

School of Education and Human Sciences

Graduation requirements and regulations for every academic program are provided in this catalog; however, this catalog is for informational purposes only and does not constitute a contract. Degree and program requirements and course descriptions are subject to change.

For information on graduate program regulations, refer to the School of Education and Human Sciences Graduate Regulations (<https://catalog.ku.edu/education/#graduateregulationstext>) tab. In most cases, you will use the catalog of the year you entered KU (see your School of Education and Human Sciences advisor (<http://soe.ku.edu/students/advising/>) for details). *Other years' catalogs*»

Curriculum and Teaching (<https://catalog.ku.edu/education/curriculum-teaching/>)

- Bachelor of Science in Education in Elementary Education (<https://catalog.ku.edu/education/curriculum-teaching/bse-elementary-education/>)
- Bachelor of Science in Education in Secondary Education (<https://catalog.ku.edu/education/curriculum-teaching/bse-secondary-education/>)
- Bachelor of Science in Education in Unified Early Childhood (<https://catalog.ku.edu/education/curriculum-teaching/bse-unified-early-childhood/>)
- Undergraduate Certificate in Teaching English as a Foreign Language (TEFL) (<https://catalog.ku.edu/education/curriculum-teaching/tefl-ucert/>)
- Master of Arts in Curriculum and Instruction (<https://catalog.ku.edu/education/curriculum-teaching/ma/>)
- Master of Science in Education in Curriculum and Instruction (<https://catalog.ku.edu/education/curriculum-teaching/mse/>)
- Doctor of Education in Curriculum and Instruction (<https://catalog.ku.edu/education/curriculum-teaching/edd/>)
- Doctor of Philosophy in Curriculum and Instruction (<https://catalog.ku.edu/education/curriculum-teaching/phd/>)
- Graduate Certificate in Reading (<https://catalog.ku.edu/education/curriculum-teaching/reading-gradcert/>)
- Graduate Certificate in Teaching English to Speakers of Other Languages (<https://catalog.ku.edu/education/curriculum-teaching/tesol-gradcert/>)

Educational Leadership and Policy Studies (<https://catalog.ku.edu/education/educational-leadership/>)

- Master of Science in Education in Educational Administration (<https://catalog.ku.edu/education/educational-leadership/mse/>)
- Master of Science in Education in Higher Education Administration (<https://catalog.ku.edu/education/educational-leadership/higher-education-mse/>)
- Master of Science in Education/ Education and Social Policy (<https://catalog.ku.edu/education/educational-leadership/social-cultural-studies-mse/>)
- Doctor of Education in Educational Leadership and Policy Studies (<https://catalog.ku.edu/education/educational-leadership/edd/>)
- Doctor of Philosophy in Educational Leadership and Policy Studies (<https://catalog.ku.edu/education/educational-leadership/phd/>)
- Graduate Certificate in District Leadership (<https://catalog.ku.edu/education/educational-leadership/district-leadership-gradcert/>)
- Graduate Certificate in Higher Education Administration (<https://catalog.ku.edu/education/educational-leadership/higher-education-administration-gradcert/>)
- Graduate Certificate in PK-12 Building Leadership (<https://catalog.ku.edu/education/educational-leadership/k12-building-leadership-gradcert/>)

Educational Psychology (https://catalog.ku.edu/education/psychology-research/)	<p>Minor in Sport & Exercise Psychology (https://catalog.ku.edu/education/psychology-research/sports_exercise_psychology_minor/)</p> <p>Master of Science in Counseling Psychology (https://catalog.ku.edu/education/psychology-research/ms/)</p> <p>Master of Science in Education in Educational Psychology and Research (https://catalog.ku.edu/education/psychology-research/mse/)</p> <p>Specialist in Education in School Psychology (https://catalog.ku.edu/education/psychology-research/eds/)</p> <p>Doctor of Philosophy in Counseling Psychology (https://catalog.ku.edu/education/psychology-research/phd-counseling-psychology/)</p> <p>Doctor of Philosophy in Educational Psychology and Research (https://catalog.ku.edu/education/psychology-research/phd-educational-psychology-research/)</p> <p>Doctor of Philosophy in School Psychology (https://catalog.ku.edu/education/psychology-research/phd-school-psychology/)</p> <p>Graduate Certificate in Mind, Brain, and Education (https://catalog.ku.edu/education/psychology-research/mind-brain-education-gradcert/)</p> <p>Graduate Certificate in Post-Secondary Teaching (https://catalog.ku.edu/education/psychology-research/post-secondary-teaching-gradcert/)</p>	Health, Sport, and Exercise Sciences (https://catalog.ku.edu/education/health-sport-exercise-sciences/)	<p>Bachelor of Applied Science in Exercise Science (https://catalog.ku.edu/education/health-sport-exercise-sciences/bas-education/)</p> <p>Bachelor of Science in Education in Community Health (https://catalog.ku.edu/education/health-sport-exercise-sciences/bse-community-health/)</p> <p>Bachelor of Science in Exercise Science (https://catalog.ku.edu/education/health-sport-exercise-sciences/bs-exercise-science/)</p> <p>Bachelor of Science in Sport Management (https://catalog.ku.edu/education/health-sport-exercise-sciences/bs-sport-management/)</p> <p>Minor in Athletics Coaching (https://catalog.ku.edu/education/health-sport-exercise-sciences/minor-athletics-coaching/)</p> <p>Minor in Sport Management (https://catalog.ku.edu/education/health-sport-exercise-sciences/minor-sport-management/)</p> <p>Undergraduate Certificate in Health Education and Promotion (https://catalog.ku.edu/education/health-sport-exercise-sciences/health-education-promotion-ucert/)</p> <p>Undergraduate Certificate in Name, Image, and Likeness (https://catalog.ku.edu/education/health-sport-exercise-sciences/name-image-likeness-ucert/)</p> <p>Undergraduate Certificate in Strength and Conditioning (https://catalog.ku.edu/education/health-sport-exercise-sciences/strength-conditioning-ucert/)</p> <p>Master of Science in Education in Health, Sport Management, and Exercise Science (https://catalog.ku.edu/education/health-sport-exercise-sciences/mse/)</p> <p>Doctor of Philosophy in Health, Sport Management, and Exercise Science (https://catalog.ku.edu/education/health-sport-exercise-sciences/phd/)</p> <p>Minor in Education Studies (https://catalog.ku.edu/education/interdisciplinary-education/minor-education-studies/)</p>
		Interdisciplinary Education Programs (https://catalog.ku.edu/education/interdisciplinary-education/)	

Special Education (<https://catalog.ku.edu/education/special-education/>)

Undergraduate Certificate in KU Transition to Postsecondary Education (<https://catalog.ku.edu/education/special-education/ku-transition-postsecondary-education-ucert/>)

Master of Science in Education in Special Education (<https://catalog.ku.edu/education/special-education/mse/>)

Doctor of Philosophy in Special Education (<https://catalog.ku.edu/education/special-education/phd/>)

Graduate Certificate in Autism Spectrum Disorder (<https://catalog.ku.edu/education/special-education/autism-spectrum-disorders-gradcert/>)

Graduate Certificate in Early Childhood Unified (birth-k) (<https://catalog.ku.edu/education/special-education/licensure-endorsement-early-childhood-gradcert/>)

Graduate Certificate in High Incidence Disabilities (<https://catalog.ku.edu/education/special-education/high-incidence-disabilities-endorsement-gradcert/>)

Graduate Certificate in Interdisciplinary Early Intervention (<https://catalog.ku.edu/education/special-education/interdisciplinary-early-intervention-gradcert/>)

Graduate Certificate in Leadership in Special and Inclusive Education (<https://catalog.ku.edu/education/special-education/leadership-in-special-and-inclusive-education-gradcert/>)

Graduate Certificate in Low Incidence Disabilities (<https://catalog.ku.edu/education/special-education/low-incidence-disabilities-endorsement-gradcert/>)

Graduate Certificate in Low Incidence Disabilities for Paraprofessionals (<https://catalog.ku.edu/education/special-education/low-incidence-disabilities-paraprofessionals-gradcert/>)

Graduate Certificate in Transition (<https://catalog.ku.edu/education/special-education/transition-gradcert/>)

Introduction

Founded in 1909, the University of Kansas School of Education & Human Sciences educates future teachers, administrators, counselors, psychologists, and health and sport professionals. We serve Kansas, the

nation, and the world by preparing leaders and practitioners in education and related human science and sport fields.

Mission Statement

View the mission statement (<https://soehs.ku.edu/mission-vision/>) of the School of Education & Human Sciences.

Nationally and State Accredited Programs

View the information about accreditation (<https://soehs.ku.edu/mission-vision/accreditation/>) of the School of Education & Human Sciences programs.

Undergraduate Programs

School of Education and Human Sciences programs prepare teachers and sport and health professionals through the following majors:

- Community Health
- Elementary Education
 - Concentrations in Elementary and Elementary Education Unified
- Secondary Education
 - Concentrations in English, Foreign Language, and History and Government
- Exercise Science
- Physical Education Plus
- Sport Management
- Unified Early Childhood Education

Undergraduate programs feature extensive coursework in subject areas taught by expert faculty and real world experiences or concentrations in areas of interest or future study.

School of Education & Human Sciences also offers the following minors:

- Education Studies
- Sport Management
- Athletic Coaching
- Sport & Exercise Psychology

School of Education & Human Sciences also offers the following undergraduate certificates:

- Name, Image, and Likeness
- Strength and Conditioning
- KU Transition to Postsecondary Education

University Honors Program

The school encourages qualified students to participate in the University Honors Program (<https://honors.ku.edu/>).

Teacher Preparation Program Reports

The Title II Report (<https://soehs.ku.edu/mission-vision/accreditation/>) provides information about the performance of KU School of Education & Human Sciences teacher education program students on required state examinations. This data is part of the Title II report required by the federal government.

Graduate Programs

To facilitate preparation for specific types of professional service and teaching, graduate study in education has been organized into the program areas encompassed by these departments:

- Curriculum and Teaching (<https://catalog.ku.edu/education/curriculum-teaching/>) includes programs in curriculum and instruction, including the fields relating to elementary and secondary education.
- Educational Leadership and Policy Studies (<https://catalog.ku.edu/education/educational-leadership/>) comprises programs in educational administration, social and cultural studies in education, and higher education.
- Health, Sport, and Exercise Sciences (<https://catalog.ku.edu/education/health-sport-exercise-sciences/>) offers areas of study in exercise science, health science, pedagogy, and sports management.
- Educational Psychology (<https://catalog.ku.edu/education/psychology-research/>) offers programs in counseling psychology, school psychology, and educational psychology and research.
- Special Education (<https://catalog.ku.edu/education/special-education/>) offers programs in autism spectrum disorder, early childhood unified, high-incidence disabilities, low-incidence, and secondary transition education and services.

Further information on graduate study may be found on the departmental sections of the online catalog.

Undergraduate Advising

Prospective undergraduates should contact Jayhawk Academic Advising, Summerfield Hall Room 315, a (soehsadvising@ku.edu) dvising@ku.edu, 785-864-2834, when considering an Education or Human Sciences major. Working closely with Jayhawk Academic Advising advisors is critical for admission to the programs and timely graduation.

Graduate Advising

Graduate advising is done at the department and program level. For more information, please contact the director of graduate studies in your department or program.

All education students have a graduate or faculty advisor and should know and be in contact with the advisor to whom they have been assigned. Students who are unsure of their advisor should contact their academic department for information.

Undergraduate & Graduate Scholarships and Financial Aid

Since 1958, the KU School of Education and Human Sciences has offered financial support through academic scholarships to thousands of students. These scholarships are awarded to students in addition to the scholarships made available through the university as a whole. Scholarships are awarded on a competitive basis and are available for KU School of Education and Human Sciences students in on-ground and hybrid programs (freshman and fully online students are not eligible). To be considered for an award, KU School of Education and Human Sciences students should complete the SOEHS application (<https://ku.academicworks.com/>) that is typically due in early-February each year for the following academic year.

Additional funds may be available from the University of Kansas Financial Aid & Scholarships (<http://affordability.ku.edu/>).

Graduate Fellowships and Assistantships

For information about graduate assistantships, contact the School of Education and Human Sciences (<http://www.soe.ku.edu/>).

Visit the Graduate Studies website for information about funding opportunities (<http://graduate.ku.edu/funding/>) for graduate students at KU.

Financial Aid and Scholarships (<https://financialaid.ku.edu/>) administers grants, loans, and need-based financial aid.

Undergraduate University Regulations

For information about university regulations, see Regulations (<https://catalog.ku.edu/regulations/>) or visit the University of Kansas Policy Library (<https://policy.ku.edu/>).

C Minimum

A student must earn a grade of C- or higher in KU CORE 34 written and oral communication courses and quantitative literacy courses. A grade lower than a C- is not acceptable in any teacher education course. Some programs may have additional minimum grade point requirements for specific classes.

Credit/No Credit

Only 6 hours of Credit/No Credit is allowed for general education courses. A student cannot take a class Credit/No Credit for any major requirement.

Graduation with Distinction and Highest Distinction

Undergraduates whose grade-point averages rank in the upper 10% of their graduating class graduate with distinction. The upper 3% of those awarded distinction graduate with highest distinction.

Honor Roll

Students with a semester grade-point average of 3.75 who have completed at least 12 hours with letter grades are recognized on the honor roll or dean's list in fall and spring. An Honor Roll notation appears on the transcript.

Maximum Semester Enrollment

No student may enroll for more than 19 hours a semester, or more than 9 hours in a summer session without permission from the Associate Dean.

Maximum Community College Credit Allowed

A maximum of 75 community college hours may be counted toward a student's degree.

Probation and Warning

Academic Warning

An academic warning is issued to students with a semester grade-point average below a 2.75.

Informal Probation

An undergraduate student whose KU + Transfer Cumulative grade-point average is lower than 2.75 is placed on unofficial probation for the following semester.

Formal Probation

An undergraduate student whose KU + Transfer cumulative grade-point average is lower than 2.75 for a second semester is placed on official probation for the following semester.

Returned to Good Standing

An undergraduate student on probation is returned to good standing if the KU + Transfer Cumulative grade-point average is at least 2.75.

Dismissed

A student on official probation is dismissed for failure to earn a KU + Transfer Cumulative grade-point average of at least 2.75 at the end of the official probation semester. Those students are dropped from all School of Education & Human Sciences courses for the next semester. Students may be readmitted by returning to the minimum 2.75 KU + Transfer Cumulative GPA requirement.

Required Work in Residence

To be eligible for SOEHS undergraduate degrees, a student must complete at least 30 hours at KU and at least 30 hours after being admitted to the School of Education & Human Sciences. Up to 6 hours of work done at another institution may be accepted as part of the last 30 hours.

Transfer of Credit

Before the last 30 hours required for the degree, students may, under certain conditions, take courses at other institutions and transfer the credit to KU. Before enrolling in a course that will be transferred to meet program requirements, students should obtain approval from their assigned Jayhawk Academic Advising advisor. In some cases, students may need to petition that the course be allowed to meet a requirement. Please note, some transfer courses will not meet KU Core 34 requirements.

Some courses have already been evaluated and approved by KU; they are listed on Cred/Tran (<https://credittransfer.ku.edu/>) website.

After completing the course work, you must request that an official transcript be sent to the Office of Admissions (<https://admissions.ku.edu/>), KU Visitor Center, 1502 Iowa St., Lawrence, KS 66044-7576, 785-864-3911. For transcripts to be official, they must be mailed or sent electronically from the college or university directly to KU. Faxed transcripts are not accepted for posting of transfer credit.

Nonresidence credit includes all credits from another college or university taken after initial enrollment at KU, military service courses, and other

undergraduate course work not formally offered in the Schedule of Classes (<https://classes.ku.edu/>).

The School of Education and Human Sciences follows the regulations and policies of the University (<https://policy.ku.edu/>). In some cases, the School of Education and Human Sciences and departmental policies are more restrictive than those of the broader University. Students are encouraged to work closely with their department and advisor for specifics.

Graduate Regulations

The School of Education and Human Sciences follows the regulations and policies (<http://policy.ku.edu/>) of the University and the Office of Graduate Studies (for example: Academic probation (<http://policy.ku.edu/graduate-studies/academic-probation/>), enrollment status (<http://policy.ku.edu/graduate-studies/fulltime-enrollment/>), grading policies (<http://policy.ku.edu/graduate-studies/grading/>), grievances (<http://policy.ku.edu/graduate-studies/grad-student-grievance-policy/>), etc.).

In some cases, the School of Education and Human Sciences and departmental policies are more restrictive than those of the broader University. Students are encouraged to work closely with their department and advisor for specific program requirements. Below include a description of the key School of Education and Human Sciences policies related to graduate studies.

Good Academic Standing

Evaluation of graduate student academic standing includes, but is not limited to, consideration of performance in and progress through a graduate program according to program expectations.

Graduate students must maintain an expected level of performance throughout their program. Criteria for evaluating satisfactory performance include, but are not limited to:

1. For degree- and certificate-seeking students, a minimum cumulative grade point average (GPA) of 3.0 or higher and, for non-degree-seeking students, a cumulative graduate GPA of 2.0 or higher. Students must have a 3.0 minimum GPA to graduate with a KU graduate degree or certificate.
2. For students enrolled in dissertation, master's thesis or project hours the expectation is that students will make satisfactory academic progress. Earning a grade of NP in one semester or earning a grade of LP in consecutive semesters indicates a lack of satisfactory academic progress and will result in probation and may result in dismissal.
3. Academic and scholarly integrity;
4. Compliance with academic policies at the university, school, and departmental level; and
5. For degree- and certificate-seeking students, satisfactory progress toward completion of the degree or certificate, as determined by the program. Progress may be determined by factors including:
 - a. Satisfactory completion of coursework, milestones, exams, or other program components on a specified timeframe; and
 - b. Official time to degree and total time in program.

Failure to maintain an expected level of performance will result in a student not being in good academic standing. Lack of good academic standing will result in the graduate program placing the student on probation or dismissal from the program. For more information, please see the policies on academic probation (<http://policy.ku.edu/>

graduate-studies/academic-probation/) and dismissed enrollment (<http://policy.ku.edu/graduate-studies/dismissed-enrollment/?num2.2>).

Academic Probation

Upon falling below a cumulative graduate grade-point average of 3.0, computed with the inclusion of grades earned at KU for all courses acceptable for graduate credit, or earning a grade of NP (no progress) in thesis, project or dissertation, or consecutive semesters of LP (limited process), the student is placed on probation by the School. The grades of SP, LP, NP and I, for which no numerical equivalents are defined, are excluded from the GPA computation.

If the student's overall graduate grade-point average has been raised to 3.0 by the end of the next semester of enrollment after being placed on probation, the student may be returned to good academic standing. If not, the student is not permitted to re-enroll and will be dismissed unless the graduate division of the School acts favorably on a departmental recommendation for the student to continue enrollment.

If a student earns a grade of NP in dissertation hours, master's project or thesis any semester, the student will be placed on academic probation for the following semester until they receive a LP or SP. Earning consecutive semesters with a grade of LP will also place a student on academic probation. Students are encouraged to meet with their advisor to discuss their progress. Students who do not make satisfactory progress may be discontinued from their program at any time.

If a student earns a grade of NP (equivalent to grade of F or No Credit) in dissertation hours, master's project or thesis any semester, prior to earning 18 dissertation hours or in the required hours for master's project or thesis, those hours will not count towards their graduation requirement.

A student must enroll in those credit hours again the following semester and earn at least a LP for them to apply to their degree requirements.

Students must earn a grade of SP in their thesis, project or dissertation in the final semester of enrollment in order to graduate.

View the current policy on academic probation (<http://policy.ku.edu/graduate-studies/academic-probation/>).

Degrees Offered through the School of Education and Human Sciences

Certificate Programs

An application is required in order to be admitted to and pursue a Graduate Certificate. Degree-seeking graduate students who wish to apply to a certificate program must be in good standing in their departments or programs. An individual who is not currently a degree-seeking graduate student at KU must be admitted directly to a graduate certificate program.

With the consent of the certificate-granting department, students may count up to two (2) required certificate courses (maximum of 6 credit hours) taken at KU prior to admission to the certificate program toward the graduate certificate. Any course credits that are counted are subject to the specific certificate coursework requirements in the certificate program. Students are not allowed course substitutions or transfer courses outside of KU to count towards the certificate. Graduate certificates are not granted retroactively and no exceptions to this two-course limit will be granted. Students who withdraw from a degree program and subsequently

seek admission to a certificate program are subject to these same limits (i.e., 6 hours).

If students admitted to a graduate certificate program are later admitted to a graduate degree program as degree-seeking students, applicable courses taken for the graduate certificate program may be counted toward the degree with the approval of the degree-granting program as long as the student is enrolled in the degree program prior to completing the last certificate requirement.

While the courses comprising a graduate certificate may be used as evidence in support of a student's application for admission to a graduate degree program, the certificate itself is not considered to be a prerequisite and does not guarantee admission into any graduate degree program.

Graduate credit from another institution may not be transferred to a KU graduate certificate program. Graduate courses taken at KU may count toward both a graduate degree and graduate certificate as long as the student is admitted and enrolled in the intended program prior to completion of the last required course. If the courses were taken as a KU non-degree seeking student, a Count Toward Degree form must be submitted prior to approval for graduation or approval of the certificate.

In order to earn the certificate, students must earn a 3.0 cumulative GPA or above in the required courses needed for the certificate.

The courses taken in the graduate certificate program will be listed on the student's transcript and recognition of the earned certificate will also be posted on the transcript. The awarding of graduate certificates will coincide with the August, December and May graduations at the University of Kansas.

Graduate certificates are not recognized by a diploma or any campus-wide and School recognition ceremony.

Completion of a graduate certificate is not a guarantee of licensure or endorsement of any kind. It is each student's responsibility to determine the licensure and endorsement requirements in his or her state and to apply for the licenses or endorsements necessary for his or her career goals.

View the current graduate certificate policies and processes (<https://policy.ku.edu/graduate-studies/certificate-programs-policies-procedures/>).

View the current policy on eligibility and admission to a graduate certificate program (<http://policy.ku.edu/graduate-studies/grad-certification-program-admission/>). A current list of all certificate programs is available on the KU Academics page (<http://www.ku.edu/academics/>).

Master's Degree Programs

Master's degrees are granted on satisfactory completion of not less than 1 academic year, or its equivalent, of graduate study. Broadly, the School provides 4 options for the master's degree with specific requirements set by each program and department.

- The thesis option, which requires an oral defense (minimum 30 graduate credit hours of study);
- The project or portfolio option (minimum 30 graduate credit hours of study); and
- The examination option (minimum 36 graduate credit hours of study);

- Coursework only option - culminating in a capstone course (students will work with the department as to how many credit hours are required).

At least 20 of the credit hours required for the thesis and project option master's programs must be in regular course work, as contrasted with independent study and similar enrollments. Students pursuing the 36-hour examination program option must have 26 hours in regular course work.

Master of Arts

A candidate for the Master of Arts (MA) degree completes work both in education and in a teaching area (other than physical education). Students may choose the thesis, project/portfolio or examination option to earn this degree. A minimum of 30 hours of graduate credit is required for the thesis and project/portfolio options and a minimum of 36 hours is required for the examination option. No fewer than 10 credit hours and no more than 15 credit hours must be earned in the teaching area. Currently, the School of Education and Human Sciences only offers one Master of Arts degree in Curriculum & Instruction (<https://catalog.ku.edu/education/curriculum-teaching/ma/>) with an emphasis in Teaching English as a Second Language.

The MA candidate may complete a thesis in the concentration by enrolling in Master's Thesis (6 hours maximum credit applicable to degree requirements) or complete the project/portfolio option by enrolling in Master's Project (4 hours maximum credit applicable to degree requirements).

Students may also pursue the written examination option (36 hours of coursework applicable to degree requirements). Check with the Curriculum and Teaching department for specific requirements for this program.

Master of Science (Counseling Psychology)

A candidate for the degree of Master of Science in Counseling Psychology (<https://catalog.ku.edu/education/psychology-research/ms/>) (MS) earns a concentration in mental health counseling. A minimum of 60 credit hours is required for this degree, about 50 of which are prescribed, with the rest made up of electives approved by the student's advisor. The candidate must complete a Master's Thesis (3 hours maximum credit applicable to degree requirements), or complete a Master's Project (3 hours applicable to degree requirements), or complete a written comprehensive examination. Check with the Educational Psychology department for specific requirements for each option.

Master of Science in Education

The Master of Science in Education (MSE) is offered in several departments, some with specific concentrations. A minimum of 30 credit hours is required.

The MSE candidate may complete a thesis in the concentration by enrolling in Master's Thesis (6 hours maximum credit applicable to degree requirements) or complete the project option by enrolling in Master's Project (4 hours maximum credit applicable to degree requirements). Students may also pursue the written examination option (36 hours of coursework applicable to degree requirements). Some programs offer the option to complete the degree through coursework only; these programs offer a culminating capstone course to complete the degree. Check with the department for specific program graduation requirements.

Requirements for all Master's Degrees

Students must acquaint themselves thoroughly with departmental requirements for the degree, which may be in addition to general

requirements and those of the School of Education and Human Sciences. Consistent with Graduate Studies' general regulations, it is the student's responsibility to know and observe all university, school, department, and academic program regulations and procedures relating to the graduate program.

In no case will a regulation be waived or an exception be granted because a student pleads ignorance of, or contends that he or she was not informed of requirements, regulations, procedures, or deadlines. Petitions for other reasons may be accepted. Consult with your department and/or advisor for information on this process.

Responsibility for following all policies and meeting all requirements and deadlines rests with the student.

All master's programs require a graduate class in social science research methods (i.e. EPSY 715), successfully completed during the first 12 hours.

Students are required to make satisfactory progress towards their degree as determined by the faculty in their department and may be placed on probation or dismissed for failure to do so.

All graduate students enrolled in master's programs must be enrolled the semester they complete master's degree requirements. Master's students who complete degree requirements during the first week of summer session or within the first two weeks of the fall or spring semester are not required to be enrolled for that term unless they were not enrolled during the previous semester. These dates can be verified on the Graduate School calendar (<https://ogs.ku.edu/graduation-calendars-key-dates/>).

Master's Program Time Constraints

Normal expectations are that most master's degrees are typically completed in two years of full-time study. However, master's degree students are allowed seven years for completion of all degree requirements assuming satisfactory progress.

In cases in which compelling reasons or circumstances recommend a one-year extension, the Graduate Division, on recommendation of the department/committee, has authority to grant the extension. In cases where more than eight years are requested, the School of Education and Human Sciences Associate Dean for Graduate Studies considers petitions for further extensions and, where evidence of continuous progress, currency of knowledge, and other reasons are compelling, may grant them.

Some departments may have more stringent rulings about time restrictions. Students should ask about the policy in effect in the department in which they plan to study. View the current Lawrence and Edwards Campus policy on master's program time constraints (<http://policy.ku.edu/graduate-studies/ma-program-time-constraints/>).

Continuous Enrollment

Students are expected to maintain continuous enrollment (fall & spring) while in their academic program.

A student may petition the Graduate Division through the department for a **leave of absence** if they experience extraordinary circumstances (e.g. cases of illness, emergency, financial hardship, military leave), to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals. Appropriate documentation related to these extraordinary circumstances may be requested from the student directly.

Evidence of progress towards degree will also be a determining factor in the decision to grant a leave of absence. If approved, a leave of absence

is typically granted for one year, with the possibility of extension upon request. The time taken for a leave of absence does not count against the student's time to degree. However, after an absence of five years, a master's candidate loses status as such and must apply for readmission to the program and the Graduate Division.

If a student has been actively enrolled in a graduate program and has not applied for a leave of absence, but has not been enrolled for one academic year, they will be discontinued from their program. If they wish to return, they will need permission from the department and will need to submit the Permit to Re-Enroll form and must reapply for graduate admission.

Transfer Credit

The transfer credit option allows master's students to count graduate coursework completed at a regionally-accredited institution toward their KU degree. Students can transfer up to 9 credit hours toward their master's degrees. The department, advisor, School of Education and Human Sciences, and Dean of Graduate Studies must approve the transfer request. The course(s) and grade(s) will then appear on the student's KU transcript as the KU course equivalent.

Some restrictions apply to what non-KU courses can be counted toward a KU master's degree:

- Only courses taken for graduate credit and graded B or higher (3.0 on a 4.0 scale or higher) can be transferred.
- The courses in question cannot have counted toward any previously completed undergraduate or graduate degrees.
- Courses must be current (taken within the last 7 years).
- KU does not accept transfer credit for educational institutes, workshops, or work/life experience.
- Courses must be approved by the student's department as fulfilling a specific, regular degree requirement (including elective coursework) and should be equal in rigor to KU's graduate coursework, as reflected in the course description and syllabus.

To begin the transfer process, students should contact their departments to submit the required transfer materials, including an official transcript reflecting the courses from the other institution to be transferred in, as well as descriptions and/or syllabi for the courses in question. The department, advisor, and department chair will then determine whether the course may count for KU credit and, if so, what KU course is equivalent. The Associate Dean for Graduate Studies makes the final approval of transfer credits.

Count Toward Degree

In the count toward degree process, a student may be allowed to count graduate coursework taken as a graduate non-degree seeking student at KU toward a graduate degree. No more than 9 credit hours may be counted in this way, assuming the degree-granting department endorses the request and the courses in question meet the University's criteria for transfer credit as specified under the Transfer Credit description above. The student must contact the department to complete a Count Toward Degree form, which must then be submitted to the School of Education and Human Sciences Graduate Associate Dean for review and approval.

If the form is approved, the School of Education and Human Sciences and the department will include the counted courses when verifying that degree requirements have been met.

Students should be advised that graduate coursework taken as a non-degree-seeking student already counts into the calculation of the student's

graduate GPA, but the count towards degree form is still required for the coursework to count toward completion of degree requirements. The change is not otherwise reflected on the student's transcript.

With the exception of coursework completed via a pre-approved co-enrollment arrangement, graduate coursework completed as an undergraduate degree-seeking or undergraduate non-degree seeking student may not be counted toward a graduate degree at KU.

Graduate courses taken at KU may count toward both a graduate degree and graduate certificate(s) as long as the student is admitted and enrolled in the intended program prior to completion of the last required course. If the courses were taken as a non-degree seeking student, a Count Toward Degree form must be submitted prior to approval for graduation or approval of the certificate.

Reduced Hour Degree

Kansas Board of Regents policy defines 30 hours as the minimum for master's degrees at KU. Departments may petition for a reduced-hour master's degree for individual students. A reduction in hours is distinct from a transfer of credit and is reserved for those students especially well-prepared to complete a graduate-level degree and who are able to maintain a superior grade point average. If approved, a student will be allowed to complete his or her degree by enrolling in up to 6 fewer hours of graduate credit than is typically required for that degree. No coursework is transferred and no modifications to the transcript are made. This policy is enacted in rare circumstances.

To find out more about reduced-hour degrees, please contact your department directly. The department must support the request and the School of Education and Human Sciences Graduate Associate Dean must approve it before the reduced degree requirements will be granted.

Minimum KU Hours

In all cases, a minimum of 15 credits toward a master's degree must be earned in graduate coursework at the University of Kansas.

Master's Final exam, Thesis, Project, OR Capstone Course

A final general examination, defense of the thesis, completion of the master's project (or portfolio) in the major subject or capstone course is required of all candidates for the Master of Arts, Master of Science or Master of Science in Education. The degree program and the Graduate Division should ascertain that the graduate student is in good academic standing (3.0 or higher grade-point average) **and not have a grade of I (incomplete) or a grade of WG (Withhold Grade) in any course, before scheduling the final general examination, thesis defense, project or culminating capstone.**

At the option of the department, the examination may be oral or written, or partly oral and partly written. In some departments, passing a written examination is a necessary preliminary to taking the oral examination by which success or failure is judged. Master's examinations are administered by a committee of at least three members of the Graduate Faculty. Students work closely with their department to determine committee composition. The examination is held during the semester of the student's final enrollment in course work.

The thesis/project defense should be held when they have been substantially completed and are in the final semester of their enrollment. The department's request to schedule the general examination must be

made on or before the date set by the Graduate Division, a minimum of two weeks before the examination date.

Students earning a master's thesis degree must have completed at least one hour of thesis enrollment before the master's degree may be awarded. See the Graduate Studies website (<http://www.graduate.ku.edu/electronic-thesis-and-dissertation/>) for information and requirements related to submitting the thesis electronically.

View the current Lawrence and Edwards Campus policy on master's final examinations (<http://policy.ku.edu/graduate-studies/masters-final-exams/>).

Master's Student Oral Exam Committee Composition (thesis only)

Students who complete a **thesis** are required to hold an oral exam.

If there is an oral component of the exam, attendance is governed by the Graduate Student Oral Exam Attendance (<https://policy.ku.edu/graduate-studies/masters-oral-exam-committee-composition/>) policy.

When the master's student final examination is partly or entirely oral (i.e., thesis defense), the oral portion of the examination must be conducted by a committee that meets the following conditions:

1. Committees are composed of at least three (3) voting members;
2. All committee members must be members of the Graduate Faculty authorized to serve on master's examinations;
3. The committee chair must also be authorized to chair master's examinations; and
4. The majority of committee members must be tenured or tenure-track faculty in the candidate's department or program of study.
 - Tenured and tenure-track faculty who are appointed as courtesy faculty within a program or department are considered to be faculty of that program or department for the purposes of committee composition.
 - Program-level exceptions to allow career/specialty faculty with continuing appointments in the home department to count toward this majority requirement may be requested. Approved exceptions are noted below in Exclusions or Special Circumstances.
 - As long as the majority requirement is met, additional committee members may be, but need not be, members of the candidate's department or program.

As long as the conditions above are met, the committee may include more than three members.

The master's committee chair must be tenured/tenure-track faculty holding regular or dissertation graduate faculty status in the candidate's department/program of study. While master's committees are not required to have a co-chair, the student or the committee members may decide to select a co-chair. The co-chair can hold any graduate faculty status.

Substitutions of the committee chair (and/or co-chair) are prohibited after the committee has been approved by the Graduate Division of the school or college. If a committee chair (and/or co-chair) needs to be replaced, the revised committee must be approved by the Graduate Division of the school or college in advance of the exam.

Substitutions of the committee members are permitted as long as the new members hold regular or dissertation graduate faculty status. Additional members can be added after the committee has been approved by the Graduate Division of the school or College, but these additions must be

approved by the Graduate Division of the school or College in advance of the exam.

All members of the exam committee must participate in graduate student oral examinations. One (1) or more members, as well as the student, may participate via video-conferencing technology. If a committee member does not arrive or appear, the exam may not begin, and if a committee member leaves, the exam may not proceed. Oral examinations that do not meet these attendance requirements are not valid. All members of the examining committee must be aware of what transpires during the examination. All committee members must be able to participate fully in the discussion with the student and each other. All committee members shall have full access to all relevant exam materials. For more information see: Graduate Student Oral Exam Attendance. (<https://policy.ku.edu/graduate-studies/oral-exam-attendance/>)

MASTER'S STUDENT COMMITTEE COMPOSITION for written examination, and project/portfolio (No Oral component)

The School of Education and Human Sciences requires a committee made up of 3 faculty members with graduate faculty status to serve on written examination and project/portfolio committees. The composition of the committee is determined by the department and may include any combination of tenure track faculty or full time teaching faculty and professors of the practice with pre-approved graduate faculty status. A majority of the committee members must be full time faculty from the department. The third member may hold any graduate faculty status.

GRADING FOR THESIS AND PROJECT

Master's students who choose the thesis or project option will be graded using the grading scale established in USRR 2.2.5 (<http://policy.ku.edu/governance/USRR/#art2sect2>). It evaluates a student's thesis/project as demonstrating satisfactory progress (SP), limited progress (LP), or no progress (NP). A grade of SP must be assigned for a student's final semester of enrollment in thesis/project. The SP indicates that the final product was of satisfactory quality to earn the degree.

If a student earns a grade of NP in thesis/project hours any semester, the student will be placed on academic probation for the following semester until they receive a LP or SP for thesis/project hours. Students are encouraged to meet with their advisor to discuss their progress. Earning consecutive semesters or LP may also place a student on academic probation. Students who do not make satisfactory progress may be discontinued from their program at any time.

If a student earns a grade of NP (equivalent to grade of F or No Credit) in master's project or thesis any semester, those hours will not count towards their graduation requirement. A student must enroll in those credit hours again the following semester and earn at least a LP for them to apply to their degree requirements. Students must have a SP in the final semester of their enrollment of this milestone.

Master's Thesis Submission

When the master's candidate has passed the final oral examination and the members of the committee have signed the thesis, a title page and acceptance page with original signatures must be delivered to the Graduate Division of the school in which the student's program resides so that completion of degree requirements may be officially certified. As a requirement of graduation, the candidate must publish the thesis electronically and pay all applicable fees. Learn more about the electronic

submission and publication process here (<http://www.graduate.ku.edu/electronic-thesis-and-dissertation/>).

Theses will be made available through UMI/Proquest and KU ScholarWorks, unless there is an embargo in place or special circumstances pertain as outlined in the KU Embargo policy (<http://policy.ku.edu/graduate-studies/embargo-policy/>).

Specialist in Education-School Psychology

The Specialist in Education program consists of 2 years of full-time graduate study (about 70 semester credit hours) followed by a third year of internship. Check with the Educational Psychology (<https://epsy.ku.edu/academics/school-psychology/specialist-degree/>) department for specific requirements.

Doctoral Degree Programs

Doctor of Philosophy with a Major in Education (Ph.D.)

The Doctor of Philosophy degree is awarded for mastering a field of scholarship, learning the methods of investigation appropriate to that field, and completing a substantial piece of original research. The degree is intended to produce highly competent scholars who are prepared to be university faculty members and other professionals, to conduct and evaluate original research, to teach at the college/university level, and to provide discipline-related leadership to the field and to the public. The Ph.D. is offered in all School of Education and Human Sciences departments.

Although the courses and the research leading to the Ph.D. are necessarily specialized, the attainment of this degree should not be an isolated event in the enterprise of learning. The aspirant for the Ph.D. is expected to be a well-educated person and should have acquired a broad base of general knowledge, both as preparation for more advanced work and as a means of knowing how the concentration is related to other fields of human thought.

Advisory Committee and Program Plan

A student admitted to study for the Ph.D. is known as an aspirant for the degree until the comprehensive examination has been passed. After passing this examination, the student is known as a candidate for the degree.

Each student must have an advisory committee consisting of at least three members of the Graduate Faculty. One member of the committee serves as the chair. The student meets with this committee before completing 12 hours of course work to plan and formally approve an appropriate program leading to the Ph.D. The approved program plan (<https://soehs.ku.edu/events-resources/forms-documents/>), signed by members of the committee and the student, is placed in the student's file in the School of Education and Human Sciences Graduate Division office.

Requirements

Students must acquaint themselves thoroughly with departmental requirements for the degree, which may be in addition to general requirements and those of the School of Education and Human Sciences. Consistent with Graduate Studies' general regulations, it is the student's responsibility to know and observe all university, school, department, and

academic program regulations and procedures relating to the graduate program.

In no case will a regulation be waived or an exception be granted because a student pleads ignorance of, or contends that he or she was not informed of requirements, regulations, procedures, or deadlines. Responsibility for following all policies and meeting all requirements and deadlines rests with the student.

Students are required to make satisfactory progress towards their degree as determined by the faculty in their department and may be discontinued for failure to do so.

Time Limit-Maximum Tenure

After being admitted to a doctoral program at KU, students who are making satisfactory progress must complete all degree requirements in eight years. Students who complete the master's degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees. Normal expectations, however, are that most master's degrees (excluding some professional terminal degrees) should be completed in two years of full-time study, and both master's and doctorate in six years of full-time study. Some graduate degree programs may have more stringent time restrictions. Students should inquire about the policy in effect in the department in which they plan to study.

In cases in which compelling circumstances exist, students can petition for a **one-year extension** of their time limit with the support of their advisory committee. Doctoral students requesting a time extension must have an approved dissertation proposal on file prior to being granted the extension. In rare cases, students can request a second extension with support from their dissertation chair and committee and a clear plan for how they will complete the final degree requirements. All extensions must be approved by the Graduate Division in the School of Education and Human Sciences.

Under normal circumstances, the doctoral candidacy period between passage of the oral comprehensive examination and the final dissertation defense must last no longer than 5 years. If a student took the oral comprehensive examination more than 5 years prior to the dissertation defense, a re-evaluation of the student's candidacy status is necessary to verify recency of knowledge. Re-evaluation of the student's candidacy status can include retaking the comprehensive written or oral examination or through some other means approved by the chair and the dissertation committee.

Transfer Credit

Because general requirements do not specify a minimum number of hours for the degree, no transfer of credits is allowed. Departments do, however, consider relevant prior graduate work in setting up programs of study leading to the doctorate.

Continuous Enrollment

Students are expected to maintain continuous enrollment (fall & spring) while in their academic program. Summer enrollment is optional unless the student is completing a milestone (i.e., comprehensive exam, proposal defense, or dissertation defense). See below for post-comprehensive examination enrollment policy.

A student may petition the Graduate Division through the department for a **leave of absence** during either the pre- or post-comprehensive examination period if they experience extraordinary circumstances (e.g. cases of illness, emergency, financial hardship, military leave), to pursue

family responsibilities, or to pursue full-time activities related to long-range professional goals. Appropriate documentation related to these extraordinary circumstances may be requested from the student directly.

Evidence of progress towards degree will also be a determining factor in the decision to grant a leave of absence. If approved, a leave of absence is typically granted for one year, with the possibility of extension upon request. The time taken for a leave of absence does not count against the student's time to degree. However, after an absence of five years, a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division.

If a student has been actively enrolled in a graduate program and has not applied for a leave of absence, but has not been enrolled for one academic year, they will be discontinued from their program. If they wish to return, they will need permission from the department and will need to submit the Permit to Re-Enroll form and must reapply for graduate admission.

Residence Requirement

The general purpose of the residency requirement is to allow for a concentrated period of immersion in formal study, and the close association of the aspirant with faculty, graduate student colleagues, and other university resources. Because the Ph.D. is a scholarly, research-oriented degree, residency is met through academic involvement in the graduate program.

Residency must be completed and the residency agreement (<https://soehs.ku.edu/events-resources/forms-documents/>) filed prior to comprehensive examinations and cannot include dissertation hours.

The residency requirement is not measured merely in hours of enrollment or of credit in courses counted towards a degree, but should also include academic and professional activities appropriate to the field of study (i.e., engaging with a professor in research, publishing, presenting at a conference, writing grants, etc.). These activities should be arranged with your advisor. Though they are not part of the formal residency approval process, they are an expectation of the Ph.D. degree.

The formal residency can be met in 2 ways:

1. Students who hold a 50% Graduate Assistant, Graduate Teaching Assistant or a Graduate Research Assistant (GA/GTA/GRA) position during residency, need to enroll in two consecutive semesters following one of the three patterns outlined below:

- Spring enrollment of 6 credit hours and fall enrollment of 6 credit hours;
- Spring enrollment of 6 credit hours and summer enrollment of 3 credit hours;
- Summer enrollment of 3 credit hours and fall enrollment of 6 credit hours.

2. Students without a 50% GA, GTA or GRA position during residency, need to enroll in two consecutive semesters following one of the three patterns outlined below:

- Spring enrollment of 9 credit hours and fall enrollment of 9 credit hours;
- Spring enrollment of 9 credit hours and summer enrollment of 6 credit hours;
- Summer enrollment of 6 credit hours and fall enrollment of 9 credit hours.

If a student cannot meet the above residency enrollment requirements, they should meet with their advisor and develop a plan to meet the spirit of the residency requirement. Such a plan must be approved in advance through departmental and School petition processes. These exceptions will not be automatically approved.

The student, with the help of the advisory committee, must file in the Graduate Division office, a residence plan congruent with School of Education and Human Sciences requirements before the beginning of the formal residence period. This plan may be filed as a part of the overall program plan.

Residency must be completed prior to comprehensive exams and may not include dissertation and college teaching hours

Program Area

In applying for doctoral study, students specify a program area in which formal classes and research work are to be done and in which they expect to become a scholar. A minimum of 36 credit hours is required in the major area, excluding credits used to fulfill research skills and the dissertation requirements. The doctoral core requirement (EDUC 800) may be included as part of the major if it is consistent with the student's area of study and if doing so is supported by the student's department and doctoral committee.

Fifty-percent of the student's major must be 800-level or above (18 credit hours). The program must include at least 6 credit hours outside of the student's home department, not including courses required to fulfill the student's research skills component or the doctoral core (EDUC 800).

Course work completed at KU or at another institution as part of a previous graduate degree, cannot be used to meet the credit hour requirements for this degree.

Upon admission to doctoral study, students who have not completed a research and evaluation methods course for the education master's degree must take the course, e.g. EPSY 715, during the first doctoral enrollment. The course taken to fulfill this requirement, whether taken at KU or at another institution, does not count toward any doctoral requirements.

Core Requirement

All students are required to complete a Responsible Conduct of Research course as specified by their program.

The course, EDUC 800: Education as a Field of Scholarship, is required for all Ph.D. students except for those in HSES (requires HSES 990), Counseling Psychology (requires EPSY 880) and School Psychology (EPSY 880).

Teaching Experience

Some programs require students to satisfactorily complete at least 1 semester of supervised college teaching experience under the direction of a KU faculty member. This may be completed during the semester in which the student takes the comprehensive examination. This experience does not count towards the 36 credit hour requirement. Documentation of the student's supervised college teaching experience or enrollment in the departmental college teaching course must be submitted to the Graduate Division office. **Contact your program for specifics.**

Research Skills

Before being admitted to the comprehensive examination, the student must have completed the research skills requirements established for

the degree. Specific research skills requirements vary with department and program, but all reflect the expectation of a significant research skills component distinct from the dissertation but strongly supportive of it. The Ph.D. research skills requirement includes completion of at least 12 graduate hours relevant to the aspirant's research: statistics, measurement and assessment, qualitative methods, and historical and philosophical methods. When the aspirant has particularly strong research skills, up to 6 hours, excluding credit hours for the required master's course in research methods and evaluation, whether taken at KU or elsewhere, may be waived using prior B level or higher graduate course work upon the approval of their advisory committee. At least 9 of the 12 credit hours must be 800 level or above. The 12 credit hours cannot include EPSY 715 or its program equivalent.

Comprehensive Examination

When a Ph.D. aspirant has completed the required course work at a satisfactory level and has completed the research skills requirement and all other departmental requirements prerequisite to the comprehensive examination, the department asks the School of Education and Human Sciences Graduate Division office to schedule the comprehensive examination. The graduate student must be in good academic standing (3.0 or higher grade-point average) and not have a grade of I (incomplete) or WG (waiting grade) in any course, before scheduling their comprehensive examination. The examination request must be made to the School's Graduate Division Office at least 3 weeks before the date of the written portion of the examination. Doctoral students in Counseling Psychology and School Psychology should refer to their department for timing of the comprehensive examination.

Students must be enrolled when they take the exam. During the semester in which the student takes their comprehensive examination, the student can be enrolled in no more than 6 credits of required regularly scheduled coursework. All required research skills courses must be completed prior to the semester in which the student takes their comprehensive examination. These course requirements can be petitioned under exceptional circumstances.

The examining committee must consist of at least 4 members (usually including the advisory committee). All must be graduate faculty, and 2 of the 4 must be tenured or tenure-track faculty from the student's home department. The committee chair must be authorized to chair doctoral examinations. Tenured and tenure-track faculty who are appointed as courtesy faculty within a program are considered to be faculty of that program for the purposes of committee composition. As long as the majority requirement is met, additional committee members may be, but need not be, a member of the candidates unit or program. One member must meet the requirements for serving as Graduate Studies Representative. For more information visit the KU Policy library: Doctoral Student Oral Exam Committee Composition (<http://policy.ku.edu/graduate-studies/oral-exam-committee-composition/>), Graduate Studies Representative on Doctoral Exam Committees (<http://policy.ku.edu/graduate-studies/graduate-studies-representative-on-doctoral-exam-committees/>) and Graduate Faculty Appointments. (<https://policy.ku.edu/graduate-studies/graduate-faculty-appointments/>)

The comprehensive examination consists of both written and oral parts and covers the major area pursued by the student, as well as the minor area, if one is required by the student's program. The student passes the comprehensive examination if a majority of the official examining committee (including the chair) approves the student's performance. The grade on this examination is Honors, Satisfactory, or Unsatisfactory. An aspirant who receives a grade of Unsatisfactory may be allowed, upon the

recommendation of the department, to repeat it, but it may not be taken more than 3 times. The aspirant may not repeat the oral examination until at least 90 days have elapsed since the last unsuccessful attempt or by petition.

Students in Ph.D. education programs must pass both written and oral components of the comprehensive examination. Satisfactory performance on the written component must be attained before the oral component may be attempted. To fail either component is to fail the examination. All 4 members of the student's comprehensive examination committee are involved in the evaluation process. The written component of the comprehensive examination, like the oral, focuses on advanced knowledge in the major and any appropriate related areas. To pass, the student must be evaluated as having responded satisfactorily to questions in the major areas. If a student fails any portion of the written comprehensive component, a failure of the examination is recorded. The examining committee determines if the entire written component of the examination, or only the failed portion(s), must be retaken. The entire written component lasts a minimum of 16 hours. If a student passes the written component but fails the oral, the examining committee determines if both components or only the oral must be repeated.

All members of the exam committee must participate in graduate student oral examinations. One (1) or more members, as well as the student, may participate via video-conferencing technology. If a committee member does not arrive or appear, the exam may not begin, and if a committee member leaves, the exam may not proceed. Oral examinations that do not meet these attendance requirements are not valid. All members of the examining committee must be aware of what transpires during the examination. All committee members must be able to participate fully in the discussion with the student and each other. All committee members shall have full access to all relevant exam materials. For more information see: Graduate Student Oral Exam Attendance. (<https://policy.ku.edu/graduate-studies/oral-exam-attendance/>)

Dissertation Proposal Committee and Proposal

Upon passing the comprehensive examination, the aspirant becomes a candidate for the Ph.D.

Students are required to present a dissertation proposal. The dissertation proposal must be read by a minimum of 3 dissertation committee members. One copy of the approved dissertation proposal title sheet, signed by these members of the dissertation committee, along with an electronic copy of the proposal must be submitted to the School of Education and Human Sciences Graduate Division office.

Post-comprehensive Examination Continuous Enrollment

After passing the comprehensive examination, the candidate must be continuously enrolled (<http://policy.ku.edu/graduate-studies/doctoral-candidacy/>) (fall and spring, and summer if completing a milestone) until the degree is completed. Students must enroll for at least 6 hours a semester (fall and spring) until they reach 18 post-comprehensive hours or all degree requirements are completed (whichever comes first). At least one of the 6 hours must be in dissertation every term until the dissertation is defended and uploaded. The other hours can be in non-required dissertation related coursework and/or field experience/internship as required by the program. If the dissertation is not completed after 18 hours, then the candidate must enroll in 1 hour of dissertation per term (fall and spring) until they have passed their final oral defense and uploaded their dissertation. Students who have completed the dissertation but still have remaining degree requirements (i.e., internship)

must continue to enroll in at least one credit hour each semester (fall and spring) until all degree requirements are met.

Summer enrollment in dissertation hours is required **only** when students complete major milestones in the summer (i.e., comprehensive examination, proposal meeting, dissertation defense) or require significant faculty time. If students are completing a milestone in the summer prior to earning 18 hours of post-comprehensive exam enrollment, they must enroll in at least 3 dissertation hours in the summer. After completing the 18 hour requirement, summer enrollment requires 1 dissertation hour of enrollment.

Post-comprehensive enrollment may include enrollment during the semester in which the comprehensive examination has been passed. Dissertation hours taken during the semester in which the student passes the comprehensive examination count towards the 18 hour requirement, as does enrollment in field experience/internship. Other required coursework taken this semester does not count towards the 18 hours. Students who do not pass the examination cannot apply dissertation hours to degree requirements. Dissertation hours taken in semesters prior to passing the comprehensive examination will not count towards the post-comprehensive continuous enrollment requirement.

Non-required coursework that is related to the dissertation and/or internship/field experience credits taken after the comprehensive examination semester may be counted towards the 18 hours post-comprehensive examination requirement. However, students are required to enroll in at least 1 dissertation hour per term (fall and spring) until passing the final oral defense and uploading the dissertation.

Check with the department regarding specific post-comprehensive enrollment requirements.

Candidates may petition the School of Education and Human Sciences Graduate Division for a **leave of absence** during the period between the comprehensive examination and the final dissertation oral under extraordinary circumstances outlined above.

Dissertation

The candidate must present a dissertation showing the results of original research. The dissertation for the Ph.D. considers applied or basic concerns and results in conclusions that have broad theoretical implications. The format and style of a student's dissertation is left to the discretion of the student, the advisor, and the dissertation committee, but format and style options may be constrained or dictated by Graduate Studies policies. The dissertation is prepared under the direction of the dissertation committee. The minimum number of post-comprehensive dissertation hours in the Ph.D. program is 18 or until done. Instructions regarding the proper form of the final document (<http://graduate.ku.edu/etd-formatting-and-working-multimedia-files/>) may be obtained from the School of Education and Human Sciences Graduate Division office.

Grading for Dissertation Hours

Dissertation hours are graded using the grading scale established in USRR 2.2.5 (<http://policy.ku.edu/governance/USRR/#art2sect2>). It evaluates a student's dissertation as demonstrating satisfactory progress (SP), limited progress (LP), or no progress (NP). A grade of SP must be assigned for a student's final semester of enrollment in their dissertation. The SP indicates that the final product was of satisfactory quality to earn the degree.

If a student earns a grade of NP in dissertation hours any semester, the student will be placed on academic probation for the following semester

until they receive a LP or SP. Students are encouraged to meet with their advisor to discuss their progress. Earning consecutive semesters with the grade of LP may also place a student on academic probation. Students who do not make satisfactory progress may be discontinued from their program at any time.

If a student earns a grade of NP (equivalent to grade of F or No Credit) in dissertation, those hours will not count towards their 18 hour post-comprehensive enrollment requirement. A student must enroll in those dissertation credit hours again the following semester and earn at least a LP for them to apply to their degree requirements. Students must have a SP in the final semester of their enrollment of this milestone.

Final Oral Examination

When the dissertation has been tentatively accepted by the dissertation committee, and approved as ready for defense, the chair of the dissertation committee must notify the department of the date and time of the proposed defense, committee members, and dissertation title. This notification must be made at least three weeks before the desired defense date.

The examining committee for the final oral exam must consist of at least 4 members (usually including the advisory committee). All must be graduate faculty, and 2 of the 4 must be tenured or tenure-track faculty from the student's home department. The committee chair must be authorized to chair doctoral examinations. Tenured and tenure-track faculty who are appointed as courtesy faculty within a program are considered to be faculty of that program for the purposes of committee composition. As long as the majority requirement is met, additional committee members may be, but need not be, a member of the candidates unit or program. One member must meet the requirements for serving as Graduate Studies Representative. For more information visit the KU Policy library: Doctoral Student Oral Exam Committee Composition (<http://policy.ku.edu/graduate-studies/oral-exam-committee-composition/>), Graduate Studies Representative on Doctoral Exam Committees (<http://policy.ku.edu/graduate-studies/graduate-studies-representative-on-doctoral-exam-committees/>) and Graduate Faculty Appointments. (<https://policy.ku.edu/graduate-studies/graduate-faculty-appointments/>)

The examination covers the dissertation and the candidate's concentration area. The candidate passes the final examination if a majority of the official examining committee members (including the chair) approves the candidate's performance. When the final oral examination has been passed, the dissertation committee reports a grade of Honors, Satisfactory, or Unsatisfactory. Candidates who fail the final oral examination may be allowed to repeat it upon the recommendation of the dissertation committee.

It is common, after the dissertation final defense for the student to be asked to make amendments to the dissertation prior to final submission.

Dissertation Copies

When the final oral examination has been passed and the dissertation has been signed by the members of the dissertation committee, a title page and acceptance page with original signatures and ETD Release form, submission of the dissertation to Proquest, and other paperwork are to be delivered to the Graduate Division so that completion of degree requirements may be officially certified.

Doctor of Education (Ed.D.)

The Doctor of Education is a professional degree intended primarily for practitioners in education rather than for researchers, for whom the Ph.D. is the appropriate degree plan. The Ed.D. is offered in the department of Curriculum & Teaching (curriculum and instruction), and the department of Educational Leadership & Policy Studies (educational administration and higher education).

Advisory Committee and Program Plan

A student admitted to study for the Ed.D. is considered an aspirant for the degree until the comprehensive examination has been passed. After passing this examination, the student is considered a candidate for the degree. Each student must have an advisory committee of at least 3 members of the Graduate Faculty from within the department. This internal department majority may include one non-tenure track faculty member from within the department. One member of the committee serves as the chair. The approved program plan (<https://soehs.ku.edu/events-resources/forms-documents/>), signed by members of the committee and the student, should be completed in the first 12 hours of the student's enrollment. It is placed in the student's file in the School of Education and Human Sciences Graduate Division office.

Requirements

Students must acquaint themselves thoroughly with departmental requirements for the degree, which may be in addition to general requirements and those of the School of Education and Human Sciences. Consistent with Graduate Studies' general regulations, it is the student's responsibility to know and observe all university, school, department, and academic program regulations and procedures relating to the graduate program.

In no case will a regulation be waived or an exception be granted because a student pleads ignorance of, or contends that he or she was not informed of requirements, regulations, procedures, or deadlines.

Responsibility for following all policies and meeting all requirements and deadlines rests with the student.

Students are required to make satisfactory progress towards their degree as determined by the faculty in their department and may be put on probation or dismissed for failure to do so.

Time Limit-Maximum Tenure

After being admitted to a doctoral program at KU, students who are making satisfactory progress must complete all degree requirements in eight years. Students who complete the master's degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees. Normal expectations, however, are that most master's degrees (excluding some professional terminal degrees) should be completed in two years of full-time study, and both master's and doctorate in six years of full-time study. Some graduate degree programs may have more stringent time restrictions. Students should inquire about the policy in effect in the department in which they plan to study.

In cases in which compelling circumstances exist, students can petition for a **one-year extension** of their time limit with the support of their advisory committee. Doctoral students requesting a time extension must have an approved dissertation proposal on file prior to being granted the extension. In rare cases, students can request a second extension with support from their dissertation chair and committee and a clear plan for how they will complete the final degree requirements. All extensions must

be approved by the Graduate Division in the School of Education and Human Sciences.

Under normal circumstances, the doctoral candidacy period between passage of the oral comprehensive examination and the final dissertation defense must last no longer than 5 years. If a student took the oral comprehensive examination more than 5 years prior to the dissertation defense, a re-evaluation of the student's candidacy status is necessary to verify recency of knowledge. Reevaluation of the student's candidacy status can include retaking the comprehensive written or oral examination or through some other means approved by the chair and the dissertation committee.

Transfer Credit

Because general requirements do not specify a minimum number of hours for the degree, no transfer of credits is allowed. Departments do, however, consider relevant prior graduate work in setting up programs of study leading to the doctorate.

Continuous Enrollment

Students are expected to maintain continuous enrollment (fall & spring) while in their academic program. Summer enrollment is optional unless there is a required course or if the student is completing a milestone (i.e., comprehensive exam, proposal defense, or dissertation defense).

A student may petition the Graduate Division through the department for a **leave of absence** during either the pre- or post-comprehensive examination period if they experience extraordinary circumstances (e.g. cases of illness, emergency, financial hardship, military leave), to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals. Appropriate documentation related to these extraordinary circumstances may be requested from the student directly.

Evidence of progress towards degree will also be a determining factor in the decision to grant a leave of absence. If approved, a leave of absence is typically granted for one year, with the possibility of extension upon request. The time taken for a leave of absence does not count against the student's time to degree. However, after an absence of five years, a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division.

If a student has been actively enrolled in a graduate program and has not applied for a leave of absence, but has not been enrolled for one academic year, they will be discontinued from their program. If they wish to return, they will need permission from the department and will need to submit the Permit to Re-Enroll form and must reapply for graduate admission.

Period of Continuous Study

The Ed.D. period of continuous study requirement is fulfilled according to its purpose and with maximal benefit to the doctoral aspirant. It is recognized that the typical Ed.D. student works full-time while enrolling in their doctoral program.

In all options it has been recognized that continuous involvement in formal study and the close association with faculty and graduate student colleagues, which are the general goals of this requirement may be enhanced, particularly for the professional/ practitioner degree aspirant, by related professional activities—if such experiences are directly related, contributory to and coordinated with on-campus courses and research.

The period of continuous study must be completed and form (<https://soehs.ku.edu/events-resources/forms-documents/>) filed prior to comprehensive examinations and cannot include dissertation hours.

The following is required:

Enrollment in two consecutive semesters following one of the three patterns outlined below

- Spring enrollment of 6 credit hours and fall enrollment of 6 credit hours;
- Spring enrollment of 6 credit hours and summer enrollment of 3 credit hours;
- Summer enrollment of 3 credit hours and fall enrollment of 6 credit hours.

The student, with the help of the advisory committee, must file in the Graduate Division office a period of continuous study plan congruent with School of Education and Human Sciences requirements before the beginning of the formal period of continuous study. This plan may be filed as a part of the overall program plan. This policy is petitionable as long as the aspirant is continuously enrolled for 3 semesters in a row.

Program Area

All candidates for the Ed.D. must complete a minimum of 27 credit hours in their major area, excluding credits used to fulfill Research Skills, Dissertation, and the doctoral practicum requirements. Coursework completed at KU or at another institution as part of a previous graduate degree, cannot be used to meet the credit hour requirements for this degree.

Research Skills

Upon admission to doctoral study, students who have not completed a research and evaluation methods course for the education master's degree must take the course, e.g., EPSY 715, during the first doctoral enrollment. The course used to fulfill this requirement, whether taken at KU or at another institution, does not count toward any doctoral requirements.

Before being admitted to the comprehensive examination, students must have successfully completed the research skills requirements that demonstrate satisfactory evidence that they possess the professional research skills of advanced practitioners in their concentrations, as established for the degree. Specific research skills requirements vary with department and program, but all reflect the expectation of a significant research skills component distinct from the dissertation but strongly supportive of it.

The Ed.D. research skills requirement includes completion of at least 9 graduate hours relevant to understanding, promoting and evaluating professional practice, including, statistics, assessment and evaluation, qualitative methods, and/or historical and philosophical methods. When the aspirant has particularly strong research skills, up to 3 hours, excluding credit hours for the required master's course in research methods and evaluation, whether taken at KU or elsewhere, may be waived using prior B level or higher graduate course work upon the approval of their advisory committee. At least 6 of the 9 credit hours must be 800 level or above. The 9 credit hours cannot include EPSY 715 or its program equivalent.

Responsible Conduct of Research

All students must satisfy departmental and university requirements regarding the responsible conduct of research. Contact your department or program for more information about research skills and responsible scholarship, and the current requirements for Ed.D. students. Current Lawrence and Edwards Campus policies on Doctoral Research Skills and Responsible Scholarship (<http://policy.ku.edu/graduate-studies/doctoral-research-skills-requirement/>) are listed in the KU Policy Library.

Doctoral RESEARCH Practicum/Field Experience Enrollment

Ed.D. aspirants must complete a 3-credit-hour research practicum/field experience. Specific requirements for this research practicum/field experience are available from students' departments.

Comprehensive Examination

When an Ed.D. aspirant has completed the required course work at a satisfactory level and has completed the research skills requirement and all other departmental requirements prerequisite to the comprehensive examination, the department asks the School of Education and Human Sciences Graduate Division office to schedule the comprehensive examination. The graduate student must be in good academic standing (3.0 or higher grade-point average) and not have a grade of I (incomplete) or WG (waiting grade) in any course, before scheduling their comprehensive examination. The examination request must be made to the School's Graduate Division Office at least 3 weeks before the date of the written portion of the examination.

Students must be enrolled when they take the exam. During the semester in which the student takes their comprehensive examination, the student can be enrolled in no more than 6 credits of required regularly scheduled coursework. All required research skills courses must be completed prior to the semester in which the student takes their comprehensive examination. These course requirements can be petitioned under exceptional circumstances.

The examining committee must consist of at least 4 members (usually including the advisory committee). All must be graduate faculty, and 2 of the 4 must be tenured or tenure-track faculty from the student's home department. The committee chair must be authorized to chair doctoral examinations. Tenured and tenure-track faculty who are appointed as courtesy faculty within a program are considered to be faculty of that program for the purposes of committee composition. As long as the majority requirement is met, additional committee members may be, but need not be, a member of the candidates unit or program. One member must meet the requirements for serving as Graduate Studies Representative. For more information visit the KU Policy library: Doctoral Student Oral Exam Committee Composition (<http://policy.ku.edu/graduate-studies/oral-exam-committee-composition/>), Graduate Studies Representative on Doctoral Exam Committees (<http://policy.ku.edu/graduate-studies/graduate-studies-representative-on-doctoral-exam-committees/>) and Graduate Faculty Appointments (<https://policy.ku.edu/graduate-studies/graduate-faculty-appointments/>).

The comprehensive examination consists of both written and oral parts and covers the major area pursued by the student. The student passes the comprehensive examination if a majority of the official examining committee (including the chair) approves the student's performance. The grade on this examination is Honors, Satisfactory, or Unsatisfactory. An aspirant who receives a grade of Unsatisfactory may be allowed, upon the recommendation of the department, to repeat it, but it may not be taken more than 3 times. The aspirant may not repeat the oral examination until

at least 90 days have elapsed since the last unsuccessful attempt or by petition.

Students in Ed.D education programs must pass both written and oral components of the comprehensive examination. Satisfactory performance on the written component must be attained before the oral component may be attempted. To fail either component is to fail the examination. All 4 members of the student's comprehensive examination committee are involved in the evaluation process. The written component of the comprehensive examination, like the oral focuses on the ability to relate program knowledge to tasks and problems faced by practitioners. To pass, the student must be evaluated as having responded satisfactorily to questions in the major areas. If a student fails any portion of the written comprehensive component, a failure of the examination is recorded. The examining committee determines if the entire written component of the examination, or only the failed portion(s), must be retaken. The entire written component lasts a minimum of 16 hours. If a student passes the written component but fails the oral, the examining committee determines if both components or only the oral must be repeated.

All members of the exam committee must participate in graduate student oral examinations. One (1) or more members, as well as the student, may participate via video-conferencing technology. If a committee member does not arrive or appear, the exam may not begin, and if a committee member leaves, the exam may not proceed. Oral examinations that do not meet these attendance requirements are not valid. All members of the examining committee must be aware of what transpires during the examination. All committee members must be able to participate fully in the discussion with the student and each other. All committee members shall have full access to all relevant exam materials. For more information see: Graduate Student Oral Exam Attendance. (<https://policy.ku.edu/graduate-studies/oral-exam-attendance/>)

Dissertation Proposal Committee and Proposal

Upon passing the comprehensive examination, the aspirant becomes a candidate for the Ed.D.

A proposal is required for the doctoral degree. The dissertation proposal must be read by a minimum of 3 dissertation committee members. One copy of the approved dissertation proposal title sheet, signed by these members of the dissertation committee, along with an electronic copy of the proposal must be submitted to the School of Education and Human Sciences Graduate Division office.

Post-comprehensive Examination Continuous Enrollment

After passing the comprehensive examination, the candidate must be continuously enrolled (<http://policy.ku.edu/graduate-studies/doctoral-candidacy/>) (fall and spring, and summer if completing a milestone) until the degree is completed. Students must enroll for at least 6 hours a semester (fall and spring) until they reach 18 post-comprehensive hours or all degree requirements are completed (whichever comes first). At least one of the 6 hours must be in dissertation every term until the dissertation is defended and uploaded. The other hours can be in non-required dissertation related coursework and/or field experience/internship as required by the program. If the dissertation is not completed after 18 hours, then the candidate must enroll in 1 hour of dissertation per term (fall and spring) until they have passed their final oral defense and uploaded their dissertation. Students who have completed the dissertation but still have remaining degree requirements (i.e., internship)

must continue to enroll in at least one credit hour each semester (fall and spring) until all degree requirements are met.

Summer enrollment in dissertation hours is required **only** when students complete major milestones in the summer (i.e., comprehensive examination, proposal meeting, dissertation defense) or require significant faculty time. If students are completing a milestone in the summer prior to earning 18 hours of post-comprehensive exam enrollment, they must enroll in at least 3 dissertation hours in the summer. After completing the 18 hour requirement, summer enrollment requires 1 dissertation hour of enrollment.

Post-comprehensive enrollment may include enrollment during the semester in which the comprehensive examination has been passed. Dissertation hours taken during the semester in which the student passes the comprehensive examination count towards the 18 hour requirement, as does enrollment in field experience/internship. Other required coursework taken this semester does not count towards the 18 hours. Students who do not pass the examination cannot apply dissertation hours to degree requirements. Dissertation hours taken in semesters prior to passing the comprehensive examination will not count towards the post-comprehensive continuous enrollment requirement.

Non-required coursework that is related to the dissertation and/or internship/field experience credits taken after the comprehensive examination semester may be counted towards the 18 hours post-comprehensive examination requirement. However, students are required to enroll in at least 1 dissertation hour per term (fall and spring) until passing the final oral defense and uploading the dissertation.

Check with the department regarding specific post-comprehensive enrollment requirements.

Candidates may petition the School of Education and Human Sciences Graduate Division for a **leave of absence** during the period between the comprehensive examination and the final dissertation oral under extraordinary circumstances outlined above.

Dissertation

The candidate must present a dissertation that exhibits the application of existing knowledge in the major field of professional study. Ed.D. The dissertation should demonstrate the application of existing knowledge to the author's area of professional practice. The format and style of a student's dissertation is left to the discretion of the student, advisor, and committee, but format and style options may be constrained or dictated by the policy of the department from which the student is to receive the degree and by the Office of Graduate Studies. The dissertation is prepared under the direction of the dissertation committee.

Instructions regarding the proper form of the final document (<http://graduate.ku.edu/etd-formatting-and-working-multimedia-files/>) may be obtained from the School of Education Graduate Division office.

Grading for Dissertation Hours

Dissertation hours will be graded using the grading scale established in USRR 2.2.5 (<http://policy.ku.edu/governance/USRR/#art2sect2>). It evaluates a student's dissertation as demonstrating satisfactory progress (SP), limited progress (LP), or no progress (NP). A grade of SP must be assigned for a student's final semester of enrollment in their dissertation. The SP indicates that the final product was of satisfactory quality to earn the degree.

If a student earns a grade of NP in dissertation hours any semester, the student will be placed on academic probation for the following semester until they receive a LP or SP. Students are encouraged to meet with their advisor to discuss their progress. Earning consecutive semesters with the grade of LP may also place a student on academic probation. Students who do not make satisfactory progress may be dismissed or put on probation at any time.

If a student earns a grade of NP (equivalent to grade of F or No Credit) in dissertation, those hours will not count towards their 18 hour post-comprehensive enrollment requirement. A student must enroll in those dissertation credit hours again the following semester and earn at least a LP for them to apply to their degree requirements. Students must have a SP in the final semester of their enrollment of this milestone.

FINAL ORAL EXAMINATION

When the dissertation has been tentatively accepted by the dissertation committee, and approved as ready for defense, the chair of the dissertation committee must notify the department of the date and time of the proposed defense, committee members, and dissertation title. This notification must be made at least three weeks before the desired defense date.

The examining committee for the final oral exam must consist of at least 4 members (usually including the advisory committee). All must be graduate faculty, and 2 of the 4 must be tenured or tenure-track faculty from the student's home department. The committee chair must be authorized to chair doctoral examinations. Tenured and tenure-track faculty who are appointed as courtesy faculty within a program are considered to be faculty of that program for the purposes of committee composition. As long as the majority requirement is met, additional committee members may be, but need not be, a member of the candidates unit or program. One member must meet the requirements for serving as Graduate Studies Representative. For more information visit the KU Policy library: Doctoral Student Oral Exam Committee Composition (<http://policy.ku.edu/graduate-studies/oral-exam-committee-composition/>), Graduate Studies Representative on Doctoral Exam Committees (<http://policy.ku.edu/graduate-studies/graduate-studies-representative-on-doctoral-exam-committees/>) and Graduate Faculty Appointments. (<https://policy.ku.edu/graduate-studies/graduate-faculty-appointments/>)

The examination covers the dissertation and the candidate's concentration area. The candidate passes the final examination if a majority of the official examining committee members (including the chair) approves the candidate's performance. When the final oral examination has been passed, the dissertation committee reports a grade of Honors, Satisfactory, or Unsatisfactory. Candidates who fail the final oral examination may be allowed to repeat it upon the recommendation of the dissertation committee.

It is common, after the dissertation final defense for the student to be asked to make amendments to the dissertation prior to final submission.

DISSERTATION COPIES

When the final oral examination has been passed and the dissertation has been signed by the members of the dissertation committee, a title page and acceptance page with original signatures and ETD Release form, submission of the dissertation to Proquest, and other paperwork are to be delivered to the Graduate Division so that completion of degree requirements may be officially certified.

University Career Center

The University Career Center (<https://career.ku.edu/>), Summerfield Hall, Room 206, (ph:785-864-3624), provides career counseling and services for all KU students, including students in the School of Education & Human Sciences. The University Career Center hosts an Education Career Fair for students each fall and spring semester.

Curriculum and Teaching Courses

CT 100. Introduction to the Education Profession. 3 Credits. GE11 SWT

This course is designed to acquaint students with the profession of education by helping to increase an awareness of the role and characteristics of an effective teacher and leader. Large and small group activities and assignments are dispersed throughout the semester to facilitate an understanding of foundational topics in education (such as lesson planning, standards, assessment, and differentiation). C&T 100 is a pre-professional course. Successful completion of the course does not guarantee eventual admission to the Teacher Education Program in the School of Education and Human Sciences.

CT 175. Introduction to Career Development. 1-5 Credits.

This is the first course in a series of 2 courses focused on student career development. The purpose of this course is to provide structured career exploration and other experiences for students to: identify career interests, strengths, and skills through career assessments, job shadows, informational interviews, and short-term work experiences; develop an individualized career plan; begin developing a career portfolio by developing a resume, references list and cover letters. Students participate in structured, recurring work-based learning opportunities, and coursework as well as individual meetings with the instructor. Instruction and practice job-seeking and job maintenance skills are provided both in the classroom and in work-based learning experiences.

CT 220. Career Development. 1-5 Credits.

This is the second course in a series of 2 courses providing structured career development and is by appointment with the instructor. It provides structured experiences for students to: refine their career plan based on individual interests, strengths, and skills; learn and practice job-seeking and maintenance skills; participate in work-based learning; apply skills and experiences learned to enhance career plan and develop a career portfolio. Students participate in structured, recurring work-based learning opportunities and complete individualized projects related to career plans to contribute to students' career portfolios. Students consult with the instructor on their individualized projects and career portfolios. Prerequisite: Successful completion of C&T 175.

CT 222. TPE Peer Navigator Service Learning. 1 Credits.

This course is designed to give students the opportunity to apply skills and practices learned during class time to their Peer Navigator volunteer experiences with students in KU Transition to Postsecondary Education (TPE). This, in turn, provides students in TPE extra support to fully participate in KU student life. Volunteer hours outside of class are required and are eligible for service hours for a KU Service Learning Certificate. Short readings, reflection, videos, discussion and creative problem-solving enable students to contribute to a welcoming and inclusive experience for all KU students.

CT 235. Cultural Diversity, Equity, and Inclusion in K-12 Schools. 3 Credits. AE41

This course explores cultural diversity in K-12 settings through a critical analysis of several key themes: power, privilege, and difference. Students will examine the social construction of race, ethnicity, gender, social class, sexuality, language, and abilities within the classroom. This course

examines topics including: gender bias, racism, white privilege, income inequality, as well as the educational and social experiences of students from historically marginalized backgrounds. Fieldwork experience is a required component of this course.

CT 290. Introduction to Secondary Science and Mathematics Teaching. 1 Credits.

This course allows KU students to explore teaching in science or mathematics as a career as well as gain and practice collaborative and communication skills. Students teach combined science/math lessons in local elementary classrooms in order to obtain firsthand experience with planning and implementing inquiry-based curriculum. This course is part of a STEM Teach sequence. C&T 290 is part of a sequence of courses that allow STEM Teach students to earn a KU service learning certificate.

CT 291. Introduction to Science and Mathematics Teaching 2 (STEM Teach 2). 1 Credits.

This course is for students who want to continue to explore math or science teaching. This goal will be accomplished by observing a mentor teacher and by teaching several lessons to a middle school math or science class. Students will build upon and practice lesson design skills that were developed in STEM Teach 1 and become familiar with excellent science and mathematics resources for middle school. As a result of the STEM Teach 2 experiences, students generally will be able to make a decision as to whether they want to pursue a pathway to teacher licensure through the STEM Teach program. C&T 291 is part of a sequence of courses that allow STEM Teach students to earn a KU service learning certificate. Prerequisite: Successful completion of STEM Teach 1 (C&T 290).

CT 301. Educational Technology in Elementary-Middle Education. 3 Credits. SWT

The focus of this course is on developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to elementary and middle school teaching environments. Students will gain expertise in (a) the selection of appropriate instructional technologies and digital media for use in the classroom; (b) production of technology-based instructional materials; and (c) the evaluation and validation of a variety of electronic information sources. Prerequisite: Admission to the Teacher Education Program.

CT 302. Educational Technology in Middle/Secondary Education. 3 Credits.

The focus of this course is on developing integration strategies and acquiring computer skills for using instructional technology and educational software, digital media, and information technologies appropriate to middle school and high school teaching environments. Students will gain expertise in (a) the selection of appropriate instructional technologies and digital media for use in the classroom; (b) production of technology-based instructional materials; and (c) the evaluation and validation of a variety of electronic information sources. Prerequisite: Admission to the Teacher Education Program.

CT 322. Curriculum and the Learner in the Elementary School. 3 Credits.

Building on the experiences in C&T 100, this course will focus on the learner in the elementary setting. Learning occurs as a result of interaction among learners, teacher and subject matter in the classroom within a school in a community. The impact of the interactions of these students of learning of young children is studied in this course. Emphasis is given to the factors that influence curriculum decision-making, and methods that are considered in elementary grades curriculum and how it is delivered. Prerequisite: Admission to the Teacher Education Program.

CT 324. Curriculum Learner in the Middle School and High School. 3 Credits.

Building on experiences in C&T 100, this course will focus on the learner within the high school setting. Learning occurs in a classroom within a school in a community, and the nature and structure of these settings as well as their impact on learning is studied in this course. Emphasis is given to the curriculum, the factors that influence the curriculum, and the ways that goals for high school students are reflected in the high school curriculum. Prerequisite: Admission to the Teacher Education Program.

CT 330. Instructional Approaches for ESOL Learners in the Elementary/Early Childhood Classroom. 3 Credits.

Teaching English as a Second or Additional Language/Bilingual Education is designed to provide preservice elementary teachers with an understanding of the history and methodology of teaching English to speakers of other languages, both as a foreign language and as an additional language within American English settings. Future ESL/EFL/EB teachers will be prepared to develop the investigative, decision-making, and reflective teaching skills needed to work with English language learners of elementary age, and to impart language instruction in the appropriate context. Emphasis is placed on developing a clear understanding of who English language learners are; what programs and services are-or should be-available to the ESOLs/EBs; the critical pedagogical aspects of teaching ESL/EFL/EB; and the preparation of teaching materials for classroom use. Prerequisite: Admission to the teacher education program.

CT 331. Instructional Approaches for ESOL Learners in the Middle/Secondary Classroom. 3 Credits.

This course is designed to provide preservice middle/secondary discipline specific teachers with an understanding of the history and methodology of teaching English to speakers of other languages, both as a foreign language and as an additional language within American English settings. Future ESL/EFL/EB teachers will be prepared to develop the investigative, decision-making, and reflective teachings skills needed to work with English language learners of all ages, and to impart language instruction in the appropriate context. Emphasis is placed on developing a clear understanding of who English language learners are; what programs and services are-or should be- available to the ESOLs/EBs; the critical pedagogical aspects of teaching ESL/EFL/EB; and the preparation of teaching materials for classroom use. Prerequisite: Admission to the teacher education program.

CT 335. Curriculum and Instruction in Middle and Secondary History and Government Classrooms. 3 Credits.

The purpose of this course is to help prepare students to teach social studies in the middle and secondary grades. Prerequisite: Admission to the teacher education program.

CT 344. Children's Literature in the Elementary School. 3 Credits. SWT

A study of literature (poetry, folk literature, fiction, and nonfiction) appropriate for elementary school children with a focus on contemporary children's books. Emphasis will be on selection of literature based on child development, literary quality, curriculum, and pluralism and the engagement of children in literature experiences from the interactive, reader response, and critical perspectives. Prerequisite: Admission to the Teacher Education Program.

CT 347. Social Studies in the Elementary Classroom. 3 Credits.

A study of curricula, instructional strategies, and classroom organization for social studies education K-6. Emphasis is placed on the effective implementation of social studies programs in classroom settings. Prerequisite: Admission to the School of Education in elementary, middle, or secondary, or the Unified Early Childhood programs.

CT 349. Science in the Elementary Classroom. 3 Credits.

In this course, you will develop an understanding of how children learn science and why science education is important. You will examine effective approaches to teaching, instructional materials, and student assessment and will learn how to plan and implement a science unit. The course will emphasize a guided-inquiry approach to science instruction appropriate for the abilities and interests of children in grades K-6.

Prerequisite: Admission to the School of Education.

CT 351. Mathematics for the Elementary Classroom. 3 Credits.

This course is a study of the curriculum, instructional strategies, and classroom organization for mathematics in grades K-6. Emphasis is placed on the effective implementation of mathematics programs in classroom settings. Prerequisite: Admission to the School of Education.

CT 352. Science of Reading I. 3 Credits.

This course teaches the science of reading (SOR), which includes theories and a broad body of literacy research. This course is designed to help preservice teachers develop the attitudes, knowledge, and skills necessary to implement evidence-based practices to effectively teach literacy skills: reading, writing, listening, speaking, spelling, and handwriting. Major topics include oral language development, phonological awareness, phonics (letter-sound mapping), spelling, oral reading fluency, vocabulary, comprehension, writing (including syntax), and early literacy assessments. Preservice teachers learn and demonstrate instructional approaches to promote literacy learning in prekindergarten and primary-grades children who may have varied needs due to language, culture, learning challenges, and/or differing stages of development. This course will be taken concurrently with C&T 353. Prerequisite: Admission to the Teacher Education Program.

CT 353. Science of Reading I Practicum in the Primary Grades. 1 Credits.

In this supervised practicum, preservice teachers apply the knowledge and skills gained in C&T 352 by observing and supporting classroom instruction in the primary grades (PreK – 3). Preservice teachers administer and analyze early literacy assessments, plan and implement lessons, and write a summative tutoring report. To be taken concurrently with C&T 352. Prerequisite: Admission to the Teacher Education Program.

CT 354. Science of Reading II. 3 Credits.

This course extends the science of reading (SOR), which includes theories and a broad body of literacy research. This course helps preservice teachers develop the attitudes, knowledge, and skills necessary to implement evidence-based practices to effectively teach literacy skills and strategies across content areas: reading, writing, listening, speaking, and spelling. Major topics include, but are not limited to, advanced phonics, spelling, morphology vocabulary, reading fluency, comprehension, syntax, semantics, writing, and literacy assessments. Preservice teachers learn and demonstrate approaches to promote literacy learning in intermediate-grade children who may have varied needs due to languages, cultures, learning challenges, and/or differing stages of development. This course will be taken concurrently with C&T 355. Prerequisite: Admission to the Teacher Education Program.

CT 355. Science of Reading II Practicum in the Intermediate Grades. 1 Credits.

In this supervised practicum, preservice teachers apply the knowledge and skills gained in C&T 354 by observing and supporting classroom instruction in the intermediate grades (Grades 3 - 6). Preservice teachers also administer and analyze literacy assessments, plan and implement lessons, and write a summative tutoring report. This course will be taken concurrently with C&T 354. Prerequisite: Admission to the Teacher Education Program.

CT 356. Understanding Dyslexia in Early Childhood. 1 Credits.

In this 1-credit online course, UEC preservice teachers will learn about issues related to dyslexia. For example, preservice teachers will learn (a) how dyslexia is defined and the characteristics of students identified with dyslexia; (b) about screenings and diagnostic assessments that help teachers make informed instructional decisions; (c) how to teach reading to students at-risk for or identified with dyslexia; and (d) how to help students address some co-morbidities that are often associated with dyslexia. This course aligns with C&T 352: Literacy in the Primary Grades and C&T 353: Literacy Practicum in the Primary Grade. Along with C&T 352/353, this course addresses the Kansas Department of Education (KSDE) expectations about dyslexia for teacher preparation programs. Concurrent enrollment in C&T 352 and C&T 353 is required. Prerequisite: Admission to the Teacher Education Program.

CT 359. Literacy in the Content Areas. 1 Credits.

An introduction to reading in relation to specific areas of art, music and health and physical education. Focus on specialized vocabulary and literature related to each area. Introduction of specific strategies to teach vocabulary and comprehension and to integrated units of study. Prerequisite: Admission to certification program in music education, art education, health education, or physical education.

CT 360. Knowing and Learning in Mathematics and Science. 3 Credits. GE3S

This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How is knowing and learning structured and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas. Also, current issues and tensions in education will be discussed, especially as it relates to mathematics and science instruction.

CT 366. Classroom Interactions in Mathematics and Science. 3 Credits. GE22

To make prospective teachers aware of multiple models of teaching (including direct instruction, inquiry teaching and use of small groups); the advantages, disadvantages and uses of each; and what each model requires of teachers. To allow prospective teachers to explore ways of probing student understanding through authentic assessment, evaluating student understanding through student artifacts, and enhancing student understanding through lesson plans built around models of how people learn. To make prospective teachers aware of equity and diversity issues in classroom teaching and ways of ensuring that all students have an opportunity to learn. To make students aware of the proficiencies for licensure recognized by UKanTeach and Kansas State Board of Education and facilitate students' demonstration and documentation of these through their development of a professional portfolio. To develop students' capacity to identify and evaluate best teaching practices as presented in research literature. Prerequisite: C&T 360.

CT 380. English as a Global Language. 3 Credits.

In this course, we will explore the political, cultural, historical, and economic factors that drive English's status as a global language and the demand to learn it. We will attend to such questions as, Why a global language, and why English? Is the spread of English necessarily natural, neutral, and beneficial? Then, we will consider implications of answers to the above questions on teaching English internationally, since TESOL positions overseas provide ideal opportunities for college-age Americans to live and work abroad. The projects assigned are intended to teach

students to think critically about issues related to prominence of English teaching/learning around the world.

CT 401. Professional Learning Seminar I. 1 Credits.

This is the first in a series of three consecutive professional learning seminars. The primary purpose of the professional learning seminars is to collaboratively engage KU teacher education students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that pre-service teacher education students face in the schools. Faculty and students will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical, and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for teachers. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Prerequisite: Admission to the Teacher Education Program.

CT 402. Professional Learning Seminar II. 1 Credits.

The primary purpose of the professional learning seminars is to collaboratively engage KU teacher education students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that pre-service teacher education students face in the schools. Faculty and students will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical, and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for teachers. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program.

CT 403. Professional Learning Seminar III. 1 Credits.

The primary purpose of the professional learning seminars is to collaboratively engage KU teacher education students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that pre-service teacher education students face in the schools. Faculty and students will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical, and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for teachers. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program and successful completion of C&T 402.

CT 420. Teaching Kansas Government and Contemporary Public Policy Issues: _____. 3 Credits.

A study of the constitution, organization, functions, and processes of Kansas government, of contemporary public policy issues with local, state and national implications, and of strategies for teaching these in middle and secondary classrooms. Prerequisite: Admission to the School of Education and POLS 110.

CT 423. Assessing English Language Learners. 3 Credits.

This course provides an introduction and overview of basic principles in assessing English language learners (ELLs) in the context of U.S. preK-12 classrooms and schools. With a focus on addressing equity issues, the course: 1) provides the context and rationale for variety of approaches to assessment; 2) discusses assessment related academic language in the content classroom; 3) discusses the multiple purposes

of assessments; and 4) reviews how assessment results can inform educators, students, families, and community members. Prerequisite: C&T 330 or C&T 331.

CT 424. Second Language Acquisition for preK-12 TESOL Educators. 3 Credits.

This course provides an introduction to the process of second language acquisition as it relates to English language learners (ELLs) in a U.S. preK-12 context. Particular attention is given to the influence of cognitive, affective, and sociocultural factors in second language acquisition. Current developments in second language acquisition are reviewed and evaluated in keeping with the needs of professionals in the context of second language education. Prerequisite: C&T 330 or C&T 331.

CT 430. Teaching Literature for Young Adults. 3 Credits.

Teaching literature (novel, short story, poetry, drama, nonfiction) suitable for students in the middle school, the junior high school, and the senior high school. Ethnic literature, censorship, bibliographies, and other relevant sources of information about books for young adults will be studied.

CT 448. Reading and Writing Across the Curriculum. 3 Credits.

Content area teachers do far more than impart information to students. They play an important role in guiding middle/secondary students as they use reading and writing as tools for learning. This course includes an overview of the state and national reading and writing scores of adolescents. Students will then be introduced to the basic processes or ways in which individuals may learn to read and write. The course continues with a focus on the instructional strategies and materials that promote the development of reading and writing in the context of teaching new information. Additionally, the course emphasizes the informal methods educators can use, on an on-going basis, to diagnose their students ability to comprehend content material. Finally, appropriate fix-up strategies will be modeled. Prerequisite: Admission to the Teacher Education Program.

CT 449. Understanding Dyslexia and Supporting Students in Middle and Secondary Schools. 1 Credits.

In this 1-credit online course, middle and secondary preservice teachers to begin acquiring an understanding of dyslexia and the characteristics that students with dyslexia might display in the classroom and on academic/social tasks. Preservice teachers will learn how dyslexia is identified, how to teach students identified with dyslexia, and how to help students address some co-morbidities that are often associated with dyslexia such as organization, memory and concentration. Prerequisite: Admission to the Teacher Education Program.

CT 460. Project Based Instruction in Mathematics and Science. 3 Credits.

This course will have three essential components. The first will be a theory driven perspective accounting for what we know of how people learn and how project-based instruction improves student learning in math and science. The second component will provide the students with support as they develop their own project-based unit. The third component will be field experiences consisting of two parts: 1) observation of well-implemented project-based instruction in local schools and 2) teaching project-based activities in an informal education setting. Prerequisite: C&T 366.

CT 489. Advanced Teaching Practicum. 1 Credits.

This supervised practicum is intended to allow the pre-service teacher to apply knowledge gained in SPED 507; C&T 448, ELPS 537; and C&T 540, C&T 541, C&T 542, C&T 543 and C&T 544: Advanced (Content Area) Methods by teaching children in the middle/secondary grades. To be taken concurrently with SPED 507; C&T 448, ELPS 537; and C&T 540,

C&T 541, C&T 542, C&T 543 and C&T 544: Advanced (Content Area) Methods. Prerequisite: Admission to the Teacher Education Program.

CT 490. Student Teaching. 6-7 Credits.

A supervised teaching experience in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Successful completion of fall practicum experiences and demonstration of appropriate professional dispositions.

CT 491. TESOL Practicum for Kansas State Endorsement. 3 Credits.

The TESOL Practicum allows individuals to gain supervised experience in Teaching English to Speakers of Other Languages (TESOL) for a professional KSDE ESOL endorsement and advancement. Prerequisite: Completion of all TESOL endorsement courses.

CT 494. Internship. 6-7 Credits.

A supervised internship experience leading to initial certification. The student assumes the total professional role as a teacher in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Successful completion of all practicum experiences and demonstration of appropriate professional dispositions.

CT 495. Seminar: Developing the Teaching Portfolio. 3 Credits. AE61 CAP

This course serves to instruct students in the research, teaching, and writing components of developing a teaching portfolio. The seminar will provide a forum for discussion and deeper exploration into topics and issues related to working in the school setting, teaching, and developing a professional teaching philosophy. Graded on a satisfactory/fail basis. Prerequisite: Completion of or concurrent enrollment in C&T 490 or C&T 494.

CT 497. Independent Study in: _____. 1-2 Credits.

Only one enrollment permitted each semester. A maximum of four hours will apply toward the bachelor's degree. Prerequisite: Recommendation of advisor and consent of instructor.

CT 500. Student Teaching in: _____. 1-6 Credits. AE61 CAP

A supervised teaching experience in an approved school setting, with level and subject area to be selected according to the teaching field. Prerequisite: Admission to the Student Teaching program.

CT 501. Student Teaching Practicum in: _____. 1-6 Credits.

A supervised classroom teaching experience under the direction of an experienced teacher and in close relationship with a university supervisor. Prerequisite: Admission to the Graduate Certification Program and approval of advisor.

CT 503. International Perspectives in Primary and Secondary Education. 3 Credits.

This course will expose students to a variety of debates and developments related to primary and secondary education in our globalized era. Students will survey educational systems from the US and selected world regions, comparing and contrasting them in terms of access, funding, curriculum, and pedagogy. They will investigate educational systems from the perspective of international development while addressing issues of local vs. national or international control, tradition vs. global advancement, and other challenges and trade-offs. Prerequisite: Junior standing or higher, or permission of instructor: The course is suitable for advanced undergraduate and master's degree seeking students.

CT 530. Curriculum and Instruction in Foreign Language Classrooms. 3 Credits.

A study of philosophy, objectives, curriculum, instructional strategies, and evaluation in teaching foreign language at the K-12 levels. Prerequisite: Admission to the Teacher Education Program.

CT 533. Curriculum and Instruction in Middle & Secondary English/Language Arts Classrooms. 3 Credits.

This is an English/Language Arts methods course that focuses on curriculum development and instructional strategies appropriate for teaching English/Language Arts in grades 5-12. Prerequisite: Admission to the Teacher Education Program.

CT 540. Advanced Practices in Teaching English in the Middle and Secondary Schools. 3 Credits.

The course is designed to provide continued study of curriculum development and instructional strategies appropriate for teaching English/Language Arts in grades 5-12 and as a final readiness for the undergraduate student teaching experience. Prerequisite: Admission to the Teacher Education Program.

CT 541. Advanced Practices in Teaching Social Studies in Middle/Secondary Schools. 3 Credits.

Advanced study of curriculum development and instructional strategies appropriate for teaching social studies in grades 6-12 and application of learning in a middle/secondary classroom. Prerequisite: C&T 335; SPED 326 and, C&T 324

CT 544. Advanced Practices: Situating Foreign Language Content, Dispositions, Skills & Tools Language Classroom. 3 Credits.

This is an advanced Foreign Language methods course that focuses on the critical importance of the socio-linguistic environment of foreign language classrooms. Prerequisite: Admission to the Teacher Education Program.

CT 550. STEM Applications in Physical Science for Elementary Teachers. 3 Credits.

This course will use an inquiry-based, problem-based, phenomena approach to engage students in real-world experiences related to the key physical science PK-6 STEM concepts in the Next Generation Science Concepts (NGSS).

CT 598. Special Course: _____. 1-5 Credits. AE61 CAP

A special course of study to meet current needs of education students, primarily for undergraduates.

CT 649. An International Teaching Experience. 3 Credits.

This study abroad focuses on professional growth in teaching and understanding education based on an international experience. Students learn about curriculum and teaching from an international perspective, and engage in professional discussions with Italian teachers and administrators. Students engage in culturally responsive teaching in preschool-secondary settings, they participate in family and community activities/events, and they visit renowned museums and cities. Prerequisite: Application through the Office of Study Abroad and interview with the director.

CT 709. Foundations of Curriculum and Instruction. 3 Credits.

Basic concepts and processes of curriculum and instruction, including theories, planning models, resources for decision-making, current trends, research, and proposals for improvement of curriculum and instruction.

CT 740. Foundations of Reading: Process, Theory, and Instruction. 3 Credits.

It is the purpose of this course to introduce students to the foundations of the reading process, developmental levels, theory, models, and procedures at the emergent, elementary, and secondary levels. Elements of cultural, linguistic, and ethnic diversity that affect the reading process

are included. Students work with research related to the reading process, remediation, and assessment.

CT 741. Comprehension and Study Strategies for Use with Multiple Texts. 3 Credits.

It is the purpose of this course to examine research, theory, and practice in reading comprehension. Emphasis is placed on the application of strategies for various text types (expository, narrative, persuasive, and technical) for teaching reading comprehension and study skills across content areas in the K-12 classrooms. Prerequisite: C&T 740 or permission of the instructor.

CT 743. Writing and Spelling Development and Instruction. 3 Credits.

A study of the research base on writing, spelling, speaking, and listening for teaching the language arts; an overview of development in writing and spelling, the writing and spelling processes and instruction, and strategies for integrating the language arts. Prerequisite: Admission to a masters program within the School of Education, C&T 740 or permission of the instructor.

CT 745. Reading and the English Language Learner. 3 Credits.

The course focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) becoming literate. The course examines how reading, writing, speaking, and viewing in a new language are similar and/or dissimilar from these modalities in a first language. Cognitive, sociocultural, linguistic and educational perspectives are investigated as part of this examination.

CT 749. An International Teaching Experience. 3 Credits.

This study abroad focuses on professional growth in teaching and understanding education based on an international experience. Students learn about curriculum and teaching from an international perspective, and engage in professional discussions with Italian teachers and administrators. Students engage in culturally responsive teaching in preschool-secondary settings, they participate in family and community activities/events, and they visit renowned museums and cities. Prerequisite: Application through the Office of Study Abroad and interview with the director.

CT 770. Pedagogical Considerations in the 21st Century Classrooms. 3 Credits.

Exploration of pedagogy in the 21st century classroom and examination of current learning environments and strategies available to enhance student learning and engagement. Prerequisite: Admission to graduate program in the School of Education. Admission to a non-degree program in the School of Education.

CT 798. Special Course: _____. 1-5 Credits.

A special course of study to meet current needs of education professionals--primarily for graduate students.

CT 800. Foundations of Curriculum Development. 3 Credits.

This course is designed for students to gain a functional understanding of the historical, philosophical, political, psychological, and cultural factors which affect the designing and implementation of curriculum at several levels: the individual classroom, the team, the school, the larger administrative unit, the state, and the nation. Prerequisite: C&T 709 or permission of instructor.

CT 801. Planning for School Improvement. 3 Credits.

This course will emphasize the latest research and practice related to school reform and student success, particularly professional development and data analysis as they relate to standards, curricula, assessment, and instruction embedded in a school improvement plan. Discussions will provide a pathway for teachers to contribute to the development and implementation of an identified district's school improvement plan. You will

function as a teacher member of a school improvement team to assimilate and synthesize research and practice into the development, revision, and/or assessment of a school improvement plan for a specific school site. Prerequisite: Enrollment is restricted to students admitted to the online Curriculum and Instruction Master's program.

CT 802. Curriculum Planning for Educational Settings. 3 Credits.

A focus on organizing and managing curriculum development in educational settings. Such curricular decisions as writing philosophies, setting goals and objectives, selecting and organizing content, and designing and monitoring evaluation procedures will be emphasized. Providing leadership for the collaborative process of curriculum planning in organizational settings will receive attention.

CT 803. Differentiating Curriculum and Instruction. 3 Credits.

This course is designed for educators interested in expanding curriculum and instruction to accommodate diverse learners in the classroom, K-12. Topics include: models, methods, and resources for differentiating curriculum and instruction, designing and modifying differentiated curriculum, evaluating student learning, and introducing students, parents and colleagues to differentiation. An evidence-based, practical course for teachers, administrators, and support personnel. Prerequisite: Admission to Graduate School.

CT 806. Instructional Strategies and Models. 3 Credits.

Analysis of models of teaching which represent distinct orientations toward students and how they learn. The application of these models is complemented by the study of research evidence on effective teaching strategies. Prerequisite: C&T 709.

CT 807. Multicultural Education. 3 Credits.

In order to provide the student with an understanding of multicultural education, the course will examine the effects of such issues as ethnicity in America, the melting pot theory, separatism, cultural pluralism, legal issues, and bilingual education upon the curriculum and instruction in today's classrooms. It will include an evaluation of materials for bias and stereotypes.

CT 808. Qualitative Research: Curriculum Inquiry. 3 Credits.

Curriculum Inquiry provides an opportunity to reflect, explore, understand, and broaden perspectives of curriculum through examining the theories, methodologies, strategies, and design of qualitative research. This course is designed to develop a common understanding of the major elements of qualitative research, while offering each student an opportunity to examine research topics and methods of personal interest, with particular attention to curricular issues. The course also includes practical experience with various modes of data collection and analysis.

CT 816. Culturally Responsive Pedagogy. 3 Credits.

U.S. schools are increasingly multilingual spaces, where new waves of migration and refugee resettlement are reshaping the linguistic landscape of previously English-dominant spaces. It is from this perspective that this course explores the history and evolution of culturally responsive pedagogy--beginning with its origin in U.S. multicultural education, to its expansion into the education of culturally and linguistically diverse learners, to its adoption in English language education more broadly, and TESOL teacher education more specifically (in the U.S. and abroad). The course will highlight the curricular and instructional approaches that undergird CRP and the future global direction of this pedagogical approach.

CT 817. Contact, Change & American English. 3 Credits.

This course introduces the sociolinguistic topics of language change and variation through a study of the historical evolution of what has come to be known as modern American (U.S.) English. The course will explore the historical instances of contact between English and other languages

that have resulted in significant and minor changes, as well as regional variations to spoken and written American English. It will also discuss the pedagogical and research implications of these changes for teaching English in the U.S. and abroad.

CT 818. Language, Discourse and Ideology. 3 Credits.

Language, Discourse and Ideology adopts an interdisciplinary approach to exploring the language ideologies that shape English language development in EFL, ESL, and Bilingual / Dual Immersion contexts. The study of language ideology is a subfield of Sociolinguistics and is linked to issues of language, ideologies about language, and language as a vehicle for ideology. Though language is a focus of this course, the course is "not about language alone. Rather, ...[it addresses] ties of language to identity, to aesthetics, to morality, and to epistemology" (Woolard 1998: 3) and the ways in which these uses of language reflect and reproduce language ideologies. The course is open to graduate students across the School of Education with an interest in language, English as a Second/Foreign language, and policy planning and curriculum studies. It is also open to students in anthropology, linguistics, sociology and related fields with an interest in language use in educational contexts.

CT 820. Methods of Teaching English to Speakers of Other Languages (TESOL). 3 Credits.

The purpose of this course is to study the objectives and methods of ESL/Bilingual education. Students will examine methods and techniques of teaching: listening, speaking, reading, and writing in the ESL/Bilingual Education settings. The course will also emphasize the importance of culture in second language teaching, and self-evaluation of teaching and instructional materials.

CT 821. Assessment in Teaching English to Speakers of Other Languages (TESOL). 3 Credits.

This course provides an overview of diagnostic techniques and instruments used to identify and remediate specific learning difficulties associated with normal second language development in the area of listening, speaking, reading, and writing. The course includes a review of research concerning assessment as it relates to error analysis in the second language context. Prerequisite: Corequisite: C&T 820.

CT 822. Second Language Acquisition for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Credits.

This course provides an intensive review of the theory and research base of second language acquisition. Particular attention is given to the influence of research trends in linguistics and psychology on second language education theory and practice. Current trends in second language education are examined in light of the historical theory base. Prerequisite: C&T 820.

CT 823. Intercultural Competence for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Credits.

This course includes the study of the interrelationship of language and culture and the use of multicultural training techniques to develop cultural awareness and positive attitudes in the second language classroom. Emphasis is on the integration of culture in the second language curriculum. Prerequisite: C&T 820 or C&T 803.

CT 824. Problems in Second Language Instruction. 3 Credits.

This course presents a study of curricula and instruction in the second language setting at all levels with emphasis on educational research concerning these issues. Particular attention is given to developing competency in locating and utilizing sources of information and to preparing the research document. The course facilitates practical problem solving in the second language learning context. Prerequisite: C&T 820.

CT 825. Advanced Practicum in Teaching English to Speakers of Other Languages (TESOL). 3 Credits.

This course provides a supervised teaching experience in a setting appropriate to the goals of the prospective ESL/Bilingual teacher: elementary, secondary, or adult. Particular attention is given to lesson planning, classroom management, and the development of self-evaluation techniques. This course will also emphasize structured classroom observation prior to teaching and techniques for developing and maintaining positive working relationships with other professionals in the school setting. Prerequisite: C&T 820, C&T 821, and C&T 822 or C&T 824.

CT 826. Linguistic Analysis for Teaching English to Speakers of Other Languages Educators (TESOL). 3 Credits.

This course offers pre- and in-service teachers the basic foundations of language analysis necessary for the teaching of second/foreign languages. The course covers basic linguistic topics common to all human languages (grammatical, phonological, and semantic aspects) with the intent to help teachers understand and address common language problems that students face when learning English as a second/foreign language.

CT 828. Language and Identity. 3 Credits.

This interdisciplinary seminar explores the interrelationship between language and identity, and the role of language in developing identities of second language learners.

CT 840. Emergent Literacy and Beginning Reading. 3 Credits.

A study of emergent literacy through the beginning stages of literacy development. Course content focuses on the history, theory, and research that supports instructional reading practices for children Pre-kindergarten through grade 2. Prerequisite: C&T 740, C&T 741, or permission of instructor.

CT 841. Early Intervention in Reading Practicum. 3 Credits.

A case study approach to the instruction of children in need of early intervention in reading. Requires assessment, instruction, and case reports of tutored children. Prerequisite: C&T 740 or permission of instructor. Concurrent enrollment or previous enrollment in C&T 840 is required.

CT 842. Supporting Striving Readers: Pre-Adolescent through Adult. 3 Credits.

A study of the characteristics and multiple causes of reading and writing difficulties, principles and procedures for diagnosing and remediating reading difficulties, how to provide individual and group intervention strategies, communicate diagnostic information, and gain awareness of the impact of research on instructional decision-making for students with reading difficulties. Prerequisite: Admission to a masters program within the School of Education, C&T 740 and C&T 741, or permission of instructor.

CT 843. Supporting Striving Readers Practicum. 3 Credits.

Case study approach to the treatment of pre-adolescent through adults with reading disabilities. Requires diagnostic testing of the learner, compilation of case study reports, and participating in staffing for the purpose of designing remedial reading programs. Students also participate in implementation of remedial programs with pre-adolescent through adults through tutoring in either a clinical setting or a public school setting. Prerequisite: C&T 740 or permission of instructor. Concurrent enrollment or previous enrollment in C&T 842 is required.

CT 844. The Reading Program: Coordination and Supervision. 3 Credits.

An overview of the role of the reading coordinator/supervisor and that individual's responsibility for the components of a balanced reading program. Emphasis will be given to assessment of the reading program, strategies for change, improving the reading program, in-service

programs, working with other school personnel, providing services, and public relations. Prerequisite: C&T 740, C&T 741, C&T 840, C&T 841, C&T 842, and C&T 843.

CT 857. Practicum in Mathematics Education. 1-3 Credits.

Intensive supervised experience working with improvement of mathematics curriculum and/or instruction in an educational setting. Credit in any one semester may range from one to three hours; and total credit may not exceed three hours. Prerequisite: Two graduate courses in mathematics education and prior consent of practicum supervisor.

CT 874. Constructivist Learning Technology. 3 Credits.

To be effective, educational technologies must be designed based on what we know about how people learn. This course explores (1) important constructivist learning theories, (2) how such learning theories can be used in designing and developing computer-based learning environments, and (3) how student learning can be assessed in those environments. This course is suitable for students who wish to learn how constructivist learning technologies can change the way we teach and learn new knowledge to improve student learning.

CT 890. Bridging Theory to Practice: Capstone Portfolio. 3 Credits.

This capstone course provides a space and opportunity for students to reflect on their learning in the M.S.E. online programs. Students will create a digital portfolio demonstrating their knowledge and skills related to the C&T learning outcomes. Students will demonstrate their engagement with relevant literature and explain how they can use, share, or apply their learning from the program to their current or future context. Prerequisite: Students must have achieved a minimum grade point average of 3.0 on a 4.0 basis in their Curriculum & Instruction master's program in order to be eligible to enroll.

CT 891. Teacher Research & Portfolio. 3 Credits.

This capstone course provides a space and opportunity for students to reflect on their learning in the M.S.E. program and develop an understanding of teacher research. Students will create a digital portfolio demonstrating their knowledge related to the C&T learning outcomes and the potential application to local teaching contexts. Using relevant literature, students will also learn about teacher research, develop a question, and design a plan for conducting teacher research. Prerequisite: EPSY 715, C&T 709, C&T 806, and C&T 803.

CT 896. Seminar in: _____. 1-4 Credits.

CT 897. Independent Study. 1-4 Credits.

Prerequisite: Consent of advisor and instructor.

CT 898. Master's Project. 1-4 Credits.

Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Students must have achieved a minimum grade point average of 3.0 on a 4.0 basis in their Curriculum & Instruction master's program in order to be eligible to enroll in C&T 898.

CT 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

CT 900. Current Trends & Issues in Curriculum & Instruction. 3 Credits.

The course, taught as a capstone seminar, will provide a review of current trends and issues in theories, practices, and events within curricular and instructional efforts in American education. Topics studied may include constructivism, connectivism in the digital age, contemporary theories and theorists such as Vygotsky, online instruction and the Internet's potential and growth, the new Cult of Efficiency, stigmatization and standardized testing, and charter schools. Student composition of each class will influence the final syllabus, which may include other topics reflective of

student interests and goals. The class is designed for those in the final course phase of their doctoral studies. Students in their first or second semester of their programs will not be encouraged to enroll in the class.

CT 902. Directed Readings. 3 Credits.

Directed Readings course is intended for students wishing to study an area not covered by or regularly offered in an existing course, or the subject of a course that is not regularly offered in the Curriculum & Teaching Department. This course is individually designed by C&T faculty with reading loads, writing requirements and academic expectations comparable to other doctoral level courses in the department. Prerequisite: Admission to the Ph.D. or Ed.D. program. Successful completion of C&T 920 or C&T 922 or by instructor permission.

CT 903. Curriculum Supervision. 3 Credits.

An intensive study of the theoretical and research bases for curriculum supervision and improvement. Topics include models and practices in supervision and staff development, skills and instruments used in curriculum assessment, coordination of both human and material resources, and the dynamics of change strategies.

CT 906. Qualitative and Curriculum Inquiry: Analysis and Interpretation. 3 Credits.

Supports novice researchers in extending their understanding of the theoretical frameworks underlying qualitative research, qualitative methodologies, the research process and its relationship with curriculum inquiry. During the course we will discuss various forms of qualitative research methods, approaches to research, and perspectives in methodology relate to curriculum inquiry. We will explore the intertwining of data generation, analysis, and writing. In addition, we will focus on refining data generation techniques, strategies for data analysis, data interpretation, and various forms of reporting/writing. Prior coursework: Introduction to a graduate level qualitative research course or permission from the instructor. Prerequisite: Introduction to a graduate level qualitative research course or permission from the instructor.

CT 907. Critical Pedagogies. 3 Credits.

This course examines the theories and practices of several educational orientations that comprise "critical pedagogy." Students examine the historical roots and evolution of this broad orientation toward education. Recurring themes in the class are relations between knowledge and curriculum, the school and society, and teachers and students. Students completing the course should be able to analyze educational phenomena through a critical theoretical lens. Open to all doctoral students and advanced masters students with instructor permission.

CT 920. Introduction to the Curriculum & Instruction Doctor of Education Program. 1 Credits.

This course is designed to provide first-year doctoral students an introduction of graduate study in the Doctor of Education (Ed.D.) program. The course will help students acclimate to University and Graduate School level expectations and conditions, and to begin the development of skills and abilities to translate theory and research into practice. Students will be guided through the critical skills of how planning and conducting research can translate to academic writing and scholarship in a field of study. Prerequisite: Admission to the Ed.D. program in curriculum and instruction.

CT 922. Introduction to the Curriculum & Instruction Doctor of Philosophy Program. 1 Credits.

This seminar course introduces students to doctoral education, the faculty with whom they will work, the regulations and policies that guide their work and the structure and assessment for the Ph.D. program. This course will also assist students in becoming familiar with scholarship

and planning, conducting, and sharing (writing and presenting) results of research. Prerequisite: Admission to the C&I Ph.D. program.

CT 951. Research and Evaluation in Mathematics and Science. 3 Credits.

This course introduces students to the processes of planning, conducting, and evaluating mathematics and science research and evaluation in education. This course emphasizes the methods and techniques used in both quantitative mathematics and science research and evaluation methodologies. Prerequisite: A PRE course in statistics.

CT 970. Fostering Teacher Growth and Inquiry. 3 Credits.

Students will explore theory and research related to professional learning with a focus on the professional learner, professional contexts, and professional learning activities. Students also will learn about and design a pilot study that is set in a relevant professional context. Prerequisite: Admission to the Ed.D. program in the Department of Curriculum & Teaching or consent of instructor.

CT 971. Planning and Conducting Educator Inquiry in Professional Settings. 3 Credits.

Students will explore theory and research related to student learning and its relationship to the professional learner, professional contexts, and professional learning activities. Students will learn how to conduct a needs assessment in educational settings, and design and implement professional learning based on the needs assessment data. Students will also implement the pilot study that they designed in C&T 970. Prerequisite: C&T 970.

CT 972. Connecting Professional Growth and Student Learning. 3 Credits.

Students will synthesize theory and research related to (a) curriculum and instruction, and (b) the relationship between student learning and professional learner, with respect to their career goals. Students will write a report and present findings from their pilot study and the professional learning they implemented in C&T 971. Prerequisite: C&T 970 and C&T 971.

CT 975. Writing Literature Reviews. 1 Credits.

This course is designed to give doctoral students an introduction to writing literature reviews. The course will address the process of writing a literature review as well as the types of literature reviews that appear in dissertation study proposals and dissertations. The course is a 1-credit seminar that is designed to complement other coursework taken in the doctoral program. Prerequisite: Admission to a doctoral program in the University of Kansas, or permission from the instructor.

CT 977. Teaching with Technology in Higher Education. 3 Credits.

The purpose of this course is to support the use of technology to deliver, manage, and design pedagogically sound learning experiences. The course will draw upon the fields of instructional design and educational technology and is theoretically grounded in critical digital pedagogy. Learners are asked to bring their own disciplinary lens to authentic design, technology, and teaching challenges. The course will be offered in a hybrid format with in-class sessions and with supporting online meetings and modules. The course will be organized into modules.

CT 980. Seminar in Mixed Methods Research. 3 Credits.

The purpose of this course is to provide an overview of mixed methods research to graduate students who are already familiar with quantitative and qualitative research. This introduction consists of defining mixed methods research and describing the history and foundations of this form of research. We will then examine types of mixed methods designs available and discuss the process of research as it relates to each of these designs.

CT 990. Capstone Seminar. 3 Credits.

This course will provide students in the Doctor of Education program with capstone experiences in the areas of curriculum and instruction in preparation for comprehensive examinations. Prerequisite: Admission to the Curriculum & Instruction Ed.D. program.

CT 994. Advanced Topics: _____. 1-3 Credits.

A special course of study to meet current needs of education professionals -- primarily for post-master's level students.

CT 995. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agencies, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

CT 996. Teaching and Learning in the College Classroom. 3 Credits.

This course identifies strategies of instruction, both face-to-face and online, for post-secondary learners. Students will analyze characteristics and needs of post-secondary learners and develop curriculum; for example, a syllabus, units, lessons, assessments, and course objectives, aligning objectives with assessments to learner outcomes for post-secondary learners. Prerequisite: Admission to a graduate program in the University of Kansas.

CT 997. Individual Study. 1-4 Credits.

Prerequisite: Prior graduate course work in the area of study and consent of instructor.

CT 998. Seminar in: _____. 1-4 Credits.

CT 999. Doctoral Dissertation. 1-15 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

Educ Leadership & Policy Stds Courses

ELPS 250. Education and Society. 3 Credits. AE51

This course provides students with an introduction to key ideas and socio- historical forces that have shaped the contemporary educational system in the United States, drawing upon the disciplines of the historical, philosophical, and social foundations of education. The development of school and community relations will be a point of emphasis.

ELPS 497. Independent Study in: _____. 1-2 Credits.

Only one enrollment permitted each semester. A maximum of four hours will apply toward the bachelor's degree. Prerequisite: Recommendation of advisor and consent of instructor.

ELPS 537. The Governance and Organization of Schools. 3 Credits.

The course provides the prospective teacher with an overview of the legal foundations of the American educational system including the ways schools and school districts are organized and run; the role of various levels of government and various governmental and educational officials in controlling education; the rights of students and teachers; the terms, conditions, and responsibilities of teacher employment. Prerequisite: Admission to the Teacher Education Program.

ELPS 570. American Higher Education. 3 Credits.

The purpose of this course is to introduce undergraduate students to the study of higher education. The course is intended for undergraduates who may be considering applying for admission to a graduate preparation program in higher education, entering the field as a campus professional, or simply learning more about higher education as a discipline. The

course will focus on the foundations of the profession, including a brief introduction to: history of the higher education, institutional differences, professional and ethical standards, functional areas in higher education, student learning and development theory, overview of graduate preparation, and current topics.

ELPS 598. Special Course:. 1-5 Credits.

A special course of study to meet current needs of education students, primarily for undergraduates.

ELPS 701. Global Education Policy in Local Contexts: From International Movements to Everyday Practice. 3 Credits.

This course offers a comprehensive examination of global education policy, focusing on how international frameworks and organizations, such as UNESCO and the OECD, influence national governments, think tanks, and local education systems. Students will explore the processes through which policy moves from global discourse to national implementation, and finally, to everyday practices in public and private schools. The course investigates the roles of various actors, including government officials, NGOs, and educational institutions, in shaping day-to-day lives of teachers and students.

ELPS 750. Principalship. 3 Credits.

An introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school building administrators. Students are presented typical problems faced by school administrators through simulations and role playing and are expected, through reflection and discussion, to develop viable solutions.

ELPS 752. Education Law. 3 Credits.

A study of legal principles and issues affecting educational policy making and practice with emphasis on student and teacher rights, equity, and the administration of schools. Prerequisite: Admission to graduate study.

ELPS 755. Human Resource Management. 3 Credits.

An overview of the theory and practice of the management, recruitment, selection, compensation, placement, and development of personnel in the school setting.

ELPS 756. Data-Driven Leadership. 3 Credits.

The course focuses on the role and effective use of school related data and its analysis in making decisions regarding school improvement, meeting the needs of students with exceptionalities, evaluating educational programs, developing student management strategies, and using instructional technology.

ELPS 757. Education in American Society. 3 Credits.

A study of the roles and goals of education in the United States, the interrelationships among schools and students, teachers, administrators, and parents, and the culture of schools.

ELPS 780. Introduction to Higher Education Administration. 3 Credits.

This course is designed for beginning master's degree students and for doctoral students who have had no previous administrative experience in college or university settings. Students will be introduced to the function and responsibilities of major administrative divisions of a college or university and to the major tasks of administration: planning, programming, budgeting, staffing, managing. An emphasis will be placed on current issues facing higher education and students will be introduced to the major journals of the field. As part of the course requirements, students will spend some time familiarizing themselves with one or more administrative offices on a college campus. Prerequisite: Admission to study in higher education at the graduate level.

ELPS 781. Student Affairs Administration in Higher Education. 3 Credits.

This course is designed to include the study of the history and development of student personnel services in higher education, the role and function of the student affairs administrator, contemporary issues and problems, and an understanding of the organization and role of student affairs administration within higher education settings. Prerequisite: Admission to the higher education program or permission of instructor.

ELPS 782. Diversity, Equity and Inclusion in Higher Education. 3 Credits.

This course provides an introduction to diversity, equity, and inclusion in higher education settings. The content introduces and applies key theories and concepts to the practice of student affairs.

ELPS 786. Introduction to College Leadership. 3 Credits.

This is an introductory course about college leadership that will provide an overview of concepts and theories for the practice of leadership in colleges and universities. Particularly, the content focuses on the application of theoretical perspectives for leadership practice. The aim of the course is to have students analyze and situate themselves as future higher education leaders and administrators. Subject matter includes, but is not limited to, topics such as: administrative leadership in higher education, fundamental leadership theories, managing people and conflict, fostering collaboration and leadership for diverse institutions.

ELPS 798. Special Course:. 1-5 Credits.

A special course of study to meet current needs of education professionals -- primarily for graduate students.

ELPS 830. Foundations of Multicultural Education. 3 Credits.

This class provides students with an understanding multicultural education as an instructional concept, educational reform movement, and systemic process meant to ensure educational equity for all people, especially those who have been inadequately served and/or historically discriminated against because of their racial/ethnic or linguistic backgrounds, gender or sexual orientation, socio-economic status, and special needs. Students will examine different theoretical approaches that inform the practice of multicultural education and explore the contribution of various social sciences to the field.

ELPS 831. Sociology of Education. 3 Credits.

This course will provide an introduction to the sociology of education. Specific topics will include: conflict over the purposes of education; how those purposes are-or are not-translated into actual classroom life; how educational systems have developed historically, how status, and more specifically race, class and gender relations, affect student experiences; and contemporary policy and reform movements. Prerequisite: Graduate Standing.

ELPS 832. History of Educational Thought. 3 Credits.

An examination of the major ideas that have shaped practice in the schools. Emphasis is placed on assisting the student with the development of a coherent and consistent personal philosophy of education upon which administrative practice can be based.

ELPS 833. Social Context of Urban Education. 3 Credits.

This course examines education in urban communities through the foundational disciplines of history, philosophy, and the social sciences. Particular attention is given to ways in which the changing social and political contexts of American cities affect the educational process.

ELPS 835. Philosophy of Education. 3 Credits.

An analytic inquiry into basic philosophical positions and issues relevant to education. The difference between ELPS 770 and ELPS 771 is that the latter is topically arranged and does not necessarily follow a historical sequence; it normally proceeds by problems and schools of thought.

ELPS 837. History of Education and Culture in America. 3 Credits.

A study of the relation between education and culture in America from colonial times to the present. American schools are considered in the wider context of cultural and social change.

ELPS 839. Historical Inquiry in Education. 3 Credits.

This course will provide an introduction to the methodology of historical research in education. This course is designed to fulfill the doctoral core requirement for research methods in education for students interested in doing this type of research. Specific topics will include: the historiography of education; working with primary and secondary documents; oral history as method and documentation, quantitative approaches to history; constructing historical narratives; the question of interpretation.

ELPS 842. Education in Modern World History. 3 Credits.

A study of the development of modern education in world history. The course surveys key historical events and themes in the global development of educational practices from the colonial era to the present.

ELPS 851. The History of Higher Education in the United States. 3 Credits.

This course examines the historical development of higher education in the United States from the colonial era to the present, with a focus on issues relevant to educational leaders.

ELPS 852. School Resource Management. 3 Credits.

An examination of the sources and uses of fiscal resources in education including underlying concepts from economic theory, the impact of values on fiscal policy, state funding formulas, and school budgeting and accounting practices.

ELPS 853. Staff Evaluation and Development. 3 Credits.

An examination of current trends in personnel evaluation with a focus on clinical supervision and adult development. Students will participate in simulation exercises to develop skills in classroom observation, conferencing techniques, evaluation of teaching artifacts, and the construction of staff development plans.

ELPS 854. The Student in Society. 3 Credits.

A study of children and youth with particular emphasis on demographic characteristics of the population served by schools and implications of those characteristics for schools and schooling.

ELPS 856. Law and Special Education. 3 Credits.

This course focuses on laws that apply to special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law and the judicial decisions interpreting those laws are reviewed. The course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting disabled children and examines the sex principles of P.L. 94-142 and similar principles in state legislation. This course is not the equivalent of or a substitute for ELPS 752. (Same as SPED 851.) Prerequisite: SPED 750 or permission of instructor.

ELPS 871. Introduction to Qualitative Research. 3 Credits.

An introduction to the foundations of and techniques associated with qualitative research methods. Students will practice interview and participant observation skills and will analyze and interpret data. Additional topics include crafting qualitative research questions, ethics of fieldwork, and establishing trustworthiness of data. Common traditions of qualitative methods employed in education and other related fields will be introduced.

ELPS 872. Quantitative Methods for Research in Educational Leadership. 3 Credits.

This application-oriented course addresses the conceptual basis of statistical analysis with an emphasis on applied data analysis for K-20 educational leaders. The use of descriptive statistics, distributions, graphic displays, hypothesis testing, group comparison, and analyses of relationships among variables to explore research questions in education will be covered. This course is designed specifically for Ed.D. students in the School of Education and Human Sciences. Students in other degree programs may not enroll. Prerequisite: This course is open only to Ed.D. students in the School of Education and Human Sciences.

ELPS 879. Higher Education Law & Policy. 3 Credits.

An introduction to the legal and policy frameworks that govern higher education, with a particular focus on student affairs administration. Topics include student rights, institutional obligations, legal compliance, risk management, and the broader regulatory environment affecting higher education and student affairs.

ELPS 882. Higher Education in the United States. 3 Credits.

The purpose of the course is to acquaint students in higher education, and students from other areas who intend to work in the post-secondary setting, with the history, philosophy and development of higher education in the United States. The course focuses on three periods: 1) the founding of Harvard to 1965; 2) dissent, disruption, and change, 1965-1979; and 3) the future and crucial issues, the 1980's. European higher education and its early influence on higher education in the United States is also examined.

ELPS 883. The College Student. 3 Credits.

The characteristics of college students; impact of college on student behavior, changing attitudes, values, beliefs, and the implications of recent research on traditional and new students for instructional and administrative practices.

ELPS 884. College Student Access, Persistence, and Success. 3 Credits.

The purpose of this course is to provide an introduction to the scholarly research about American college students, with a specific focus on college access, persistence and student success for various student populations. The course also provides an overview of the policy implications and practical applications of this research for college and university administrators.

ELPS 885. Assessment and Program Evaluation in Higher Education. 3 Credits.

Nature, objectives, and basic procedures of assessment and program evaluation as applied to the various aspects of higher education settings. In addition to basic procedures for evaluating programs, topics covered include accreditation, program review, benchmarking, student outcomes assessment, and evaluation of teaching in colleges and universities.

ELPS 886. Theory into Practice in Higher Education. 3 Credits.

This course is required as a final course for all master's students in higher education. It is designed to prepare students for professional life after graduation. Using a case study approach, students will examine the reality of practice in a variety of higher educational settings including relevant political and ethical factors. Prerequisite: Higher education students in last semester of master's coursework.

ELPS 887. Race and Social Class in Higher Education. 3 Credits.

The purpose of this course is to examine the ways in which race and class shape access to, and experiences in, American postsecondary education. To deepen our understanding of these matters, we will engage five books that explore the topic from a different perspective (e.g., for profit colleges, admissions at selective institutions, race conscious admissions, Students of Color at highly selective institutions, etc.)

ELPS 894. Qualitative Methodologies. 3 Credits.

The purpose of this course is to explore foundational issues and ideas associated with qualitative research. This course will explore qualitative research broadly and via particular methodological traditions (i.e. case study, narrative inquiry, critical discourse analysis, grounded theory, etc.). In doing so, students will examine the use of theory in qualitative research, epistemological considerations related to the research process, matters of representation and the tensions of writing qualitative research, and further exploration of distinct methodological traditions.

ELPS 895. Internship. 1-5 Credits.

The on site development of the skills necessary to effectively function as a school building leader. Activities will be tailored to the needs of individual students in consultation with a university advisor and a field advisor. Internship credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

ELPS 896. Seminar in:. 1-4 Credits.

ELPS 897. Independent Study. 1-4 Credits.

Prerequisite: Consent of advisor and instructor.

ELPS 898. Master's Project. 1-4 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

ELPS 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

ELPS 945. District Strategic Planning. 3 Credits.

A study of the principles and techniques necessary for planning, developing, implementing, and monitoring a district strategic plan for improving the educational programs of elementary and secondary schools.

ELPS 948. Research in Education Policy and Leadership. 3 Credits.

This course is an introduction to methods of inquiry in education policy and leadership studies. It is designed to help doctoral students explore possible research interests, formulate research questions, and to review a rich variety of approaches to inquiry in the field of education. Specific topics include: interview- and observation-driven studies, ethnography, feminist and narrative methods, legal and historical methods, questionnaire-driven studies, quantitative evaluation studies, and studies using administrative and large national data sources.

ELPS 949. Educational Policy and Politics. 3 Credits.

This course is an introduction to the field of education policy and the politics of education. The objective of the course is to provide students with an understanding of the forces that shape educational policy, with an emphasis on governance structures, stakeholders, public engagement, and current policy issues and political contexts.

ELPS 950. Contemporary Issues in Higher Education. 3 Credits.

This is a readings seminar for students interested in the study of postsecondary education in the United States. As a readings seminar the course is guided by four books that speak to relevant and contemporary issues in higher education. The purpose of this course is twofold. First, this course is intended to introduce students to a variety of contemporary issues in higher education today. Second, the course is designed to assist students in developing critical reading and writing skills that will assist in their success throughout their graduate school journey.

ELPS 951. Supervision of Instruction. 3 Credits.

A study of the principles and techniques necessary for coordinating, monitoring, and improving the educational programs of elementary and secondary schools.

ELPS 953. District Human Resource Management. 3 Credits.

An in-depth study of theory and research in personnel administration. The focus will be on current literature dealing with empirical assessments

of personnel theory and techniques. Specific concepts to be considered include the following: educator characteristics, job analysis and design, personnel recruitment, selection and evaluation techniques, staffing and development, and labor relations. Prerequisite: ELPS 755 or its equivalent.

ELPS 954. Sociology of Educational Organizations. 3 Credits.

This class is an overview of basic and advanced sociological and political theories of organization, with specific application to issues and problems in K-12 education. It is designed for graduate students and practicing educational leaders and administrators who intend to utilize research on organizations in their studies of the governance of schools, the sociology and politics of education, and education policy. The topics covered include the origins and nature of modern bureaucracy, formal structure and function, organizational control, transaction cost economics, population ecology, resource dependence, the new institutionalism, organizational effectiveness and legitimacy, organizational culture, power and politics, and change.

ELPS 955. District Business Management. 3 Credits.

This course emphasizes skills for effective and efficient business and financial management of school districts in a Kansas or Missouri context. Basic topics include: Short range and long range financial planning, analysis of financial statements, budget preparation, fund accounting and financial reporting, contracting of services including transportation and food services, staff salaries and benefits and insurance. The course also includes a number of strategic methods for institutional planning including: Cost Benefit Analysis, Cost Effectiveness Analysis, and enrollment, revenue and expenditure forecasting techniques. Prerequisite: ELPS 852 or its equivalent.

ELPS 956. District Leadership. 3 Credits.

The focus of the course is the role of the public school district superintendent. Organized study will include assigned readings, lectures, guest speakers, discussion, and the completion of a study project. The course will include consideration of such topics as boardsmanship, community relations, district leadership, professional accountability, district maintenance and operations, professional employment and relationships with other agencies. The course is designed to serve the needs of those graduate students pursuing advanced study with the intention of completing requirements for district certification. Some students will also find the field appealing as an area for dissertation research. Prerequisite: Doctoral status in education administration or permission of instructor.

ELPS 957. Educational Policy, Ethics and Law. 3 Credits.

Course focuses on use of legal and moral reasoning in analysis of educational policy issues. Specific topics will vary depending on interests of instructor and students and current controversy. Examples of possible topics to be included: school desegregation, teacher collective bargaining, separation of church and school, equal educational opportunity. Prerequisite: ELPS 752, equivalent, or consent of instructor.

ELPS 958. American Educational Reform Movements: Past and Present. 3 Credits.

An examination of the origin, nature, and consequences of educational reform in the United States. The primary goal is to attain a balanced evaluation of current educational reform.

ELPS 959. Organization and Administration of Services for Exceptional Children. 3 Credits.

To aid administrators and prospective administrators responsible for organizing and administering programs of education for exceptional children, state and federal guidelines and regulations, legal aspects and financing of special education, planning a program, administering special

services. (Same as SPED 971.) Prerequisite: Nine hours of Education including educational psychology and SPED 725.

ELPS 960. Leading Diverse Communities. 3 Credits.

This course will address the evolving organizational needs in leading diverse populations with various stakeholder interests. Utilizing different problem-solving theories, communication approaches, and organizational improvement science, students will study, develop, and apply strategies to bring groups together under a DEIB focus.

ELPS 962. Advanced Quantitative Educational Policy Analysis. 3 Credits.

This seminar is designed to help students develop applied econometric skills for analysis of large scale data in policy studies, with particular emphasis on education. The techniques covered in the course are applied to a variety of substantive topics. These topics may change over time given changes in the national and local policy agendas and concerns. At this point, they include teacher and school effects on student performance, faculty productivity in higher education, access to and persistence in higher education, race and class issues in the K-12 achievement gap, decomposition of school and nonschool effects, neighborhood influence on student outcomes, the dropout problem, and minority over-representation in special education. Upon completion of this course, you should be able to: (1) draw on a basic repertoire of models for application to study of key questions in policy analysis, (2) be able to explore more advanced applications of the models covered in the course and also explore new models, and (3) determine the basic requirements of and challenges in designing rigorous empirical studies in policy analysis. Prerequisite: EPSY 810 or EPSY 811 or equivalent courses (note: this course is not a continuation of ELPS 961).

ELPS 969. Dissertation Seminar I. 3 Credits.

This seminar is designed to facilitate proposal development for doctoral-level research in educational leadership and policy studies. The objective is to help students select and refine a topic, critically analyze existing research, set forth a theoretical framework, and design a research methodology suitable for your topic. This class is designed to be taken after comprehensive exams.

ELPS 970. Dissertation Seminar II. 3 Credits.

This graduate seminar is designed to support advanced doctoral students in developing their dissertations. Through the course, students will build on their research topics, learn to analyze data, report research findings, and explain the significance of their study. The main goal of the course is to foster competencies and research skills that will enable students to successfully complete their dissertations and become scholarly practitioners. This class is designed to be taken after comprehensive exams and Dissertation Seminar I.

ELPS 973. Research on College Students. 3 Credits.

The purpose of this course is to critically examine the scholarly research about American college students from societal, developmental, research, and institutional perspectives and to review the policy implications and practical applications of these findings for college and university administrators.

ELPS 974. Data Informed Decision Making in Higher Education. 3 Credits.

This course will advance the students' skills needed to consume quantitative data and apply critical analyses of data within the context of higher education recognizing the social, cultural, and organizational factors that influence stakeholders and the stakeholders' acceptance of data-driven conclusions. This course provides students with an opportunity to practice making data-driven decisions to achieve institutional goals and missions.

ELPS 975. Education, Technology and Social Change. 3 Credits.

This interdisciplinary course provides an opportunity to read, reflect upon, and discuss ideas drawn from the emerging field of Science and Technology Studies (STS) in connection with education. Its focus is the interrelationships between technology, society, and education (defined broadly to include non-school and adult learning settings). It explores how knowledge, expertise, and authority are constructed within and across social and cultural groups, with particular attention social and economic inequality. It also considers the relationship between emerging technologies, educational experiences and the nature of "the self" in society, among other issues. Prerequisite: Admission to ELPS doctoral program, or permission of instructor.

ELPS 979. Postsecondary Leadership and Practice. 3 Credits.

This course is intended for doctoral students with significant administrative experience, this course focuses on the link between leadership theory and practice in postsecondary educational settings. The course content will provide students with a broad base of learning experiences related to leadership and leadership development with a specific focus on cultural dimensions, critical perspectives, and considerations for social justice in leadership. Students will be asked to reflect on their own journey of leadership identity and development and how that informs, supports, and influences practice as a higher education professional.

ELPS 980. Finance of Higher Education. 3 Credits.

This course is designed for advanced doctoral students in higher education, particularly those who will be preparing unit budgets or budget presentations and those who make and implement fiscal policy (e.g., financial aid offers). The course material covers different types of college and university budgeting -- incremental, zero-based and formula -- and their impact on university revenues; statewide coordination and its impact on programs, program duplication and funding; retrenchment and quality issues; the legislative role in budget preparation; unified and comparative management systems (e.g., WICHE and NCHEMS); and the impact of federal contracting and student aid policies.

ELPS 981. Higher Education Law. 3 Credits.

An overview of the developing law of higher education, with emphasis on and analysis of employer-employee relationships, student-faculty/administration relationships, and the impact of federal and state regulation on these relationships.

ELPS 982. Faculty in Higher Education. 3 Credits.

This course considers the role and circumstances of faculty in higher education including variations among different types of institutions. Topics include the history and demographics of the professoriate, the academic work environment and labor market, the role of faculty in institutional governance and policy making, and the social and political context of academia.

ELPS 983. Curriculum Innovation in Higher Education. 3 Credits.

A study of contemporary post-secondary curriculum with particular emphasis on the nature of curriculum, the organization and structure of academic programs, the nature of change in academic communities and exemplary innovative institutions.

ELPS 985. Program Evaluation in Higher Education. 3 Credits.

This course reviews evaluation and assessment processes typically used in higher education with an emphasis on application to practice. Topics such as developing, administering evaluation and assessment plans at the unit or college level, and reporting assessment/evaluation data are also emphasized. Prerequisite: The course assumes some prior knowledge of or experience with assessment and evaluation.

ELPS 986. Organization and Governance of Higher Education. 3 Credits.

A theory-based course aimed at providing an understanding of the governance and organization of academic institutions -- particularly universities. Emphasis is directed toward an analysis of decision-making in these complex organizations.

ELPS 987. Diversity Leadership in Higher Education. 3 Credits.

This advanced course examines diversity, equity and inclusion in higher education settings, with an emphasis on exploring how theory and research inform practice. This course is intended for doctoral level students.

ELPS 992. Higher Education Research Practicum. 1-3 Credits.

This course is required for all students in the educational doctorate program in higher education administration. The course design provides academic socialization, support, and accountability for successfully completing the doctoral program. The course includes opportunities for individualized exploration of scholarship and methodological exploration to inform students' completion of the program. Prerequisite: Admission to the higher education EdD program.

ELPS 995. Field Experience in:. 1-5 Credits.

Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experience will be prepared independently by the student, a representative of the cooperating agencies, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

ELPS 996. College Teaching Experience in: _____. 2 Credits.

To meet the college teaching experience requirement for doctoral programs, a student shall engage in a semester-long, planned, instructional activity that shall include college classroom teaching under supervision. Planning shall be done with the advisor and/or the member of the faculty who will supervise the experience. The activity shall be done under the supervision of a member of the University of Kansas faculty or by an individual or individuals designated by the candidate's committee.

ELPS 997. Individual Study. 1-4 Credits.

Prerequisite: Prior graduate course work in the area of study and consent of instructor.

ELPS 998. Seminar in: _____. 1-4 Credits.

ELPS 999. Doctoral Dissertation. 1-15 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

Educational Psychology Courses

EPSY 305. Development and Learning of the Child. 3 Credits.

GE3S SWT SBS

An introduction to the study of children's thinking, behavior, and development in school, home, and community settings. Classic and contemporary theories of developmental and educational psychology will be addressed; these theories will provide a foundation for thinking about important contemporary issues in child development. Specific topics covered will include research methods for studying children's development, cognitive development, intelligence, language, emotional development, aggression, moral development, and family and peer relationships. Emphasis will be placed the study of individuals and groups, describing the process of development, and considering educational implications of theory and research.

EPSY 306. Development and Learning of the Adolescent. 3 Credits.
GE3S

An introduction to the study of adolescence (puberty to roughly age 18), with a focus on implications and applications for optimal adolescent

development. Approaching development from an applied lens, the course will cover foundational information on brain and biological changes that occur during adolescence, as well as on integrating this foundational knowledge with theories of learning, motivation, cognition, and emotional and social development.

EPSY 310. Career and Life Planning. 3 Credits.

The purpose of this course is to assist students with career, academic, and life planning choices. Designed to be practical and hands-on, the course relies heavily on student engagement. Through conversation and exploration, students will develop a better understanding of themselves and their career options and leave with a road-map for the future. Classes will meet twice a week in small sections. Both in-class and out-of-class activities will focus on helping students identify interests and strengths, clarify values, explore academic and work alternatives, and develop skills that can be applied to career and life planning both now and in the future.

EPSY 320. Basics of Classroom Assessment. 1 Credits.

This course is designed for sophomores in the Teacher Education Program. It presents basic concepts and methods for classroom assessment.. It is meant to be an introductory course and students are expected to enroll in EPSY 520 Classroom Assessment in their senior year.

EPSY 385. Psychological Aspects of Exercise. 3 Credits.

This course is designed for students interested in optimizing motivation and adherence to exercise among individuals in a wide range of physical activity settings (e.g., health clubs, corporate fitness, and physical therapy/rehab). The course content will include a review of the literature highlighting the psychological benefits of exercise, the theoretical advances in understanding the psychological aspects influencing individuals' participation in physical activity, and an introduction to strategies and techniques for professionals attempting to foster motivation and adherence to exercise among their clients.

EPSY 440. Applied Sport and Performance Psychology. 3 Credits.

This course will examine the psychological principles and techniques that are applied to improve sport performance and other fields of achievement (e.g., exercise and wellness, music, and academics). Special attention will be given to psychological aspects of injury and rehabilitation, psychological conditioning, psychological training methods, coaching philosophy, the social psychology of team members, and components of peak performances.

EPSY 450. Introduction to Counseling Psychology. 3 Credits.

An historical and contemporary overview of the science and practice of counseling psychology, including trends in the roles and functions of counseling psychology practitioners, the research and scientific foundations of counseling practice, the psychological theories of counseling and psychotherapy that guide professional practice, and the ethical and professional issues confronting counseling practitioners. Prerequisite: PSYC 104.

EPSY 451. Introduction to School Psychology. 3 Credits.

The purpose of this course is to introduce students to the roles and practices of school psychology. Students will be introduced to the history and foundations of school psychology, ethical issues in the fields of education and mental health, and applied approaches like assessments and interventions relevant to the field. Students will also learn about career opportunities in school psychology. Overall, this course is intended to introduce and familiarize students with the field of school psychology along with contemporary issues, practical applications, and additional considerations within the fields of education (general & special) and psychology.

EPSY 458. Advanced Sport & Exercise Psychology. 3 Credits.

Students will plan, create, and lead mental skills activities that can be used with individuals of all ages and ability levels, and receive feedback so they can hone the skills of delivering these activities in a wide array of sport, fitness, and mental health settings. Prerequisite: EPSY 385 or EPSY 440; enrollment in the minor in Sport & Exercise Psychology or permission of the instructor.

EPSY 460. Practicum in Sport and Exercise Psychology. 1-3 Credits.

The course provides students opportunities to apply theory/research to practice in applied sport and exercise settings such as youth sport organizations, fitness centers, physical activity courses, hospital wellness programs, home-schooled students, senior facilities, etc. Students will have a university and site supervisor, who oversee their practicum experience. Prerequisite: EPSY 385 or EPSY 440. Must be a student in the Sport & Exercise Psychology Minor or receive permission of the instructor.

EPSY 475. Undergraduate Research in Sport & Exercise Psychology. 3 Credits.

The course provides opportunities for students to engage in an active research project under the supervision of a faculty member in EPSY. Students are allowed only one enrollment each semester, and a maximum of six hours can apply towards the bachelor's degree. Prerequisite: Successful completion of IRB training via the CITI training program in the KU eCompliance system. By Instructor permission only.

EPSY 480. Promoting Student Social-Emotional Well-Being. 3 Credits.

This course is designed for the student interested in learning and applying knowledge of educational psychology. More specifically, the goal is to help students understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas resulting in the ability to design and implement developmentally appropriate, relevant, and rigorous learning experiences. In addition, students will learn how to create learning environments that support individual and collaborative learning that includes teacher and student use of technology, and encouraging positive social interaction, active engagement in learning, and self-motivation. An additional goal of the course will be to help students to learn to integrate social-emotional learning (SEL) with character development into their curriculum so that students will learn, practice and model essential personal life habits that contribute to academic, vocational, and personal success. The goal is to be able to sustain a caring and civil classroom environment, to help learners make healthy decisions, problem solve effectively, value excellence and be respectful and responsible citizens. Prerequisite: EPSY 305, or EPSY 306.

EPSY 497. Independent Study. 1-2 Credits.

Only one enrollment permitted each semester, a maximum of four hours will apply toward the bachelor's degree. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Recommendation of advisor and consent of instructor.

EPSY 515. Research Methods for McNair Scholars. 3 Credits.

This course provides participants in the McNair Scholars program with an understanding of research methods appropriate to their field so they can write proposals for their summer research projects. Prerequisite: Acceptance into the McNair Scholars Program.

EPSY 520. Classroom Assessment. 2 Credits.

This course is an introduction to the concepts and skills required to develop and evaluate various forms of formal and informal classroom

assessments to determine student learning and teacher instructional effectiveness.

EPSY 575. Internship Exploration. 1-5 Credits. AE61 CAP

This course provides academic credit for a supervised practical experience in an occupational area of interest. In addition to the work-related activity, students will complete reading and writing assignments, participate in on-line discussion and create a final portfolio of internship accomplishments. Credit hours (1-5) are based on number of hours at internship site in agreement with instructor. Prerequisite: Secured internship of 8 hours per week or more for semester in which student will be enrolled in the course; permission from instructor.

EPSY 580. Positive Psychology. 3 Credits.

An introduction to the core assumptions and research findings associated with human strengths and positive emotions. Also an exploration of interventions and applications informed by positive psychology in counseling and psychotherapy, and its application to school, work, family and other close relationships. (Same as PSYC 598.) Prerequisite: PSYC 104 or consent of instructor.

EPSY 598. Special Course: _____. 1-5 Credits. AE61 CAP

A special course of study to meet current needs of education students--primarily for undergraduates.

EPSY 705. Human Development through the Lifespan. 3 Credits.

This graduate-level course is designed to provide an overview of important models, principles, and research findings related to the chronological sequence of cognitive, physical, social, and emotional development through eight major age periods: infancy and toddlerhood (the first two years), early childhood (two to six years), middle childhood (six to eleven years), adolescence, early adulthood, middle adulthood, late adulthood, and the end of life. This chronological organization allows you to explore and apply theories covering several age periods to each and to remember how different domains of development evolve simultaneously and impact one another throughout the lifespan. Prerequisite: A graduate or undergraduate course in psychology.

EPSY 710. Introduction to Statistical Analysis. 3 Credits.

Emphasis on the conceptual underpinnings of statistical analysis of educational data. Includes univariate and bivariate descriptive statistics, sampling distributions, statistical estimation, hypothesis testing and procedures in testing statistical hypothesis for one and two sample designs. Prerequisite: Concurrent enrollment in EPSY 711 required, or with the permission of instructor on the basis of knowledge of statistical packages presented in EPSY 711.

EPSY 711. Lab for Introduction to Statistical Analysis. 1 Credits.

Creation and manipulation of data sets. Analysis of data with statistical packages, with an emphasis on descriptive statistics, graphical procedures, and univariate parametric methods. Graded on a satisfactory/fail basis. Prerequisite: Concurrent enrollment in EPSY 710 or EPSY 811 or with the permission of the instructor.

EPSY 715. Understanding Research in Education. 3 Credits.

This course introduces the concepts and skills involved in understanding and analyzing research in education and related areas. The course provides an overview of basic, general knowledge of various research methodologies. Students should expect to study much of this material in greater depth through additional course work before being fully prepared to conduct independent research. However this course should enhance their ability to locate, read, comprehend, and critically analyze research articles and reports. Topics in the course include quantitative and qualitative methods and designs, historical and descriptive research, and program evaluation. (This course fulfills the requirement of a research methods course in the first 12 hours of graduate study.)

EPSY 725. Educational Measurement. 3 Credits.

The course is an introduction to the application of the concepts of reliability, validity, and practicality to the development, selection, use, and interpretation of tests and other measuring instruments in the field of education. The concepts of norm referenced and criterion referenced tests; the interpretation and use of norms; standard scores, percentiles, quotients, and grade equivalents are among the topics covered. An understanding of the role of measurement in evaluation, diagnosis, selection and placement is included.

EPSY 740. Counseling and Interviewing Skills. 3 Credits.

An experiential and performance based course having three major objectives: 1) the acquisition of basic counseling skills and strategies by means of microcounseling training; 2) learning to use these skills effectively and appropriately in a simulated counseling session; 3) the students' understanding of their personal characteristics and how these characteristics relate to functioning as an effective helping professional. This course should normally be taken at the earliest possible time in the student's program. Open to counseling majors. Non-majors may be admitted only by permission of the instructor, if space permits. Prerequisite: Permission of the instructor.

EPSY 742. Counseling Theory and Techniques. 3 Credits.

An introductory examination of several major theories of counseling and therapy including psychodynamic views, person-centered, behavioral, and cognitive-behavioral approaches. Attention given to research reviews and factors various theories have in common. Designed for graduate students in counseling psychology or allied fields. Prerequisite: Graduate student status or permission of the instructor.

EPSY 760. Ethics, Law, and Professional Issues in School Psychology. 3 Credits.

This course is intended to introduce the student to a) ethical principles, standards, and issues in the profession of psychology; b) legal issues involved in the practice of school psychology; c) problem-solving models to solve ethical and ethical-legal dilemmas; d) roles and functions of a school psychologist; and e) current topics in the field of school psychology. Prerequisite: Permission of the instructor.

EPSY 765. Mental Health in the Classroom. 3 Credits.

This course will help educators identify commonly occurring mental health problems as well as the ways in which they can affect students' achievement, classroom behavior, and social adjustment. You will also learn how to make effective referrals to resources available for students with mental health issues in both the district and the community.

EPSY 766. Positive Psychology in the Classroom. 3 Credits.

Positive psychology is the study of what is right and positive about people and institutions. Positive psychologists call for an equal focus on strengths and weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions and then move on to explore interventions and applications informed by this perspective in schools, as well as in domains personally relevant to the lives of educators such as work, family, and other close relationships.

EPSY 767. Social Emotional Learning. 3 Credits.

This course is designed for the student interested in learning and applying knowledge of educational psychology. More specifically, the goal is to help students understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas resulting in the ability to design and implement developmentally

appropriate, relevant, and rigorous learning experiences. In addition, students will learn how to create learning environments that support individual and collaborative learning while encouraging positive social interaction, active engagement in learning, and self-motivation. An additional goal of the course will be to help students to learn to integrate social-emotional learning (SEL) with character development into their curriculum.

EPSY 770. Developmental Psychopathology: Diagnosis, Intervention, and Prevention. 3 Credits.

Foundations of child and adolescent psychopathology from a developmental and educational perspective. Classification, assessment, and etiology of clinical disorders. Examination of risk and protective factors associated with these various disorders. Coverage of empirically-based intervention strategies and prevention programs. Graduate student standing.

EPSY 797. Independent Readings and Research in: _____. 1-3 Credits.

Opportunity for students to participate in supervised reading and research in special topics of interest (for which regularly scheduled courses are not given). Topics and credit are arranged by advisement. May not be used to substitute for regularly scheduled course offerings. Intended for students with appropriate undergraduate or graduate preparation but without extensive graduate course background in the area of proposed study. (Students with extensive graduate work should enroll in EPSY 997; undergraduate students may enroll in EPSY 497.) Graded on a satisfactory/unsatisfactory basis.

EPSY 798. Special Course: _____. 1-5 Credits.

A special course of study to meet current needs of education professionals--primarily for graduate students. Graded on a satisfactory/fail basis.

EPSY 800. Development during Youth and Adulthood. 3 Credits.

An examination from a life-span perspective of major issues affecting changes after adolescence. Topics include intelligence, identity, intimacy, the role of work, and moral concepts. Theoretical issues, research findings, and educational and social policy implications will be examined. Students will prepare papers on significant issues in the field and survey extensively the research and theoretical literature. Prerequisite: Prior enrollment in a course on naturalistic or experimental research methods.

EPSY 802. Child Development. 3 Credits.

This course covers core concepts and current research on environmental, individual, and interpersonal factors influencing development during childhood (birth - age 12). Topics covered include cognition, emotion, identity, and key social relationships (e.g., family, peers). Course emphasizes consideration of educational practices in the context of research on child development.

EPSY 803. Using R for Data Analysis. 3 Credits.

This course introduces R, the most popular free software environment for statistical computing, graphics, and data analysis. It will teach students about basic features of R, knowledge and skills of how to use R, interpret statistical results generated from R, and write methods and results in an academic and professional way. It will cover a variety of essential statistical procedures, including descriptive statistics, t-test, ANOVA, MANOVA, correlation, regression, reliability analysis, and factor analysis. The course will employ project-based teaching approach and allow students to work on research projects that they are interested in by using their own data or the data provided by the instructor. Prerequisite: EPSY 810 or EPSY 811 or equivalent course.

EPSY 804. Sport Psychology. 3 Credits.

This course provides an overall introduction to the field of sport psychology. Topics covered include history/current information about the profession, motivational theories, and mental skills. Students will read and discuss research on sport psychology topics and gain experience in applied sport psychology and mental skills training to optimize athletes' sport experience and performance. Not open to students with credit in HSES 804. Prerequisite: Admission in the MS/PhD program in Sport and Exercise Psychology concentration in the Educational Psychology & Research program or consent of the instructor.

EPSY 805. Cognitive Assessment. 4 Credits.

This course includes supervised experience in the administration, scoring, and interpretation of the major individually administered cognitive assessment batteries for children and adolescents. This course also covers theoretical models of human cognitive abilities, basic psychometrics and statistics, test bias, ethical and legal issues in the use of cognitive assessments, research topics in human cognitive abilities, and best practices for use of cognitive assessments with diverse learners and in psychological evaluations. Prerequisite: Permission of instructor.

EPSY 807. Theories and Research in Human Learning. 3 Credits.

An overview of important models, principles and research findings related to the learning process. Attention is given to theories of learning and information processing which attempt to explain perceptual behavior, verbal learning and memory and social learning processes. Emphasis is placed on student development of research proposals in the area of human learning and achievement. Prerequisite: Permission of instructor.

EPSY 808. Advanced Social Psychology: Theory, Research, and Professional Applications. 3 Credits.

This course presents major theoretical approaches and empirical findings in social psychology, including attitude formation and change, social influence, and intergroup relations. Interactions among self, relationships, group membership, and culture and how each influences thinking and behavior are addressed. This course also explores how key social identities, such as gender and race, impact social process and relationships. Course emphasizes consideration of educational and clinical practices in the context of research on social psychology. Prerequisite: Graduate standing in an EPSY program or permission of instructor.

EPSY 810. Regression and ANOVA: General Linear Models. 3 Credits.

Analysis of variance and regression models are presented under a unified framework. Multiple correlation/regression techniques, including polynomials, analysis of interactions, ANOVA using dummy coding, planned and post hoc comparisons, multiway ANOVA, orthogonal and non-orthogonal analysis of variance, analysis of covariance. Prerequisite: EPSY 710 or equivalent course.

EPSY 812. Meta-Analysis. 3 Credits.

Statistical methods to summarize results from multiple studies. Prerequisite: EPSY 811.

EPSY 814. Nonparametric Statistics. 3 Credits.

Methods of analysis for nominal and ranked data, multiway contingency table analysis. Prerequisite: EPSY 811.

EPSY 815. Stress Management. 3 Credits.

This course assists students in gaining stress management knowledge; helps them to formulate improved perspectives on stress management techniques; and consequently apply the developing constructs in their lives with a sense of purpose and self-responsibility. Course is not open to students with credit in HSES 806. Prerequisite: Admission to the Educational Psychology & Research master's degree program with

a concentration in Sport and Exercise Psychology or consent of the instructor.

EPSY 816. Evaluating School Programs. 3 Credits.

Methods and procedures for evaluating educational programs. Attention is given to the development and evaluation of goals and objectives, creation of designs to monitor processes and outcomes, utilization of test and measurement systems for assessing outcomes, establishing evaluation standards and criteria, and application of statistical analyses. Prerequisite: EPSY 710 or equivalent.

EPSY 818. Social Development. 3 Credits.

This course covers current research on environmental, individual, and interpersonal factors influencing social aspects of development, including the development of key social relationships (e.g., family, friends) across the lifespan, with a primary emphasis on childhood and adolescence. Topics covered include temperament and personality, self and identity, attachment, family relationships, peer relations, aggression, and prosocial behavior. Course emphasizes consideration of educational and clinical practices in the context of research on social development.

EPSY 820. Research and Practice in College Teaching. 3 Credits.

This course emphasizes the application of key concepts from the psychology of learning, including organization of knowledge, motivation, and metacognition, to college-level teaching practice. In this course, students will develop and evaluate course-level learning goals, evaluate instructional materials for their use of inclusive teaching practices, identify characteristics of effective assessments, and reflect on and evaluate their own teaching practices in relation to course concepts.

EPSY 822. Educational Scales, Questionnaires, and Sampling. 3 Credits.

Development, construction, validation and scaling of noncognitive instruments including questionnaires, surveys, checklists, rating scales and unobtrusive measures. The sampling methodology is emphasized. Item construction and analysis and the development of subscales are stressed. Prerequisite: EPSY 720 or EPSY 725 and EPSY 710.

EPSY 825. Positive Psychotherapy and Strength-Based Counseling. 3 Credits.

Positive psychologists call for an equal focus on strengths and weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with positive traits and emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy. Each class will be organized as didactic presentation of core concepts, discussion of the assigned readings, and experiential learning activities. The tracking of the evolution of positive psychology is covered leading to its integration into the core change processes of integrated approaches to psychotherapy. The theories forming the foundation of the class include Broaden and Build, Hope Theory, the Complete State Model, and Self Determination. Multicultural perspectives on positive traits and change processes will provide an important context for the course.

EPSY 830. Individual and Group Assessment. 3 Credits.

A consideration of basic concepts pertaining to selection and interpretation of both standardized and non-standardized assessment procedures and devices with attention given to communicating assessment information within the context of the counseling relationship. Prerequisite: EPSY 725 or comparable undergraduate principles of measurement course.

EPSY 835. Clinical Techniques in Academic Assessment and Intervention. 3 Credits.

Students will learn techniques of formal and informal assessment of academic skills in school-aged students. In addition, students will learn consultation and intervention approaches and strategies for use with students who have academic delays. This course has a field-based practicum component. Prerequisite: Graduate student standing in the School Psychology program and permission of instructor.

EPSY 836. Behavioral & Systems Neuroscience in Education. 3 Credits.

This graduate-level course is designed to provide an overview of important models, principles and research findings related to behavioral and systems neuroscience in education. Attention is given to the basic structure of the nervous system, the fundamental units of the nervous system (the neuron and the synapse), the function of different components of the central nervous system, the sensory, motor, and memory systems, and the networking of these systems in perception, learning, and cognition. Also, attention is given to how the nervous system behaves with other brain structures that support fundamental mental abilities such as attention, cognitive control, emotion, language, memory, and social cognition. Finally, within these topics, attention is given to understanding how the nervous system works by studying the physiological basis of adaptive behaviors and maladaptive behaviors of the mind.

EPSY 837. The Neuroscience of Motivation and Emotional Behaviors. 3 Credits.

Using a neuroscience lens, this course focuses on integration of research and theory on motivation and emotion from across developmental, affective, cognitive, and social fields. Emotion and motivation are the core of human life and thought, without which we could not survive even in the most benign environments. This course examines how emotion and motivation innervate thought and behavior to enrich human experience and "bias" the decisions we make in everyday life, as well as how thought, behavior, and environment innervate emotion and motivation.

EPSY 838. Neurodevelopment of Executive Function. 3 Credits.

This graduate-level course explores the neurodevelopment of executive function (EF) across the lifespan, underscoring its vital role in daily life. The developmental trajectory of EF commences in infancy and typically shows improvements in effectiveness and efficiency during childhood, adolescence, and early adulthood. This EF progression often plateaus, followed by stasis, before experiencing a relative decline in later years. Nevertheless, executive function should not be viewed as a unitary construct; it encompasses distinct cognitive components, each displaying unique developmental patterns that are malleable throughout the lifespan. This course will explore the development, maintenance, and decline of executive function across the lifespan.

EPSY 841. Center for Psychoeducational Services Practicum. 3 Credits.

The primary purpose of this course is for students to develop individual counseling skills by working with clients in the Center for Psychoeducational Services. In this course you will implement a semi-structured positive psychology intervention with clients experiencing mood disorders and general psychological distress. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Enrollment in the CPSY MS program.

EPSY 842. Counseling Practicum (Elementary, Secondary, Counseling Psychology). 3-6 Credits.

This course is taken as one of the last courses in the master's degree counseling program. The primary purpose of the course is for the student to develop individual counseling skills while functioning in a counseling setting. In addition to individual skills, students are also

encouraged to participate in group counseling and other counseling related activities within the particular counseling setting. Students enroll in practicum for the level most closely related to their professional goals, i.e., elementary, secondary, counseling psychology. Graded on a satisfactory/unsatisfactory basis. Prerequisite: EPSY 740, EPSY 742, EPSY 830, EPSY 880, EPSY 890 and EPSY 896 (Advanced Skills) and prior or concurrent enrollment in EPSY 840, EPSY 844, EPSY 846 and EPSY 875. For MS Terminal track, EPSY 845 and EPSY 956 enrollment must be prior or concurrent as well. Pre-enrollment with practicum coordinator. Students currently on academic probation will not be allowed to enroll in practicum.

EPSY 844. Theory of Group Counseling. 3 Credits.

Focuses on issues in group counseling. Topics covered are types of groups, theoretical orientation of groups, stages of group development, group leadership, selection of members, ethical issues, and effectiveness of groups. Prerequisite: Students must be admitted to the Program in Counseling Psychology. Nonmajors must have prior written consent of instructor.

EPSY 845. Substance Abuse Counseling. 3 Credits.

The aim of this course is to provide advanced training in the area of substance abuse and substance addictions counseling to graduate students in the helping professions. Topics covered include practical guidelines, specific intervention strategies, treatment principles, legal and ethical responsibilities, and issues within the field. Prerequisite: EPSY 740, EPSY 742.

EPSY 846. Career Development. 3 Credits.

Stresses the importance of career development in education, with an emphasis on developmental life planning. Course includes topics such as delivery systems, utility of career development theory, sexism and racism in career development and counseling, the effects of sex role socialization, nature of the world of work, evaluation of career information, use of career information in individual and group counseling, and the role of empirical research in career development theory and practice.

EPSY 855. Psychoeducational Clinic I: Assessment, Consultation, and Intervention. 3 Credits.

This is a practical course where students apply previous learning and gain experience in assessment and intervention with children, families, and school consultation. Team collaboration, peer review, and case conferences are essential elements of this course. Students work with clients in the on campus learning center under supervision. Topical seminars also are included throughout the semester. Prerequisite: Graduate student standing in the School Psychology program and permission of instructor.

EPSY 856. Theory of Couples and Family Counseling. 3 Credits.

A survey of contemporary systems of couples and family counseling. Consideration of couple and family function/dysfunction, theoretical models of family interaction, models of counseling practice and methods, and research on couples and family counseling. Prerequisite: Degree-seeking status in Counseling Psychology or consent of instructor.

EPSY 860. Assessment of Behavior Problems and Personality. 3 Credits.

The purpose of this course is to examine appropriate assessment techniques for the evaluation of behavior problems. Interview procedures, behavioral observation strategies, behavior rating scales and checklists, self-report inventories, and rational theoretical techniques will be introduced. The intent is to place these assessment approaches in their theoretical contexts and to discuss how they could be used by pupil personnel specialists to understand the problem behavior and plan interventions to enhance students' personal adjustment and achievement

in the classroom. Prerequisite: EPSY 770, graduate standing in the School of Psychology program, or permission of instructor.

EPSY 865. Psychoeducational Clinic 2: Assessment, Consultation, and Intervention. 3 Credits.

A continuation of School Psychology Clinic I where students will be performing the same activities at a higher level of autonomy and independence. Prerequisite: Graduate student standing in the School Psychology program, EPSY 855, and permission of instructor.

EPSY 871. Crisis and Disaster Counseling. 3 Credits.

This course provides advanced training in Crisis and Disaster Counseling to graduate students in the helping professions, providing students with the foundation, knowledge, and skills to effectively help those in crisis. Practical guidelines, specific intervention strategies, treatment principles, legal and ethical responsibilities, and self-care regarding crisis work will be discussed and integrated. Prerequisite: EPSY 740 and EPSY 742; or consent from instructor.

EPSY 875. Understanding Cultural & Individual Differences in Professional Psychology. 3 Credits.

Examines the role of culture in human behavior and its influence in counseling theories, practice, and research. The course will assist students develop multicultural awareness, understanding, and skills in working with people from diverse racial, social, cultural, and individual backgrounds. The course will provide opportunities for self examination of cultural assumptions/values in order to develop multicultural competence. Prerequisite: EPSY 742 or equivalent.

EPSY 880. Ethical and Legal Issues in Psychology and Counseling. 3 Credits.

An examination of legal, ethical, and professional standards and issues affecting the practice of professional psychology. Topics include legislative regulation of professional psychology, ethical standards and codes of conduct for psychology and related mental health professions, standards of professional practice, and issue of practice liability and risk management.

EPSY 882. History and Systems of Psychology. 3 Credits.

A historical survey of the evolution of concepts, theories, and systems of thought in psychology with an emphasis on their relationship to contemporary issues in psychological theory, research, and practice. Prerequisite: Graduate standing in EPSY or consent of the instructor.

EPSY 884. Capstone in Counseling Psychology. 3 Credits.

This capstone course is the culminating academic experience for students in the Master's in Counseling Psychology program. This program will promote the development of psychology by exploring the mechanism of mental health and psychological counseling and the related research, as well as the methods and practice of psychological counseling and guidance. The stated aim is to cultivate high-level psychological counseling professionals or teachers with an international vision who are at the forefront of practice and applied research in psychological counseling services. Students will integrate and apply the knowledge and skills acquired throughout the program to real-world scenarios, engage in advanced research, and develop comprehensive intervention strategies. Prerequisite: Admission to the KU School of Education and Human Sciences Counseling Psychology Master's program. EPSY 740, EPSY 825, EPSY 880, and EPSY 875.

EPSY 887. Capstone in Data Analysis and Assessment. 3 Credits.

Through a guided research project, students will demonstrate their proficiency in designing, conducting, analyzing and interpreting educational research that addresses complex questions in educational measurement or quantitative psychological methods. Emphasis will

be placed on the synthesis of technical skills, effective writing and oral communication, and data ethics. Prerequisite: Admission to the Data Analytics and Assessment program and successful completion of EPSY 715, ZJNU Practicum for Educational Assessment, ZJNU Practicum for Quantitative Education Research, and permission of the instructor.

EPSY 889. Technology and Learning. 3 Credits.

This course examines the relationship between technology and learning with a focus on the impact of technology on the process and outcome of learning. It investigates both how technology can be used to improve traditional learning and how technology can change the outcome of learning. The course traces the history of technology and learning as well as studies the future of emerging technologies.

EPSY 890. Diagnosis and Psychopathology. 3 Credits.

An examination of psychological disorders from a counseling psychology perspective that emphasizes strengths. The course will cover the current version of the Diagnostic and Statistical Manual (DSM), as well as alternative taxonomies, exploring personality as it ranges from normal personality styles to personality disorders, and the full range of mental disorders. The emphasis is on identifying and assessing these phenomena and understanding behavioral and possible treatment implications. Prerequisite: Degree seeking status in Counseling Psychology or consent of instructor.

EPSY 891. Capstone in Sport & Exercise Psychology. 3 Credits.

Students will develop a culminating project to complete this course where they pull from theories, concepts, and knowledge they have gained in sport and exercise psychology during their graduate program. Students have flexibility to pursue a wide array of projects. They will obtain approval from the course instructor for their project and spend the semester working on/delivering the project. Course is not open to students with credit in HSES 886. Prerequisite: Admission in the MS/PhD program in Sport and Exercise Psychology concentration in the Educational Psychology & Research program or consent of the instructor and the student needs a 2.5 GPA. This course should generally be taken in the student's final semester.

EPSY 892. Psychology of Physical Activity. 3 Credits.

This course is designed for students interested in optimizing motivation and adherence to exercise among individuals in a wide range of physical activity settings (e.g., health clubs, corporate fitness, physical therapy). The course content includes a review of the literature highlighting the psychological benefits of exercise, the theoretical advances in understanding the psychological aspects of individuals' participation in physical activity, and strategies and techniques for professionals striving to foster motivation and adherence to exercise among their clients/members. Course is not open to students with credit in HSES 892. Prerequisite: Admission in the MS/PhD program in Sport and Exercise Psychology concentration in the Educational Psychology & Research program or consent of the instructor.

EPSY 894. Sport and Exercise Psychology Practicum. 1-3 Credits.

The course provides students opportunities to apply theory/research to practice in applied sport and exercise settings such as youth sport organizations, fitness centers, physical activity courses, hospital wellness programs, home-schooled students, senior facilities, etc. Course is not open to students with credit in HSES 777.

EPSY 895. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational or mental health settings. The campus-based instructor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences

will be prepared independently by the student, a representative of the cooperating agency, and the campus-based instructor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit in this and additional field experience enrollments may not exceed eight hours. Graded on a satisfactory/fail basis. Prerequisite: EPSY 842 and consent of the practicum coordinator.

EPSY 896. Seminar in: _____. 1-3 Credits.

Prerequisite: Permission of instructor.

EPSY 897. Independent Study. 1-4 Credits.

Graded on a satisfactory/unsatisfactory basis. Prerequisite: Consent of advisor and instructor.

EPSY 898. Master's Project. 1-4 Credits.

Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Prior or concurrent enrollment in EPSY 710, EPSY 715, or EPSY 790.

EPSY 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Prior or concurrent enrollment in EPSY 710.

EPSY 901. Research Practicum in: _____. 1-3 Credits.

This course is designed to give students experience in conducting research. It is expected that students will take this course for at least two consecutive semesters. (This course fulfills the requirement by the School of Education for a two semester, research practicum course.) Prerequisite: Doctoral student status in a program in the Department of Educational Psychology.

EPSY 902. Research Methodology in Education. 3 Credits.

An examination and study of the problems and procedures which relate to the validity of research methods. Emphasis will be placed on reading the current literature on research methodology. Students are required to develop a research proposal. Prerequisite: EPSY 811 and EPSY 720 or EPSY 725.

EPSY 905. Fundamentals of Multivariate Modeling. 3 Credits.

In this course, contemporary approaches to multivariate analysis using mixed-effects models estimated with maximum likelihood and Bayesian methods are presented. Classical topics in multivariate analysis including multivariate analysis of variance and exploratory factor analysis, are covered in the context of mixed-effects models, preparing students for subsequent courses and research that use such model-based methods. Topics include extensions of linear models (regression and analysis of variance) for non-normal data with link functions, introductory matrix algebra, missing data modeling techniques, models for repeated measures data, and path analysis models for multivariate regression evaluating both moderation and mediation effects. Prerequisite: EPSY 810 and experience with a statistical software package.

EPSY 906. Latent Trait Measurement and Structural Equation Models. 3 Credits.

Contemporary measurement theory and latent variable models for scale construction and evaluation, including confirmatory factor analysis, item response modeling, diagnostic classification models, and structural equation modeling. (Same as CLDP 948.) Prerequisite: EPSY 905 and instructor permission.

EPSY 910. Practicum in School Psychology. 3 Credits.

Supervised practice in the application of psychological theory to educational problems. Includes work useful with exceptional children as well as experiences in the application of such areas as mental hygiene and learning theory to problems involving the total school population. Prerequisite: Permission of advisor and instructor.

EPSY 911. Advanced Practicum in School Psychology. 3 Credits.

A continuation of EPSY 910 with special emphasis on remedial techniques associated with learning difficulties. Prerequisite: EPSY 910 and permission of advisor and instructor.

EPSY 918. Seminar in Current Issues in Counseling Psychology. 1 Credits.

An examination of selected current issues in counseling psychology. Prerequisite: Doctoral student status in a program in the Department of Educational Psychology.

EPSY 921. Advanced Measurement Theory and Practice. 3 Credits.

The course is designed to provide students with a comprehensive understanding of advanced topics in the field of educational measurement. Building on foundational knowledge in educational measurement, this course introduces advanced theory and practice for test development, validation, and advanced statistical techniques used in educational and psychological assessments. This course will also focus on advanced psychometric applications including measurement invariance, latent class analysis, and multilevel factor analysis. Prerequisite: EPSY 725 and EPSY 810 or equivalent.

EPSY 922. Introduction to Item Response Theory. 3 Credits.

Item Response Theory (IRT) is a powerful statistical framework used to analyze and improve the quality of assessments and tests in various fields, including education, psychology, and social sciences. This introductory course provides students with a comprehensive understanding of IRT principles, models, and applications. The course will begin with the basic concepts of IRT models connecting with the fundamentals of measurement and test theory. The course will also focus on IRT applications, including model estimation, model-data fit, linking/equating, and differential item functioning (DIF). Modern test construction strategies such as automated test assembly (ATA), computerized adaptive testing (CAT), and multistage testing (MST) will also be introduced. Prerequisite: EPSY 725 and EPSY 810 or equivalent.

EPSY 923. Advanced Theory and Applications of Item Response Theory. 3 Credits.

This course is designed to acquaint students with knowledge of advanced theory and applications in the field of item response theory (IRT). Topics to be covered include: advanced IRT models for dichotomous and polytomous, multidimensional, rater effects, and testlet-based item response data, estimation of parameters for these models and related software, and goodness of fit tests. The course will also focus on some advanced applications using these models, including test development, test score equating, differential item functioning, scoring and score reporting, Monte Carlo simulation studies, and innovative test designs. Prerequisite: EPSY 922 or equivalent course.

EPSY 926. Hierarchical Linear Modeling. 3 Credits.

This course provides students with an introductory background in the basic principles and applications of hierarchical linear modeling (HLM). The course will review both the conceptual issues and methodological issues in using hierarchical linear modeling by working step-by-step with real data sets. Prerequisite: EPSY 810 Regression Analysis (formerly EPSY 904).

EPSY 930. Applied Longitudinal Analysis. 3 Credits.

The goal of this course is to provide an overview of statistical methods appropriate for the analysis of longitudinal data. The course will focus on the analysis of "panel data", defined as data with relatively large number of units and relatively few time points. Panel analysis is often used to describe the trajectory of an outcome over time, and make better causal inferences. We will begin by situating panel analysis within contemporary theories of causal inference. We will then provide an overview of models that can be used to estimate different causal effects

under various assumptions. The course will cover panel models from diverse traditions (e.g., structural equations and multilevel modelling), and will show how to estimate these models in practice. Prerequisite: EPSY 710 and EPSY 810.

EPSY 939. Grant Writing for Social Scientists. 3 Credits.

This course seeks to improve writing and research skills for social scientists (e.g., counseling psychologists, educational psychologists, school psychologists, and speech-language pathologists) within grant writing. Developing grant writing skills for social scientists is essential to acquiring competitive funding from government agencies and private foundations. It requires specific content knowledge, writing proficiency, strong research skills, creativity, and persistence. This course will provide students with the basic skills, principles, and techniques necessary to develop a competitive funding proposal.

EPSY 945. Clinical Supervision and Consultation. 3 Credits.

This course is designed to provide students with a knowledge foundation of clinical supervision and consultation theories and models, modes/formats of supervision, the supervisory/consulting relationship, legal and ethical considerations in the provision of supervision/consultation, and supervision research issues. Prerequisite: EPSY 948.

EPSY 947. Specialist Research. 1-4 Credits.

EPSY 948. Advanced Practicum I. 3 Credits.

Designed to be the initial advanced practicum for first year doctoral students. Attention is directed to development of a broad range of basic and advanced skills. Graded on a satisfactory/unsatisfactory basis. Prerequisite: EPSY 842 or equivalent.

EPSY 949. Advanced Practicum II. 3 Credits.

Intensive counseling practice, including group and individual supervision, that may be taken either through Counseling and Psychological Services or an approved site outside of the university. Focus is on the acquisition and demonstration of advanced counseling skills. Two consecutive semesters (Fall, Spring) of enrollment are required of doctoral students. Responsibility to the site is for a continuous nine months, with fall semester responsibilities ending on the first day of spring semester classes. A grade of incomplete will be granted at the end of the regular fall grading period, with the regular fall grade being granted after completion of fall semester responsibilities. Graded on a satisfactory/fail basis. Prerequisite: Satisfactory completion of EPSY 948 and prior or concurrent enrollment in EPSY 951.

EPSY 951. Psychodiagnostic Assessment. 3 Credits.

Survey of selected psychodiagnostic instruments currently in use and their administration, scoring, and interpretation. Emphasis will also be placed on the use of the clinical interview as an assessment tool, case conceptualization/diagnosis, and integrative report writing. Prerequisite: Completion of EPSY 830 and degree-seeking status in Counseling Psychology or consent of instructor.

EPSY 952. Advanced Counseling Theory and Research. 3 Credits.

An advanced treatment of theory, research, and practice issues central to Counseling Psychology. Topics include theoretical and research paradigms in Counseling Psychology; the relationship of theory and research to practice; and evidence on factors influencing counseling processes and outcomes. Prerequisite: Counseling Psychology doctoral student status or consent of instructor.

EPSY 954. Vocational Psychology. 3 Credits.

A survey of the major career development theories in counseling psychology. Models and methods of career counseling will be reviewed and integrated from the different theoretical perspectives. The empirical support of each theory and needed research will be identified. The course

will include presentation of theories of career development and their specific applicability in counseling. The career development of special groups (women, the culturally different, non-whites) will be studied as well as alternative methods of delivery in career development and counseling. Prerequisite: Completion of EPSY 846 or equivalent, and Ph.D. degree-seeking status in Counseling Psychology or consent of instructor.

EPSY 955. Research Methods in Counseling Psychology. 3 Credits.

This course is a foundational course in research methods and design in counseling psychology. The course covers (a) design type and threats to design validity, (b) the formulation of research problems, (c) research instrumentation/measures, (d) data analytic methods, (e) interpreting data, and (f) ethical issues, research integrity, and the responsible conduct of research. Prerequisite: EPSY 710 and EPSY 711 or equivalent. Doctoral student in Counseling Psychology or consent of instructor.

EPSY 965. Foundations of Psychoeducational Consultation. 3 Credits.

This is the first of a two semester sequence of courses on school-based consultation. The course is a combination lecture-laboratory experience that introduces the student to the literature, theory, and techniques of consultation. Prerequisite: Approval of instructor.

EPSY 975. Therapeutic Intervention: Home and School. 3 Credits.

The course includes a review of literature and theory as well as supervised practice. Therapeutic intervention is broadly conceived, including individual and group counseling, and parent and teacher consultation. The importance of the family-school relationship is stressed. Prerequisite: Permission of instructor and completion of course on counseling.

EPSY 990. Internship in Counseling Psychology. 1 Credits.

Three consecutive enrollments, covering a minimum of eleven months of experience in an approved counseling psychology field setting. Supervision and directed experiences coordinated by the student's adviser, the program training director, and internship setting supervisors. Required of all counseling psychology doctoral students. Prerequisite: Doctoral degree-seeking status in counseling psychology, completion of Ph.D. comprehensive examinations, and consent of counseling psychology faculty.

EPSY 991. Ed.S. Internship. 1-2 Credits.

This course has two components: 1) a supervised experience as a practicing school psychologist, and 2) a group supervision class emphasizing case presentations and other integrative practice elements. The student functions as a provisionally certified school psychologist. Prerequisite: Completion of Ed.S. degree.

EPSY 992. Ph.D. Internship in School Psychology. 1-2 Credits.

This is a one year, supervised experience in an approved setting. The structure and content of the experience follows guidelines of several professional organizations including The American Psychological Association and the National Association of School Psychologists. Prerequisite: Approval of School Psychology committee.

EPSY 995. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agency, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

EPSY 996. College Teaching Experience in: _____. 1-5 Credits.

To meet the college teaching experience requirement for doctoral programs, a student shall engage in a semester long, planned, instructional activity that shall include college classroom teaching under supervision. Planning shall be done with the advisor and/or member of the faculty who will supervise the experience. The activity shall be done under the supervision of a member of the University of Kansas faculty or by an individual or individuals designated by the candidate's committee.

EPSY 997. Individual Study. 1-4 Credits.

Graded on a satisfactory/fail basis. Prerequisite: Prior graduate course work in the area of study and consent of instructor.

EPSY 999. Doctoral Dissertation. 1-15 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

Education Courses

EDUC 698. Professional Development Micro-Credential: _____. 1 Credits.

The Professional Development Micro-credential aims to serve the workforce needs for post-baccalaureate students wishing to expand their professional competencies in the fields the School serves. The credentials will support specific workforce development by enabling professionals to have access to advanced knowledge, skills and tools in selected areas of identified need, offering not only professional work development, but in addition, the potential for career advancement and change.

EDUC 800. Education as a Field of Scholarship. 3 Credits.

An intensive interdisciplinary examination of classic and current scholarship in education, for students in Ph.D. programs in the School of Education. It surveys the interdisciplinary range of scholarship and inquiry in education, as preparation for careers in research. The course features discussion of exemplary studies, both for their contributions to various fields, but also with regard to research methods, related ethical issues and the responsible conduct of research. Prerequisite: Admission to Ph.D. in Education Program.

Health Sport & Exercise Sci Courses

HSES 108. Basic Skill Instruction in: _____. 0.5-2 Credits.

(An accurate description of the activity or activities will be given in the Timetable.)

HSES 200. Coaching Certification for Youth Sports. 2 Credits.

This course will examine theories, practices, methods and techniques used to coach youth sports. Emphasis will be upon training, conditioning, sports psychology, nutrition, organization and management as prescribed by the National Federation of Interscholastic Coaches' Education Program. Students will have opportunity to receive coaching certification. Prerequisite: Open to physical education majors, or by consent of instructor. Students must pass the National Federation of Interscholastic Coaches' Education Program (NFICEP) examination before exiting the course.

HSES 201. Team Sports. 2 Credits.

This course will deal with Soccer, Touch Football, Basketball, Softball, and Volleyball. Practice in construction of lesson plans and unit plans, skill performance and peer teaching practicum are emphasized in each of the areas of team sports. Class meets three days per week with one hour being a laboratory session. Prerequisite: Basic fitness and knowledge of the activities. Open to HSES majors and minors, or by consent of instructor.

HSES 202. Individual and Dual Sports. 2 Credits.

Instruction and analysis in individual sports such as track and field, bowling or archery, and dual sports such as tennis, badminton or handball. Development of sport skills and rule knowledge are

emphasized. Prerequisite: Basic fitness and knowledge of the activities. Prerequisite: Open to pre-HSES and HSES majors, or by consent of instructor.

HSES 210. Instruction and Analysis in Swimming. 1 Credits.

Study of the skills to be included in the instruction of swimming and the analysis of skill performance involved. Presentation of instructional techniques and practice in construction of learning experiences are included.

HSES 214. Physical Education Activities for Elementary School Children. 2 Credits.

This course will introduce the student to a variety of physical education activities that are appropriate for children in grades K-6. Age appropriate activities demonstrated in this course include: individual and group games, self testing games, stunts and tumbling experiences, physical fitness, modified sports, and movement exploration. Class participation will be expected for all students. Prerequisite: Open to pre-HPE and HPE majors.

HSES 236. Practicum in: _____. 1-3 Credits.

A description of the activities offered will be provided in the Timetable. Prerequisite: Consent of instructor.

HSES 240. The Coaching of Football. 2 Credits.

A complete study of the theoretical aspects of the fundamentals of football. Study of defensive and offensive tactics for each position. Prerequisite: Sophomore standing.

HSES 244. Introduction to Physical Education and Sport Studies. 3 Credits. GE3H

The study of the history, foundational concepts, and current principles of physical education and sport programs.

HSES 248. First Aid. 2 Credits. SWT

This course is designed to teach emergency treatment of injuries, wounds, hemorrhage, burns, and poisoning. Emphasis is placed on the techniques of rescue breathing, CPR, and emergency bandaging. American Red Cross certification is included.

HSES 252. The Coaching of Basketball. 2 Credits.

Theory of basketball, including methods of teaching fundamentals; individual and team offense and defense; various styles of play and methods of coaching. Prerequisite: Sophomore standing.

HSES 260. Personal and Community Health. 3 Credits. SWT

Emphasis on healthful and intelligent living and the application of the fundamental principles of health.

HSES 264. The Coaching of Individual Sports. 2 Credits.

An analysis of coaching techniques and study of materials for the coaching of gymnastics, swimming, golf, tennis, and wrestling.

HSES 269. Introduction to Exercise Science. 3 Credits. SWT

A study of the various components of physical fitness and the wellness and the implications for developing programs to promote good health and fitness. Lectures and laboratory sessions will be centered on practical knowledge and experiences designed to help individuals enhance their own health, as well as develop sound programs for others. The topics discussed include cardiovascular fitness, body composition, muscular strength, flexibility, evaluation of fitness components, training program design, nutrition, weight management, and facts and fallacies of nutrition and fitness.

HSES 279. Introduction to Community Health. 3 Credits.

This course is designed to expose undergraduate students to the breadth and applicability of community health to their daily living. We will explore various aspects within community health including measures of community health, social and behavioral factors of community health,

community building, outreach and advocacy, and community health in action. Students will have an opportunity to engage with community health organizations, professionals, researchers, faculty, and current and graduated students.

HSES 289. Introduction to Sport Management. 3 Credits.

This course provides an overview of the field of sport management including the principles of leadership and management and the fundamentals of personnel management, financial management, marketing, strategic planning, sport ethics, sport law, time management, stress management, facility management, and event management applied to sport settings.

HSES 299. Careers in Sport Management. 3 Credits.

In this course, students will learn about the professional world of sport management. Specifically, those enrolled will be exposed to the multitude of career paths in the sporting world. Additionally, students will learn numerous internship and job search skills such as political skill, networking, and personal branding.

HSES 300. Study Abroad Topics in: _____. 1-5 Credits.

A course designed to enhance international experience in topic areas related to health, sport, and exercise sciences at the junior/senior level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if the content differs. Prerequisite: Permission of the department.

HSES 302. Practicum in Adaptive Physical Education for PK-12 Students. 2 Credits.

Emphasis will be on instructional techniques that are used for the inclusion of all students in physical education learning experiences. Students will develop an understanding of how to deliver physical education activities that may be part of an individual education program. A practicum experience in a public school adaptive physical education setting will be required. Prerequisite: PE Plus advisor approval required.

HSES 305. Methods of Strength Training and Conditioning. 3 Credits.

This course will provide the students with the scientific principles and the hands-on experience to develop resistance exercise and related conditioning programs for a wide range of populations, including those focusing on general fitness, therapeutic rehabilitation and sport performance. Prerequisite: BIOL 240, BIOL 246, and admission to the Exercise Science undergraduate program, or permission of instructor.

HSES 306. Principles of Personal Training. 3 Credits.

Designed to prepare individuals who are interested in becoming certified personal trainers (CPT) through the National Strength and Conditioning Association, or to enhance their own training goals. Instruction is provided describing basic exercise physiology as well as the principles of developing a personal training regimen for a typical gym trainee. Course experiences will reinforce training principles and teach the basic skills necessary for certification. Prerequisite: Accepted to School of Education or instructor permission.

HSES 307. Tactical Strength and Conditioning. 3 Credits.

This course will provide students with methods and techniques associated with assessing, programming, and training tactical-based athletes and professionals. Tactical athletes include military, law enforcement, firefighter, protective services, rescue, and other emergency personnel. Students will apply scientific knowledge to develop training programs to improve performance outcomes, decrease injury, evaluate nutritional strategies, and implement relevant and safe strength and conditioning programs. This course will be designed to prepare students to take the Tactical Strength and Conditioning Facilitator (TSAC-F) certification

examination proposed by the National Strength and Conditioning Association (NSCA).

HSES 308. Drugs and Diseases in Society. 3 Credits.

This course is an overview of human disease processes as well as legal and illegal use of drugs and narcotics for treatment or recreational purposes. Both communicable and degenerative diseases will be covered with regards to prevention, transmission, effects, management, and treatment. Legal drugs and illegal drugs will be discussed with regards to their treatment or abuse potential, legislative issues, and consumer education. Reflective thinking will be used to formulate improved perspectives on the roles of drugs and diseases in society. Prerequisite: Admission to Community Health Program or consent of instructor.

HSES 310. Research and Data Analysis in Health, Sport, and Exercise Sciences. 3 Credits.

This course provides formal instruction in the areas of test administration, general statistics, and basic research design. Emphasis will be placed upon the interpretation of statistical data, evaluation of data, and basic methodologies utilized in health, sport, and exercise sciences research. Data collection, analysis, and evaluation will be an integral part of the class. Prerequisite: Admission to the School of Education & Human Sciences.

HSES 315. Methods of Teaching Elementary Physical Education. 3 Credits.

This course will provide an introduction to instructional planning for elementary physical education. It will train students to utilize research and best practice as it relates to effective teaching skills in elementary physical education. Students will systematically learn such skills and apply them in a variety of laboratory experiences in elementary schools. Prerequisite: PE Plus advisor approval required.

HSES 320. Methods of Teaching Secondary Physical Education. 3 Credits.

This course provides a systematic approach to the development of effective teaching skills in secondary physical education. Students receive practical and field experiences that enable them to observe and practice managerial, instructional, and interpersonal skills necessary to produce student learning in 6-12 physical education classrooms. Prerequisite: PE Plus advisor approval required.

HSES 330. Principles of Nutrition and Health. 3 Credits. SWT

This course will provide an introduction to the basic principles of nutrition, with an emphasis on application of these principles to improve overall health. Topics include: guidelines for a balanced diet, index of nutritional quality, energy requirements and balance, weight management and obesity, nutritional quackery, sports nutrition, nutrition for children and elderly, and eating disorders.

HSES 331. Sport and Exercise Nutrition. 3 Credits.

Provides a basic understanding of the influence of nutrition on sport and exercise performance. Nutrition for sport performance, including hydration, nutrient timing strategies for various athletes, and use and regulation of ergogenic aids and nutritional supplements will be covered to apply this knowledge to develop a critical understanding of the nutritional and practical dietary needs of individuals participating in sport and exercise. Prerequisite: Accepted to School of Education or instructor permission

HSES 335. Clinical Field Experience. 1-3 Credits.

Clinical Field Experience is designed to allow students who plan to pursue clinical careers the opportunity to observe and assist (as appropriate) in the evaluation and/or treatment of patients by licensed clinicians in fields such as medicine, physical therapy, and cardiac rehabilitation. Only one enrollment permitted each semester. A maximum of six hours will apply

towards the bachelor's degree, or a maximum of three credit hours will apply towards the bachelor's degree if the student subsequently enrolls in HSES 580 (Internship). Prerequisite: Admittance to the Community Health or Exercise Science undergraduate degree program in HSES.

HSES 340. Instructional Strategies in Motor Development. 2 Credits.

This course is designed to provide students with an examination of current theories of motor development throughout the life cycle. Emphasis is placed on content regarding the development of fundamental motor skills, physical growth and development, and assessment. Prerequisite: PE Plus advisor approval required.

HSES 341. Instructional Strategies in Physical Education for Elementary Classroom Teachers. 1 Credits.

The application of child growth and development principles to physical education. The use of materials as related to a sequential physical education curriculum in the elementary school will also be included. Prerequisite: Prior or concurrent enrollment in C&T 322 or equivalent.

HSES 350. Care and Prevention of Athletic Injuries. 3 Credits. SWT

The introductory study of the prevention, immediate care, and treatment of athletic related injuries and illnesses. This course is designed to cover the basic fundamentals of injury/illness recognition as well as discuss the various strategies for the prevention and care of injuries to the physically active. Prerequisite: BIOL 240 and admission to the School of Education & Human Sciences.

HSES 352. Therapeutic Modalities. 3 Credits.

This course is the study of therapeutic modalities utilized in treatment and rehabilitation of athletic injuries. Prerequisite: HSES 250 or the transfer equivalent, Admission to the Athletic Training Program.

HSES 358. Creative Movement and Dance Appreciation. 2 Credits.

Students will experience the following types of dance: creative movement, ballroom dance, folk, square, and line dance. An appreciation for dance will be developed through the study of the pioneers of dance and the critique of local dance performances. Prerequisite: PE Plus advisor approval required.

HSES 365. Peer Health Education. 3 Credits.

The course is designed to train students in peer health education, as peer health educators in college settings, and as trainers, training adolescents in community health settings for grades 6-12 peer health education. Subject content and teaching methodologies will be emphasized in the ten content areas of health with special emphasis on alcohol, drugs, tobacco, stress reduction, mental health and human sexuality. Prerequisite: HSES 279 and Admission to the School of Education & Human Sciences' Community Health Program; or Instructor Permission.

HSES 369. Kinesiology. 3 Credits.

This course is designed primarily for students in the field of exercise science who already have taken an introductory course in human anatomy and who need a more detailed exposure to concepts of functional movement anatomy. This course will provide a detailed study of the skeletal and muscular systems to include identification of the origin, insertion, and action of the major muscles of the human body. Students will become proficient in the use of directional and movement terminology used to describe movement and be able to identify the plane/axis as well as the agonist and antagonist muscles involved in a movement. Prerequisite: BIOL 240 and admission to the School of Education & Human Sciences.

HSES 370. Health and Pathophysiology. 3 Credits.

The course is designed to assist students in the development of a basic understanding of the anatomical structures and physiological processes that are central to the development of various diseases/disorders. Students will apply this knowledge to an evidence-based model for choosing and developing appropriate lifestyle and health-related interventions (e.g. exercise, nutrition, stress management), both for health enhancement and disease prevention. Prerequisite: BIOL 240 and BIOL 246; or admittance to HSES exercise science, community health, or athletic training programs.

HSES 371. Medical Terminology for Health Professionals. 3 Credits. SWT

A study of medical terminology. This course will include; analysis of root words, prefixes and suffixes for understanding medical language; origin, modern usage and abbreviations.

HSES 372. Exercise Physiology. 3 Credits.

A fundamental study of the physiological adjustments that occur within the body during exercise. The presentation of this material is particularly oriented toward a basic understanding of the physiological systems as they are affected by the activity of a normal coaching or teaching situation. The physiological values of exercise are also stressed. Prerequisite: BIOL 246 and admission to the School of Education & Human Sciences.

HSES 373. Clinical Exercise Physiology. 3 Credits.

An in-depth study of how physical activity and exercise can be a part of the treatment plan for people who have chronic disease or a disability. A variety of physical activity and exercise intervention programs and models will be presented and discussed, as well as protocols for baseline testing and post-treatment testing. A portion of this course will focus on how physical activity and exercise can prevent motor functioning deterioration in people who have a disability or limited functional movement. Prerequisite: Admission to the School of Education & Human Sciences Exercise Science program, BIOL 240, BIOL 246, and HSES 372, or consent of instructor.

HSES 375. Neuromuscular Exercise Physiology and Motor Control. 3 Credits.

This course explores the control of human movement from an exercise neurophysiology perspective. Emphasis will be placed on the understanding the interactions between the nervous system and muscular systems in the control of muscle force/power production and the control of movement under a variety of contexts. These contexts include responses and adaptations to exercise training, the aging process, and in a variety of neuromuscular disorders. Prerequisite: BIOL 240, BIOL 246, HSES 372, and admission to the School of Education & Human Sciences.

HSES 378. The Coaching of Volleyball. 2 Credits.

Theory of volleyball, including methods of teaching fundamentals, individual and team offense and defense. Various styles of play and methods of coaching. Efficient performance of the skills during game conditions will be emphasized.

HSES 379. The Coaching of Softball. 2 Credits.

Theory and fundamentals of coaching softball. Methods of coaching, as well as team offense, defense, and strategies will be stressed. Efficient performance of the skills during game conditions will be emphasized. Prerequisite: Consent of instructor.

HSES 380. Sociology of Sport. 3 Credits. GE3S

A survey of the current literature concerning the scope of sociology in sport, the interaction of people in sport, the social systems controlling sport, and the small group dynamics in sport. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 381. Sport Ethics. 3 Credits.

This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 382. Sport Facilities and Event Management. 3 Credits.

This course will provide students with a solid grasp of the fundamental skills in sport facility and event management and the knowledge base to apply those skills in a real world environment. Students will learn about planning, designing and financing the construction of new sport facilities, sport facility management of regular and special events, sporting event planning and game day operations. Prerequisite: Admission in the Sport Management major or minor and completion of HSES 289. Or admission to the Athletics Coaching minor.

HSES 384. Sport Law. 3 Credits.

This course is intended to introduce undergraduate students to the major legal issues in amateur and professional sports including dispute resolution, tort law, contract law, constitutional law, statutory law, labor and antitrust law and intellectual law. Students will also learn about risk management, gender equity, the Americans with Disabilities Act and agency law and sports agents. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 390. The Coaching of Track and Field. 2 Credits.

Designed to acquaint the student with the fundamentals of track and field athletics.

HSES 403. Health Behavior Theory. 3 Credits.

This class will be an introduction to the primary models and theories used in health behavior research and health promotion practice. These models and theories undergird the development of successful health-related programs and interventions, and will help guide educators in the development of innovative and effective programming. The course will cover individual, interpersonal, community-level, and ecological theories, and students will have the opportunity to apply these theories to health behaviors of interest.

HSES 405. Fundamentals of Writing in Community and Public Health Professions. 3 Credits.

Effective writing skills are essential in the fields of health promotion, health education, and community health, and are a necessary competency at all levels of public health education. Written communication in public health education is a blend of art and science, as it requires content knowledge, writing proficiency, research skills, creativity, organizational ability, and patience. This introductory course is intended to teach students how to develop and refine common types of documents for different audiences that are frequently used in public and community health writing. Students will learn the basics of writing various documents including brochures, social media posts, presentation slides, literature reviews, and grant proposals. In addition to written communication, students will learn how to present health information to different audience groups. Finally, students will develop skills for conducting peer reviews, which is also an essential part of the writing process. Prerequisite: HSES 430 and Admission to the School of Education & Human Sciences' Community Health Program; or Instructor Permission.

HSES 410. Program Design in Physical Education. 3 Credits.

The study of physical education curriculum models and extraclass programs appropriate for students in grades PK-12. Students will receive practical and field experiences related to program design and implementation. They will learn techniques appropriate for program

evaluation as well as the assessment of student sport skills and fitness. Prerequisite: PE Plus advisor approval required.

HSES 415. Current Issues in Community Health. 3 Credits.

This course is designed to provide undergraduate community health students with an opportunity to explore a wide breadth of current and emerging population health concerns. Topics will range from biomedical issues, social and behavioral factors, and the physical environment. Students will be challenged to view these issues with an open mind to promote holistic evaluation of the current landscape of community health efforts and outcomes. Further, students will become competent advocates through practicing lobbying efforts, identifying root causes of community health issues, and proposing innovative strategies solutions to address these issues. Prerequisite: HSES 403, HSES 465, HSES 466, HSES 467.

HSES 418. Health Aspects of Aging. 3 Credits.

This course will consist of a Holistic Health approach to the various components of the aging process. Special emphasis will be placed on the demographic aspects of aging; normal aging changes and deviations in the aging process (pathophysiology); the relationship between mental and physical health, and the implications for the promotion of risk reduction and prevention principles that can effectively improve the quality of life for older individuals. Prerequisite: A course in personal and community health.

HSES 430. Foundations of Health Education. 3 Credits.

This course is designed to introduce concepts within health education, health promotion, community health and relevant health professions. We will discuss current events, as well as dive into historical underpinnings, philosophical foundations, various health education settings and populations, and the unique roles and responsibilities of community health practitioners and health education specialists. Throughout this course, students will have the opportunity to discuss and apply concepts through both independent work and group collaboration. Ultimately, this course aims to prepare students with a broad knowledge base from which they can function as a future health professional. Prerequisite: Admission to the School of Education and the Community Health Program.

HSES 445. Program Planning in Health Education. 3 Credits.

This course is designed to provide the students with an in-depth knowledge of proven health planning models that can be used for program development and intervention. Students will learn how to develop attainable program goals and objectives which will allow programs and interventions to evolve into useful forms of community based health education. Formerly known as HSES 466. Prerequisite: Students must be admitted to the School of Education and the Community Health Program.

HSES 458. General Medical/Pharmacology. 3 Credits.

This course will cover general medical conditions/illnesses and over the counter, prescription, and illegal pharmacologic agents commonly encountered in physically active populations. The course will cover recognition of illnesses and diseases, immediate care and medical referral, basic principles of pharmacology, pharmacological agents used in the treatment of various pathologies, and other general medical and pharmacological topics encountered by athletic trainers. Prerequisite: Admission into the Athletic Training Program, HSES 459 and HSES 460.

HSES 459. Rehabilitation. 3 Credits.

This course is the study of rehabilitation principles and techniques used to safely return a physically active individual to their sport/ activity following injury. Prerequisite: Admission into the Athletic Training program, HSES 456, and HSES 457.

HSES 460. Athletic Training Practicum IV. 2 Credits.

This course is the fourth in a sequence of six practicum/clinical experience courses for the athletic training student. Prerequisite: Admission into

the Athletic Training program, HSES 457, and concurrent enrollment in HSES 459.

HSES 461. Organization and Administration of Athletic Training. 3 Credits.

This course examines the organizational and administrative aspects of the Athletic Training profession. Course content includes; program management, employment, budget, facility design, risk management, documentation and medical records, insurance, legal and practice regulations, prevention and health promotion, history, and organization of the profession. Prerequisite: HSES 459, HSES 460, and concurrent enrollment in HSES 462.

HSES 462. Athletic Training Practicum V. 2 Credits.

This course is the fifth in a sequence of six practicum/clinical experience courses for the athletic training student. Prerequisite: Admission into the Athletic Training Program and concurrent enrollment in HSES 461.

HSES 463. Senior Capstone in Athletic Training. 2 Credits.

This course is designed to allow senior Athletic Training Students to review previous content and prepare for the BOC certification exam as well as explore areas of professional development. Prerequisite: Admission into the Athletic Training program, HSES 561, and HSES 562.

HSES 464. Athletic Training Practicum VI. 2 Credits.

This course is the final practicum/clinical experience course for the athletic training student. Prerequisite: Admission into the Athletic Training program and concurrent enrollment in HSES 463.

HSES 465. Program Assessment and Evaluation. 3 Credits.

This course will offer an introduction and hands-on application of program assessment and evaluation techniques in health education. As health educators and program planners, we are required not only to develop innovative programs and interventions to address community- and school-based health concerns, but also to give evidence that our efforts are both adequate and effective. Successful program assessment and evaluation incorporate knowledge of basic research methods as well as the theoretical understanding of health behaviors. Prerequisite: HSES 430, HSES 445, and HSES 403; or instructor permission.

HSES 468. Methods and Materials in Health Education. 3 Credits.

Emphasis is placed on the presentation and preparation of health topics along with the recommended resources and materials available. The teaching method is emphasized and student participation is stressed. Students will observe health teachers in the public schools and identify and discuss these methods as they relate to the methods present in the class. Prerequisite: Admission to HPE teacher certification program or consent of instructor.

HSES 470. Biomechanics. 3 Credits.

The course is designed to cover a basic understanding of the anatomical and mechanical principles of human movement. Areas covered will be joint and segmental movement, muscle actions, time-displacement motion description, forces causing or inhibiting motion, and stability. Special attention will be given to the application of the theoretical concepts in movement activities. Prerequisite: BIOL 240 and admission to the Exercise Science undergraduate program, or permission of instructor.

HSES 473. Clinical Fitness Evaluation Techniques. 3 Credits.
AE61 CAP

This course will provide the student with the knowledge and skills to assess components of physical fitness in adults including cardiorespiratory fitness, body composition, strength, and flexibility. In addition, specific emphasis will be placed on the development of exercise and weight management prescriptions. Students completing the course will have the skills to take the Health Fitness Instructor Certification exam given by the American College of Sports Medicine. Prerequisite:

HSES 310, HSES 372, and admission to the School of Education & Human Sciences.

HSES 474. Exercise Biochemistry. 3 Credits.

This course will examine the processes that underlies the use and production of energy for exercise. Topics that will be explored include glycogenolysis and glycolysis in muscle, cellular oxidation of pyruvate, lipid metabolism, metabolism of proteins and amino acids, molecular biology, neural and endocrine control of metabolism, and local fatigue during exercise. Emphasis will be placed on carbohydrates, protein, and lipid metabolism and the acute and chronic effects that exercise has on these processes. Prerequisite: HSES 372 and admission to the School of Education & Human Sciences.

HSES 475. Undergraduate Research in Health, Sport, and Exercise Sciences. 1-3 Credits.

The course is designed to allow students to collaborate on an active research project under the supervision of a faculty member in HSES. Only one enrollment permitted each semester. A maximum of six hours will apply towards the bachelor's degree. Prerequisite: Enrollment by Instructor permission only. Successful completion of IRB training via the CITI training program in the KU eCompliance system.

HSES 481. Sport Fundraising and Sponsorship. 3 Credits.

In this course, students will take an in-depth look at the sport fundraising and sponsorship realms. Specifically, students will focus on revenue-generating operations within sport organizations. Example topics include major gift fundraising, naming rights and other major sponsorships, annual funds, premium inventory, and trends in these evolving fields. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 483. Sport Finance and Economics. 3 Credits.

This course will help students gain an understanding of the critical importance of budgeting and financing sports-related industries based on sound financial principles and methods of financial control. Students will learn how economic principles shape the major national industry of sport. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 484. Sport in Film. 3 Credits.

In the course, students will critically engage and interpret a series of popular sport-related films. By the end of the course, students will be able to write and think critically about the role that film in general, and sport-based films in particular, play in promoting and challenging dominant perceptions of gender, sexuality, nationalism, race, social class, and ability.

HSES 485. Sport Communication. 3 Credits.

This course examines the complex and evolving field of sport communication including personal, organizational, and external perspectives of sport communication. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 486. Sport Marketing. 3 Credits.

This course is intended to provide undergraduate students with basic knowledge and competencies in definitions of marketing and sport marketing, understanding the unique aspects of sport marketing, marketing planning process, consumer demographics and psychographics, the marketing mix, segmentation and target marketing, marketing proposal preparation, sponsorship, endorsement, merchandising, fundraising, marketing goals and objectives, sport consumer and consumer behavior, industry segmentation, special events, ticket sales and their use in promotion, the role of the media, television marketing ratings and shares and venue and event marketing. The proposed content of this course will address each of these expectations.

Prerequisite: Admission to the Sport Management major or minor and completion of HSES 289.

HSES 487. Personnel Management in Sport. 3 Credits.

This course provides students with an overview of the requisite communication skills and concepts of leadership and management as they relate to sport managers. Students will learn how leadership and management practitioners, utilizing effective communication techniques, shape successful sport organizations. Additional emphasis will be placed on building and nurturing relationships with people as a key to effective management. Prerequisite: Admission to Sport Management major or minor and completion of HSES 289.

HSES 488. Pre-Internship Seminar. 1 Credits.

This course will prepare students for their actual semester-long Internship experience. Students will be provided with background information on available internship sites to assist in their site-selection decision. Students will learn about different management styles they may encounter, the traits and characteristics of effective and productive employees, common rules of the workplace and internship experiences of previous HSES Interns. Prerequisite: All HSES students must be in final semester prior to Internship.

HSES 489. Health and Human Sexuality. 3 Credits.

The course is designed to encompass the various components of human sexuality as well as to demonstrate applicable teaching techniques for sex education. Included in the content of the course are: human sexual response, sexually transmitted diseases, family planning, sex roles, rape, sexual preferences, and topics such as sexuality and disability, sexuality and the mass media, and sexuality and the church. Teaching techniques such as values clarification, non-verbal communications, role playing, tape recordings, and problem solving are demonstrated with appropriate topics.

HSES 490. Issues in Intercollegiate Athletics. 3 Credits.

Intercollegiate athletics is a multi-billion-dollar industry. Because of the high stakes now associated with intercollegiate college athletics, the complexity of issues within athletics have grown as well. This course provides students with an understanding of the operation and decision-making process in intercollegiate athletics. Students will explore subjects such as NCAA compliance, legal aspects of college sport, and financial implications of decisions made within athletics. Prerequisite: Admission to the major or minor in sport management.

HSES 491. Foundations of Name, Image, Likeness. 3 Credits.

This course provides an overview of the name, image, and likeness (NIL) industry, including relevant regulations, the brand ecosystem, and the basics of personal brand monetization. Students will gain an understanding of the legal framework of NIL, situate NIL within the historical development of college athletics, identify the different stakeholders involved within the NIL space and emerging market trends, as well as engage in practical activities related to athlete brand monetization. This includes the evaluation of an athlete's personal brand value, engagement with sponsors, assessment of contracts and financial decisions, and education of involved parties. The course is relevant to students interested in monetizing their personal brand or working with athletes, agents, or organizations that serve or employ athletes.

HSES 492. Athlete and Personal Branding. 3 Credits.

The purpose of this course is to provide students with the foundational principles of effective brand management. Students will learn not only the most prominent theories related to brand management but they will also examine the best practices in branding from some of the most successful sport and non-sport brands in the world. These principles will be applied to athlete brands and students will examine the branding techniques behind the most successful athletes across the world. Finally, applying the lessons learned from brands and professional athletes, students will

construct their own personal branding marketing plan that they can apply to their professional lives for years to come.

HSES 493. Content Creation in Sport. 3 Credits.

This course explores the emerging area of content creation in sport. Within the course, students will learn the technical aspects of designing a content creation platform, fan engagement, and brand development. Along with developing a working knowledge of the technical aspects of content creation, students will also review sponsorships, engagement analytics, and market assessments.

HSES 497. Independent Study. 1-3 Credits.

Only one enrollment permitted each semester; a maximum of six hours will apply toward the bachelor's degree. This course cannot be taken as a substitute for a required course. Prerequisite: Recommendation of advisor and consent of instructor and department chairperson.

HSES 499. Internship in Sport Management. 2-16 Credits. AE61 CAP

A full-time work experience in the sport industry (40 hours per week). This experience is actual work in a sport management setting in which management practices are applied. Student interns are directed and evaluated by a faculty member with appropriate supervision by an on-site professional. Student interns must keep an accurate accounting of hours with a performance work diary. Grades/credit for the internship are determined by a faculty member with input from the on-site supervisor. Prerequisite: Completion of all Sport Management coursework. Admission to the Sport Management Internship program.

HSES 500. Student Teaching in Physical Education. 14 Credits. AE61 CAP

A supervised teaching experience in an approved school settings, teaching physical education for a minimum of 15 weeks at the elementary (Grades PK-5) and secondary (Grades 6-12) levels. Prerequisite: PE Plus advisor approval required.

HSES 501. Seminar in Teaching Physical Education. 2 Credits.

Student teachers will receive instruction in the completion of a teacher work sample required for teacher licensure in the state of Kansas. They will also be prepared to enter the job market through advisement on resume writing, interviewing skills and online portfolio development. Prerequisite: PE Plus advisor approval required.

HSES 503. Student Teaching in Physical Education. 6 Credits.

A supervised teaching experience in approved school settings, teaching physical education for a minimum of 15 weeks at the elementary (Grades PK-5) and secondary (Grades 6-12) levels. Prerequisite: PE Plus advisor approval required.

HSES 504. Seminar in Teaching Physical Education. 3 Credits.

Student teachers will receive instruction in the completion of a teacher work sample required for teacher licensure in the state of Kansas. They will also be prepared to enter the job market through advisement on resume writing, interviewing skills, and online portfolio development. Prerequisite: PE Plus advisor approval required.

HSES 578. Health Internship Seminar. 2 Credits. AE61 CAP

Students enrolled in the internship will learn how to analyze professional health environments, examine intervention programs, and understand models used to develop health based programs. Discussions surrounding the internship experience will be facilitated by the health education faculty. Topics will relate to all phases of the internship experience. The intent of this course is to better prepare the student for entering the health profession. Discussions will be held on conflict resolution in the work place, professional development, professional behavior and etiquette. Prerequisite: Concurrent enrollment in HSES 580 Internship in Health.

HSES 580. Internship in: _____. 2-16 Credits. AE61 CAP

A supervised internship experience in an approved setting. The specific type of internship experience and the credits for that particular experience will be outlined in the appropriate program of the student. Prerequisite: Admission to a HSES Internship Program.

HSES 598. Special Course: _____. 1-5 Credits.

A special course of study to explore current trends and issues in health and physical education - primarily for undergraduates.

HSES 730. Advanced Concepts in Nutrition. 3 Credits.

A study of the nutritional factors that affect health at all ages. Specific nutritional needs and effects of deficiency states on health will also be addressed. The course will also include the physiological and biochemical mechanisms involved in the use of nutrients for human growth and development as well as the production of energy through the metabolic process. Prerequisite: HSES 330 or equivalent experience and permission of instructor.

HSES 771. Internship in Exercise Science. 6 Credits.

A supervised internship experience in an approved exercise science setting. Students will gain experience through a hands-on approach via clinical and/or research settings. The specific type of internship experience will be agreed upon by the student and their academic advisor. Prerequisite: Successful completion of at least 24 graduate credit hours.

HSES 777. Practicum in Health Education and Wellness Promotion. 1-3 Credits.

This course is designed to provide practical community health experiences in health education and wellness promotion, including: assessment, planning, implementation and program evaluation. With approval of the instructor, students may choose their practicum focus in any of the ten content areas of health: mental and emotional, family living, growth and development, nutrition, personal health, alcohol tobacco and other drugs, communicable and chronic diseases, injury prevention and safety, consumer health and environmental health. Prerequisite: Enrolled in graduate school and consent of the instructor.

HSES 780. Internship in Teaching Physical Education: _____. 1-16 Credits.

A supervised internship experience leading to initial physical education teacher certification. The student assumes the total professional role as a teacher of physical education in an approved school setting.

HSES 798. Special Course: _____. 1-5 Credits.

A special course of in-depth study exploring current trends and issues in health and physical education - primarily for undergraduates.

HSES 801. Sport Facilities. 3 Credits.

The purpose of this course is to study current developments and trends in the financing, programming, design, and construction of facilities for intercollegiate athletics and professional sports. Prerequisite: Admitted to graduate school. A course in the administration/management of sport or consent of the instructor.

HSES 803. Health Behavior Theory. 3 Credits.

Given that theories of health behavior drive research and practice in health education, the purpose of this course is to familiarize students with the major theories and planning models related to health behavior change. Particular focus will be applied to the role of theory in health promotion and critical analysis of the application of theory to guide research practices. Prerequisite: Health major or consent of the instructor.

HSES 804. Sport Psychology. 3 Credits.

This course is designed to introduce students to the current research and theoretical perspectives in the sport psychology literature. Specifically,

students will gain a broad understanding of the three major areas of sport psychology: social psychology (e.g., motivation), performance enhancement (e.g., mental skills training), and psycho-physiology (e.g., impact of anxiety on performance). Prerequisite: Admission in the health program or consent of the instructor.

HSES 805. Laboratory Experiments and Analysis--Exercise Physiology. 3 Credits.

Students will learn the techniques of operating various types of laboratory equipment and will conduct small-scale lab experiments in areas such as respiration, circulation, metabolism, strength, neuromuscular function, cardiac function, and body composition. Special emphasis will be placed on laboratory techniques of assessing physical fitness. Prerequisite: A course in exercise physiology.

HSES 806. Stress Management. 3 Credits.

The long range objectives of this course are to assist students in gaining stress management knowledge; to help them to formulate improved perspectives on various stress management techniques; and consequently apply the developing constructs in their lives with a sense of purpose and self-responsibility. Prerequisite: Two courses in health education or consent of instructor.

HSES 810. Advanced Exercise Physiology. 3 Credits.

An advanced study of the physiological and biomechanical aspects of muscular, cardiovascular, and respiratory function as the human is engaging in exercise. The topics of energy metabolism, hormones, and nutrition as related to exercise also are presented. Prerequisite: A basic course in exercise physiology.

HSES 812. Current Issues in Health. 3 Credits.

This course is designed to review and discuss current issues in various health related areas. The focus will be on relevant issues and topics that are guiding and directing the health profession. The range of topics discussed will vary from popular literature to scientific research and cover such areas as health education, community health, and health over the lifespan. Students in the course will be expected to report, discuss, and interact with each other concerning the issues as they are reported. Prerequisite: A graduate course in health or consent of the instructor.

HSES 814. Implementing Health Programs. 3 Credits.

The purpose of this course is to explore planning models used for designing, implementing and managing health promotion programs. Students will be trained to develop objectives, assess determinants, select methods and strategies, pre-test program materials, and adopt and implement promotional plans. Problem based and community based learning experiences will be provided. Prerequisite: A health major or permission from the instructor.

HSES 823. Behavior Modification in Health and Exercise. 3 Credits.

This course will examine the behavioral principles that influence health and exercise practices. Theories of human behavior, reinforcement theory, and models of self-esteem will serve as the foundation for studying behavior change. Society influences will be strongly emphasized. Course topics will include exercise determinants, motivation, media representation, negative behaviors, self-efficacy, social support, and effective promotion strategies. Prerequisite: Admitted to Graduate School or consent of instructor.

HSES 825. Skeletal Muscle Physiology. 3 Credits.

This course will provide the student with an in-depth study of the structure and development, contractile mechanics, and neuromuscular system as it relates to the skeletal musculature. Structure and Development - muscle fiber, motor neuron, neuromuscular junction, muscle receptors, muscle formation, development of muscle innervation. Putting Muscles to

Work - ion channels, pumps, and binding proteins, axoplasmic transport, resting and action potentials, neuromuscular transmission, muscle contraction, motor units, exercise, muscle metabolism. The Adaptable Neuromuscular System - fatigue, loss of muscle innervation, recovery of muscle innervation, neurotrophism, disuse, muscle training, injury and repair, aging. Prerequisite: HSES 810 or equivalent.

HSES 828. Sport Finance. 3 Credits.

A study of the principles and applications of finance and economics in the sport industry. Strategic financial planning as a part of managements responsibilities is highlighted. Prerequisite: Admitted to Graduate School.

HSES 830. Socio-Cultural Dimensions of Sport. 3 Credits.

Current literature concerning the impact of American social values and cultural patterns of sport and physical activity will be studied. Critiques of related research involving sport and social institutions, and socio-cultural groups in sport will be emphasized. Prerequisite: A course in Sociology of Sport or consent of instructor.

HSES 831. Ethics in the Sport Industry. 3 Credits.

This course is designed to help students learn to make morally reasoned decisions in various sport settings. This course will help prepare students to respond more responsibly when faced with challenging ethical dilemmas and guide them in learning to serve as role models for ethical conduct.

HSES 832. Physical Education Instructional and Assessment Methods. 3 Credits.

The study of research-based instructional and assessment methods appropriate for PK-12 physical education. Managerial, instructional, and supervisory skills will be developed. Traditional and alternative assessment tools will be discussed. Readings, observations (live and video), and practice teaching will prepare students to complete a practical experience and an action research project in a PK-12 school. Prerequisite: Admission to Graduate School.

HSES 836. Physical Education Curriculum Models. 3 Credits.

An examination of the elements and processes of curriculum construction in physical education for elementary, secondary, and post-secondary institution, and the institutional and professional issues that affect these processes. A study of contemporary curricula structures in regard to planning, implementation, and evaluation of K-12 curricula and professional preparation curricula in physical education programs. Prerequisite: A course in physical education curriculum, or equivalent.

HSES 840. Organizational Behavior in Sport. 3 Credits.

This course utilizes a micro perspective to analyze the behavior and culture within sport organizations. Specifically, the student will study and learn how to apply management and leadership theories that have the potential to shape the work environment and will discuss how current topics in organizational behavior are particularly relevant to the sport industry. Prerequisite: Admitted to Graduate School. Consent of the instructor.

HSES 842. Sports Marketing. 3 Credits.

This course helps students gain a deeper understanding of sport marketing by examining in-depth the sport marketing mix of product, price, place, and promotion as well as marketing research, marketing strategy, market segmentation, branding, sponsorships, licensing, venue and event marketing, public relations, and global sport marketing.

HSES 860. Biomechanics in Sports. 3 Credits.

This course will examine the quantitative biomechanical analysis of human movement directed toward the goals of performance improvement and injury prevention and rehabilitation. Specifically, this course will provide students with a basic knowledge of the biomechanical foundations of human movement, hands-on experience in using biomechanical

approaches and analyzing biomechanical data, the knowledge and skills necessary to evaluate human performance and monitor rehabilitation progress, and the ability to determine and provide interventions that are likely to improve movement in athletic, clinical, educational, and work environments. An emphasis will be placed on understanding the biomechanics of sports techniques, sports performance, and injury prevention strategies. Prerequisite: Students must be admitted to the school or division of Education and Human Sciences program with a graduate standing or consent of the instructor.

HSES 872. Exercise and the Cardiovascular System. 3 Credits.

This course will be a discussion of various concepts specifically related to exercise and the cardiovascular system. By the end of the semester, the student should be able to demonstrate an understanding of the interaction of exercise and cardiovascular system by achieving satisfactory evaluations on examinations, abstracts, and classroom presentations. The following topics will be discussed as they relate specifically to exercise: homeostasis and cardiovascular transport mechanisms, basic structure and function; characteristics of cardiac cells; the heart as a pump; the peripheral vascular system; vascular control; venous return and cardiac output; regulation of arterial pressure; cardiovascular responses to stress; and cardiovascular function in pathological situations. Prerequisite: Undergraduate course in exercise physiology or consent of instructor.

HSES 880. Internship in Sport Management. 1-10 Credits.

This course will provide for supervised and directed experiences in selected sport management settings. The graduate advisor will schedule observations of the internship, as well as regular conferences with the student. Written summaries and evaluations of the internship will be prepared by the student, the agency supervisor, and the university graduate faculty member. Prerequisite: Admission to the Graduate Program in Sport Management.

HSES 884. Legal Aspects of Sport. 3 Credits.

This course is intended to introduce graduate students to the basic concepts of the American legal system and the application of them to intercollegiate and professional sports. Particular emphasis will be given to risk management and preventive law. Other topics include: governance issues in intercollegiate and professional sports, contract law, employment discrimination, labor relations and collective bargaining, agency law and athlete agents, regulation of participation in intercollegiate and high school athletics, sport facility and event issues, participant liability issues, product liability issues, premises and spectator liability, participant violence in sports, and intellectual property law. Prerequisite: Admission to graduate program in School of Education

HSES 885. Sport Sponsorship. 3 Credits.

The course provides a detailed examination of the relationship between sport and corporate sponsorship and strategies for selling sponsorship packages. Topics covered will include the theoretical rationale for sponsorship, creating and executing sponsorship agreements, determining the value of a sponsorship, evaluation of sponsorship activities, and techniques used to sell sponsorship packages.

HSES 886. Sport Fundraising. 3 Credits.

This course will serve three primary purposes. First is to provide the student with the ability to identify and explain important principles, models, guidelines, and challenges that come with managing sport fundraising projects. Next, this course will develop the skills necessary to be a successful sports fundraiser through comprehending the various methods woven throughout the book. Finally, this course will develop the ability to apply practical knowledge in an ethical and professional manner.

HSES 892. Psychology of Physical Activity. 3 Credits.

This course is designed for students interested in optimizing motivation and adherence to exercise among individuals in a wide range of physical

activity settings (e.g., health clubs, corporate fitness, physical therapy). The course content includes a review of the literature highlighting the psychological benefits of exercise, the theoretical advances in understanding the psychological aspects of individuals' participation in physical activity, and strategies and techniques for professionals attempting to foster motivation and adherence to exercise among their clients/members. Prerequisite: Admission in the health program or consent of the instructor.

HSES 896. Capstone in Sport Management. 3 Credits.

This course requires students to complete a culminating business plan for a new/emerging sport organization based from theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum in sport management. The business plan involves concepts and applications covered throughout the student's learning experience in the master's curriculum including marketing, finance, leadership, sociology, and legal considerations relative to sports management and the sports industry. NOTE: This course may only be taken in the student's final semester and the student must have a 3.0 GPA.

HSES 897. Independent Study. 1-4 Credits.

Prerequisite: Consent of advisor and instructor.

HSES 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

HSES 910. Biochemistry of Exercise. 3 Credits.

This course will include an in-depth examination of metabolic and endocrine principles as they relate to physical exercise and training. Specific topics will include: substrate utilization in exercise, metabolic controls, muscle biochemistry, body composition, nutritional aspects and hormonal influences in exercise. Both instructor and students will report on the most current literature relating to the topics. Prerequisite: Human biodynamics or a course in biochemistry.

HSES 960. Advanced Biomechanics and Data Programming. 3 Credits.

This course will focus on advanced biomechanical analysis of human movement and programming language in MATLAB. The course will provide students with knowledge of signal processing theories and data smoothing techniques, an understanding of using professional biomechanical equipment for data collection and data analysis, and perform a research study using EMG, 3D ground reaction forces, the center of pressure, 2D kinematics, 2D kinetics, and 3D kinematics. Prerequisite: Students must be admitted to the school or division of Education and Human Sciences program with a graduate standing or consent of the instructor.

HSES 980. Advanced Topics: _____. 1-3 Credits.

A special course of study to meet current needs of education professionals -- primarily for post-master's level students.

HSES 990. Doctoral Seminar. 3 Credits.

This seminar based course will be designed to prepare the doctoral student for academic careers or careers in industry after they graduate. The topics covered will be promotion and tenure procedures and expectations, including but not limited to teaching, responsible conduct of research, professional ethics, historical ethical issues, evaluation of ethical dilemmas, and service expectations at research intensive institutions, regional comprehensive institutions and small liberal arts colleges. Industry career options will be discussed and guest speakers from various disciplines will be brought in to discuss options and expectations with this career path. Prerequisite: Doctoral student or permission of the instructor.

HSES 995. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agency, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

HSES 996. College Teaching Experience in: _____. 3 Credits.

To meet the college teaching experience requirement for doctoral programs, a student shall engage in a semester long, planned, instructional activity that shall include college classroom teaching under supervision. Planning shall be done with the advisor and/or member of the faculty who will supervise the experience. The activity shall be done under the supervision of a member of the University of Kansas faculty or by an individual or individuals designated by the candidate's committee.

HSES 997. Individual Study. 1-4 Credits.

Prerequisite: Prior graduate course work in the area of study and consent of instructor.

HSES 999. Doctoral Dissertation. 1-15 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

Special Education Courses

SPED 261. Families and Professional Partnerships. 3 Credits.

This course provides information on issues and practices related to working together in partnership with families of young children including those who have a young child with special needs. Emphasis will be placed on taking a family systems prospective and a family-centered approach to family support. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. Relevant current scientifically based evidence will be reviewed and discussed pertaining to these topics.

SPED 326. Teaching Exceptional Children and Youth in General Education. 3 Credits. SWT

This course is designed for general education teacher trainees. It will provide them information about students with disabilities that they will have in their classrooms and the law governing special education and its implications for them as general educators. The course will address Individualized Educational Plans that are developed for students with disabilities and how general educators contribute to these plans. Students will learn about planning instruction that is differentiated to meet various learner needs, universal design principles and instructional tools, providing meaningful access to general education classrooms and curriculum for students with disabilities and designing and delivering appropriate accommodations and modifications to assist student learning. Prerequisite: Admission to the Teacher Education Program.

SPED 327. Instructional Practices for Students with Disabilities. 3 Credits.

This course focuses on effective, efficient strategies for delivering inclusive educational opportunities for students with significant support needs. Educator candidates will learn to structure, manage, teach and support social and emotional well-being for students with significant support needs. In this course, students will learn about systematic assessment and instructional procedures designed to meet students' academic, behavioral, and social-emotional needs. Prerequisite: SPED 326.

SPED 328. Using Technology to Plan and Design Instruction for All Students. 3 Credits.

This course addresses the use of technology to explore complex real world problems that impact an inclusive society. The course introduces

and provides indepth information of education frameworks including Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), and Positive Behavior Interventions and Supports (PBIS). Students will engage in applying UDL and other support frameworks in content-based learning environments. These experiences will integrate "problem-based learning" (PBL) to understand disciplinary knowledge, solve problems, and develop skills in instruction with technology solutions being an integral component.

SPED 362. Introduction to Early Education and Early Childhood Special Education. 3 Credits. SWT

This course is designed to provide an overview of the field of early education including early childhood education and early childhood special education. The historical, philosophical, research- base, policy and legal foundations for the field are discussed to provide the students with the knowledge to become an advocate for early learning opportunities (birth through grade 3) for all children and their families.

SPED 401. Professional Learning Seminar I. 1 Credits.

The purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that our KU students face in the schools. We will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the ethical conduct of professional teachers who make decisions each day that affect the lives of children and their families.

SPED 402. Professional Learning Seminar II. 1 Credits.

The purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that our KU students face in the schools. We will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the ethical conduct of professional teachers who make decisions each day that affect the lives of children and their families.

SPED 403. Professional Learning Seminar III. 1 Credits.

The purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that our KU students face in the schools. We will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the ethical conduct of professional teachers who make decisions each day that affect the lives of children and their families.

SPED 439. Student Teaching: Unified Early Childhood. 6-9 Credits. AE61 CAP

A supervised student teaching experience leading to initial teaching licensure in Kansas Unified Early Childhood (birth through grade 3). The student assumes the professional role as a teacher in an approved inclusive early childhood infant/toddler or preschool. Prerequisite: Admission to the Unified Early Childhood program. Approved application of intent to student teach.

SPED 440. Evid Based Prac in English/Lang Arts Literacy for Students Struggling or w/ IEPs: Beg Read & Writing. 2 Credits.

This course focuses on the development of foundational skills for planning, implementing, and assessing reading and literacy development for students with disabilities served in general education settings. Learning will focus on skills and dispositions to effectively plan with educational practitioners (general education, related services, paraprofessionals), to design curricular and instructional strategies to support and deliver high quality reading and literacy instruction to students with disabilities. The course will focus on how, as a teacher, one participates in tiered support systems and facilitates/provides

appropriately focused and intensive literacy instruction. Prerequisite: SPED 326, SPED 327, SPED 328.

SPED 441. Evidence Based Practices in Reading and Literacy for Students w/IEPs: Vocabulary&Comprehension Devel. 2 Credits.

This course focuses on the development of foundational skills for planning, implementing, and assessing reading and literacy development for students with disabilities served in general education settings with a focus on the "reading to learn" skills of vocabulary development, and comprehension in various content domains and texts. Learning will focus on skills and dispositions to effectively plan with educational practitioners (general education, related services, paraprofessionals), to design curricular and instructional strategies to support and deliver high quality reading and literacy instruction to students with disabilities. Prerequisite: SPED 326, SPED 327, SPED 328, SPED 440.

SPED 442. Evidence Based Practices in Mathematics, Science, and Social Studies for Students with IEPs. 2 Credits.

This course focuses on the development of foundational skills for planning, implementing, and assessing math, science, and social studies knowledge and skills for students with IEPs. The course will emphasize many of the "behind-the-scenes" strategies and activities that must be completed regularly and frequently with teaching colleagues to make progress in these three content areas possible for all elementary students. Prerequisite: SPED 326, SPED 327, SPED 328.

SPED 443. Evidence-based Strategies and Practices for Creating Positive, Productive Classrooms. 3 Credits.

This course focuses on effective, efficient strategies for setting up and monitoring classroom management practices for ALL students. In this course, students will learn about tiered systems of supports designed to meet students' academic, behavioral, and social-emotional needs. They will learn about the importance of designing positive behavioral interventions and supports based on the values and cultures of the community, with strong involvement from diverse families and community members. Prerequisite: SPED 326, SPED 327, SPED 328.

SPED 444. Classroom Assessment and Beyond. Practices for Students with IEPs. 3 Credits.

This course focuses on the development of foundational skills for classroom assessment. It includes planning for student learning, assessing student progress, communicating with students and families to track learning over time, and planning with colleagues to address learning needs and challenges that may emerge from progress monitoring.

SPED 446. Professional Learning Seminar UEC. 1 Credits.

The primary purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and early childhood professionals in a continuous seminar that focuses on important issues that our KU students face in the ECE (birth - grade 3) programs. We will critically examine instructional practices that support all young learners belonging and success, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for early childhood educators. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program is required.

SPED 450. Dis/ability in an American Context. 3 Credits.

This course is designed to introduce undergraduate students of any major to important theoretical and practical concepts regarding special

education, disability, and diversity. Successful completion of this course fulfills one requirement for the School of Education minor in Education.

SPED 494. Intrnshp-Specialized Instr in Gen Ed Elem Classrooms&Support Settings for Students w/Disabilities. 6 Credits.

A supervised field experience leading to initial teaching licensure in Elementary Education Unified (K-6). The teacher candidate assumes the total professional role as a teacher serving students with high incidence disabilities and low incidence disabilities in inclusive elementary classrooms and in support settings. Prerequisite: Admission to EEU program, completion of EEU program courses with B or better/enrollment in final semester of program, approved application of intent to complete internship.

SPED 495. Developing the ECU Teaching Portfolio. 3 Credits.

This course meets in conjunction with student teaching and includes assigned readings, participation, and writing. The seminar provides opportunities for candidates to discuss their transition from their role as an aspiring early educator to a career in early childhood education within birth to grade 3 community and public-school settings serving young children and their families. Candidates will engage instructional planning, implementation, and outcome assessment including reflection on their own successes and challenges as they move to becoming a qualified reflective early childhood educator. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program is required.

SPED 497. Independent Study. 1-2 Credits.

Only one enrollment permitted each semester, a maximum of four hours will apply toward a bachelor's degree. Prerequisite: Recommendation of advisor and consent of instructor.

SPED 501. American Sign Language I (ASL I). 3 Credits. F1

This course will cover the development of American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction.

SPED 502. American Sign Language II (ASL II). 3 Credits. F2

This is the second level course in American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction. Prerequisite: SPED 501.

SPED 503. American Sign Language III (ASL III). 3 Credits. F3

This is the third level course in American Sign Language. The primary objective of the American Sign Language III "Signing Naturally" Level 2 curriculum is for students to continue using the two basic language skills: visual listening and signing. Prerequisite: SPED 502.

SPED 504. American Sign Language IV (ASL IV). 3 Credits. F4

This is the fourth level course in American Sign Language. The primary objective of the American Sign Language IV "Signing Naturally" Level 3 curriculum is for students to continue using the two basic language skills -- visual listening and signing. Prerequisite: SPED 503.

SPED 506. Advanced Practices for Children with Disabilities in the Elementary General Education Classroom. 3 Credits.

This course is designed to enable novice teachers to master and apply the instructional and communicative skills that will facilitate appropriate and productive inclusion of children and youth with exceptionalities within general education classrooms and other school settings. Specific research-based strategies in curriculum content acquisition (content enhancements, learning strategies, classwide-peer tutoring), and specific research-based strategies in behavior management will be learned and

applied to real teaching experiences. Novice teachers will learn about collaborative structures found in schools to support student learning in general education settings (co-teaching, collaborative consultation, teacher/student support teams) and roles and responsibilities of teachers within these structures. Prerequisite: Admission to the Teacher Education Program.

SPED 507. Advanced Practices for Children with Disabilities Middle/Secondary General Education Classroom. 3 Credits.

This course is designed to provide novice teachers with the instructional, communicative skills, and design skills necessary to facilitate appropriate and productive inclusion of adolescent-age students with disabilities and other diverse learning needs. Specific research-based strategies in curriculum content acquisition and in behavior management will be learned and applied. Furthermore, teachers will learn how to apply design-based skills to develop appropriate accommodations or modifications to curriculum, instruction, and outcomes as directed by an IEP. Teachers will learn about collaborative structures found in schools to support student learning in general education settings and the roles and responsibilities of teachers within these structures. Students will be introduced to key concepts in transition planning and self-determination for students with disabilities as they prepare to enter the adult world. An outcome of this class will result in students being able to understand and use evidence-based strategies, Universal Design for Learning, and design appropriate measures of progress for ALL learners in both brick and mortar as well as digital settings. Prerequisite: Admission to the Teacher Education Program.

SPED 635. Introduction to Teaching Learners with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course examines current principles and inclusive practices for learners with significant disabilities. The course will focus on the extant research base concerning inclusive practices, characteristics of learners with low-incidence disabilities, and instructional strategies. Prerequisite: SPED 326 or equivalent.

SPED 641. Methods & Assessment: Literacy Interventions Struggling Learners&Students High-Incidence Disabilities. 3 Credits.

This course will provide in depth learning experiences targeting literacy; both reading and writing. Students will learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with adaptive special education needs, and will learn about evidence-based instructional approaches and curriculum developed for students with disabilities and struggling students in general. The course is intended for persons working toward the Kansas teaching license in teaching students needing an adapted curriculum. Prerequisite: SPED 730, admittance into the Adaptive program in the Department of Special Education, or permission of the instructor.

SPED 642. Assessment and Methods of Teaching Students with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course prepares teacher candidates to assess students with disabilities using formal and informal measures, to use assessment information to develop a strengths-based inclusive Individual Education Program (IEP), to design instruction related to IEP goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. Prerequisite: SPED 326.

SPED 650. Constructing Early Childhood Curriculum. 3 Credits.

Students in this course will learn to design, implement and evaluate developmentally appropriate curricula and programs for children from birth through kindergarten. Issues of curriculum design and assessment are introduced as interrelated processes that include structuring learning environments and experiences that are responsive to children's interests

and abilities. Students analyze and evaluate curriculum that focuses on the five developmental domains a) social emotional development; b) cognitive development; c) language and communication development; d) adaptive behavior development; and e) gross and fine motor development and in addition the content domains of literacy, science, math, and fine art. Strategies for developing learning opportunities that are appropriate for young children, including children with special needs and children from diverse cultural, ethnic and linguistic backgrounds, will be explored. Prerequisite: Admission to School of Education UEC program.

SPED 661. Supporting Children with Significant Learning and Behavioral Challenges. 3 Credits.

Students in this course will gain knowledge of the causes, and intervention and support approaches for young children with multiple and significant disabilities including neurological impairments, physical disabilities, sensory impairments, significant developmental disabilities and challenging behavior. Emphasis is placed on environmental adaptations and direct instructional techniques to maximize independence as determined through systematic ecological inventories tailored to the individual child's strengths and needs. Information is also provided on assistive technology designed to provide appropriate supports. Functional behavioral assessment procedures, proactive intervention strategies, and developing collaborative support plans will be studied. Prerequisite: Admission to the Teacher Education Program.

SPED 663. Assessment Strategies in Early Education. 3 Credits.

Examines the practice of gathering information for the purpose of making individual referral and instructional decisions for infants, toddlers, and young children with and without special needs. Discusses effective informal assessment techniques and emphasizes an ecological approach to gathering information. Introduces standardized assessment and screening instruments and provides an overview of the purposes and limitations of such tests. Prerequisite: Admission to the Teacher Education Program.

SPED 664. Inclusive Strategies and Intervention for Infants and Toddlers. 3 Credits.

Emphasizes curriculum development and early intervention provision for infants and toddlers through the planning of appropriate learning experiences, the design of learning environments, developing Individual Family Service Plans (IFSP), promoting collaboration among families and the use of various methods of enhancing the child's development across the five (social-emotional, adaptive, cognitive, physical/movement, communication) development domains. The role of the educator/early interventionist in relation to the family and the child is examined. Curriculum resources and intervention strategies for infants and toddlers with special needs are reviewed with emphasis on interdisciplinary planning and implementation. Prerequisite: Admission to the Teacher Education Program.

SPED 665. Inclusive Strategies and Intervention for Preschoolers. 3 Credits.

Provides the opportunity for students to develop and evaluate inclusive environments for young children. This course emphasizes meeting the needs of all young children through an integrated approach to planning, implementing and assessing instruction in all areas; linking assessment information to individualized instruction; developing Individual Educational Plans (IEPs) and promoting collaboration among families, schools and communities. Service delivery systems and transitions between early childhood programs are reviewed in relation to curriculum. Curriculum development for early childhood content areas (literacy and language, numeracy, science, social studies, physical education and the arts) and domains (language, social/emotional, physical, and cognitive) will be explored. Prerequisite: Admission to the Teacher Education Program.

SPED 667. Field Experience in Preschool. 1 Credits.

This supervised field experience is intended to allow the pre-service teacher to apply the knowledge gained in SPED 665 Inclusive Strategies and Intervention for Preschoolers, by working with infants and toddlers in early intervention settings/programs. To be taken concurrently SPED 665. Prerequisite: Admission to the Teacher Education Program.

SPED 672. Field Experiences with Exceptional Children and Youth: _____. 1-3 Credits.

A course designed to provide experiences for students to participate with exceptional children in public schools and/or residential facilities and with professional personnel associated with the lives of exceptional students including special education teachers, child care workers, therapists, etc. Students will have opportunities to participate as aides, tutors, and instructors with individual and small groups of exceptional youth in one or more placements. Through weekly meetings with the instructor students are guided to relate their experiences to the needs and services for exceptional children and youth. Prerequisite: SPED 635.

SPED 675. Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

Intensive diverse and direct teaching experiences with children and youth with disabilities in educational settings. The course is differentiated from SPED 775 through the amount of scaffolding undergraduate students will receive when demonstrating skill application (e.g., undergraduates report and receive feedback on practicum experiences on a more frequent basis, reduced data collection requirements, more emphasis on cooperating teacher providing guidance, etc.). This practicum is a requirement for provisional endorsement according to KSDE. Students who have completed SPED 675 cannot enroll in SPED 775 within in same curricular area. Prerequisite: SPED 326.

SPED 701. American Sign Language I (ASL I). 3 Credits.

This course will cover the development of American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction.

SPED 702. American Sign Language II (ASL II). 3 Credits.

This is the second level course American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction. Prerequisite: SPED 701.

SPED 703. American Sign Language III (ASL III). 3 Credits.

This is the third level course in American Sign Language. The primary objective of the American Sign Language III "Signing Naturally" Level 2 curriculum is for students to continue using the two basic language skills: visual listening and signing. Prerequisite: SPED 702.

SPED 704. American Sign Language IV (ASL IV). 3 Credits.

This is the fourth level course in American Sign Language. The primary objective of the American Sign Language IV "Signing Naturally" Level 3 curriculum is for students to continue using the two basic language skills -- visual listening and signing. Prerequisite: SPED 703.

SPED 723. Positive Behavior Interventions and Supports for Students with Low-Incidence Disabilities. 3 Credits.

This course is designed to teach students how to apply behavioral principles in educational settings to support students with low incidence disabilities and complex communication needs in inclusive environments. Specifically, the course emphasizes (a) definition of behavior from a behavioral perspective, (b) measurement strategies including observation, time sampling, and frequency counts, (c) preventative and responsive strategies to address challenging behaviors, including reinforcement, (d)

function-based assessment and intervention planning, (e) incorporating behavioral strategies into ongoing instruction, and (f) collaborating with families and other professionals to support prosocial behaviors and address challenging behaviors.

SPED 725. Introduction to the Psychology and Education of Children and Youth with Disabilities. 3 Credits.

This course provides an overview of current practices in the identification, placement, and education of students with disabilities. This course emphasizes on patterns of social, cognitive, language, and physical development. Social, political, and economic advocacy issues are also addressed. Prerequisite: One course in Child Development.

SPED 730. Characteristics, Methods & Assessment: Intro Struggling Learners & Students High-Incidence Disabilities. 3 Credits.

The course is designed as an introduction to the characteristics, assessment and identification process, and initial instructional and behavioral interventions needed in meeting the needs of students with high-incidence disabilities under the Kansas Adaptive Teacher Education Standards. The needs for specialized services to meet specific learning and/or behavioral needs will be presented. Frameworks for instruction and conceptualizing best practice will be introduced including the principles of Universal Design for Learning and the Multi-Tier System of Support. The role of the educator in identifying, understanding and implementing evidence-based practices is also examined. Curriculum resources and intervention strategies for students with high-incidence disabilities will be introduced with emphasis on tiered planning and implementation. The course is intended for persons working toward the Kansas teaching endorsement in the Special Education Adaptive Area. Prerequisite: Admittance into the Adaptive endorsement teacher education program in the Department of Special Education or permission of the instructor.

SPED 731. Supporting Children with Significant Learning and Behavioral Concerns. 3 Credits.

Students in this course will gain knowledge of the causes, and intervention and support approaches for young children birth through 5 years with significant support needs. These include young learners with multiple and significant disabilities including neurological impairments, physical disabilities, sensory impairments including dual sensory impairments, complex health care needs, significant developmental disabilities and challenging behavior. Emphasis is placed on environmental adaptations and direct instructional techniques to maximize independence as determined through systematic ecological inventories tailored to the individual child's strengths and needs. Information is also provided on assistive technology designed to provide appropriate supports. Functional behavioral assessment procedures, proactive intervention strategies, and developing collaborative support plans will be studied. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor. SPED 752 or its equivalent, SPED 734 or its equivalent, and SPED 755 or its equivalent.

SPED 732. Preparation for Teaching Students with Low Incidence Disabilities. 6 Credits.

The purpose of this course is to prepare the limited residency license (LRL) eligible teacher with an overview of essential content to be successful as a special education teacher for students with low-incidence disabilities on Day 1 of their teaching position. In this online course, students will receive an overview of core content, working with students with disabilities and preparation for essential job duties that will be covered in more depth during the rest of the program.

SPED 734. Inclusive Strategies and Intervention for Infants and Toddlers: _____. 3 Credits.

Emphasizes curriculum development and early intervention provision for infants and toddlers through the planning of appropriate learning experiences, the design of learning environments, developing Individual Family Service Plans (IFSP), promoting collaboration among families and the use of various methods of enhancing the child's development across the five (social-emotional, adaptive, cognitive, physical, communication) developmental domains. The role of the educator/early interventionist in relation to the family and the child is examined. Curriculum resources and intervention strategies for infants and toddlers with special needs are reviewed with emphasis on interdisciplinary planning and implementation. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor.

SPED 735. Introduction to Teaching Learners with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course examines current principles and inclusive practices for learners with significant disabilities. The course will focus on the extant research base concerning inclusive practices, characteristics of learners with low-incidence disabilities, and instructional strategies. Prerequisite: SPED 326 or equivalent.

SPED 736. Foundations of Early Intervention. 3 Credits.

This course explores evidence-based principles and practices of providing early intervention services, including requirements of IDEA Part C, mission and key principles of early intervention and recommended practices and standards. Students will engage in guided field observations of assessment, intervention and collaborative practices, reflective practice and teaming/coaching activities. (Same as SPLH 736.)

SPED 737. Infants and Toddler with Significant Needs. 3 Credits.

This course explores the challenges infants and toddlers with significant developmental needs face and how to best support their participation in daily activities. Challenges faced by medical, physical, communication, social-emotional, hearing, vision, and mental health issues will be discussed along with how to support these needs across disciplines and in the home and community activities. This course will provide in-depth review of the unique challenges these children and families face and how providers from various backgrounds can work together to best support children and families. Environmental adaptations and direct instructional techniques to maximize independence tailored to the infant and toddler's strengths and needs will be explored. Information is also provided on assistive technology designed to provide supports. Functional behavioral assessment procedures, proactive intervention strategies and psycho-educational approaches as well as the development of collaborative support plans will be studied. (Same as SPLH 737.)

SPED 739. Special Education Early Childhood Unified Practicum. 1-3 Credits.

A supervised field experience leading to initial teaching licensure in Kansas early childhood unified (birth through kindergarten). The student assumes the total professional role as a teacher in an approved inclusive early childhood program to include infant/toddler and preschool or kindergarten. Prerequisite: Admission to ECU licensure program.

SPED 741. Methods & Assessment: Literacy Interventions Struggling Learners & Students High-Incidence Disabilities. 3 Credits.

This course will provide in depth learning experiences targeting literacy; both reading and writing. Students will learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with adaptive special education needs, and will learn about evidence-based instructional approaches and curriculum developed for students with disabilities and struggling students in general. The course is intended for persons working toward the Kansas teaching

license in teaching students needing an adapted curriculum. Prerequisite: SPED 730, admittance into the High Incidence program in the Department of Special Education, or permission of the instructor.

SPED 742. Assessment and Methods of Teaching Students with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course prepares teacher candidates to assess students with disabilities using formal and informal measures, to use assessment information to develop a strengths-based inclusive Individual Education Program (IEP), to design instruction related to IEP goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. Prerequisite: SPED 635 or 735.

SPED 743. Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management. 3 Credits.

This course provides a problem-solving approach and the framework for teaching and assessment strategies to develop pro-social behavior in students with disabilities and their typical peers in classrooms and whole school contexts. Students assess problem behavior, discover the functions of problem behavior, and learn pro-social alternatives in home, school, and community settings. Prerequisite: SPED 730 or permission of instructor.

SPED 746. Assessment and Supports for Students with Complex Communication Needs. 3 Credits.

This course prepares teacher candidates to assess students with complex communication needs, to use assessment findings to develop communication supports, to implement communication supports in natural settings, and to progress monitor communication development. Prerequisite: SPED 642 or SPED 742.

SPED 750. Curriculum and Methods in Early Childhood. 3 Credits.

This is a curriculum and methods course that addresses how to design, implement and evaluate developmentally appropriate curricula and programs for children from birth to six years of age. Issues of curriculum design and assessment are introduced as interrelated processes that include structuring learning environments and experiences that are responsive to children's interests and abilities. Strategies for developing learning opportunities that are appropriate for young children, including children with special needs and children from diverse cultural, ethnic and linguistic backgrounds, will be explored. Students analyze and evaluate curriculum that focuses on facilitating progress in the domains of a) social emotional development; b) cognitive development; c) language and communication development; d) adaptive behavior development and e) gross and fine motor development. Students also analyze and evaluate curriculum standards and frameworks for the young child's acquisition of concepts, skills and dispositions that support the development of early competencies and interest in literacy, mathematics, the sciences, social studies, the arts and individual and group sports. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor. SPED 752 or its equivalent (may be taken concurrently).

SPED 752. Overview of Early Childhood and Early Childhood Special Education. 3 Credits.

The course serves as an introduction to the profession including historical, philosophical, social and psychological foundations, awareness of value, ethical and legal issues, staff relations and the importance of becoming an advocate for children and families. Students will analyze/interpret trends in early education, including diversity, early childhood special education, family centered practices, legislation, public policy, and developmentally appropriate practice. The two key professional organizations, National Association for the Education of Young Children (NAEYC) and Division

of Early Childhood for the Council for Exceptional Children (DEC), recommended practices serve as the foundation for understanding the roles, knowledge and competencies of the early educator. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor.

SPED 753. Assessment in Early Education. 3 Credits.

This course examines the practice of gathering information for the purpose of making individual referral and instructional decisions for infants, toddlers, and young children with and without special needs. Discusses effective informal assessment techniques and emphasizes an ecological approach to gathering information. Introduces standardized assessment and screening instruments and provides an overview of the purposes and limitations of such tests. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor.

SPED 755. Inclusive Strategies and Interventions for Preschoolers: _____. 3 Credits.

This is a methods course that covers instructional approaches and procedures that offer developmentally appropriate, effective and inclusive early intervention for preschool and kindergarten age children who experience developmental delays, disabling conditions or who are at-risk for developmental problems and disabilities. It is directed toward: (a) "how" to teach, or the technical components of developing and delivering effective instruction that provide access to the general early childhood curriculum within recognized approaches to early childhood education for young children, and (b) the "what" to teach, or the selection of developmentally and individually appropriate child objectives as well as specific materials and specialized instructional approaches. The relationship of instructional planning to state and federal mandates will also be considered. The course is primarily intended for persons who are currently working toward certification in the ECSE program area. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor. SPED 752 (may be taken concurrently).

SPED 756. Special Education Leadership. 3 Credits.

This is an introductory course in special education law and policy implementation. It is designed to provide school and district administrators, and other special education stakeholders, with a basic understanding of key points in the history of special education law and policy. It focuses primarily on the Individuals with Disabilities Education Act (IDEA) and its core concepts, with particular attention to Least Restrictive Environment (LRE). This course is designed to provide a working knowledge of IDEA's procedural requirements, the preferred practices associated with implementing the procedures in schools, criticism of these practices and their implementation, and ideas for addressing these criticisms in ways that promote more equitable and inclusive special education practices. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 757. History, Context, and Critique of Special Education. 3 Credits.

This course is designed to provide school and district administrators, and other special education stakeholders, with a general understanding of the history of the treatment of individuals with disabilities and the development of special education law and policy over time. It foregrounds current issues in the post-IDEA organization of the field, highlighting the goals and challenges of democratic leadership and civic professionalism in relation to special education. The course concludes with a final paper

and online presentation examining how history, disability, difference and justice inform special education leadership, both in theory and in practice. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 758. Appropriate Education and Least Restrictive Environment. 3 Credits.

This course is designed to give school and district administrators, and other special education stakeholders interested in special education leadership, a deep understanding of two core principles of the Individuals with Disabilities Education Act (IDEA). These are: (1) appropriate education; and (2) least restrictive environment. The course continues the same pattern established in the previous courses for this four-course program. It introduces these core IDEA concepts, features a week of criticisms of those concepts, and follows with a week on remedies to address key issues identified. The last two modules of the course focus on the Individualized Educational Plan and inclusive practices. The course concludes with a final project. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 759. Non-Discriminatory Evaluation, Parent Participation, and Procedural Due Process. 3 Credits.

This course is designed to give school and district administrators, and other special education stakeholders interested in special education leadership, a deep understanding of three of the core principles of the Individuals with Disabilities Education Act (IDEA). These are: (1) non-discriminatory evaluation; (2) parent participation; and (3) procedural due process. The course continues the same pattern established in the previous courses for this four-course program. It introduces these three core IDEA concepts, features a week of criticisms of those concepts, and follows with a week on remedies to address key issues identified. The last two modules of the course focus on the Individualized Educational Plan and inclusive practices. The course concludes with a final project. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 760. Introduction to Autism Spectrum Disorders. 3 Credits.

An introductory graduate-level course on autism spectrum disorder. Addresses characteristics of children and youth with autism spectrum disorder. Also surveys trends, issues, and evidence-based practices promoting academic, social, behavioral, and communicative development of learners with autism spectrum disorder.

SPED 772. Participation with Children and Youth with Disabilities: _____. 1-3 Credits.

A course designed to provide field experiences with children and youth with disabilities in settings where educational services are provided. Students work directly with professionals such as special education teachers, general education teachers, therapists and other support personnel. Students participate as aides, tutors, and instructors with individual and small groups of children and youth. Ongoing meetings with supervisors are designed to facilitate both reflection and strategic learning.

SPED 775. Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

Intensive diverse and direct teaching experiences with children and youth with disabilities in educational settings. This practicum is a requirement for provisional endorsement according to KSDE. Students who have completed SPED 775 cannot enroll in SPED 675 within in same curricular area. Prerequisite: Varies by topic.

SPED 785. Application of Assessment Information for Exceptional Children and Youth: Autism Spectrum Disorder. 3 Credits.

An analysis of information derived from assessment instruments and procedures appropriate to measuring the social and cognitive

development of exceptional children and youth. Provides experiences in determining assessment data required in the development of individualized educational programs (IEP). Attention is also given to the design of informal assessment procedures, specific to the needs of exceptional children and youth. Experience is provided in the preparation and presentation of assessment data for use in instructional planning conferences.

SPED 790. Methods for Learners with Higher-Functioning Autism Spectrum Disorder. 3 Credits.

This is a methods course, with special emphasis on learners with high-functioning autism spectrum disorder. Particular attention is given to evidence-based practices and strategies for teaching, managing and promoting social skill and social communication development and proactive social interactions.

SPED 798. Special Course: _____. 1-5 Credits.

A special course designed to address topical issues. Graded on a satisfactory/unsatisfactory basis.

SPED 800. Teaching Language and Communication Skills to Students with Autism and Developmental Disabilities. 3 Credits.

Course covers aspects of communicative behavior of learners with autism and other developmental disabilities. Emphasis is on a verbal behavior approach and evidence-based practices for teaching communication skills including symbol exchange systems, augmentative and alternative communication strategies, and speech generating devices. Methods for evaluating intervention fidelity and effects on communicative behavior are covered along with strategies to support collaboration between speech and language pathologists and other individualized education team members. Prerequisite: Completion of SPED 760 and SPED 860 or instructor approval.

SPED 841. Advncd Methds&Asmnt:Learng Stratg&Contnt Mastery Struggling Learners&Stdnts High-Incidence Disabilit. 3 Credits.

This course is designed for graduate students enrolled in the Masters of Science Program with an emphasis in school-age populations primarily with high mild disabilities or seeking to obtain a license to teach students needing an adapted curriculum in Kansas. Course experiences focus on how to identify and implement evidenced-based practices designed to increase the success of students with mild disabilities in mathematics, social studies, science, and language arts through their participation in general and special education classrooms primarily in grades 4-12. This course emphasizes practices associated with understanding and evaluating curricular demands, monitoring student progress in content-area courses, providing tiered supports and accommodations in teaching, using assessment and grading alternatives, and incorporating the principles of explicit and strategic instruction to design instruction that will promote and enhance content-area learning. The course is intended for persons working toward the Kansas teaching license in teaching students needing an adapted curriculum. Prerequisite: SPED 730, SPED 741, admittance into the High Incidence Disabilities program in the Department of Special Education, or permission of the instructor.

SPED 842. Methods in Access and Inclusion in the Core Curriculum. 3 Credits.

This course focuses on foundational skills for setting up an inclusive program that meets the needs of students with low-incidence disabilities in general education settings. The course will emphasize many of the "behind-the-scenes" strategies and activities that must be completed on a regular basis to make inclusive education effective and efficient. Prerequisite: SPED 635 or SPED 735 and SPED 642 or SPED 742.

SPED 843. Advanced Methods&Assessment:Strategies for Students with Significant Behavior, Social&Emotional Need. 3 Credits.

This course is designed to introduce educators and related service professionals to prevention and intervention related to a broad range of antisocial, aggressive, and behavioral problems. Approaches focus on understanding and addressing the precipitating factors related to inappropriate behavior, short-term approaches for immediate crises, and problem-solving strategies for longer-term change. Course content will include antisocial, aggressive, and violent behavior; options for classroom interventions; school and system-oriented interventions, and ethical and legal issues involved in various prevention and intervention approaches. Class work will focus on literature, research-based intervention approaches, and case work illustrating specific approaches and programs. Prerequisite: SPED 631 or SPED 731, SPED 741, and SPED 743.

SPED 844. Advanced Methods in Access and Inclusion in the Core Curriculum. 3 Credits.

This course develops critical skills for implementing an inclusive program that meets the needs of students with low-incidence disabilities in general education settings. The course will emphasize many of the day-to-day strategies and activities that must be completed on a regular basis to make inclusive education effective and efficient for all learners. Prerequisite: SPED 635 or SPED 735 and SPED 642 or SPED 742.

SPED 851. Law and Special Education. 3 Credits.

This course focuses on laws that apply to special education, especially "Individuals with Disabilities Education Act" and "No Child Left Behind Act." The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. The course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting students with disabilities and examines the six principles of P. L. 94-142 and similar principles in state legislation. (Same as ELPS 856.)

SPED 852. Citizens with Disabilities, Public Policy, and Policy Analysis. 3 Credits.

Students to analyze public policy that affects citizens with disabilities, various models of analysis are brought to bear on federal policy (e.g., education, transportation, housing, institutionalization, protection and advocacy, medical assistance, employment, vocational rehabilitation, and others). This course is not valid for core requirement in history and/or philosophy of education. Prerequisite: SPED 851 or permission of instructor.

SPED 854. Family and Interprofessional Collaboration in Special Education. 3 Credits.

This course is designed to provide knowledge and skills to implement federal and state mandates for special education and related services programs as they relate to building and maintaining relationships with families of students with disabilities, and developing effective school programs. It covers procedures for developing, implementing, and evaluating (a) instructional accountability for special education students' participation in district and state assessment; (b) relationships between general and special education personnel and programs; (c) roles and responsibilities; (d) interdisciplinary team planning including families; (e) coordinating, educating, and supervising paraeducators; and (f) general management responsibilities associated with instruction of children and youth with disabilities. Course topics will include collaboration in schools, community systems and families, historical perspectives of family life and school involvement, effective relationships between home, school, community, communication among professionals and with families, school-based programs, home-based programs, and multicultural considerations. Prerequisite: SPED 631 or SPED 731, or SPED 632 or SPED 732, or SPED 735.

SPED 856. Transition Education and Services from Childhood through Adulthood. 3 Credits.

The purpose of this course is to provide a background in career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development and transition processes, transition services assessment, secondary special education curricular implications, career development and transition service needs, collaborative services in schools and communities to promote quality transition services, and issues and trends in transition education and services.

SPED 857. Career Development for Youth. 3 Credits.

The purpose of this course is to provide graduate students in special education and related areas who are specializing in secondary school/transition programs with an overview of career development for youth with disabilities. Emphasis is placed upon theory and practice related to career development, workbased learning, and school and community vocational training models. Prerequisite: SPED 856.

SPED 858. Assessment for Transition Planning. 3 Credits.

This course is designed to provide a review of psychometric principles and their utility as a foundation for quality assessment in transition assessment and planning for youth with disabilities. Formal and informal assessments across a range of transition planning areas are reviewed and evaluated. Skills in curriculum-based assessment, rating scales, situational assessment, and functional assessment are emphasized. Prerequisite: SPED 856 or permission of instructor.

SPED 859. Interagency Services for Transition to Adulthood. 3 Credits.

The purpose of this course is to provide an overview of interagency and community services and systems for adolescents and young adults with disabilities. Emphasis is placed on theory and practice related to interagency collaboration; systems change efforts in transition services; and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of adult life. Prerequisite: SPED 856.

SPED 860. Education of Children and Youth with Disabilities: Autism Spectrum Disorder. 3 Credits.

This course is designed to prepare students to implement evidence-based strategies for individualized and group instruction. Methods for developing and implementing overall treatment/educational programs, planning or selecting curriculum/service models for programs, and developing instructional materials are emphasized. Procedures for managing classroom staff and service resources, coordinating educational programs with families, other service personnel and program support staff, and monitoring overall program effectiveness are addressed.

SPED 861. Blending Academics and Transition. 3 Credits.

The purpose of this course is to provide graduate students with research evidence of each of the components of universal design for learning within access to the general academic curriculum: multiple means of representation, expression, and engagement. Prerequisite: SPED 856.

SPED 862. Work-Based Learning. 3 Credits.

The purpose of this course is to provide graduate students with models and strategies to develop and coordinate meaningful work experiences for youth with disabilities. Emphasis is placed on practical strategies for engaging with community businesses, developing and customizing jobs and supporting youth in the workplace. Prerequisite: SPED 856.

SPED 863. Student Engagement in School and Community. 3 Credits.

The purpose of this course is to provide graduate students in special education and related areas who are specializing in secondary school/transition programs with an overview of models and issues pertaining to school and community engagement for secondary age youth. Prerequisite: SPED 856.

SPED 871. Advanced Practicum with Exceptional Children Needing an Autism Spectrum Curriculum. 3 Credits.

This is an advanced practicum experience for the graduate student teaching children and youth with autism spectrum disorder (ASD). The practicum is designed to provide intense, diverse and direct teaching experiences with children and youth who have learning and behavioral needs in the mild through moderate range and who have been identified with ASD. Prerequisite: SPED 760; SPED 860; SPED 785; SPED 790; SPED 800; SPED 743.

SPED 875. Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

This course is designed to provide intensive field work and direct teaching experiences with children and youth with disabilities in educational, residential, and clinical settings. Prerequisite: SPED 775.

SPED 897. Independent Study. 1-4 Credits.

Prerequisite: Consent of advisor and instructor.

SPED 898. Master's Project. 1-4 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

SPED 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

SPED 930. Praxis Seminar: Scholarship and Writing. 3 Credits.

Course assists first-year doctoral students in (a) developing a scholarly identity and technical skills in the areas of teaching, scholarship, and service, (b) developing a critical understanding of the scholarship informing special education practices and policies through course readings and seminar discussions, and (c) developing the skills to complete a comprehensive, critical review of a topic in the field of special education and disability. Prerequisite: Doctoral student status in Special Education.

SPED 932. Praxis Seminar: Scholarship of Teaching. 3 Credits.

Course assists doctoral students in learning (a) what is known about effective teacher education, (b) how that knowledge is translated into practice, and (c) what methodologies can be enlisted to conduct cutting-edge teacher education research. Prerequisite: Doctoral student status in Special Education.

SPED 937. Cross-Specialization Seminar: Methodological and Conceptual Issues in Special Education. 3 Credits.

The purpose of this seminar is to enable doctoral students to develop an interdisciplinary stance in their research and teaching by building meaningful connections across three types of knowledge-metatheoretical foundations of the social science and humanities disciplines; methodological and theoretical knowledge of the social sciences/humanities and theoretically-oriented social professions; and specialized knowledge of education, special education, and related professions. The primary focus of the seminar is the methodological traditions of the social sciences/humanities and education and their application to historically-significant, intractable special education problems such as exclusion/segregation, instructional ineffectiveness, and race and class bias, all of which intersect and implicate our various doctoral specialization areas. The secondary focus is application of the theoretical knowledge of the social science/humanities disciplines and theoretically-oriented social professions to these and related contemporary special education problems.

SPED 950. Civic Professionalism. 3 Credits.

This course is concerned with the relationship between professions and society in a democracy, and specifically, with the ethics and practices associated with the professions of education, special education, and other disability-related fields. Models of professionalism are compared and advantages of civic professionalism for individuals with disabilities and their families, the professions, and society as a whole are explored. Lessons drawn from disagreements over questions such as the nature and social consequences of the professions are used to broaden understanding of what professionalism could and should be in a democracy. Prerequisite: Admission to doctoral program.

SPED 951. Supporting Early Childhood/Early Childhood Special Education Practitioners in Evidence Based Practice. 3 Credits.

This course will add to the formation of doctoral students as scholars who support practitioners as they strive to be effective consumers of research and implement evidence based practice. The course will address history and current trends, issues/problems and associated methodologies, key leaders, and schools of thought for the fields of Early Education/Early Childhood Special Education with a focus on educator preparation. This course includes active involvement in teaching Early Childhood Unified masters degree students participating in SPED 752, Overview of Early Childhood/Early Childhood Special Education. Doctoral students will help plan and teach SPED 752 course sessions as well as mentor SPED 752 students, who are developing understandings of and writing about evidence based practice. Prerequisite: Admission to the Special Education Doctoral program or instructor permission.

SPED 956. Families, Diversity, and Special Education. 3 Credits.

This course will engage students in analyzing, evaluating, and planning for conducting research into an array of equity issues for families of students with or considered "at risk" for disabilities associated with the programs and professionals that serve them. Students will critically engage the origins and reproduction of dominant discourses regarding families from diverse backgrounds, drawing on interdisciplinary frames and research approaches for identifying systemic inequities within educational institutions for families and their children from diverse racial, ethnic, social class, and linguistic backgrounds. Prerequisite: Admission to a doctoral program.

SPED 957. Instructional Technology and Design for Individuals with Diverse Learning Needs. 3 Credits.

This course is designed to provide students with a foundational understanding and analysis of emerging critical topics and research in instructional design, technology innovation, implementation of innovation across higher education and k-12 environments as it relates to struggling learners, especially individuals with disabilities. The focus of the course is to contextualize issues in design, planning, development, implementation, and evaluation of technology as it aligns to the needs of struggling learners and their peers with identified disabilities. Topics will include Assistive Technology (AT), Instructional Technology (IT), Universal Design (UD), Universal Design for Learning (UDL), models of instructional design, usability, human-factors/performance measurement, blended and online learning (higher education /k-12), adoption/abandonment, outcome measures, Technological Pedagogical Content Knowledge (TPACK) and current trending topics related to research, teacher education, and implementation of IDT in higher education and k-12 education, again, as it applies to the relevant needs of struggling learners and their peers with disabilities. Students will be required to coordinate requirements with research & teaching competencies and outcomes of the special education doctoral program specific to the IDTI specialization. Prerequisite: Admission to a doctoral program.

SPED 958. Advanced Research in Universal Design for Learning. 3 Credits.

As we understand more about the learning process, the more we recognize the importance of design. Simple modifications to the learning environment and the instructional process can shape whether learners access, process, and develop understandings within the experience. As future leaders, it is important for you to understand and continually reflect on how the design elements within your research, teaching, and service will impact learners. Universal Design for Learning (UDL) provides a basis for thinking about the use of design within the learning process. As a scientifically-based instructional framework, UDL is focused on supporting the variability that exists in all learners. UDL integrates proactive as well as iterative instructional design across goals, methods, materials, and assessments to support the development of expert learners. This course is designed to expand on the foundational knowledge of UDL to support an interdisciplinary understanding across various fields of study that engage in the framework's advancement. Learners will develop understanding surrounding the contemporary issues and topics facing UDL in research, development, and implementation. Prerequisite: Admission to a doctoral program.

SPED 960. Special Education Policy and Politics. 3 Credits.

This course is concerned with political struggles associated with the formation of special education law and policy and its implementation in schools and associated institutions. Using an interdisciplinary theoretical framework that views policy development historically and institutionally, it analyzes the formation and implementation of the Individuals with Disabilities Education Act from its origins in disability-focused social movements to its implementation in largely resistive school organizations. Prerequisite: SPED 950 or permission of instructor.

SPED 963. Self-Determination, Support Needs, and the Application of Positive Psychology to Disability. 3 Credits.

Practices pertaining to the third wave of the disability movement and the third generation of inclusive education emphasize strengths-based models that conceptualize disability not as a deficit within the person, but in the context of the gap between personal capacity and the demands of the environment. This course will provide students with in-depth instruction and reading pertaining to 21st century understandings of disability, how strengths-based positive psychology can contribute to the education of students with extensive and pervasive support needs, and how supports-paradigms and assessments (Supports Intensity Scale for Children) can be used to identify and provide needed supports to students with more extensive support needs. Because the aforementioned changing understandings of disability and a movement to a supports paradigm emphasizes the importance of promoting the self-determination of all students, including students with extensive and pervasive support needs, the second half of the course will provide a life span survey of the self-determination construct, examining evidence-based theories of the construct and their application to the education of students with disabilities; the importance of promoting self-determination to academic and transition-related outcomes, and roles of families and others in the development of self-determination. Prerequisite: Admission to a Doctoral program.

SPED 964. Inclusion & Access to General Education Curriculum for Secondary Students w/Extensive Support Needs. 3 Credits.

IDEA requires that all students be involved with and progress in the general education curriculum. This course will build on the previous two courses in the specialization to overview supplementary aids and services, special education services, and related services necessary to ensure that students with extensive and pervasive support needs are provided instruction and are successful in the general education curriculum. The course will focus on the importance of inclusive

education, and the role of universal design for learning in the education of students with significant cognitive disabilities. Prerequisite: Admission to a doctoral program.

SPED 968. Evidence-Based Practices for Students with Intensive Academic, Behavior, and Social Support Needs. 3 Credits.

This course will focus on preventing the development of academic, behavior, and social challenges and responding effectively when challenges do occur. Course content will include the use of behavior and academic screening tools to detect and support students with and at risk for academic, behavior, and social challenges within comprehensive, integrated, three-tiered (CI3T) models of prevention. In addition, students will learn about evidence-based strategies, practices, and programs for supporting students with and without identified disabilities for whom Tier 1 efforts are insufficient. Students will develop their abilities to analyze, synthesize, and apply research methods related to design, implementation, and evaluation of Tiers 1, 2, and 3. Students will be required to coordinate requirements with research and teaching competencies and outcomes of the special educational doctoral program. Prerequisite: Admission to a doctoral program or permission from the instructor.

SPED 971. Organization and Administration of Services for Children and Youth with Disabilities. 3 Credits.

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. Major topics include a review of current trends in special education, state and federal guidelines and regulations, legal and financing aspects of special education, program planning, and administration of special services. (Same as ELPS 959.) Prerequisite: Nine hours of education including educational psychology and SPED 725.

SPED 972. Issues and Trends in Special Education I. 2 Credits.

This course is designed to assist first-year special education doctoral students organize and synthesize a conceptual and substantive map of the field of special education and introduce them to corresponding faculty research interests and resources. Emphasis is placed on the academic writing expectations and resources of the field, university, and department, and on building a cohort of students to address common issues and to provide a foundation for peer support throughout the doctoral program. Prerequisite: Admission to special education doctoral program or permission of instructor.

SPED 975. Advanced Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

Advanced development of conceptual and practical field-based skills. Prerequisite: SPED 775.

SPED 980. Advanced Topics: _____. 1-3 Credits.

A special course of study to meet current needs of education professionals -- primarily for post-master's level students.

SPED 981. Changing Complex Systems. 3 Credits.

This course is designed to provide students with an overview of seminal leadership and systems change literature. Prerequisite: Admission to doctoral program.

SPED 983. Research Funding and Proposal Development. 3 Credits.

This course is designed to teach a broad array of strategies associated with the development of successful proposals that will generate funds to support programmatic work. Among the topics covered in this course are sources of funding, strategies for conceptualizing and writing proposals, collaboration strategies, proposal peer-review process, and integrating proposal development activities into other professional responsibilities. Prerequisite: Admission to doctoral program and EPSY 710.

SPED 985. Naturalistic Research. 3 Credits.

This course is designed to develop skills in naturalistic or constructivist research, while situating it theoretically within the broader framework of modern and postmodern social inquiry, and exploring its social, political and ethical implications. The course develops students' skills in using this form of interpretive qualitative research, provides a theoretical framework for selecting inquiry paradigms, compares and contrasts positivist and constructivist inquiry, and reviews social and political implications of constructivist inquiry. Prerequisite: Six hours of statistics, measurement, and/or large or small group research design.

Graded on a satisfactory progress/limited progress/no progress basis.

SPED 990. Small Sample Empirical Research Methods. 3 Credits.

This course provides a detailed examination of research methods for advancing knowledge and validating hypothetically useful treatments in situations in which sufficient sample sizes to conduct formal experiments are lacking, the question of interest is better addressed by multiple observations of treatment effects over time, and/or the question is best addressed by taking a variety of observations of a single unit of interest. Specifically, two small sample research methods will be examined in depth with examples and practical application experience: interrupted time series design for small samples ("single case" design), and Yin's empirical case study method. Prerequisite: Doctoral program admission or permission of instructor.

SPED 992. Seminar in Early Childhood/Intervention. 3 Credits.

This seminar examines research to support evidence-based practices that currently exist in the areas of early intervention and early childhood special education. The primary objective is to learn how to read and critically analyze studies that form the evidence base for several early intervention and early childhood special education practices. Primary goals of the class include the development of skills for evaluating research studies in early intervention and early childhood special education, and increasing knowledge of evidence-based practices in the early intervention literature. Prerequisite: Three courses in special education or permission of instructor.

SPED 993. Advanced Concepts, Issues, and Trends Single Case Research for Special Education. 3 Credits.

This course covers advanced concepts, issues, and trends in single case research. Topics include theoretical frameworks for single case, combining single case designs, observational measurement, rigor and outcomes analysis, and synthesis. Emerging statistical methods of analyzing single case experimental research are also covered. Prerequisite: SPED 990 or equivalent course.

SPED 995. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational settings. Instructors conduct regular observations and conference with students. Written summaries and evaluations of field experiences are prepared independently by the student, a representative of the cooperating agency, and the instructor. Open only to advanced students and field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

SPED 996. College Teaching Experience. 2 Credits.

This course is designed to prepare students for college teaching. Enrolled students shall engage in semester-long, planned, instruction that includes college classroom teaching under supervision. Planning shall be done with a member of the faculty who will supervise the experience.

SPED 997. Individual Study. 1-4 Credits.

Prerequisite: Prior graduate course work in the area of study and consent of instructor.

SPED 998. Seminar in: _____. 1-4 Credits.**SPED 999. Doctoral Dissertation. 1-15 Credits.**