues and problems in the various higher education disciplines.

Prerequisite: Graduate standing.

Schedule Type: Workshop

Contact Hours: 1-6 other

Grade Mode: Satisfactory/Unsatisfactory

HIED 66492 INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION 3-6 Credit Hours

(Slashed with HIED 76492)(Repeatable for credit) Field-based internship, minimum 150 clock hours, as approved by the program area faculty. Specific topics are outlined and shared at meetings prior to beginning internship.

Prerequisite: Graduate standing.

Schedule Type: Practical Experience

Contact Hours: 10-20 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 66558 ADVANCED EDUCATIONAL LEADERSHIP 3 Credit Hours

(Slashed with HIED 86558) Course provides the opportunity for students to gain additional knowledge and skills in educational leadership, to improve research writing and teaching skills# to share and discuss leadership knowledge and insights with their peers and to defend their work before their peers.

Prerequisite: HIED 66657; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66592 INTERNSHIP IN COLLEGE TEACHING 3 Credit Hours

(Slashed with HIED 76592) (Repeatable for credit) Application of course and lesson planning; instructional and evaluation skills under faculty supervision; lecturing, guiding group performance and evaluating performances. Arrangements made on individual basis.

Prerequisite: At least 12 hours in higher education; and graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 66595 SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION 3 Credit Hours

(Repeatable for credit) (Slashed with HIED 76595) Specialized offerings in response to emerging or selected program needs.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66596 INDIVIDUAL INVESTIGATION IN HIGHER EDUCATION ADMINISTRATION 1-3 Credit Hours

(Slashed with HIED 76596) (Repeatable for credit) Individual projects as agreed upon by the instructor and student.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 66598 RESEARCH IN HIGHER EDUCATION ADMINISTRATION 2-8 Credit Hours

(Repeatable for credit) Projects as assigned.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Research

Contact Hours: 2-8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 66600 HISTORY OF HIGHER EDUCATION 3 Credit Hours

(Cross-listed with CULT 69567 and CULT 79567)(Slashed with HIED 76600) Overview and exploration of history of higher education in the United States. Survey course covers ancient and medieval European antecedents, but focuses largely on American higher education from the 17th through the 20th century. Students explore changes in student body curricula and purposes of higher education in the United States in the context of American culture.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66640 UNITED STATES HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76640) This course serves as an introduction to the field of student affairs, graduate study in higher education and professional expectations associated with both. Students in this course will explore higher education in the United States with a specific focus on the practice of student affairs. Course topics include student affairs functional areas, professional associations, competencies and professional development. Students will also examine the types and major functions of colleges and universities, history of U.S. higher education and laws and regulations affecting higher education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66652 LAW AND HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76652) Provides for the examination of major legal aspects of the administration of institutions of higher learning.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66653 COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE 3 Credit Hours

(Slashed with HIED 76653) Study of theories concerning the development of college students and other adults, and the principles for translating theory into practice. Ed. or Ed.S. Higher Education Administration and Student Affairs majors or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership or Internationalization of Higher Education; and graduate standing.

Prerequisite: M.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66654 STUDENTS AND THE COLLEGE ENVIRONMENT 3 Credit Hours

(Slashed with HIED 76654) Study of the impact of different types of students and college environments on each other and within the context of a changing society.

Prerequisite: HIED 66653; and graduate standing; and special approval of instructor.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66656 HIGHER EDUCATION CURRICULUM 3 Credit Hours

(Slashed with HIED 76656) Introduces perspectives on curriculum development, implementation and assessment in higher education. Course addresses theoretical, historical, political and contemporary perspectives on higher education curriculum.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66657 LEADERSHIP IN EDUCATION ORGANIZATIONS 3 Credit Hours

(Slashed with HIED 76657) By learning to appraise their own leadership styles, students improve their leadership effectiveness and explore the relationship between leadership and college and university effectiveness. Ed. or Ed.S. Higher Education Administration and Student Affairs major or M.A. Sport Administration major or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership or Internationalization of Higher Education.

Prerequisite: M.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66658 THE COMMUNITY COLLEGE 3 Credit Hours

(Slashed with HIED 76658) A study of the foundations, structure, programs and issues of community college education in the United States.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66660 FACULTY ROLES AND RESPONSIBILITIES 3 Credit Hours

(Slashed with HIED 76660) A study of faculty roles and responsibilities in American higher education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66662 POLITICS AND POWER IN ORGANIZATIONS 3 Credit Hours

(Slashed with HIED 76662) Course is designed to provide a conceptual framework for understanding the multifaceted processes of policy-making that take place in both internal and external settings in organizations.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66663 STATUS OF WOMEN IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76663) Provides a comprehensive overview of the historical, contemporary and scholarly perspectives on women students, faculty, administrators and staff. Students explore why and how women and men experience higher education differently, by drawing on scholarly contributions, feminist theoretical and research perspectives and historical, cultural and psychological contexts. The course considers how the context, recognition of power, other dimensions of identities and desire to change society and the academy have fueled and shaped feminist study of the history and condition of women in higher education. Students explore these issues through various media and they also have the opportunity to investigate a real-life problem of their choice.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66665 TECHNOLOGY, SYSTEMS AND DATA IN HIGHER EDUCATION ADMINISTRATION 3 Credit Hours

(Slashed with HIED 76665) Exploration of technology, systems and data analysis essential to the practice of higher education administration. Students examine and apply tools used for the organization, analysis and dissemination of information, including, but not limited to, ERP systems, learning management systems, web applications for data collection and office productivity software. Students perform tasks typically requested of administrators related to budget or workload management, managing lists and or rosters, exploring trend data for decision-making and generating charts, tables and other data for reporting needs. Survey design and construction using online applications are a significant component of this course. It is strongly advised that students taking the course have moderate experience with office productivity software.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66667 BUSINESS ADMINISTRATION IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76667) Course introduces students to the administrative and business management of institutions of higher education. Covers topics on institutional planning, space management, insurance matters, personnel administration and purchasing and facility management.

Prerequisite: HIED 66657; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66671 THE ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76671) Course covers racial, ethnic and inclusive diversity and multiculturalism in U.S. higher education settings. Diversity is discussed from a historical perspective, providing a context for contemporary experiences described by and about students, staff, faculty and administrators. Main topics include multiculturalism in higher education in light of inclusive education; racial and ethnic diversity in higher education history; benefits of diversity; faculty issues; student issues; curriculum and pedagogy matters; research issues; law and policy issues; and strategic planning for institution diversity in higher education.

Prerequisite: Higher Education Administration and Student Affairs majors or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership or Internationalization of Higher Education; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66675 DESIGN AND DELIVERY OF EDUCATION ABROAD PROGRAMS 3 Credit Hours

(Slashed with HIED 76675) Students examine the many critical aspects of designing, planning and implementing an education abroad program. Students analyze components an education abroad program and, with others, design a new program. Students also consider the institutional contexts in which the program design occurs, on a campus or third-party organizational level, including design decisions about curriculum content and program delivery mechanisms, co-curricular activities and safety issues. Students also develop skills in conducting needs assessments and program evaluations.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66677 WORKFORCE, ECONOMIC AND COMMUNITY DEVELOPMENT IN COMMUNITY COLLEGES 3 Credit Hours

(Slashed with HIED 76677) Course examines the role of the community college in workforce, economic and community development and within the context of social, economic and technology shifts.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66678 ISSUES AND TRENDS IN COMMUNITY COLLEGE ADMINISTRATION 3 Credit Hours

(Slashed with HIED 76678) Course addresses current salient issues in community college administration. A variety of topics are examined as related to challenges for community college leaders arising from social, economic and political shifts.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66679 CAREER ADVISING: THEORY AND PRACTICE 3 Credit Hours

(Slashed with HIED 76679) Develop practical skills in providing developmentally appropriate theory based academic and career advising to assist individuals in adding meaningful and purposeful work into their lives.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66681 ADMINISTRATION OF ADVISING SERVICES 3 Credit Hours

(Slashed with HIED 76681) Examines contemporary issues in administration of academic advising services. Challenges students to rethink models and methods used to prepare individuals to enter the workforce and navigate their careers.

Prerequisite: HIED 66653; and graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

HIED 66733 INTERPERSONAL AND GROUP DYNAMICS IN EDUCATIONAL ORGANIZATIONS 3 Credit Hours

(Slashed with HIED 76733) Students working in task groups learn about interpersonal, group and inter-group dynamics in organizations through lectures, discussions and analysis of their in-group experiences.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66745 EQUITY, JUSTICE AND U.S. HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76745) Examines issues of equity and justice in the U.S. higher education, including historical origins; access to higher education; students' experiences within colleges and universities; and outcomes of higher education. Course also focuses on the role of higher education as a social institution, including higher education as a public good and the intersection of higher education with current social issues such as labor and free speech.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66749 ASSESSMENT AND ACCREDITATION IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 76749) Course provides an understanding of current assessment and evaluation methods in higher education settings. Topics span from individual course assessment through institutional accreditation processes.

Prerequisite: Higher Education Administration and Student Affairs majors or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership, Internationalization of Higher Education or Institutional Research and Assessment; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66755 ADMINISTRATION OF INTERCOLLEGIATE ATHLETICS 3 Credit Hours

(Slashed with HIED 86755) The purpose of this course is to analyze the various administrative roles in intercollegiate athletics within the context of higher education and examine the theory and practice associated with academic integrity and student-athlete wellbeing. In addition, this course will provide an overview of "best practices" pertaining to institutional control as governed by national, conference and institutional regulations.

Prerequisite: Higher Education Administration and Student Affairs major; and graduate standing.

Schedule Type: Lecture, Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 66789 PLANNING AND IMPLEMENTING STUDY ABROAD WHILE STUDYING ABROAD 3 Credit Hours

(Slashed with HIED 76789) Students learn the principles and practice of designing and delivering effective study- abroad programs through Kent State locations. Students observe summer programs; study the principles of developing effective study abroad experiences; and meet with university program officials, faculty, facility support staff, private third-party providers of study abroad and the community, in addition to such onsite support services as legal advisors, health professionals and housing offices.

Prerequisite: Graduate standing.

Schedule Type: International Experience, Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

HIED 70093 VARIABLE TOPIC WORKSHOP IN HIGHER EDUCATION ADMINISTRATION 1-6 Credit Hours

(Slashed with HIED 60093) (Repeatable for credit) Variable topics# designed to respond to specialized needs of various groups with the contexts of trends, issues and problems in the various higher education disciplines.

Prerequisite: Doctoral standing.

Schedule Type: Workshop

Contact Hours: 1-6 other

Grade Mode: Satisfactory/Unsatisfactory

HIED 76492 INTERNSHIP IN HIGHER EDUCATION ADMINISTRATION 3-6 Credit Hours

(Slashed with HIED 66492) (Repeatable for credit) Field-based internship of at least 150 clock hours, as approved by the program area faculty. Specific topics are outlined and shared at meetings prior to beginning internship.

Prerequisite: Doctoral standing.

Schedule Type: Practical Experience

Contact Hours: 10-20 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 76592 INTERNSHIP IN COLLEGE TEACHING 3 Credit Hours

(Slashed with HIED 66592) (Repeatable for credit) Application of course and lesson planning; instructional and evaluation skills under faculty supervision; lecturing, guiding group performance and evaluating performances. Arrangements made on individual basis.

Prerequisite: At least 12 hours in higher education; and doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 76595 SPECIAL TOPICS IN HIGHER EDUCATION ADMINISTRATION 3 Credit Hours

(Slashed with HIED 66595) (Repeatable for credit) Specialized offerings in response to emerging or selected program needs.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76596 INDIVIDUAL INVESTIGATION IN HIGHER EDUCATION ADMINISTRATION 1-3 Credit Hours

(Repeatable for credit) (Slashed with HIED 66596) Individual projects as agreed upon by the instructor and student.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 76598 RESEARCH IN HIGHER EDUCATION ADMINISTRATION 2-8 Credit Hours

(Repeatable for credit) Projects as assigned.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Research

Contact Hours: 7.2-28.8 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 76600 HISTORY OF HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66600) Overview and exploration of history of higher education in the United States. Survey course covers ancient and medieval European antecedents, but focuses largely on American higher education from the 17th through the 20th century. Students explore changes in student body curricula and purposes of higher education in the United States in the context of American culture.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76640 U.S. HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66640) This course serves as an introduction to the field of student affairs, graduate study in higher education, and professional expectations associated with both. Students in this course will explore higher education in the United States with a specific focus on the practice of student affairs. Course topics include student affairs functional areas, professional associations, competencies and professional development. Students will also examine the types and major functions of colleges and universities, history of U.S. higher education and laws and regulations affecting higher education

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76652 LAW AND HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66652) Provides for the examination of major legal aspects of the administration of institutions of higher learning.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76653 COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE 3 Credit Hours

(Slashed with HIED 66653) Study of theories concerning the development of college students and other adults, and the principles for translating theory into practice. D. in Higher Education Administration major or Ed.S. in Higher Education and Student Affairs major or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership or Internationalization of Higher Education; and doctoral standing.

Prerequisite: Ph.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76654 STUDENTS AND THE COLLEGE ENVIRONMENT 3 Credit Hours

(Slashed with HIED 66654) Study of the impact of different types of students and college environments on each other and within the context of a changing society.

Prerequisite: HIED 76653; and doctoral standing; and special approval of the instructor.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76656 HIGHER EDUCATION CURRICULUM 3 Credit Hours

(Slashed with HIED 66656) Introduces perspectives on curriculum development, implementation and assessment in higher education and addresses theoretical, historical, political and contemporary perspectives on higher education curriculum.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76657 LEADERSHIP IN EDUCATION ORGANIZATIONS 3 Credit Hours

(Slashed with HIED 66657) By learning to appraise their own leadership styles, students improve their leadership effectiveness and explore the relationship between leadership and college and university effectiveness. D in Higher Education Administration major or Ed.S. in Higher Education and Student Affairs major or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership, Internationalization of Higher Education or Institutional Research and Assessment; and doctoral standing.

Prerequisite: Ph.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76658 THE COMMUNITY COLLEGE 3 Credit Hours

(Slashed with HIED 66658) A study of the foundations, structure, programs and issues of community college education in the United States.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76660 FACULTY ROLES AND RESPONSIBILITIES 3 Credit Hours

(Slashed with HIED 66660) A study of faculty roles and responsibilities in American higher education.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76662 POLITICS AND POWER IN ORGANIZATIONS 3 Credit Hours

(Slashed with HIED 66662) Course is designed to provide a conceptual framework for understanding the multifaceted processes of policy-making that take place in both internal and external settings in organizations.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76663 STATUS OF WOMEN IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66663) Provides a comprehensive overview of the historical, contemporary and scholarly perspectives on women students, faculty, administrators and staff. Students explore why and how women and men experience higher education differently, by drawing on scholarly contributions, feminist theoretical and research perspectives and historical, cultural and psychological contexts. The course considers how the context, recognition of power, other dimensions of identities and desire to change society and the academy have fueled and shaped feminist study of the history and condition of women in higher education. Students explore these issues through various media, and they also have the opportunity to investigate a real-life problem of their choice.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76665 TECHNOLOGY, SYSTEMS AND DATA IN HIGHER EDUCATION ADMINISTRATION 3 Credit Hours

(Slashed with HIED 66665) Exploration of technology, systems and data analysis essential to the practice of higher education administration. Students examine and apply tools used for the organization, analysis and dissemination of information, including, but not limited to, ERP systems, learning management systems, web applications for data collection and office productivity software. Students perform tasks typically requested of administrators related to budget or workload management, managing lists and or rosters, exploring trend data for decision-making and generating charts, tables and other data for reporting needs. Survey design and construction using online applications are a significant component of this course. It is strongly advised that students taking the course have moderate experience with office productivity software.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76667 BUSINESS ADMINISTRATION IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66667) Course introduces students to the administrative and business management of institutions of higher education. Covers topics on institutional planning, space management, insurance matters, personnel administration and purchasing and facility management.

Prerequisite: HIED 76657; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76671 THE ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66671) Course covers racial, ethnic and inclusive diversity and multiculturalism in U.S higher education settings. Diversity is discussed from a historical perspective providing a context for contemporary experiences described by and about students, staff, faculty and administrators. Main topics include multiculturalism in higher education in light of inclusive education; racial and ethnic diversity in higher education history; benefits of diversity; faculty issues; student issues; administrator and leadership issues; curriculum and pedagogy matters; research issues; law and policy issues and strategic planning for institutional diversity in higher education. D. in Higher Education Administration major or Ed.S. in Higher Education and Student Affairs major or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership or Internationalization of Higher Education; and doctoral standing.

Prerequisite: Ph.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76675 DESIGN AND DELIVERY OF EDUCATION ABROAD PROGRAMS 3 Credit Hours

(Slashed with HIED 66675) Students examine the many critical aspects of designing, planning and implementing an education abroad program. Students analyze components an education abroad program and, with others, design a new program. Students also consider the institutional contexts in which the program design occurs, on a campus or third-party organizational level, including design decisions about curriculum content and program delivery mechanisms, co-curricular activities and safety issues. Students also develop skills in conducting needs assessments and program evaluations.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76677 WORKFORCE, ECONOMIC AND COMMUNITY DEVELOPMENT IN COMMUNITY COLLEGES 3 Credit Hours

(Slashed with HIED 66677) Course examines the role of the community college in workforce, economic and community development and within the context of social, economic and technology shifts.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76678 ISSUES AND TRENDS IN COMMUNITY COLLEGE ADMINISTRATION 3 Credit Hours

(Slashed with HIED 66678) Course addresses current salient issues in community college administration. A variety of topics are examined as related to challenges for community college leaders arising from social, economic and political shifts.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76679 CAREER ADVISING: THEORY AND PRACTICE 3 Credit Hours

(Slashed with HIED 66679) Develop practical skills in providing developmentally appropriate theory based academic and career advising to assist individuals in adding meaningful and purposeful work into their lives.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76681 ADMINISTRATION OF ADVISING SERVICES 3 Credit Hours

(Slashed with HIED 66681) Examines contemporary issues in administration of academic advising services. Challenges students to rethink models and methods used to prepare individuals to enter the workforce and navigate their careers.

Prerequisite: HIED 76653; and doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

HIED 76733 INTERPERSONAL AND GROUP DYNAMICS IN EDUCATIONAL ORGANIZATIONS 3 Credit Hours

(Slashed with HIED 66733) Students working in task groups learn about interpersonal, group and inter-group dynamics in organizations through lectures, discussions and analysis of their in-group experiences.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76745 EQUITY, JUSTICE AND U.S. HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66745) Examines issues of equity and justice in U.S. higher education, including historical origins; access to higher education; students' experiences within colleges and universities; and outcomes of higher education. Course also focuses on the role of higher education as a social institution, including higher education as a public good and the intersection of higher education with current social issues such as labor and free speech.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76749 ASSESSMENT AND ACCREDITATION IN HIGHER EDUCATION 3 Credit Hours

(Slashed with HIED 66749) Course is designed to provide an understanding of current assessment and evaluation methods in higher education settings. Topics span from course assessment through institutional accreditation processes.

Prerequisite: Higher Education Administration major or Higher Education and Student Affairs major or students enrolled in any of the following graduate certificates: Career and Academic Advising, College Teaching, Community College Leadership, Internationalization of Higher Education or Institutional Research and Assessment; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 76789 PLANNING AND IMPLEMENTING STUDY ABROAD WHILE STUDYING ABROAD 3 Credit Hours

(Slashed with HIED 76789) Students learn the principles and practice of designing and delivering effective study-abroad programs through Kent State locations. Students observe summer programs; study the principles of developing effective study abroad experiences; and meet with university program officials, faculty, facility support staff, private third-party providers of study abroad and the community, in addition to such onsite support services as legal advisors, health professionals and housing offices.

Prerequisite: Doctoral standing.

Schedule Type: International Experience, Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

HIED 80080 DISSERTATION PREPARATION SEMINAR 3 Credit Hours

Students gain an in-depth understanding of the dissertation writing process to complete their dissertation proposal.

Prerequisite: Higher Education Administration major; and doctoral standing; and special approval.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 80199 DISSERTATION I 15 Credit Hours

(Repeatable for credit) Doctoral dissertation for which registration in at least two semesters is required, the first of which is a semester in which dissertation work is begun and continuation of 30 hours.

Prerequisite: PHD in Higher Education Administration major; and doctoral standing; and special approval.

Schedule Type: Dissertation

Contact Hours: 15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 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: HIED 80199; and PhD in higher education administration major; and doctoral standing.

Schedule Type: Dissertation

Contact Hours: 15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

HIED 86558 ADVANCED EDUCATIONAL LEADERSHIP 3 Credit Hours

(Slashed with HIED 66558) Course provides the opportunity for students to gain additional knowledge and skills in educational leadership, to improve research writing and teaching skills# to share and discuss leadership knowledge and insights with their peers and to defend their work before their peers.

Prerequisite: HIED 76657; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 86559 ADVANCED STUDENT AND ADULT DEVELOPMENT 3 Credit Hours

Students develop an in-depth understanding of one or more current theories of student or adult development. They gain additional knowledge in student development theory and theory creation.

Prerequisite: Higher Education Administration major; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

HIED 86755 ADMINISTRATION OF INTERCOLLEGIATE ATHLETICS 3 Credit Hours

(Slashed with HIED 66755) The purpose of this course is to analyze the various administrative roles in intercollegiate athletics within the context of higher education and examine the theory and practice associated with academic integrity and student-athlete wellbeing. In addition, this course will provide an overview of "best practices" pertaining to institutional control as governed by national, conference and institutional regulations.

Prerequisite: Higher Education Administration and Student Affairs major or Higher Education Administration major; and doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 lecture

Grade Mode: Standard Letter

Interprofessional Leadership (INLD)

INLD 75001 SYSTEMS THINKING IN PERSONAL AND PROFESSIONAL LEADERSHIP 3 Credit Hours

The development of personal and professional leadership characteristics and traits through a self-examination and in-depth examination of the literature. Students develop an understanding of the role leadership plays in complex systems through the application of systems thinking concepts. The course focuses on the importance of personal and professional leadership in systems thinking and organizational change.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

INLD 75501 THEORY AND PRACTICE OF LEADERSHIP 3 Credit Hours

Theoretical perspectives on leadership as a foundation for effective practice in a range of educational settings. Contemporary, evidence-based research support the integration and synthesis of leadership theory in practice. Leadership theory, myths, traits, models, strategies and assessment tools for leadership are infused for a historical and comprehensive approach to leadership as an essential construct in education.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

INLD 75502 ETHICAL LEADERSHIP IN EDUCATION 3 Credit Hours

Education is constantly undergoing change, and ethical leadership in uncertain times is paramount. In this course, students discuss ethical elements of educational leadership in all settings in a case approach to connect ethical leadership theory to educational practice. The course blends ethical theory, leadership theory and case-analysis in a critical thinking-based framework to position educational leaders to grapple with the complexities of contemporary ethical issues. Political, cultural, societal, organization and other forces on education are evaluated through an ethical lens.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

INLD 75515 CONTEMPORARY ISSUES IN EDUCATIONAL LEADERSHIP DEVELOPMENT 3 Credit Hours

Course addresses contemporary issues in educational leadership development through the critical analysis and application of relevant literature to everyday challenges faced in educational organizations. Due to the dynamic nature of the content, key issues are likely to change. They focus on, but are not be limited to, culture and diversity issues; activism and advocacy; strategic planning; systemic and global impacts; assessment; technology; and leadership behaviors. Contemporary, peer-reviewed literature guide students through reflective, analytical considerations for successfully addressing these challenges in educational leadership.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

INLD 75516 GROUP DYNAMICS IN EDUCATIONAL LEADERSHIP 3 Credit Hours

Course connects educational leadership group dynamics theory to practice. Providing a foundation through contemporary literature, educational leadership is contextualized in the study, formation, facilitation and dynamics of group behavior. Educational leadership group dynamics are situated in the complex and changing educational cultures of learning organizations.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

INLD 75517 DEMOCRACY AND LEADERSHIP: PHILOSOPHIES AND PRACTICES FOR DEMOCRATIC EDUCATION 3 Credit Hours

This course examines leadership philosophies and practices that support and promote various methodological approaches to democratic education.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

INLD 75520 INTERPROFESSIONAL LEADERSHIP FOR TRANSFORMATIVE CHANGE 3 Credit Hours

This course explores broad topics situated within interprofessional leadership contexts. It provides a framework for participants to make strong connections between effective leadership and the core concerns of equity, collaboration and improved outcomes across diverse professional sectors. Students will engage with concepts such as equity/climate audits, cultural and social competence, moral transformation, and other frameworks essential for leading inclusive, 21st-century organizations. These concepts challenge leaders to critically examine how broader social, political, cultural, and economic forces shape their ability to foster transformative change across disciplines and professions.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

INLD 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

INLD 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: EHHS 80199; and doctoral standing.

Schedule Type: Dissertation

Contact Hours: 15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

INLD 81099 CAPSTONE I 3 Credit Hours

(Repeatable for credit) The capstone operates as a “dissertation in practice,” focusing on a problem of practice and using either action research or improvement science as a methodology. Students’ research is aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. The research culminates in a scholarly, comprehensive paper or project that integrates knowledge attained through coursework and research. Registration of course is required in at least two semesters, first of which will be the semester in which capstone work is began, and continuing until completion of 18 credit hours.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Project or Capstone

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory-IP

INLD 89596 INDIVIDUAL INVESTIGATION IN INTERPROFESSIONAL LEADERSHIP 1-3 Credit Hours

(Repeatable for credit) Students pursue individual inquiry and/or individual projects in interprofessional leadership with approval and under the direction of the instructor.

Prerequisite: Doctoral standing.

Schedule Type: Individual Investigation

Contact Hours: 3-9 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Middle Childhood Education (MCED)**Physical Activity, Wellness and Sport (PWS)****Physical Education, Health and Sport Exploration (PEHS)****PEHS 15010 INTRODUCTION TO PHYSICAL EDUCATION, FITNESS AND SPORT 3 Credit Hours**

Development of a knowledge base on the roles, foundations, contextual and social issues, and career opportunities as they relate to physical education, physical activity and sport. Experimentation with various fitness tests and assessments that lead to the development of personal fitness plans.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 15012 DEVELOPMENT AND ANALYSIS OF SPORTS AND GAMES I 3 Credit Hours

One half of a two-course series that uses the games classification system to teach the development and analysis of game performance skills, as well as basic tactics and strategies used in these games. Course focuses on the skills and tactics of invasion games and striking and fielding games.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 15013 DEVELOPMENT AND ANALYSIS OF SPORTS AND GAMES II 3 Credit Hours

One half of a two-course series that uses the games classification system to teach the development and analysis of game performance skills, as well as basic tactics and strategies used in these games. Course focuses on the skills and tactics of net and wall games and target games.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 15020 FUNDAMENTAL MOVEMENT, GYMNASTICS AND DANCE 3 Credit Hours

Designed to provide teachers and activity leaders with knowledge, skills, and dispositions necessary to teach developmentally appropriate progressions for fundamental movement skills, dance and gymnastics.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 25025 TEACHING IN PHYSICAL EDUCATION 3 Credit Hours

This course aims to introduce students to teaching and management strategies linked to student learning, the design of instructional materials and techniques, and strategies for working with diverse learners in various contexts. This course will study, discuss, and apply effective teaching skills. Thirty field hours at each elementary and secondary level requires a BCII and FBI background check report.

Prerequisite: PEHS 15010.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2 lecture, 3 other

Grade Mode: Standard Letter

PEHS 25026 OVERVIEW OF OUTDOOR PURSUITS AND ADVENTURE EDUCATION 3 Credit Hours

An overview of outdoor pursuits and adventure education is provided for students preparing to serve students/clients in physically active, outdoor and adventure contexts. Includes a required service learning component, which involves the design and delivery of quality outdoor education programs and/or curricula to children within the local community.

Prerequisite: Physical Education, Health and Sport Exploration majors.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 4 lab

Grade Mode: Standard Letter

PEHS 25033 LIFESPAN MOTOR DEVELOPMENT 3 Credit Hours

Introduction to motor development across the life span. Special emphasis on description of motor development changes and factors influencing change.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 25056 ASSESSMENT OF LEARNING IN PHYSICAL EDUCATION AND SPORT 3 Credit Hours

This course is designed to provide students with an understanding of the principles and applications of assessment methods in the fields of physical education and sport. Emphasis is placed on the selection, construction, administration, analysis and interpretation of appropriate assessments in a variety of settings, with particular emphasis on using assessments to evaluate learner progress relative to established standards in PE and sport. Throughout the course appropriate technological applications are used to facilitate data collection, management and analysis.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 35010 PSYCHOLOGICAL DIMENSIONS OF MOTOR BEHAVIOR (WIC) 3 Credit Hours

Psychological factors in exercise, physical activity and sport emphasizing motor control learning and performance. Laboratory included.

Prerequisite: EXSC 35068 or PEHS 25056; and junior standing.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 2 lab

Grade Mode: Standard Letter

Attributes: Writing Intensive Course

PEHS 35020 FITNESS EDUCATION 3 Credit Hours

This course is designed to prepare teachers, coaches and physical activity specialists for an interdisciplinary approach to fitness education. Specific emphasis will be placed on enhancing students' content knowledge of fitness and physical activity within a classroom setting as well as applying pedagogical principles of class management, instructional strategies, feedback and assessment in practical settings to enhance students' ability to teach and coach fitness content within a variety of physical education, sport and physical activity contexts.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 35040 COACHING FOOTBALL 2 Credit Hours

Techniques of coaching football, including film analysis and offensive and defensive skills and systems.

Prerequisite: Not open to freshmen.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 35041 COACHING SOCCER 2 Credit Hours

Coaching soccer, including analysis of skills strategy and administrative responsibilities.

Prerequisite: Not open to freshmen.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 35042 COACHING VOLLEYBALL 2 Credit Hours

Coaching volleyball, including analysis of skills, offensive and defensive strategy and administrative responsibilities.

Prerequisite: Not open to freshmen.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 35044 COACHING BASKETBALL 2 Credit Hours

Philosophy, fundamentals, strategy, administrative responsibilities and conditioning.

Prerequisite: Not open to freshmen.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 35048 COACHING BASEBALL AND SOFTBALL 2 Credit Hours

Coaching techniques in softball and baseball, including analysis of basic skills, position play and offensive and defensive strategies.

Prerequisite: Not open to freshmen.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 35049 COACHING TRACK AND FIELD 2 Credit Hours

Coaching techniques relative to track and field events. Principles of organization for track and field meets.

Prerequisite: Not open to freshmen.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 1 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 35084 MOTOR SKILL ANALYSIS 3 Credit Hours

Designed to assist teachers, coaches, and physical activity specialists in the analysis of motor skills. Students study the applications of performance and biomechanical principles to enhance skill and tactical performance in physical activity settings.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 45015 PSYCHOLOGY OF COACHING 3 Credit Hours

(Slashed with PEHS 55015) Psychological factors affecting athletic performance, with particular attention to practice factors, personality, motivation and problem athletes.

Prerequisite: Junior standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 45020 CONTEMPORARY ATHLETIC COACHING 3 Credit Hours

(Slashed with TLCS 55020) A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 45037 ADAPTED PHYSICAL EDUCATION 3 Credit Hours

This course aims to promote an academic and practical approach to teaching physical education for students with disabilities. A minimum of 30 field hours is required for this course.

Prerequisite: Junior standing.

Schedule Type: Lecture, Practical Experience

Contact Hours: 2 lecture, 3 other

Grade Mode: Standard Letter

PEHS 45051 ELEMENTARY SCHOOL CONTENT AND METHODS IN PHYSICAL EDUCATION 3 Credit Hours

(Slashed with PEHS 55051) This course focuses on developing in-depth content knowledge and effective teaching practices for elementary school physical education. Emphasis is placed on creating a positive learning environment, planning standards-based lessons, promoting instructional effectiveness, and assessing student learning. Students are required to complete 30 hours of field experience in an assigned school or agency. Prior to the first day of field experience, students are required to apply for and obtain a Pre-Service Teacher Permit from the State Board of Education by completing both the Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks.

Prerequisite: PEHS 15010, PEHS 15012, PEHS 15013, PEHS 15020 and PEHS 25025 and PEHS 25033; and admission to advanced study.

Corequisite: PEHS 45192.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 3 lab

Grade Mode: Standard Letter

PEHS 45053 SECONDARY SCHOOL CONTENT AND METHODS IN PHYSICAL EDUCATION 3 Credit Hours

(Slashed with PEHS 55053) Approaches to teaching in secondary school physical education. Focus on management of the learning environment, planning for learning outcomes in three domains, instructional effectiveness, and sequential curriculum development. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school/agency before the first day of field experience (30 hours).

Prerequisite: PEHS 15010 and PEHS 15012 and PEHS 15013 and PEHS 15020 and PEHS 25025 and PEHS 25033; and admission to advanced study.

Corequisite: PEHS 45592.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 3 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 45092 INTERNSHIP IN PHYSICAL EDUCATION (ELR) 2-4 Credit Hours

(Repeatable for credit) Supervised full-time experience providing knowledge of overall operations for an agency or sports program in an approved setting. Forty-five (45) work hours per credit hour.

Prerequisite: Senior standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 6-12 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

PEHS 45096 INDIVIDUAL INVESTIGATION IN PHYSICAL EDUCATION 1-3 Credit Hours

(Repeatable for credit) Independent study completed under the supervision of a faculty member. Written approval of supervising faculty member and school director required prior to registration.

Prerequisite: Junior standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3-6 other

Grade Mode: Satisfactory/Unsatisfactory-IP

PEHS 45192 ELEMENTARY PRACTICUM IN PHYSICAL EDUCATION (ELR) 1 Credit Hour

(Repeatable for credit) This field-based practicum provides teacher candidates in physical education with approximately 30 field hours of supervised experience in an elementary school. Under the guidance of a mentor teacher, students will observe, assist, and gradually teach lessons in physical education. Emphasis is placed on planning and implementing developmentally appropriate instruction aligned with state and national standards. Aim is to transition candidates from observation to independent lesson delivery in preparation for full-time student teaching.

Prerequisite: PEHS 15010, PEHS 15012, PEHS 15013, PEHS 15020, PEHS 25025, PEHS 25026 and PEHS 25033.

Corequisite: PEHS 45051.

Schedule Type: Practical Experience

Contact Hours: 3 other

Grade Mode: Satisfactory/Unsatisfactory

Attributes: Experiential Learning Requirement

PEHS 45592 PRACTICUM IN HEALTH AND PHYSICAL EDUCATION (ELR) 2 Credit Hours

(Repeatable for credit) This field-based practicum provides teacher candidates in health and physical education with approximately 100 field hours of supervised experience in a middle or high school. Under the guidance of a mentor teacher, students will observe, assist, and gradually teach lessons in health education and physical education. Emphasis is placed on planning and implementing developmentally appropriate instruction aligned with state and national standards. Aim is to transition candidates from observation to independent lesson delivery in preparation for full-time student teaching.

Corequisite: HED 32543 and PEHS 45053.

Schedule Type: Practical Experience

Contact Hours: 6 other

Grade Mode: Standard Letter

Attributes: Experiential Learning Requirement

PEHS 45692 INTERNSHIP IN ATHLETIC COACHING (ELR) 2-4 Credit Hours

(Repeatable for credit) Supervised experience in organized sport focused upon the duties of a coach; can involve one or more level (youth, school, college, professional) and sport. 45 contact hours per credit.

Prerequisite: PEHS 45020; and special approval.

Schedule Type: Practical Experience

Contact Hours: 6-12 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

PEHS 49525 INQUIRY INTO PROFESSIONAL PRACTICE 3 Credit Hours

Seminar focused on development of those skills and knowledge which enable future teachers to engage in effective reflective, collaborative and ethical professional practice. Interdisciplinary inquiry into teaching as a professional practice in physical and health education, with an emphasis on the knowledge and skills needed for future teachers to engage in effective reflective, collaborative, and ethical professional practice.

Prerequisite: Physical education, health and sport exploration majors; and admission to advanced study.

Corequisite: PEHS 49592.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

PEHS 49592 STUDENT TEACHING IN PHYSICAL EDUCATION, HEALTH AND SPORT EXPLORATION (ELR) 12 Credit Hours

(Repeatable for credit) This experience provides for a full semester of student teaching in a school setting that is taken with PEHS 49525 Inquiry into Professional Practice in Physical Education. 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 before the first day of the semester in which student teaching will take place.

Prerequisite: Physical Education, Health and Sport Exploration majors; and admission to advanced study
Corequisites: PEHS 49525.

Schedule Type: Practical Experience

Contact Hours: 45 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

PEHS 55015 PSYCHOLOGY OF COACHING 3 Credit Hours

(Slashed with PEHS 45015) Factors affecting athletic performance emphasizing skill, motivation, personality and practice conditions.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PEHS 55051 ELEMENTARY SCHOOL CONTENT AND METHODS IN PHYSICAL EDUCATION 3 Credit Hours

(Slashed with PEHS 45051) This course focuses on developing in-depth content knowledge and effective teaching practices for elementary school physical education. Emphasis is placed on creating a positive learning environment, planning standards-based lessons, promoting instructional effectiveness, and assessing student learning. Students are required to complete 30 hours of field experience in an assigned school or agency. Prior to the first day of field experience, students are required to apply for and obtain a Pre-Service Teacher Permit from the State Board of Education by completing both the Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 2 lecture, 3 lab

Grade Mode: Standard Letter

PEHS 55053 SECONDARY SCHOOL CONTENT AND METHODS IN PHYSICAL EDUCATION 3 Credit Hours

(Slashed with PEHS 45053) Approaches to teaching in secondary school physical education. Focus on management of the learning environment, planning for learning outcomes in three domains, instructional effectiveness, and sequential curriculum development. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school/agency before the first day of field experience (30 hours).

Prerequisite: Graduate standing; and special approval.

Corequisite: PEHS 55592.

Schedule Type: Laboratory, Lecture, Combined Lecture and Lab

Contact Hours: 3 lecture, 2 lab

Grade Mode: Standard Letter

PEHS 55192 ELEMENTARY PRACTICUM IN PHYSICAL EDUCATION 1 Credit Hour

(Repeatable for credit) This field-based practicum provides teacher candidates in physical education with approximately 30 field hours of supervised experience in an elementary school. Under the guidance of a mentor teacher, students will observe, assist, and gradually teach lessons in physical education. Emphasis is placed on planning and implementing developmentally appropriate instruction aligned with state and national standards. Aim is to transition candidates from observation to independent lesson delivery in preparation for full-time student teaching.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3 other

Grade Mode: Standard Letter

PEHS 55592 PRACTICUM IN HEALTH AND PHYSICAL EDUCATION 2 Credit Hours

(Repeatable for credit) This field-based practicum provides teacher candidates in health and physical education with approximately 100 field hours of supervised experience in a middle or high school. Under the guidance of a mentor teacher, students will observe, assist, and gradually teach lessons in health education and physical education. Emphasis is placed on planning and implementing developmentally appropriate instruction aligned with state and national standards. Aim is to transition candidates from observation to independent lesson delivery in preparation for full-time student teaching.

Prerequisite: Graduate standing; and special approval.

Corequisite: PEHS 55053.

Schedule Type: Practical Experience

Contact Hours: 6.66 other

Grade Mode: Satisfactory/Unsatisfactory

PEHS 59525 INQUIRY INTO PROFESSIONAL PRACTICE 3 Credit Hours

(Slashed with PEHS 49525) Seminar focused on development of those skills and knowledge which enable future teachers to engage in effective reflective, collaborative and ethical professional practice. Interdisciplinary inquiry into teaching as a professional practice in physical and health education, with an emphasis on the knowledge and skills needed for future teachers to engage in effective reflective, collaborative and ethical professional practice.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

Professional Studies (PROS)**PROS 40095 SPECIAL TOPICS IN PROFESSIONAL STUDIES 1-3 Credit Hours**

(Repeatable for credit) Selected topics in Professional Studies dependent upon interest.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 1-3 lecture

Grade Mode: Standard Letter

PROS 40096 INDIVIDUAL INVESTIGATION IN PROFESSIONAL STUDIES
1-3 Credit Hours

(Repeatable for credit) Independent study completed under the supervision of a faculty member. Written approval of supervising faculty member required prior to registration.

Prerequisite: Special approval.

Schedule Type: Individual Investigation

Contact Hours: 1-3 other

Grade Mode: Standard Letter-IP

PROS 44003 CAREER DEVELOPMENT IN PROFESSIONAL STUDIES
3 Credit Hours

In this course students will have the opportunity to integrate educational, work and field experiences as they prepare for their future career path.

This course will help students consider career options, including future professions and post-graduate education. Practical exercises to support preparation for the job market are part of the experience.

Prerequisite: Senior standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter-IP

PROS 44004 RESEARCH AND WRITINGS IN PROFESSIONAL STUDIES (WIC)
3 Credit Hours

This course presents and integrates the role of professionals in an array of fields, including but not limited to, education, health and human services, communication and business fields as they attempt to meet the needs of individuals in diverse environments.

Prerequisite: Senior standing; and special approval.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

Attributes: Writing Intensive Course

PROS 44005 EXPLORATION AND APPLICATION OF LEADERSHIP SKILLS FOR VARIED PROFESSIONAL SETTINGS
3 Credit Hours

Leadership skills, for both personal and professional life, are explored and practiced. Topics include leadership concepts, including important qualities, skills and attributes. Activities, presentations and readings aid in the exploration and practice of those qualities and skills for a variety of career paths.

Prerequisite: None.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

PROS 44092 PRACTICUM IN PROFESSIONAL STUDIES (ELR)
1-12 Credit Hours

(Repeatable for credit) A culminating experiential learning opportunity near the end of students' formal academic studies. Students investigate and propose a placement at a work site that is congruent with their career interests and aspirations. Work sites are approved by the practicum advisor. Practicum is often completed in one semester, although two semesters of practicum are also possible.

Prerequisite: Professional Studies major; and senior standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 3-36 other

Grade Mode: Satisfactory/Unsatisfactory-IP

Attributes: Experiential Learning Requirement

Teaching, Learning and Curriculum Studies (TLCS)**TLCS 40093 VARIABLE TITLE WORKSHOP IN TEACHING, LEARNING AND CURRICULUM STUDIES**
1-5 Credit Hours

(Slashed with TLCS 50093 and TLCS 70093)(Repeatable for credit)

Variable topic workshop designed to respond to curriculum trends and issues and specialized needs.

Prerequisite: Special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory-IP

TLCS 50093 VARIABLE TITLE WORKSHOP IN TEACHING, LEARNING AND CURRICULUM STUDIES
1-5 Credit Hours

(Slashed with TLCS 40093 and TLCS 70093)(Repeatable for credit)

Variable topic workshop designed to respond to curriculum trends and issues and specialized needs.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

TLCS 55020 CONTEMPORARY ATHLETIC COACHING
3 Credit Hours

(Slashed with PEHS 45020) A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 60003 TEACHING AND LEARNING I: THEORY, RESEARCH AND EDUCATIONAL PRACTICE
3 Credit Hours

(Slashed with TLCS 80003) Course explores the connections between learning theory, educational research and instructional practice. Students examine how cognitive processes, social contexts, curriculum policy and evidence-based strategies intersect to support effective teaching and learning. Additionally, they strengthen their ability to bridge scholarly knowledge with classroom application through critical reading of research studies, analysis of instructional models and design of theory-informed practices. Attention is also given to how educators can begin developing leadership skills that foster equitable and research-informed practices within their teaching contexts.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 60004 TEACHING AND LEARNING II: THEORY, RESEARCH AND EDUCATIONAL PRACTICE
3 Credit Hours

(Slashed with TLCS 80004) Course examines how learning theory and educational research inform curriculum development, instructional design and educational leadership across diverse settings. Students analyze how social, cultural, embodied, environmental and motivational factors shape teaching and learning, and how leaders can leverage these insights to guide curricular and organizational change. Emphasis is placed on the roles of teacher-leaders and educational professionals in shaping equitable learning environments, integrating technology, assessing student learning and leading instructional innovation. Through applied projects, research analysis and critical reflection, students deepen their capacity to connect theory, practice and leadership in education.

Prerequisite: TLCS 60003 and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 60005 CURRICULUM THEORIES: RESEARCH, DESIGN AND EDUCATIONAL PRACTICE 3 Credit Hours

(Slashed with TLCS 80005) Course investigates the history, theory and design of curricula in educational settings. Students explore traditional and critical curriculum theories; analyze policy and ideological influences; and develop or critique curriculum designs that align with instructional practices and sociocultural contexts.

Prerequisite: TLCS 60004 and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 60095 SPECIAL TOPICS IN INTERNATIONAL BACCALAUREATE PROGRAM 1 Credit Hour

(Repeatable for credit) Topics vary for each offering for the International Baccalaureate program.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 1 lecture

Grade Mode: Standard Letter

TLCS 60169 UNDERSTANDING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS AND THEIR FAMILIES 3 Credit Hours

(Slashed with TLCS 80169) This course is designed to help the general practitioner understand and know foundational concepts about multi-lingual students, immigrants, English language learners and their families.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 60171 TEACHING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS 3 Credit Hours

(Slashed with TLCS 80171) General educators explore the application of teaching methods and a variety of curriculum approaches for immigrant and bi-literate children, and apply more fully their work with families and communities.

Prerequisite: TLCS 60169; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 60191 VARIABLE CONTENT SEMINAR IN STEM EDUCATION 3 Credit Hours

(Repeatable for credit)(Slashed with TLCS 80191) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within STEM education.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 60196 INDIVIDUAL INVESTIGATION IN STEM EDUCATION 3 Credit Hours

(Repeatable for credit) Independent research on a topic related to STEM education conducted under the supervision of a faculty member.

Prerequisite: Graduate standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 60291 VARIABLE CONTENT SEMINAR IN TEACHER EDUCATION 3 Credit Hours

(Repeatable for credit)(Slashed with TLCS 80291) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within the field of teacher education.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 60296 INDIVIDUAL INVESTIGATION IN TEACHER EDUCATION 3 Credit Hours

(Repeatable for credit) Independent research on a topic related to teacher education conducted under the supervision of a faculty member.

Prerequisite: Graduate standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 60391 VARIABLE CONTENT SEMINAR IN LANGUAGE, LITERACY AND SOCIETY 3 Credit Hours

(Repeatable for credit)(Slashed with TLCS 80391) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within language, literacy and society.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 60396 INDIVIDUAL INVESTIGATION IN LANGUAGE, LITERACY AND SOCIETY 3 Credit Hours

(Repeatable for credit) Independent research on a topic related to language, literacy and society conducted under the supervision of a faculty member.

Prerequisite: Graduate standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 60491 VARIABLE CONTENT SEMINAR IN CURRICULUM AND INSTRUCTION 3 Credit Hours

(Repeatable for credit)(Slashed with TLCS 80491) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within curriculum and instruction.

Prerequisite: Graduate standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 60496 INDIVIDUAL INVESTIGATION IN CURRICULUM AND INSTRUCTION 3 Credit Hours

(Repeatable for credit) Independent research on a topic related to curriculum and instruction conducted under the supervision of a faculty member.

Prerequisite: Graduate standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 61130 MULTICULTURAL EDUCATION 3 Credit Hours

(Slashed with TLCS 81130) Course provides the strategies for teaching children to function effectively in a pluralistic society.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 62000 PRINCIPLES OF TEACHING WITH DIFFERENTIATION 3 Credit Hours

Principles of teaching adolescents, including designing curriculum, planning instruction, differentiation, assessment, fundamentals of evaluation and reflective practice. Learning experiences focus on preparing teachers for secondary school teaching in diverse settings. Teaching as a profession is explored, including examination of the Ohio licensure code of professional conduct and the Ohio Standards for the Teaching profession. Additionally, the course emphasizes culturally relevant, responsive and sustaining pedagogies.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Science, Mathematics, Social Studies, English/Language Arts).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62001 ASSESSMENT PROCEDURES AND PRAXIS 3 Credit Hours

Students gain an understanding of the complexities of designing, collecting, analyzing and evaluating student performance data. Both formative and summative assessment practices are examined. Additionally, students determine best practices in inference-making based on data and consider pedagogical and evaluative choices that rely on the quality of data that they collect, both from their own design and assessment data from vendors. Students consider how qualitative data about individual learners can be collected and analyzed to strengthen the validity and reliability of the decisions made about learning outcomes.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Science, Mathematics, Social Studies, English/Language Arts).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62002 CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT PRACTICES 3 Credit Hours

Course explores principles of positive behavior supports and interventions; procedures to promote and practice positive learning interactions; and development of routines that practice social-emotional skill development, including resolution of conflict using restorative practice methods. Additionally, students examine the physical- and psychological-learning environment as a factor in culturally responsive teaching.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Science, Mathematics, Social Studies, English/Language Arts).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62003 LITERACIES IN THE CONTENT AREAS 3 Credit Hours

Student acquire professional knowledge of the nature of literacy as it relates to specific content areas. Students understand the critical role that "literacy - including the interpretation and production of texts and representations - plays as vital to participation and learning in different academic disciplines" (International Literacy Association, 2017). Students develop, implement and reflect on a variety of curricular engagements, instructional strategies and assessment procedures for meeting the literacy needs of diverse students. Additionally, students learn how to plan inquiry-based teaching and learning that employs and extends students' literacy development.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Science, Mathematics, Social Studies, English/Language Arts).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62101 CURRICULUM STUDIES OF SECONDARY ENGLISH LANGUAGE ARTS 3 Credit Hours

Course explores pedagogies of reading and composing with a variety of print and non-print texts. Considers the impact of media upon adolescent culture. Also explores teaching canonical literature and literary theories.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (English/Language Arts).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62102 CURRICULUM STUDIES OF SECONDARY MATHEMATICS 3 Credit Hours

Course examines the secondary school mathematics curriculum, textbooks and national standards. Analyzes, implements and evaluates methodology and materials of effective teaching of secondary mathematics. This course is intended for students in the Alternative Licensure Professional Development Institute non-degree program.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Mathematics).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62103 CURRICULUM STUDIES OF SECONDARY SCIENCE 3 Credit Hours

This course is designed to deepen secondary science teaching through the development of content knowledge, pedagogical knowledge and methodologies appropriate for science learning in secondary school. Students engage in pedagogical analyses and curriculum development related to nature of science; science literacy; conceptual change and student misconceptions; issues-based instruction; problem-based learning; and teaching diverse-learners science concepts.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Science).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62104 CURRICULUM STUDIES OF SECONDARY SOCIAL STUDIES 3 Credit Hours

This course is designed to prepare prospective teachers to be purposeful, deliberative decision-makers and reflective practitioners who prepare citizens who contribute to the deepening of democracy and promote the common good. Areas of planning, curriculum, instruction and assessment are examined from a social studies perspective. The goal is to support purposeful social studies teaching and learning that engages students in the learning experiences designed to honor their real-world experiences and prepare them to be agents of change in their school and community.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (Social Studies).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 62121 FOUNDATIONS OF LITERACY AND PHONICS FOR SECONDARY TEACHERS 3 Credit Hours

Course provides professional training in the teaching of the foundations of literacy: word/recognition/decoding, vocabulary, reading fluency and comprehension. Consideration of how struggling adolescent readers development may be assessed followed by how to provide interventions to strengthen literacy skills and strategies.

Prerequisite: Graduate standing; and admission in the Alternative Licensure Professional Development Institute non-degree program (English/Language Arts).

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter-IP

TLCS 67001 FUNDAMENTALS OF CURRICULUM 3 Credit Hours

(Slashed with TLCS 87001) Orientation to the curriculum field. Theoretical examination of foundations, elements, design and development of school, college and non-school curricula.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67002 CURRICULUM LEADERSHIP 3 Credit Hours

(Slashed with TLCS 87002) Course explores the theories and practices of curriculum leadership with reference to the current politics of education and the democratic ideals of information-age, pluralistic societies. Mandated accountability reform is critically compared to invited professional renewal.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67004 PROFESSIONAL LEARNING IN EDUCATION 3 Credit Hours

(Slashed with TLCS 87004) Course provides a theoretical and research-based understanding of principles and best practices for professional learning of preK-16 teachers.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67005 INTERCULTURAL DIMENSIONS OF TEACHING AND LEARNING 3 Credit Hours

(Slashed with TLCS 87005) Course addresses teaching and learning in the intercultural K-16 context. Increasing intercultural interaction in schools and communities across the nation and around the world are prompting educational changes in terms of what is being taught and how it is being taught. Educators at all levels are increasingly being called upon to enhance their own intercultural competence and to consider how best to translate this to students in their charge.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67010 CURRICULUM EVALUATION 3 Credit Hours

(Slashed with TLCS 87010) Students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation and evaluation to enhance decision-making processes. Students develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67096 INDIVIDUAL INVESTIGATION IN TEACHING, LEARNING AND CURRICULUM STUDIES 1-5 Credit Hours

(Repeatable for credit) Directed independent reading and/or research of special interest or need in student's program. Planned with and directed by a graduate faculty member.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-18 other

Grade Mode: Standard Letter-IP

TLCS 67098 RESEARCH IN TEACHING, LEARNING AND CURRICULUM INSTRUCTION 1-15 Credit Hours

(Repeatable for credit) Students pursue an individualized research project on a specialized topic 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

TLCS 67105 IMPROVING CLASSROOM INSTRUCTION 3 Credit Hours

(Slashed with TLCS 87105) Emphasizes motivation, varied materials and methods, individual needs and sources of teacher help. Class members define goals and means.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67310 THEORY AND PRACTICE IN THE TEACHING OF READING 3 Credit Hours

(Slashed with TLCS 87310) Nature and development of reading, approaches to instruction, relation to learning and development.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67312 TEACHING WRITING AS A PROCESS 3 Credit Hours

(Slashed with TLCS 87312) Course emphasizes a process approach to writing instruction in grades K-12. Examines the steps and studies of composing, evaluation and components of a school-wide program.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67319 DIAGNOSIS AND REMEDIATION IN READING 3 Credit Hours

(Slashed with TLCS 87319) Theory and application of diagnostic principles and remedial reading approaches with school-age children. Cultural, linguistic, cognitive and effective factors in diagnosing and remediating reading problems.

Prerequisite: TLCS 67310; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67330 LITERACY IN THE CONTENT AREAS 3 Credit Hours

(Slashed with TLCS 87330) Information and competencies for improving students' reading and studying in the content areas. Focus on intermediate grades through post-secondary years.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67351 PERSPECTIVES ON EDUCATIONAL RESEARCH 3 Credit Hours

(Slashed with TLCS 87351) Inquiry into basic concepts and agendas for research through a study of historical, landmark and ground-breaking studies in education.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67352 INSTRUCTIONAL COACHING 3 Credit Hours

(Slashed with TLCS 87352) Focus on principles and strategies related to instructional coaching, within classrooms, schools and districts.

Prerequisite: Graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67353 TEACHING LITERATURE, GRADES K-12 3 Credit Hours

(Slashed with TLCS 87353) Course explores the history and evolution of children's, middle grades and young adult literature. Strategies for selection and use in classrooms, kindergarten through 12th grade.

Prerequisite: Literacy Specialization major; and graduate standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 67396 INDIVIDUAL INVESTIGATION IN READING AND LANGUAGE ARTS 1-5 Credit Hours

(Repeatable for credit) Directed independent reading and/or research of special interest or need in student's program. Planned with and directed by a graduate faculty member.

Prerequisite: Graduate standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-18 other

Grade Mode: Satisfactory/Unsatisfactory

TLCS 67399 TEACHER AS EDUCATIONAL RESEARCHER 3 Credit Hours

Capstone experience in master's program in which students pursue an individualized research program.

Prerequisite: TLCS 67351; and graduate standing.

Schedule Type: Lecture, Project or Capstone

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 70093 VARIABLE TITLE WORKSHOP IN TEACHING, LEARNING AND CURRICULUM STUDIES 1-5 Credit Hours

(Slashed with TLCS 40093 and TLCS 50093) (Repeatable for credit) Variable topic workshop designed to respond to curriculum trends and issues and specialized needs.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Workshop

Contact Hours: 1-5 other

Grade Mode: Satisfactory/Unsatisfactory

TLCS 77096 INDIVIDUAL INVESTIGATION IN TEACHING, LEARNING AND CURRICULUM STUDIES 1-5 Credit Hours

(Repeatable for credit) Directed independent reading and/or research of special interest or need in student's program. Planned with and directed by a graduate faculty member.

Prerequisite: Doctoral standing; and program coordinator approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-18 other

Grade Mode: Standard Letter-IP

TLCS 80001 PROSEMINAR I: INTRODUCTION TO DOCTORAL STUDIES IN EDUCATION 3 Credit Hours

The first course in this seminar sequence provides an essential foundation for first-year Ph.D. students, guiding them through the structure, expectations and resources of the doctoral program. Students engage with faculty members, gain insights into diverse research areas and explore opportunities for collaboration within and beyond the program. Through these interactions, students develop a clearer understanding of their research pathways and the community they are joining. In the second half of the semester, the course shifts focus to introduce foundational scholarly reading and writing skills, equipping students with strategies for analyzing academic texts and managing research literature.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 80002 PROSEMINAR II: THEORY AND RESEARCH IN EDUCATIONAL PRACTICE 3 Credit Hours

This is the second of two proseminar courses. Building on the foundational knowledge gained in TLCS 80001, this course introduces students to multidisciplinary educational theory and research. Students deepen their understanding of research paradigms, critique research literature, explore advanced methodological concepts and engage in reflective academic practice, while continuing development into effective and collaborative scholars.

Prerequisite: TLCS 80001; and doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 80003 TEACHING AND LEARNING I: THEORY, RESEARCH AND EDUCATIONAL PRACTICE 3 Credit Hours

(Slashed with TLCS 60003) Course explores the connections between learning theory, educational research and instructional practice. Students examine how cognitive processes, social contexts, curriculum policy and evidence-based strategies intersect to support effective teaching and learning. Additionally, they strengthen their ability to bridge scholarly knowledge with classroom application through critical reading of research studies, analysis of instructional models and design of theory-informed practices. Attention is also be given to how educators can begin developing leadership skills that foster equitable and research-informed practices within their teaching contexts.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 80004 TEACHING AND LEARNING II: THEORY, RESEARCH AND EDUCATIONAL PRACTICE 3 Credit Hours

(Slashed with TLCS 60004) Course examines how learning theory and educational research inform curriculum development, instructional design and educational leadership across diverse settings. Students analyze how social, cultural, embodied, environmental and motivational factors shape teaching and learning, and how leaders can leverage these insights to guide curricular and organizational change. Emphasis is placed on the roles of teacher-leaders and educational professionals in shaping equitable learning environments, integrating technology, assessing student learning and leading instructional innovation. Through applied projects, research analysis and critical reflection, students deepen their capacity to connect theory, practice and leadership in education.

Prerequisite: TLCS 80003; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 80005 CURRICULUM THEORIES: RESEARCH, DESIGN AND EDUCATIONAL PRACTICE 3 Credit Hours

(Slashed with TLCS 60005) Course investigates the history, theory and design of curricula in educational settings. Students explore traditional and critical curriculum theories; analyze policy and ideological influences; and develop or critique curriculum designs that align with instructional practices and sociocultural contexts.

Prerequisite: TLCS 80004; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 80006 EMERGING ISSUES AND TRENDS IN EDUCATIONAL RESEARCH 3 Credit Hours

This seminar examines current and future trends in educational research and practice, including methodological innovation, data ethics, artificial intelligence, equity, policy impact and emerging theoretical frameworks. Students critically analyze contemporary issues, reflect on their implications for diverse learners and explore how these shape their own research agendas and the broader field.

Prerequisite: TLCS 80005; and doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 80007 SEMINAR IN EDUCATIONAL RESEARCH 3 Credit Hours

This culminating seminar supports doctoral students in designing and conducting a pilot research study in preparation for their dissertation. Emphasis is placed on refining research questions, selecting appropriate methodologies, adhering to ethical standards, collecting and analyzing data and presenting findings in written and oral formats. Students complete a formal research report and present their results to faculty and peers. The course also supports advanced development in researcher identity and capacity.

Prerequisite: TLCS 80006 and doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 80169 UNDERSTANDING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS AND THEIR FAMILIES 3 Credit Hours

(Slashed with TLCS 60169) This course is designed to help the general practitioner understand and know foundational concepts about multi-lingual students, immigrants, English language learners and their families.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 80171 TEACHING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS 3 Credit Hours

(Slashed with TLCS 60171) General educators explore the application of teaching methods and a variety of curriculum approaches for immigrant and bi-literate children, and apply more fully their work with families and communities.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 80191 VARIABLE CONTENT SEMINAR IN STEM EDUCATION 3 Credit Hours

(Repeatable for credit)(Slashed with TLCS 60191) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within STEM education.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

TLCS 80196 INDIVIDUAL INVESTIGATION IN STEM EDUCATION 3 Credit Hours

(Repeatable for credit) Independent research on a topic related to STEM education conducted under the supervision of a faculty member.

Prerequisite: Doctoral standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 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: 15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

**TLCS 80291 VARIABLE CONTENT SEMINAR IN TEACHER EDUCATION
3 Credit Hours**

(Repeatable for credit)(Slashed with TLCS 60291) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within the field of teacher education.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

**TLCS 80296 INDIVIDUAL INVESTIGATION IN TEACHER EDUCATION
3 Credit Hours**

(Repeatable for credit) Independent research on a topic related to teacher education conducted under the supervision of a faculty member.

Prerequisite: Doctoral standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 80299 DISSERTATION II 15 Credit Hours

(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 credit hours of dissertation and continuing until all degree requirements are met.

Prerequisite: TLCS 80199; and doctoral standing.

Schedule Type: Dissertation

Contact Hours: 15 other

Grade Mode: Satisfactory/Unsatisfactory-IP

**TLCS 80391 VARIABLE CONTENT SEMINAR IN LANGUAGE, LITERACY
AND SOCIETY 3 Credit Hours**

(Repeatable for credit)(Slashed with TLCS 60391) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within language, literacy and society.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

**TLCS 80396 INDIVIDUAL INVESTIGATION IN LANGUAGE, LITERACY
AND SOCIETY 3 Credit Hours**

(Repeatable for credit) Independent research on a topic related to language, literacy and society conducted under the supervision of a faculty member.

Prerequisite: Doctoral standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

**TLCS 80491 VARIABLE CONTENT SEMINAR IN CURRICULUM AND
INSTRUCTION 3 Credit Hours**

(Repeatable for credit)(Slashed with TLCS 60491) This seminar explores selected content, which varies by term and is designed to engage students in current issues, research and innovations within curriculum and instruction.

Prerequisite: Doctoral standing.

Schedule Type: Seminar

Contact Hours: 3 other

Grade Mode: Standard Letter

**TLCS 80496 INDIVIDUAL INVESTIGATION IN CURRICULUM AND
INSTRUCTION 3 Credit Hours**

(Repeatable for credit) Independent research on a topic related to curriculum and instruction conducted under the supervision of a faculty member.

Prerequisite: Doctoral standing and special approval.

Schedule Type: Individual Investigation

Contact Hours: 10.8 other

Grade Mode: Standard Letter

TLCS 81130 MULTICULTURAL EDUCATION 3 Credit Hours

(Slashed with TLCS 61130) Course provides the strategies for teaching children to function effectively in a pluralistic society.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87001 FUNDAMENTALS OF CURRICULUM 3 Credit Hours

(Slashed with TLCS 67001) Orientation to the curriculum field. Theoretical examination of foundations, elements, design and development of school, college and non-school curricula.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87002 CURRICULUM LEADERSHIP 3 Credit Hours

(Slashed with TLCS 67002) Course explores the theories and practices of curriculum leadership with reference to the current politics of education and the democratic ideals of information-age, pluralistic societies. Mandated accountability reform is critically compared to invited professional renewal.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**TLCS 87003 FORMS OF INQUIRY IN CURRICULUM AND INSTRUCTION
3 Credit Hours**

Introduction to the history, context, philosophy and ethics of inquiry in curriculum and instruction. Emphasis on acquainting students with faculty lines of inquiry and research foci while preparing them for critical consumption of and significant contribution to inquiry in curriculum and instruction.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

**TLCS 87004 PROFESSIONAL LEARNING IN EDUCATION 3 Credit
Hours**

(Slashed with TLCS 67004) Course provides a theoretical and research-based understanding of principles and best practices for professional learning of preK-16 teachers.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87005 INTERCULTURAL DIMENSIONS OF TEACHING AND LEARNING 3 Credit Hours

(Slashed with TLCS 67005) Course addresses teaching and learning in the intercultural K-16 context. Increasing intercultural interaction in schools and communities across the nation and around the world are prompting educational changes in terms of what is being taught and how it is being taught. Educators at all levels are increasingly being called upon to enhance their own intercultural competence and to consider how best to translate this to students in their charge.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87010 CURRICULUM EVALUATION 3 Credit Hours

(Slashed with TLCS 67010) Students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation and evaluation to enhance decision-making processes. Students develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87098 RESEARCH IN TEACHING, LEARNING AND CURRICULUM STUDIES 1-9 Credit Hours

(Repeatable for credit) Research for doctoral students who have not yet passed their comprehensive (candidacy) examination.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Research

Contact Hours: 3.6-32.4 other

Grade Mode: Satisfactory/Unsatisfactory-IP

TLCS 87105 IMPROVING CLASSROOM INSTRUCTION 3 Credit Hours

(Slashed with TLCS 67105) Emphasizes motivation, varied materials and methods, individual needs and sources of teacher help. Class members define goals and means.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87310 THEORY AND PRACTICE IN THE TEACHING OF READING 3 Credit Hours

(Slashed with TLCS 67310) Nature and development of reading, approaches to instruction, relation to learning and development.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87312 TEACHING WRITING AS A PROCESS 3 Credit Hours

(Slashed with TLCS 67312) Course emphasizes a process approach to writing instruction in grades K-12. Examines the steps and studies of composing, evaluation and components of a school-wide program.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87319 DIAGNOSIS AND REMEDIATION IN READING 3 Credit Hours

(Slashed with TLCS 67319) Theory and application of diagnostic principles and remedial reading approaches with school-age children. Cultural linguistic cognitive and affective factors in diagnosing and remediating reading problems.

Prerequisite: TLCS 87310; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87330 LITERACY IN THE CONTENT AREAS 3 Credit Hours

(Slashed with TLCS 67330) Information and competencies for improving students' reading and studying in the content areas. Focus on intermediate grades through post-secondary years.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87351 PERSPECTIVES ON EDUCATIONAL RESEARCH 3 Credit Hours

(Slashed with TLCS 67351) Inquiry into basic concepts and agendas for research through a study of historical, landmark and ground-breaking studies in education.

Prerequisite: Teaching, Learning and Curriculum Studies major; and doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87352 INSTRUCTIONAL COACHING 3 Credit Hours

(Slashed with TLCS 67352) Focus on principles and strategies related to instructional coaching, within classrooms, schools and districts.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87353 TEACHING LITERATURE, GRADES K-12 3 Credit Hours

(Slashed with TLCS 67353) Course explores the history and evolution of children's, middle grades and young adult literature. Strategies for selection and use in classrooms, kindergarten through 12th grade.

Prerequisite: Doctoral standing.

Schedule Type: Lecture

Contact Hours: 3 lecture

Grade Mode: Standard Letter

TLCS 87396 INDIVIDUAL INVESTIGATION IN READING AND LANGUAGE ARTS 1-5 Credit Hours

(Repeatable for credit) Directed independent reading and/or research of special interest or need in student's program. Planned with and directed by a graduate faculty member.

Prerequisite: Doctoral standing; and special approval.

Schedule Type: Individual Investigation

Contact Hours: 3.6-18 other

Grade Mode: Satisfactory/Unsatisfactory

TLCS 87692 CLINICAL PRACTICUM IN CORRECTIVE READING 3**Credit Hours**

Application of previous courses. Includes supervised diagnostic/prescriptive reading work with school-age pupils and diagnostic/remedial reporting.

Prerequisite: TLCS 87319; and doctoral standing; and special approval.

Schedule Type: Practical Experience

Contact Hours: 9 other

Grade Mode: Standard Letter