

# COUNSELING AND EDUCATIONAL LEADERSHIP

## Mission and Objectives

The Department of Counseling and Educational Leadership offers the Master of Education (M.Ed.) degree in Counseling or Educational Leadership and the Education Specialist (Ed.S.) degree in Educational Leadership. The Department of Counseling and Educational Leadership also offers the Teacher Leader Endorsement. The purpose of the M.Ed. degree program is to develop responsibility and leadership in educational systems. The program promotes critical thinking and creative reasoning skills in solving educational problems, a continual quest for knowledge and the ability to communicate effectively with students, parents, citizens and the community of educators. The program has the following objectives:

- a. To prepare teachers and other school professionals to implement basic and applied research in education.
  - b. To promote the development of the essential observable competencies deemed significant for teachers and other school professionals.
  - c. To assure the acquisition of advanced knowledge in a field of concentration.
  - d. To provide a variety of experiences that enhance professional advancement opportunities for teachers and other school professionals.
  - e. To prepare students for further graduate study in the field of education.
- Counselor Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/counselor-education-med/>)
  - Educational Leadership, Educational Specialist (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/educational-specialist-educational-administration-supervision-tier-ii/>)
  - Educational Leadership, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/masters-degree-educational-administration-supervision-tier/>)
  - Counselor Education, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/counselor-education-med/>)
  - Educational Leadership, Educational Specialist (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/educational-specialist-educational-administration-supervision-tier-ii/>)
  - Educational Leadership, Master of Education (<http://catalog.asurams.edu/graduate/degree-programs/counseling-educational-leadership/masters-degree-educational-administration-supervision-tier/>)

### **COUN 5000. Introduction to Counseling Profession. (3 Credits)**

This course offers an introduction and orientation to the counseling profession. The course includes studies of the history and philosophy of the profession; contemporary and emerging trends in counseling; professional organizations, publications, credentialing requirements including certification and licensure and accreditation standards; advocacy, public policy, and ethical codes that shape professional practice. Offered: Fall, Spring, Summer .

### **COUN 5500. Theories of Counseling. (3 Credits)**

This course introduces students to the theories and principles of counseling, alternative theoretical strategies and the process of counseling. Points of convergence and divergence will be discussed. Offered: Fall, Spring, Summer.

### **COUN 5501. Lifespan Development. (3 Credits)**

This course offers an introduction to the study of human development from conception through death. Theories of development of physical, psychological, psychosocial, cognitive, moral aspects of human development are presented. The course also explores environmental and genetic factors, developmental crises and transitions, family development, and community influences as they relate to optimal and exceptional development. Offered: Fall, Spring, Summer.

### **COUN 5504. Foundations of Rehabilitation Counseling. (3 Credits)**

This course presents the history and philosophy of rehabilitation counseling. The course will discuss public and private vocational rehabilitation systems; relevant legislation; professional credentialing issues including certification, licensure, and accreditation; systems knowledge of healthcare, education, and rehabilitation; and public policy and advocacy strategies for counselors and consumers. The ecological perspective and ethical codes of conduct will be discussed. Offered: Fall, Spring, Summer.

### **COUN 5506. School Counseling Foundations. (3 Credits)**

This course provides an overview of principles of school counseling. Counseling services, practices and basic concepts relating to organization and operation of school counseling programs are offered. Emphasis is placed on theories of human growth and development and the implementation of a developmentally appropriate school counseling program. Prerequisite: Permission of Program Coordinator. Offered: Fall, Spring, Summer.

### **COUN 5508. Introduction to Mental Health Counseling. (3 Credits)**

Students are introduced to the history, philosophy, and theoretical foundations of the clinical mental health counseling professions, including the scope of practice, credentialing, professional roles, functions, and relationships with other helpers. This course provides an overview of the clinical mental health counseling program; self-care strategies appropriate to the counselor role; professional organizations and licensure; and the roles of professional counselors in advocacy and the promotion of social justice. Offered: Fall, Spring, Summer.

**COUN 5510. Assessment in Counselor Education. (3 Credits)**

Students in this course are provided with an overview of assessments used in counseling, rehabilitation, and education as well as the responsibilities of counselors using assessments. Students learn about the tests used in clinical, educational, and organizational settings, and they examine the psychometric properties used to develop and evaluate these instruments. Topics included in this course are statistical concepts, and common assessment formats for measuring constructs such as personality, pathology, achievement, aptitude, and career interests. There will also be a focus on assessment critique, administration and interpretation of assessment results, and incorporating assessment results into work with clients and students. Prerequisite: Admission to the Counselor Education Program. Offered: Fall, Spring, Summer.

**COUN 5512. Counseling Strategies and Techniques. (3 Credits)**

An experimental approach to more effective interpersonal communication, this course offers the opportunity for awareness, personal growth and understanding of self and other, and communication of that self-awareness and understanding. This course is designed to teach basic skills of the helping relationship and the structure of the basic counseling interview. Through skills practice, students develop a better understanding of the relationship between theory and practice. Prerequisite: COUN 5500 Offered: Fall, Spring, Summer.

**COUN 5514. Counseling Children and Adolescents. (3 Credits)**

This course covers salient considerations for counseling children and adolescents, emphasizing the effects of such factors as disability, cultural diversity, substance abuse, behavioral disorders, and academic development. Students learn appropriate strategies and techniques to assess behavior and meet the needs of children and adolescents and common medications that affect learning, behavior, and mood in children and adolescents. Simulation, observations, and in-class role plays are incorporated throughout this course. Prerequisites: COUN 5501 and COUN 5512 Offered: Fall, Spring, Summer.

**COUN 5515. Group Counseling and Dynamics. (3 Credits)**

The experiential course emphasizes the nature of groups and the dynamics of group interaction as well as the legal and ethical standards related to group counseling. Students design, implement, and facilitate counseling groups. Prerequisite: COUN 5512 Offered: Fall, Spring, Summer.

**COUN 5517. Couples and Family Counseling. (3 Credits)**

Using a systems perspective for understanding the dynamics of families and couples, this course provides students with theories, knowledge, and skills related to major models of family counseling and related interventions as well as a rationale for selecting appropriate modalities for assessment and counseling. Prerequisite: COUN 5512 Offered: Fall, Spring, Summer.

**COUN 5519. Addiction Counseling. (3 Credits)**

This course provides an orientation to and introductory framework for recognizing and treating addictions and abuses. Students develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, and diagnosis and treatment planning as evidenced in the current professional literature. Theories of addiction counseling and application of these theories comprise a significant part of this course. Co-occurring disorders, such as process addictions and mental illnesses are also addressed. Prerequisite: COUN 5500 Offered: Fall, Spring, Summer.

**COUN 5520. Multicultural Counseling Theory and Practice. (3 Credits)**

An examination of relationships, issues and trends in the context of a diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family, religious and spiritual values, education, socioeconomic status and the unique characteristics of individuals, couples, families, ethnic groups, and communities. Prerequisite: COUN 5500 Offered: Fall, Spring, Summer.

**COUN 5525. Case Management. (3 Credits)**

This course covers case management concepts, systems, processes and competencies necessary for effective service delivery to persons with disabilities and their families. Information regarding the range and level of community and professional resources, service, and products that facilitate the quality of life, independent living, and work for individuals with disabilities in rural settings is integrated into the course; strategies for caseload management, cost effective service coordination, vendor selection, conflict management, and evaluation are addressed. Prerequisites: COUN 5504, 5550, 5551, 5510 Offered: Fall, Spring, Summer.

**COUN 5528. School Counseling P-12. (3 Credits)**

This course of the application of counseling at the elementary, middle, and secondary school levels. Emphasis is placed on the design and implementation of a comprehensive school counseling program. Peer facilitation, alternative programs and assessing the need for programs, informing administrators, teachers, parents and students about services, advertising, and recruitment will be covered. Prerequisite: COUN 5500 Offered: Fall, Spring, Summer.

**COUN 5529. School Counseling Curriculum and Program Coordination. (3 Credits)**

This course examines the organization of comprehensive, developmental school counseling programs in the elementary, middle, and high schools, as well as the design and implementation of the school counseling curriculum for grades P-12. The counselor's role as program coordinator focuses upon needs assessments, curriculum planning and implementation, time and resource management, public relations, and program evaluation. Ethical and diversity issues are emphasized in designing curricula and delivery strategies to address the developmental needs of all students. Prerequisite: COUN 5528 Offered: Fall, Spring, Summer.

**COUN 5531. Career Development and Counseling. (3 Credits)**

This course focuses on career development theories and decision making models use of occupational and labor market information, technology-based career market information, technology-based career information systems, career development, and educational planning. Prerequisite: COUN 5500 Offered: Fall, Spring, Summer.

**COUN 5532. Vocational Development and Placement. (3 Credits)**

This course provides an overview of vocational development and placement services, including labor market analysis, job analysis, work-site modification and restructuring, employer contacts, supported employment, and retention. The course also discusses the application of technology to the employment of persons with disabilities, post-employment services, job coaching, and natural supports. Prerequisites: COUN 5504, COUN 5531 Offered: Fall, Spring, Summer.

**COUN 5540. Prevention, Intervention, and Consultation. (3 Credits)**

The course will help students to develop the skills and techniques for effective consultation with clients, educators, parents, and community referral resources, and other clinicians. Theoretical and practical application and practice of specific skills essential to prevention, intervention, and collaboration are emphasized. Prerequisites: COUN 5528 or COUN 5525 or COUN 5508 Offered: Fall, Spring, Summer.

**COUN 5550. Medical and Psychosocial Aspects of Disability I. (3 Credits)**

This course examines contemporary models of adjustment to disability and explores the impact of culture, individual diversity, and sociological dynamics on disability. Medical terminology and diagnostic criteria and functional limitations are introduced. Prerequisite: COUN 5504 Offered: Fall, Spring, Summer.

**COUN 5551. Medical and Psychosocial Aspects of Disability II. (3 Credits)**

This course explores disabilities from a systems perspective and incorporates fundamental information regarding medical terminology, diagnostic criteria and functional limitations, medical practitioners, assistive technologies, and health care systems as well as adjustment to disability. Consumer adjustment to disability, psychosocial, cultural, and other contextual factors that impact persons with disabilities will be infused throughout this course. Prerequisite: COUN 5550 Offered: Fall, Spring, Summer.

**COUN 5560. Diagnosis and Treatment. (3 Credits)**

This course provides a framework for understanding the major diagnostic categories of the Diagnostic and Statistical Manual. Emphasis is given to the principles and practices that relate to the psychopathology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions. Students examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial programs. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis. Prerequisite: COUN 5700 Offered: Fall, Spring, Summer.

**COUN 5561. Psychopharmacology. (3 Credits)**

This course provides an overview of psychotropic medications used in the management of mental, behavioral, and addictive disorders in children and adults. Students will explore basic anatomical, physiological, and chemical characteristics of the nervous system to understand the rationale for using medications, along with their limitations and side effects. Additionally, students explore related historical, social, ethnic, and cultural factors related to counseling and psychotropic medical treatment. Prerequisite: COUN 5560 Offered: Fall, Spring, Summer.

**COUN 5570. Practicum. (3 Credits)**

Students complete at least 100 clock hours of supervised clinical experience conducive to the modeling, demonstration, and development of counseling skills. The practicum requires 40 hours of direct service with clients, including experience in individual counseling. Counseling interview will be recorded. Background checks and proof of professional liability insurance coverage are required. Prerequisites: COUN 5501, 5512, 5515, 5531, 5600 or permission of Program Coordinator Offered: Fall, Spring, Summer.

**COUN 5575. Selected Topics in Counseling. (3 Credits)**

This seminar features a combination of lecture, discussion, research and presentations. Topics vary each time course is offered. This course may be repeated for credit under different topics. Prerequisites: Permission of the Program Coordinator.

**COUN 5595. Internship. (3 Credits)**

Internship provides a supervised 600 clock hours of clinical experience in setting. Interns must complete at least 240 direct service clock hours, including experience in individual counseling and group work, and supervision by the University Supervisor and the cooperating onsite counselor. Prerequisite: COUN 5570, or Permission of the Program Coordinator Offered: Fall, Spring, Summer.

**COUN 5596. Thesis. (3 Credits)**

This class offers students the opportunity to develop and defend their research under the supervision of their thesis advisor. Prerequisites: COUN 5570 or Permission of Program Coordinator Offered: Fall, Spring, Summer.

**COUN 5598. Internship II. (3 Credits)**

This course is a continuation of COUN 5595. In this course, students complete their supervised, 600 clock hour internship in a setting appropriate for their specialized field of training. The requirement includes completion of 240 direct service clock hours and supervision by the university supervisor and the cooperating onsite counselor. Prerequisite: COUN 5595 Offered: Fall, Spring, Summer.

**COUN 5600. Legal and Ethical issues in Counseling. (3 Credits)**

Legislative, judicial and ethical mandates germane to professional counselors are presented in this course. Current issues including such topics as confidentiality, use of assessment instruments, family issues, professional identity, and an examination of the ACA Code of Ethics and other professional standards will be covered. Offered: Fall, Spring, Summer.

**COUN 5610. Crisis Counseling and Intervention. (3 Credits)**

This course provides an overview of the types and models of crisis intervention. Consideration of organization, and client variables including developmental needs, diversity and cultural issues, as well as primary, secondary, and tertiary prevention are addressed. Prerequisite: COUN 5512 Offered: Fall, Spring, Summer.

**COUN 5620. Research and Program Evaluation for Counselors. (3 Credits)**

This course presents research methodology, philosophical, ethical, and training issues; major qualitative and quantitative designs; methodological issues, and professional research issues. Students complete training on human subjects review. Prerequisites: COUN 5510 or permission of coordinator Offered: Fall, Spring, Summer.

**EDAS 6655. The Principal as Instructional Leader. (3 Credits)**

This is an advanced course in school administration for students in the Education Specialist Performance-Based Program specializing in building level administration. Although some emphasis will be placed on management and structure of the school, the major focus is on the role of the principal in creating and maintaining a program of instructional excellence. Thus, every facet of the course will lead to creating a school leader who is able and willing to promote student achievement.

**EDAS 6685. School and Community Relations. (3 Credits)**

Students study school-community relations and their impact on the school operation. Emphasis is on the influence of the social forces on the school.

**EDAS 6710. The Superintendent. (3 Credits)**

This course is an intensive study of Research literature on the School Superintendent. The Executive Leadership responsibilities, roles, and styles with references on superintendent and school-board relationship will be considered. This course is part of a Performance-Based Educational Specialist Program. One hundred percent of the Activities and Assessments for this course are Performance-Based.

**EDAS 6711. Software Systems in educational Administration. (3 Credits)**

Students examine administrative computer software currently used in Georgia school systems such as pupil accounting, grade reporting, grade posting, food service accounting, class scheduling, discipline records, communication systems, multimedia presentation systems, activity fund accounting, general fund accounting, personnel records, purchasing, bus scheduling, maintenance and repair scheduling, payroll, budgeting and balance sheet preparation.

**EDAS 6719. Residency I Building Level. (6 Credits)**

Candidates acquire building level administrative experience under a practicing supervisor /administrator. This course is part of a Performance-Based Educational Specialist program. One hundred percent of the activities/assessments for this Course are performance-based. This course is designed for Ed.S. candidates to maximize opportunities and practices and refine their skills in building level administration. The experiences of this course include the beginning of an Administrative Preparation Portfolio for the candidate to document and record progress toward meeting Professional Standards Commission (PSC) Standards and Board of Regents (BOR) Performance Strands for Specialists' Level preparation, assess needs and complete performance-based experiences in an authentic building level setting. These experiences will lead to the Residency II EDAS 6769.

**EDUC 5000. Professional Development for Accomplished Educators. (3 Credits)**

This course focuses on the self-assessment of individual student understanding and application of mastery outcomes based on National Board for Professional Teaching Standards. Emphasis will be upon preparing educators to assess their practice using the rigorous guidelines for the NBTS process. Offered: Fall .

**EDUC 5199. Orientation to Adv Prof Educ. (0 Credits)**

This course is for Master of Education students entering an education program. The Orientation to Graduate Education provides students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course. Offered: Fall, Spring, Summer .

**EDUC 5441. Culturally Responsive Teaching. (3 Credits)**

Cultural difference influence classroom instruction and the performance of all students. This course is designed to prepare educators to teach in today's culturally diverse classrooms by providing them with a baseline of critical information and abilities, as well as a self-monitoring attitude to be successful. It presents students with the latest information on teacher effectiveness and specific suggestions on providing culturally responsive instruction in today's classrooms. The content of the course is performance-based and is designed for elementary through secondary professional educators. Offered: Fall.

**EDUC 5443. Educational Assessment in STEM. (3 Credits)**

This course provides foundational knowledge of diagnostic, formative, and summative assessments for K-12 student learning in STEM fields (science, technology, engineering, or math). It is designed to teach STEM educators how to create developmentally appropriate assessments that align to state and national standards for K-12 student performance. Course content emphasizes assessment practices for monitoring student performance and assessment uses for data-driven instruction. Offered: Spring.

**EDUC 5500. Educational Statistics, Research, & Analysis. (3 Credits)**

Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied. Offered: Fall.

**EDUC 5501. Educational Research. (3 Credits)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas are presented. Offered: Spring.

**EDUC 5502. Action/Classroom Research. (3 Credits)**

A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings. Offered: Spring.

**EDUC 5504. History of Education. (3 Credits)**

A survey of major developments in the rise of public school in the U. S. from the colonial period to the present. Offered: Fall .

**EDUC 5509. Philosophy of Education. (3 Credits)**

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed. Offered: Spring .

**EDUC 5531. Mathematics Concepts in Secondary Schools. (3 Credits)**

Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction. Offered: Fall, Spring, Summer .

**EDUC 5540. Curriculum Principles in STEM. (3 Credits)**

This course provides foundational knowledge for planning instructional lessons in STEM fields (science, technology, engineering, or math). It is designed to teach STEM educators how to create developmentally appropriate curriculum that aligns to local and state curriculum standards for student performance. Course content emphasizes curriculum planning that reflects multiple sources of data, resources, strategies, and activities for supporting the needs and interests of diverse learners. Offered: Summer .

**EDUC 5550. Foundation Principles in Education, Growth Development. (3 Credits)**

This is an intensive course designed to provide foundational information to teacher education candidates that outlines the history of US public schooling, issues and trends in schooling, tenants of educational philosophy and educational psychology, and emphasizes the importance of cultural sensitivities and congruence during the educational process. Offered: Fall, Spring, Summer.

**EDUC 5570. Strategies of Instruction in Science. (3 Credits)**

Designed to introduce the professional teacher to the theories and practices of supervising student teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching. Candidates must earn a minimum grade of B to receive credit for this course in the program of study. Offered: Summer.

**EDUC 5590. Practicum I: Internship K-12. (3 Credits)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with classroom students in the appropriate grade band as defined by the certification program (grades PK - 5 for elementary education; grades 4 – 8 for middle grades education, grades 6 – 12 for secondary education). Offered: Fall, Spring.

**EDUC 5591. Practicum II: Internship. (3 Credits)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with classroom students in the appropriate grade band as defined by the certification program (grades PK - 5 for elementary education; grades 4 – 8 for middle grades education, grades 6 – 12 for secondary education). Offered: Fall, Spring.



**EDUC 5592. Applied Research in Teacher Education. (3 Credits)**

This course is designed to introduce advanced teacher candidates to quantitative and qualitative strategies for educational data collection and analysis. By the end of the course, advanced candidates will be able to design and implement an action research study in order to improve student achievement, drive teacher instruction, and positively impact school performance. Offered: Summer.

**EDUC 6000. Research I. (3 Credits)**

The purpose of this course is to introduce candidates to quantitative and qualitative methods for conducting meaningful inquiry and research. Candidates will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. The course will develop each candidate's ability to use this knowledge to become more effective as school leaders.

**EDUC 6199. Orientation to Educational Specialist Program. (0 Credits)**

Orientation to Educational Specialist Program provides candidates with the training and information needed to successfully navigate ASU's Educational Specialist program requirements. Candidates will receive training on the requirements needed to successfully complete the Educational Specialist preparation program; navigate LiveText for the purposes of assessment and evaluation of Key EPP and Program specific assessments. All candidates will be required to purchase a two-year LiveText account and have an active ASU account prior to participation in the course. Offered: Fall, Spring, Summer.

**EDUC 7701. Advanced Educational Research. (3 Credits)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.

**SPED 5501. Exceptional Child. (3 Credits)**

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence, and programming of exceptionality areas for which children and youth may obtain special educational services. Offered: Fall, Spring, Summer.

**SPED 5510. Characteristics & Instruc Stra. (3 Credits)**

A study of the commonality of characteristics leading to the identification, placement, and service delivery models for children/youth with mild disabilities and strategies to address identified needs of this student population. Emphasis will be placed on the guiding principles, implementation, and evaluative criteria for the inclusion of systematic instruction, task analysis, and behavioral management of children/youth with mild learning and behavioral problems. Offered: Fall.

**SPED 5512. Characteristics of Children and Youth with Mild Learning, Intellectual, or Behavioral Disabilities. (3 Credits)**

A study of the commonality of characteristics leading to the identification, placement, and service models for children with mild learning and behavior problems. Prerequisites: SPED 5501 or SPED 2265.

**SPED 5516. Nature & Charac of Gifted. (3 Credits)**

GIFT 5516 has been designed as one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislation and policy guidelines; and current issues in the field. This course will have been designed as a "hybrid" course involving both face to face (f2f) and online instructional activities, including: lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments. Offered: Spring.

**SPED 5529. Instr Methods in Gifted Edu. (3 Credits)**

This Course explores concepts, strategies, methods, and techniques of teaching the gifted student. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity. Offered: Summer.

**SPED 5536. Curriculum for Gifted Edu. (3 Credits)**

The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately. Offered: Summer.

**SPED 5542. Behavior Modification for Special Education Students. (3 Credits)**

Application of behavior modification principles and behavior analysis in both general and special education classrooms. Offered: Fall.

**SPED 5545. Educational Assessment of Exceptional Children. (3 Credits)**

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress. Offered: Spring.

**SPED 5547. Behavior Management of Exceptional Children. (3 Credits)**

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles and the primary theoretical systems that are explored. Offered: Summer.

**SPED 5563. Issues in Interrelated Special Education. (3 Credits)**

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addresses and studied. Offered: Spring.

**SPED 5570. Practicum in Interrelated Special Education. (3 Credits)**

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the areas of mild intellectual disabilities, behavior disorders and specific learning disabilities. Offered: Fall.

**SPED 5590. Teaching of Reading and Math to Exceptional Learners. (3 Credits)**

A study of specialized reading and math techniques and strategies for use with students with learning disorders includes diagnosis, remediation, and determination of readability levels, error analysis and corrective strategies. Offered: Spring.