THE ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

THE ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

The Undergraduate Overview

Dean: Damon Andrew; **Executive Associate Dean:** Marcy Driscoll**; Associate Dean for Academic Affairs**: Toby Park-Gaghan; **Associate Dean for Faculty Development**: Robert Eklund; **Associate Dean for Research**: Joshua Newman

The roots of FSU's College of Education, Health, and Human Sciences date back to the university's establishment, and it is the oldest college of its kind in Florida. Recently expanded in 2023, the College is home to six academic departments united through a common goal to maximize human potential. In total, the College includes the Department of Educational Leadership & Policy Studies, Department of Educational Psychology & Learning Systems, Department of Human Development & Family Science, Department of Health, Nutrition, and Food Sciences, Department of Sport Management, School of Teacher Education, numerous research centers, and three laboratory schools (Florida State University School, FSU Pembroke Pines Charter School, and The Collegiate School at FSU Panama City). The College of Education, Health, and Human Sciences serves over 4,500 students via 165 full-time faculty and 73 full-time staff.

The college offers undergraduate and combined-degree pathways leading to the Bachelor of Arts or Bachelor of Science degree in twelve fields of study (majors).

Undergraduate Departments, Majors, Certificates, and Educator Preparation Programs

Department of Educational Leadership

Certificate in Leadership Studies, Undergraduate

Department of Health, Nutrition, and Food Sciences

Athletic Training (BS)

Dietetics (BS)

Food and Nutrition Science (BS)

Exercise Physiology (BS)

Exercise Physiology (Combined BS/MS Pathway)

Department of Human Development and Family Science

Human Development and Family Science (BS)

Human Development and Family Science (Combined BS/MS Pathway)

School of Teacher Education

Certificate in Teaching English to Speakers of Other Languages (TESOL), Undergraduate

Elementary Education (BS) – Panama City Campus

Elementary Education (Combined BS/MS Pathway)

English Education (Combined BS/MS Pathway)

FSU-Teach Program in Secondary Science or Mathematics Teaching

Social Science Education (Combined BS/MS Pathway)

Special Education Teaching (Combined BS/MS Pathway)

Visual Disabilities Education (Combined BS/MS Pathway)

Department of Sport Management

Sport Management (BS)

Sport Management (Combined BS/MS Pathway)

Bachelor of Science and Bachelor of Arts Degrees

Candidates for baccalaureate degrees must comply with the general regulations governing baccalaureate degrees. Candidates for the Bachelor of Arts degree must meet the foreign language requirement and other special requirements of the University.

Admission Requirements for Health and Human Sciences Programs

To transfer from undergraduate studies into one of the Health and Human Sciences programs, the student must have a GPA of at least a 2.0. In addition, students who are not subject to mapping must satisfy the following departmental prerequisites:

- For the Department of Human Development and Family Science, at least a "B–" in CHD 2220, CHD 3243, FAD 2230, and STA 2XXX.
- For the Department of Health, Nutrition, and Food Sciences, students must satisfy grade requirements for each program as listed in the Department of Health, Nutrition, and Food Sciences section.

Academic Performance and Retention for Health and Human Sciences Programs

The college reserves the right to discontinue enrollment of any student in the major at any time if satisfactory academic progress is not being made. In addition to satisfying academic mapping milestones or the above departmental prerequisites for students who are not subject to academic mapping, the following are the specific departmental academic performance and retention policies:

- For the Department of Human Development and Family Science, students majoring in family and child sciences must obtain at least a "B–" in the pre-professional course FAD4932 and the practicum course FAD 4805. The minimum grade required in other courses beyond the prerequisite courses, pre-professional course, and the practicum experience is "C–".
- For the Department of Nutrition and Integrative Physiology, students majoring in dietetics, food and nutrition science, athletic training, or exercise physiology must achieve a "C–" or better in all other required courses unless specified for certain courses.

Clinical Experience for Health and Human Sciences Programs

A series of clinical experiences throughout the Human Development and Family Science Program, Marriage and Family Therapy Program, Exercise Physiology Programs, as well as the Food and Nutrition Program; and

- A Level II Security Check is required for all FSU students who will have direct contact with PreK-12 students. Students should be aware that if you have been arrested for certain crimes you may not be considered for a teaching position. Fingerprinting and Level II-background clearance are required for any placement in a PreK-12 setting.

Note: Students should consult with a program advisor for specific course requirements.

Opportunities for Health and Human Sciences Majors

Undergraduate students may participate in Honors in the Major (see the "University Honors Office and Honor Societies" chapter of this General Bulletin) and may pursue a double major consisting of a combination of two degree programs. Practica are required in family and child sciences and athletic training. Students majoring in family and child sciences may opt to have an internship if required academic criteria are met. Students who complete the DPD Program are eligible to apply for post-baccalaureate accredited dietetic internships in selected hospitals and community settings. The College of Education, Health, and Human Sciences also offers a Living-Learning Center at Reynolds Hall with an emphasis on pre-health professions.

Admissions Standards for University Educator Preparation Programs

All educator preparation programs at Florida State University are governed by Section 1004.04 Public Accountability and State Approval for Teacher Preparation Programs, in Florida State Statutes and Florida State Board of Education Rule 6A-5.066 Approval of Teacher Preparation Programs. Florida Statute and State Board of Education Rule require that all students must meet specific criteria to be admitted into an educator preparation program. See 'Planning Guide to Educator Preparation Programs' later in this chapter.

All educator preparation programs have retention and exit standards that exceed normal University requirements. Refer to the department section for specific admission requirements and check with a departmental advisor.

Planning Guide to Educator Preparation Programs

Inventory of State Approved Programs

The following educator preparation programs in the Anne Spencer Daves College of Education, Health, and Human Sciences have been approved by the Florida Department of Education (FLDOE) as Initial Certification Educator Preparation Programs:

Elementary Education (BS, BS/MS Pathway)

Certification Area: Elementary Education (Grades K-6)

Endorsements: Reading, ESOL

English Education (BS/MS Pathway)

Certification Area: English (Grades 6-12)

Endorsements: Reading, ESOL

Social Science Education (BS/MS Pathway)

Certification Area: Social Science (Grades 6-12)

Special Education Teaching (BS/MS Pathway)

Certification Area: Exceptional Student Education (Grades K-12)

Endorsements: Reading, ESOL, Autism Spectrum Disorders

Visual Disabilities Education (BS/MS Pathway)

Certification Area: Visually Impaired (Grades K-12)

The following Secondary Science or Mathematics Teaching programs in the College of Arts & Sciences have been approved by the Florida Department of Education (FLDOE) as Initial Certification Teacher Preparation Programs:

Applied Geosciences/FSU-Teach (BS)

Certification Area: Earth-Space Science (Grades 6-12)

Biology/FSU-Teach (BS)

Certification Area: Biology (Grades 6-12)

Chemical Sciences/FSU-Teach (BS)

Certification Area: Chemistry (Grades 6-12)

Computer Science-Mathematics/FSU-Teach (BS)

Certification Area: Mathematics (Grades 6-12)

Environmental Science/FSU-Teach (BS)

Certification Area: Earth-Space Science (Grades 6-12)

Mathematics/FSU-Teach (BS)

Certification Area: Mathematics (Grades 6-12)

The following programs in the College of Music have been approved by the Florida Department of Education (FLDOE) as Initial Certification Teacher Preparation Programs:

Music Education, General (BS)

Certification Area: Music (Grades K-12)

Music Education, Choral (BS)

Certification Area: Music (Grades K-12)

Music Education, Instrumental (BS)

Certification Area: Music (Grades K-12)

State of Florida Common Program Prerequisites

The state of Florida has identified common program prerequisites for this University degree program. Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.

At the time this document was published, some common program prerequisites were being reviewed by the state of Florida and may have been revised. Please visit https://dlss.flvc.org/admin-tools/common-prerequisites-manuals for a current list of state-approved prerequisites. The following lists the common program prerequisites or their substitutions, necessary for admission into these upper-division degree program:

Education Core Prerequisites

- EDF X005
- MUE X040 (Music Education)
- MT X043 (FSU-Teach)
- SMT X053 (FSU-Teach)

Department/Program Prerequisites

See department listings in the General Bulletin for each department/program's specific prerequisite requirements.

Common prerequisites and admissions criteria for state-approved educator preparation programs are subject to revision based on changes in the following:

- Section 1004.04, Florida Statutes, Public Accountability and State Approval for Teacher Educator Programs
- State Board of Education Rule 6A-4.0021, Florida Teacher Certification Examinations
- State Board of Education Rule 6A-5.066, Approval of Educator Preparation Programs.

Criteria for Admission to Educator Preparation

SCHOOL OF TEACHER EDUCATION PROGRAMS

The following admission requirements apply to Elementary Education, English Education, Social Science Education, Special Education Teaching, and Visual Disabilities Education.

- Have at least a 2.5 (on a 4.0 scale) cumulative grade point average (GPA) on all attempted college-level coursework
- Completion of at least 60 credit hours of college-level coursework
- Completion of CoreFSU Curriculum or Florida AA degree. Out of state transfer students should contact the Office of Academic Services and Intern Support (OASIS) to determine eligibility for admission.
- Have a grade of "C–" or better in each required general education (CoreFSU Curriculum) English and each general education (CoreFSU Curriculum) mathematics course.
- Have a grade of "C-"or better in EDF X1005.
- Complete an application for admission to Educator Preparation. The application is available online at https://annescollege.fsu.edu/teacher-ed-admissions. This step is distinct from admission to the 'upper division' college or school.

FSU-Teach Program in Secondary Science or Mathematics

- Must be formally admitted to an approved FSU-Teach upper-division major
- Have at least a 2.5 (on a 4.0 scale) cumulative grade point average (GPA) on all attempted college-level coursework
- Have a grade of "C–" or better in each required general education (CoreFSU Curriculum) English and each general education (CoreFSU Curriculum) mathematics course
- Have a grade of "C-"or better in SMT X043 and SMT X053
- Complete an application for admission to Educator Preparation. The application is available online at https://annescollege.fsu.edu/teacher-ed-admissions. This step is distinct from admission to the 'upper division' college or school.

College of Music

Have at least a 2.5 (on a 4.0 scale) cumulative grade point average (GPA) on all attempted college-level coursework

- Have a grade of "C–" or better in each required general education (CoreFSU Curriculum) English and each general education (CoreFSU Curriculum) mathematics course
- Have a grade of "C– or better in MUE X040

Complete an application for admission to Educator Preparation. The application is available online at https://annescollege.fsu.edu/teacher-ed-admissions. This step is distinct from admission to the 'upper division' college or school.

Clinical Experience

- A series of clinical experiences in diverse settings throughout the education preparation program with a minimum of 60 hours prior to the teaching/internship.
- Full-time student teaching/internship experience at a minimum of 12 weeks duration in an approved setting; and
- A Level II Criminal Background Screening is required for all FSU students enrolled in an educator preparation program. Students should be aware that if you have been arrested for certain crimes you may not be considered for a teaching position. Fingerprinting and Level II-background clearance are required for any placement in a PreK-12 setting or a community placement that involves direct contact with a PreK-12 students.

Note: Students should consult with a program advisor for specific course requirements.

Professional Behaviors and Dispositions

While enrolled in an educator preparation program, the student is expected to demonstrate positive behaviors and dispositions that conform to the *Principles of Professional Conduct in Florida* as outlined in State Board of Education Rule 6A10.081. The programs reserve the right to refuse or discontinue enrollment of any student who violates these expectations or in the judgment of a majority of the program faculty does not meet the program standards. Information on professional dispositions can be found on the Educator Preparation website: https://annescollege.fsu.edu/educator-preparation.

Application to Student Teaching

An application to student teaching must be submitted to OASIS, 2301 Stone Building. Application materials, the Student Teaching Calendar, and the Student Teaching Handbook are only available online at https://annescollege.fsu.edu/educator-preparation.

Eligibility Requirements for Student Teaching Placement

To be eligible for placement in student teaching/internship, candidates must complete the following steps:

- Admission to teacher education outlined above under 'Criteria for Admission and Application to Educator Preparation'
- Successful completion of at least one term of residence at Florida State University
- Successful completion of all required courses prior to the student-teaching term
- Successful completion of major coursework and professional education coursework outlined above under 'Clinical Experience' prior to student teaching
- Achievement of a cumulative GPA of 2.0 or above for undergraduate Educator Preparation programs
- Achievement of a cumulative GPA of 3.0 or above for the graduate portion of the combined BS/MS Educator Preparation pathways
- Successful completion of specific clinical experiences as required by the program or University
- Successful completion of the FTCE General Knowledge Exam (all bachelor's-only programs), Subject Area Exam (all programs), and Professional Educator Exam (all programs) by July 1 (if the student is teaching in the Fall term) or November 1 (if the student is teaching in the Spring term)
- Demonstration of Professional Dispositions at the 'target' level the term prior to student teaching

Program Completion Requirements for Candidates in the School of Teacher Education

Students must complete the following requirements to graduate from an educator preparation program:

- Maintain a cumulative GPA of 2.0 or above for undergraduate Educator Preparation programs
- Maintain a cumulative GPA of 3.0 or above for the graduate portion of the combined BS/MS Educator Preparation pathways
- Successful completion of all required coursework and demonstration of accreditation/program approval standards set by the program
- Meet all University graduation requirements, including requirements mentioned above under 'Planning Guide to Education Preparation Programs'
- Achieve a passing score on the General Knowledge Exam (bachelor's only programs), Professional Education Exam (all programs), and Subject Area Exam (all programs) prior to entry to the final-term internship by July 1 (if the student is teaching in the Fall term) or November 1 (if the student is teaching in the Spring term)
- Successfully complete all required field experiences, culminating in a student teaching/internship, which is a minimum of 12 weeks in duration
- Receive verification from the appropriate academic program of successful demonstration of the Uniform Core Curriculum as outlined in Section 1004.04 Florida Statutes and State Board of Education Rule 6A-5.066 and Professional Dispositions
- Obtain final approval of the appropriate academic program and the Office of Academic Services and Intern Support.

Honors Program

The College of Education offers honors in the major work in several departmental and interdepartmental programs. For requirements and other information, see the "University Honors Office and Honor Societies" chapter of this General Bulletin.

Office of Academic Services and Intern Support (OASIS)

Website: https://annescollege.fsu.edu/OASIS

Assistant Directors: George Green, **Undergraduate Academic and Student Services**; Lauren Higbee, **Undergraduate Academic and Student Services**; Lisa Beverly, **Graduate Academic and Student Services; Director of Student Teaching and Internship Experiences**: Jessica Tucker

The Office of Academic Services and Intern Support (OASIS) in the College of Education, Health, and Human Sciences (CEHHS) provides a wide array of professional and administrative services to students and faculty in the College and throughout the University. Under the direction of the Associate Dean for Academic Affairs, OASIS is responsible for:

- providing centralized academic advisement for Basic Division students interested in majoring in education
- collecting and processing applications for admission and readmission to the Anne Spencer Daves College of Education, Health, and Human Sciences
- maintaining the Dean's academic records for all students formally admitted to the Anne Spencer Daves College of Education, Health, and Human Sciences
- monitoring students' progress toward the degree
- collecting and processing applications for admission to educator preparation
- conducting graduation checks and clearing students for graduation
- providing other consultative and administrative services for the students and faculty in the College

OASIS is also responsible for the assignment and placement of teacher candidates in their final-term student teaching experiences. The Director of Student Teaching and Internship Experiences works with state-approved educator preparation programs and Florida schools districts to place student teachers and interns. The director is also responsible for selecting qualified teachers, school counselors, and school psychologist to supervise student teachers/interns. Faculty members work closely with supervisors and student teachers/interns in the planning and coordination of the student teaching/internship experience. OASIS is responsible for the final identification and screening of all students in state-approved educator preparation programs.

Students are assigned to placements based on available space, contract obligations, and the availability of a suitable supervisor. Academic programs may, at their discretion, restrict placements to specific school districts and establish a minimum group size of two or more student teachers per school district. Placements are subject to availability and district, school, or agency acceptance of the student teacher/intern. Students are not guaranteed placements in their home county or in the immediate and general vicinity of the campus. See *Eligibility Requirements for Student Teaching Placement* in this section for additional information.

The student teacher/intern is expected to meet professional standards as expressed in the pertinent school laws of the state of Florida. Candidates are also informed that, consistent with applicable law, information pertaining to all matters of public record, such as arrest and/or convictions in a court of law, may be routinely furnished to public schools as well as prospective employers.

GRADUATE STUDIES

Information for Graduate Students

Dean: Damon Andrew; **Dean Emerita and Executive Associate Dean:** Marcy P. Driscoll; **Associate Dean for Academic Affairs**: Toby Park-Gaghan; **Associate Dean for Faculty Development and Advancement**: Robert Eklund; **Associate Dean for Research**: Joshua Newman

Alumna Anne Spencer Daves (B.S. Elementary Education) spent over 30 years as a 4th grade teacher in Central Florida. In 1997, Anne and her husband, John W. Daves, created their first endowment in honor of her late father, Curtis Edward Spencer. In the years that followed, Anne became one of the most generous alumnae in the history of Florida State University (FSU). Anne's giving is inspired by a father who never had the chance to complete his education, the love and support of a husband who valued giving back to FSU, and a lifetime dedicated to teaching Florida's children.

In recognition of her generous support, the Florida State University Board of Trustees voted in the summer of 2024 to rename our college the Anne Spencer Daves College of Education, Health, and Human Sciences, or "Anne's College" for short. The College's official name recognizes the men whom Anne has loved throughout her life, but the name that will be used in everyday conversation will be named for her, and we would not want it any other way. After all, Daves is her husband, Spencer is her father, but Anne is a teacher from FSU.

The primary mission of the Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) is to prepare administrators, teachers, educational researchers, educational policymakers, health and human services specialists, and other professional personnel for a wide range of educational careers in both public and private settings. Additionally, the mission of the college is to address global challenges and opportunities related to the physical, behavioral, and psycho-social factors influencing the health and development of individuals, families, and communities. In support of this purpose, the faculty of the college is committed to conducting research that contributes to the science of education; to the ongoing assessment and improvement of educational practice; the development of theory, policy, and execution of educational practice, both domestic and foreign; and innovative solutions to the challenges of human health and quality of life in contemporary society.

To accomplish this purpose, Anne's College offers master's, educational specialist, and doctoral degrees.

Florida State University's Anne Spencer Daves College of Education, Health, and Human Sciences' conceptual framework is based on a model that engages faculty, professional partners, and candidates in a continuing process of preparing educational leaders for a global and diverse society. The college promotes an understanding of the theories, principles, and concepts in each area of study, and that research is an essential part of that endeavor. Both faculty and students are provided opportunities to test theories and advance knowledge through research and critical analysis of ideas.

The University prepares educational, health, and human sciences leaders to uphold high professional and academic standards and employs scientific inquiry and assessment as a basis for the continual improvement of student learning. These qualities are developed as candidates study and work within a community of professional partners. The needs and abilities of diverse students are addressed using appropriate instructional strategies and technologies.

The roots of FSU's Anne Spencer Daves College of Education, Health, and Human Sciences date back to the university's establishment, and it is the oldest college of its kind in Florida. Recently expanded in 2023, the College is home to six academic departments united through a common goal to maximize human potential. In total, the College includes the Department of Educational Leadership and Policy Studies, Department of Educational Psychology and Learning Systems, Department of Human Development and Family Science, Department of Health, Nutrition, and Food Sciences, Department of Sport Management, School of Teacher Education, numerous research centers, and three laboratory schools (Florida State University School, FSU Pembroke Pines Charter School, and The Collegiate School at FSU Panama City). The Anne Spencer Daves College of Education, Health, and Human Sciences serves over 4,500 students via 165 full-time faculty and 73 full-time staff.

Departments and Graduate Programs of the Anne Spencer Daves College of Education, Health, and Human Sciences

The Anne Spencer Daves College of Education, Health, and Human Sciences offers graduate degree programs in numerous fields of study. Each field of study allows the student to develop an individualized program of study around a core curriculum in a chosen degree program.

Most master's level and specialist degree programs require students to take a required core of courses, complete coursework in an area of specialization, and complete a comprehensive examination and/or thesis. Most full-time students require one or two years to complete a master's or educational specialist degree program. The doctoral degree programs are designed to provide educational experiences that enable students to acquire a thorough understanding of theoretical and methodological foundations of the discipline and related areas of specialization. Upon the completion of core requirements, students take preliminary examinations to certify their mastery of the knowledge base undergirding the practice of the discipline. Students seeking the doctoral degree must demonstrate their capacity to do original, independent, and integrative scholarly research by completing a dissertation.

Department of Educational Leadership and Policy Studies

Educational Leadership and Policy

Educational Leadership/Administration

Education Policy and Evaluation

Foundations of Education

History and Philosophy of Education

International and Multicultural Education

Higher Education

Certificates

- Certificate in Institutional Research
- Certificate in Program Evaluation

Department of Educational Psychology and Learning Systems

Athletic Coaching

Counseling and Human Systems

Career Counseling

Clinical Mental Health Counseling

School Counseling

School Psychology

Counseling Psychology and Human Systems

Combined Program in Counseling Psychology and School Psychology

Educational Psychology

Learning and Cognition

Sport Psychology

Instructional Systems and Learning Technologies

Instructional Systems and Learning Technologies

Learning Design and Performance Technology

Measurement and Statistics

Measurement and Statistics

Certificates

- Certificate in Athletic Coaching
- Certificate in College Teaching
- Certificate in Human Performance Technology
- Certificate in Instructional Design and Technology
- Certificate in Measurement and Statistics
- Certificate in Online Teaching and Learning

Department of Health, Nutrition, and Food Sciences

Exercise Physiology

Exercise Physiology

Sports Nutrition

Sports Sciences

Food and Nutrition

Nutrition and Food Sciences

Human Sciences

Nutrition and Food Sciences

Department of Human Development and Family Science

Marriage and Family Therapy

Marriage and Family Therapy

Human Sciences

Human Development and Family Science

Human Development and Family Science

Human Development and Family Science

School of Teacher Education

Curriculum and Instruction

Autism Spectrum Disorder

Blindness and Low Vision Education

Blindness and Low Vision Education, Combined BS/MS Pathway

Blindness and Low Vision Studies

Early Childhood Education

Early Childhood Special Education

Elementary Education

Elementary Education, Combined BS/MS Pathway

English Education

English Teaching, Combined BS/MS Pathway

Foreign and Second Language Education

Mathematics Education

Reading Education/Language Arts

Science Education

Social Science Education

Social Science Teaching, Combined BS/MS Pathway

Special Education

Special Education Teaching, Combined BS/MS Pathway

Teaching English to Speakers of Other Languages (TESOL)

Certificates

- Certificate in Autism Spectrum Disorder
- Certificate in Early Childhood Special Education
- Certificate in Teaching English as a Second Language (TESOL)

Department of Sport Management

Sport Management

Facilities and Opportunities

The Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) houses eleven departmental research and service centers that provide facilities and support for research undertaken by faculty members and students. Departmental research and service centers include: the Center for Advancing Exercise and Nutrition Research on Aging; the Center for Couple and Family Therapy; the Center for Educational Research in Mathematics, Engineering and Science (CERMES); the Center for Postsecondary Success (CPS); the Center for Sport, Health and Equitable Development; the Center for the Study of Technology in Counseling and Career Development; Center on Better Health and Life for Underserved Populations; Florida State University Family Institute; the Hardee Center for Leadership and Values; the Interdisciplinary Center for Athletic Coaching (FSU COACH); and the Institute of Sports Sciences and Medicine (joint with the College of Medicine).

A University-wide center, the Learning Systems Institute, represents an interdisciplinary group of researchers in educational and experimental psychology, communications, policy studies, and management and is the nation's leading producer of instructional systems design technology for use in a variety of educational settings throughout the world. All of these research arms frequently hire graduate students from the College of Education, Health, and Human Sciences to assist with state, federal, and international grants and to provide invaluable resources and opportunities for applied educational research.

Admission Standards

Applicants considered for admission to the college must present a 3.0 upper-division grade point average (GPA) as an undergraduate and minimum test scores from a nationally standardized graduate admission test that are acceptable for the academic program to which the applicant is applying. Applicants to the college must submit an official test score to the University as part of the admission process. Individual departments or programs may have additional requirements for admission or have approved test scores waivers approved by the University. Students should consult the appropriate department or program chapter of this Graduate Bulletin or program-specific website for details. University graduate admissions requirements are found at https://gradschool.fsu.edu/prospective-students/graduate-admissions.

Clinical Experience for Health and Human Sciences Programs

- A series of clinical experiences throughout the Human Development and Family Science Program, Marriage and Family Therapy Program, Exercise Physiology Programs, as well as the Food and Nutrition Program; and
- A Level II Security Check is required for all FSU students who will have direct contact with PreK-12 students. Students should be aware that if you have been arrested for certain crimes you may not be considered for a teaching position. Fingerprinting and Level II-background clearance are required for any placement in a PreK-12 setting.

Note: Students should consult with a program advisor for specific course requirements.

Professional Behaviors and Dispositions

While enrolled in a Florida state-approved educator preparation program, the student is expected to demonstrate positive behaviors and dispositions that conform to the Principles of Professional Conduct in Florida as outlined in State Board of Education Rule 6A-10.081. The programs reserve the right to refuse or discontinue enrollment of any student who violates these expectations or in the judgment of a majority of the program faculty does not meet the program standards. Information on professional behaviors and dispositions can be found on the Educator Preparation website: https://annescollege.fsu.edu/educator-preparation.

Clinical Experience for Educator Preparation Programs

Clinical experience requirements in educator preparation programs:

- A series of clinical experiences in diverse settings throughout the education preparation programs, with a minimum of 60 hours prior to student teaching/ internship.
- Full-time student teaching/internship experience at a minimum of 12 weeks duration in an approved setting;
- A Level II Security Check is required for all FSU students who will have direct contact with PreK-12 students. Students should be aware that if you have been arrested for certain crimes you may not be considered for a teaching position. Fingerprinting and Level II-background clearance are required for any placement in a PreK-12 setting.

Note: Students should consult with their academic program advisor for specific course requirements.

Criteria for Admission to Student Teaching

The following criteria must be fulfilled prior to placement for student teaching:

- Admission to Teacher Education outlined under the 'Requirements for Admission to an Educator Preparation Program' in this *Graduate Bulletin*.
- Completion of at least one term in residence at Florida State University.
- Successful completion of all program requirements prior to the student teaching term.
- Successful completion of a subject-area specialization and professional education coursework as outlined under 'Clinical Experience' in this *Graduate Bulletin*.
- Completion of departmental requirements in computer literacy.
- An overall GPA of 3.0 in all graduate program coursework (a higher GPA may be required by some academic programs or for particular core courses).
- Successful completion of pre-internship clinical experience requirements as set by the program or the University.
- Achieve a passing score on the Professional Education Skills Test, and the Subject Area Test on the Florida Teacher Certification Exam (FTCE) by July 1 (for placement in Fall) or by November 1 (for placement in the Spring).

THE ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Graduate Planning Guide

Planning Guide to Educator Preparation Programs

Inventory of State-Approved Programs

The Anne Spencer Daves College of Education, Health, and Human Sciences programs listed below have been approved by the Florida Department of Education (FLDOE) in the following certification areas:

Educational Leadership/Administration (MS, EDS)

Certification Area: Educational Leadership

Elementary Education (BS, BS/MS Pathway)

Certification Area: Elementary Education (Grades K-6)

Endorsements: Reading, ESOL

English Education (BS/MS Pathway)

Certification Area: English (Grades 6-12)

Endorsements: Reading, ESOL

Social Science Education (BS/MS Pathway)

Certification Area: Social Science (Grades 6-12)

Special Education Teaching (BS/MS Pathway)

Certification Area: Exceptional Student Education (Grades K-12)

Endorsements: Reading, ESOL, Autism Spectrum Disorders

Blindness and Low Vision Education (BS/MS Pathway)

Certification Area: Visually Impaired (Grades K-12)

The following undergraduate and/or graduate programs have been approved by the FLDOE as Florida state approved educator preparation programs. They are listed with the name of the Florida State University College in which they are located and the certification coverage area for which completers are eligible in Florida.

College of Fine Arts

Art Education (MS)

Certification Area: Art (grades K-12)

College of Arts and Sciences

Applied Geosciences/FSU-Teach (BS)

Certification Area: Earth-Space Science (Grades 6-12)

Biology/FSU-Teach (BS)

Certification Area: Biology (Grades 6-12)

Chemical Sciences/FSU-Teach (BS)

Certification Area: Chemistry (Grades 6-12)

Computer Science-Mathematics/FSU-Teach (BS)

Certification Area: Mathematics (Grades 6-12)

Environmental Science/FSU-Teach (BS)

Certification Area: Earth-Space Science (Grades 6-12)

Mathematics/FSU-Teach (BS)

Certification Area: Mathematics (Grades 6-12)

Physical Science/FSU Teach (BS)

Certification Area: Physics (grades 6 -12)

College of Music

Music Education (BA)

Certification Area: Music (grades K – 12)

To graduate from a Florida state-approved educator preparation program, all students must meet the following requirements:

- Complete all required coursework and demonstrate accreditation/program approval standards set by the program.
- Maintain an overall FSU graduate GPA of 3.0 or above in all coursework (some programs may require a higher GPA).
- Meet all University graduation requirements, including requirements mentioned in this *Graduate Bulletin* under the 'Planning Guide to Educator Preparation Programs' section.
- Achieve a passing score on all required Florida Teacher Certification Examinations (FTCEs), including the Professional Education Examination, and the appropriate Subject Area Examination by July 1 (if student teaching in the Fall) or November 1 (if student teaching in the Spring).
- Successfully complete all required field experiences, culminating in a student teaching/internship which is minimum of 12 weeks in duration.
- Receive verification from the appropriate academic program of successful demonstration of the Uniform Core Curriculum as outlined in *Section 1004.04, Florida Statutes.*
- Obtain final approval of the appropriate academic program from the Office of Academic Services and Intern Support.

These requirements are distinct from degree program completion/graduation requirements.

Master's Degree Program

Graduate Programs and Degree Requirements

The Anne Spencer Daves College of Education, Health, and Human Sciences (CEHHS) offers the Master of Science, Specialist in Education, Doctor of Education, and Doctor of Philosophy degrees.

Graduate program curricula in the Anne Spencer Daves College of Education, Health, and Human Sciences are governed by University-wide graduate studies regulations. These serve as minimum requirements, but College and/or department or program requirements may exceed them. The major professor and/or supervisory committee is responsible for evaluating the recency and validity of all prior coursework. Graduate students in the Anne Spencer Daves Education, Health, and Human Sciences should become familiar with University, College, and department/program requirements soon after admission.

The progress of students through degree programs is the personal responsibility of the individual student with appropriate guidance from the major professor and, if applicable, the supervisory committee. The Office of Academic Services and Intern Support (OASIS), monitors students' degree progress and checks each student's record for graduation clearance. It is the responsibility of the student to become fully aware of the regulations set forth in this Graduate Bulletin in addition to the policies and procedures of the Anne Spencer Daves College of Education, Health, and Human Sciences as administered by the Office of Academic Services and Intern Support (OASIS).

Master's Degree Program

Admission to a degree program as a regular, degree-seeking graduate student is required.

The Master of Science (MS) degree has two types of programs: thesis and non-thesis. The college offers the non-thesis coursework-only option. See the "Academic Departments and Programs" section of this Graduate Bulletin for details about the requirements for each of these programs and to determine which options are available in the department/program.

Program policies have been developed in compliance with University policies for the master's degree programs. Policies are provided to students in their department/program specific *Graduate Handbook* in the first term they enroll to guide them throughout their studies.

- The major professor must be selected and approved during the first term of enrollment. The thesis-track master's degree supervisory committee must consist of a minimum of three members. All members must hold Graduate Faculty Status. Two members, including the major professor, must be from the major in which the student will receive a degree. Course-type master's degree students must be assigned to a major professor who holds Graduate Faculty Status or co-directive Status.
- The program of study must be submitted to the Office of Academic Services and Intern Support (OASIS) by the end of the second term after admission. The program of study must include all courses required for the degree, i.e., master's comprehensive exams, capstone course/project and/or thesis defense and thesis hours. A valid supervisory committee must be listed on the program of study for all thesis-track master's students.
- A minimum of 30 credit hours of graduate credit must be successfully completed with a 3.0 graduate GPA in course-type master's programs. 21 credit hours of graduate credit in the course-type program must be taken on a letter-grade basis (A, B, C). The academic department or degree program may require students in course-type programs to complete more than 30 graduate credit hours.
- A minimum of 30 credit hours of graduate credit must be successfully completed with a 3.0 graduate GPA in thesis-type programs. Eighteen credit hours of graduate credit in the thesis-type program must be taken on a letter-grade basis (A, B, C).
- Coursework taken more than seven years prior to graduation may not be used toward the degree requirements.
- Only six hours of graduate transfer credit is applicable toward the degree. No student may be awarded more than 12 hours of combined non-degree seeking student and/or prior-institution graduate transfer credit. This rule means that a student wishing to post six hours of graduate transfer credit, which has not been posted under a previous degree at that institution, can be awarded no more than six hours of non-degree seeking student transfer credit from Florida State University, to reach the aggregate maximum of 12 credit hours.
- Students in thesis-type master's programs must successfully complete a minimum of six thesis hours and be registered for a minimum of two hours of thesis credit in the term that their degree will be awarded. A Prospectus Clearance Form signed by the thesis supervisory committee, department chair, and academic dean. An Institutional Review Board (IRB) Human Subjects/Animal Subjects Committee (ACUC) Approval/Verification Form and supporting letter must be submitted to OASIS for all thesis-track MS students. Thesis-type degree students must successfully complete an oral thesis defense and meet all manuscript clearance requirements and submission deadlines set by The Graduate School in the term of graduation.
- Successful completion of a written comprehensive examination for course-type programs, a capstone portfolio defense, or a capstone course may be a graduation requirement for some course-type MS programs in Anne's College. Note that specific exit requirements for any individual program are set by the student's department or degree program. Please consult the program-specific *Graduate Handbook*. It is each student's responsibility to become familiar with program requirements. Clearance to schedule these examinations must be obtained from the student's major professor and/or committee, who in turn notify the Office of Academic Services and Intern Support of the examination results, in writing, no later than the last week of the term.
- Students must have a minimum cumulative FSU graduate GPA of 3.0 to be eligible to apply to graduate through the University Registrar and to be eligible for degree conferral.
- Students must also have an approved accurate program of study and a supervisory committee/advisor form on file in the Office of Academic Services and Intern Support before graduation clearance will be given.
- Students lacking these materials and requirements will not be cleared for final-term degree posting.

Specialist Degree Program

Graduate Programs and Degree Requirements

The Anne Spencer Daves College of Education, Health, and Human Sciences (CEHHS) offers the Master of Science, Specialist in Education, Doctor of Education, and Doctor of Philosophy degrees.

Graduate program curricula in the Anne Spencer Daves College of Education, Health, and Human Sciences are governed by University-wide graduate studies regulations. These serve as minimum requirements, but College and/or department or program requirements may exceed them. The major professor and/or supervisory committee is responsible for evaluating the recency and validity of all prior coursework. Graduate students in the Anne Spencer Daves Education, Health, and Human Sciences should become familiar with University, College, and department/program requirements soon after admission.

The progress of students through degree programs is the personal responsibility of the individual student with appropriate guidance from the major professor and, if applicable, the supervisory committee. The Office of Academic Services and Intern Support (OASIS), monitors students' degree progress and checks each student's record for graduation clearance. It is the responsibility of the student to become fully aware of the regulations set forth in this Graduate Bulletin in addition to the policies and procedures of the Anne Spencer Daves College of Education, Health, and Human Sciences as administered by the Office of Academic Services and Intern Support (OASIS).

Specialist Degree Program

The specialist in education (EDS) degree is essentially an advanced master's degree. It is reserved for students with a prior graduate degree in a specific field of education. Requirements vary widely by department or program specialization.

Admission in a degree program as a regular, degree-seeking graduate student is required.

The education specialist degree has two types of programs: thesis and non-thesis.

Note: Not all academic programs in the College offer a Specialist degree or offer a thesis-track option in the Specialist degree program. See the "Academic Departments and Programs" section of this Graduate Bulletin for details about the requirements for each of these programs and to determine which options are available in the department/program.

Program policies have been developed in compliance with University policies for the Education specialist degree programs. Policies are provided to students in their department/program specific Graduate Handbook in the first term they enroll to guide them throughout their studies.

- The major professor must be selected and approved during the first term of enrollment. The thesis-track dual-enrollment MS/EdS degree and thesis-track Specialist's degree supervisory committee must consist of a minimum of three members. All members must hold Graduate Faculty status. Two members, including the major professor, must be from the major in which the student will receive a degree. Course-type combined MS/EdS degree and Specialist's degree program students must be assigned to a major professor who holds Graduate Faculty Status.
- The program of study must be submitted to the Office of Academic Services and Intern Support (OASIS) by the end of the second term after admission. The program of study must include all courses required for the degree, i.e., specialist comprehensive exam, capstone course or a capstone portfolio defense, or, if applicable, specialist thesis hours and specialist thesis defense and a valid supervisory committee for thesis-track specialist students.
    - A minimum of 30 credit hours of graduate credit must be successfully completed with a 3.0 graduate GPA in a course-type specialist's program. 21 credit hours of graduate credit in the course-type program must be taken on a letter-grade basis (A, B, C). The academic department may require students in course-type programs to complete more than 30 graduate credit hours.
    - A minimum of 30 credit hours of graduate credit must be completed with a 3.0 GPA in a thesis-type specialist's program. Eighteen credit hours of graduate credit in the thesis-type program must be taken on a letter-grade basis (A, B, C). The academic department may require students to complete more than 30 graduate credit hours.
    - Requirements related to extension of transfer credit, residency, recency of work, supervised research and supervised teaching, thesis requirements, and satisfactory/unsatisfactory (S/U) course option are applied to the Specialist in Education degree in the same manner as they are to the master's degree (see "Master's Degree Program" in the section above).
    - Students in thesis-type MS/EdS dual-enrollment degree and Specialist's degree programs must successfully complete a minimum of six thesis hours and be registered for a minimum of two hours of thesis credit in the term that their degree will be awarded. A Prospectus Clearance Form signed by the thesis supervisory committee, department chair, and academic dean. An Institutional Review Board (IRB) Human Subjects/Animal Subjects Committee (ACUC) Approval/Verification Form and supporting letter must be submitted to OASIS for all thesis-track EDS students. Thesis-type degree students must successfully complete an oral thesis defense and meet all manuscript clearance requirements and submission deadlines set by The Graduate School in the term of graduation.
- Successful completion of a written comprehensive examination for course-type programs, a capstone course, or capstone portfolio defense may be a graduation requirement for some course-type MS programs in Anne's College. Note that specific exit requirements for any individual program are set by the student's department/program. Please consult the program-specific *Graduate Handbook*. It is each student's responsibility to become familiar with program requirements. Clearance to schedule these examinations must be obtained from the student's major professor and/or committee, who in turn notify the Office of Academic Services and Intern Support of the examination results, in writing, no later than the last week of the term.
- Students must also have a minimum cumulative FSU graduate GPA of 3.0 to be eligible to apply to graduate through the University Registrar and to be eligible for degree conferral.
- Students must also have an approved accurate program of study and a supervisory committee/advisor form on file in the Office of Academic Services and Intern Support before graduation clearance will be given.
- Students lacking these materials and requirements will not be cleared for final-term degree posting.

Doctoral Degree Programs

Graduate Programs and Degree Requirements

The Anne Spencer Daves College of Education, Health, and Human Sciences (CEHHS) offers the Master of Science, Specialist in Education, Doctor of Education, and Doctor of Philosophy degrees.

Graduate program curricula in the Anne Spencer Daves College of Education, Health, and Human Sciences are governed by University-wide graduate studies regulations. These serve as minimum requirements, but College and/or department or program requirements may exceed them. The major professor and/or supervisory committee is responsible for evaluating the recency and validity of all prior coursework. Graduate students in the Anne Spencer Daves Education, Health, and Human Sciences should become familiar with University, College, and department/program requirements soon after admission.

The progress of students through degree programs is the personal responsibility of the individual student with appropriate guidance from the major professor and, if applicable, the supervisory committee. The Office of Academic Services and Intern Support (OASIS), monitors students' degree progress and checks each student's record for graduation clearance. It is the responsibility of the student to become fully aware of the regulations set forth in this Graduate Bulletin in addition to the policies and procedures of the Anne Spencer Daves College of Education, Health, and Human Sciences as administered by the Office of Academic Services and Intern Support (OASIS).

Doctoral Degree Programs

Admission in a degree program as a regular degree-seeking graduate student is required.

The graduate faculty members in the Anne Spencer Daves College of Education, Health, and Human Sciences have developed policies for the doctoral degree programs in compliance with the University's policies. Refer to the "Graduate Degree Requirements" chapter of this Graduate Bulletin for information about scholarly engagement, program of study, preliminary examination, prospectus, admission to candidacy, dissertation, and defense, etc. Policies for doctoral degree programs are given to students in their department/program specific *Graduate Handbook* in the first term they enroll. They give specific information and procedures to guide students throughout their studies.

There is no college-wide minimum course requirement; individual programs are planned to assist students in gaining sufficient mastery of their field to successfully complete the preliminary examination. There is no college-wide foreign language, statistics, or other research tool requirement for the Doctor of Philosophy degree. Each department/program prescribes its own requirements.

- The major professor should be selected and approved during the first term of enrollment. The supervisory committee must consist of a minimum of four members. All four members must hold graduate-faculty status. Two members, including the major professor, must be from the program major in which the student will receive a degree. The University representative must be from outside the student's department and must be a tenured member of the faculty.
- Students admitted to a doctoral program (Doctor of Education or Doctor of Philosophy degree) may be required, before the end of the second term, to take a departmentally administered diagnostic/qualifying examination. Please consult the program-specific Graduate Handbook. The diagnostic/qualifying exam is designed to assess the student's suitability for pursuit of the Doctor of Education or Doctor of Philosophy degree and to facilitate counseling in the development of the student's program of study.
- The program of study must be submitted to the Office of Academic Services and Intern Support (OASIS) by the end of the first academic year (three terms) after admission. The program of study must include all courses required for the degree, i.e., doctoral preliminary exams, dissertation hours, dissertation defense, and terms of enrollment. The program must include courses designed to meet the research tool requirements, which include basic inferential statistics and research design skills for pursuing independent inquiry.
- Students seeking the Doctor of Education or Doctor of Philosophy degree must disclose fulfillment of the University scholarly engagement policy. Students should refer to the academic program-specific doctoral handbook for departmental scholarly engagement requirements.
- A written preliminary examination with oral defense of results is required. Clearance to schedule these examinations must be obtained from the student's major professor and committee, who in turn notify the Office of Academic Services and Intern Support (2301 Stone Building) of the examination results, in writing, no later than the last week of the term. Students must have a 3.0 GPA in all graduate coursework to be eligible to register for the preliminary exam through the University Registrar and the department.
- Graduate students must have a minimum cumulative FSU graduate GPA of 3.0 to be eligible to apply to graduate through the University Registrar and to be eligible for degree conferral. To be considered 'complete' for final degree clearance, a doctoral student must have the following documents on file with the Office of Academic Services and Intern Support and meet the following requirements:
- An accurate program of study form, complete with signatures of all committee members and the department chair.
- Departmental qualifying/diagnostic examination results may be required in some doctoral degree programs. Consult the program-specific *Graduate Handbook* for this requirement.
- A supervisory committee form must be on file in the Office of Academic Services and Intern Support before graduation clearance will be given.
- Passing doctoral preliminary examination results and a copy of the approved admission-to-candidacy form are required. Note that successful completion of the doctoral preliminary exam is a requirement for admission to doctoral candidacy. The results of the preliminary examination and an approved admission to candidacy form must be submitted to the Office of Academic Services and Intern Support upon successful completion of the preliminary exam, no later than the final week of the term. Students wishing to have DIS credits converted to dissertation hours retroactively upon passing the preliminary exam must have taken and passed the test prior to the end of the seventh week of the term (prorated in the summer term) or DIS credits cannot be converted. Under no circumstance will a retroactive conversion of more than nine credits be approved. Dissertation credits may not be taken until the student is formally admitted to candidacy by the University Registrar.
- A prospectus clearance form signed by the supervisory committee, department chair, and academic dean +
- A University-representative prospectus defense evaluation +
- A dissertation prospectus must be submitted to the department chair for approval after passing the preliminary examination. The prospectus clearance form must be approved by the academic dean or representative at least four months prior to the dissertation defense date +
- An Institutional Review Board (IRB) Human Subjects/Animal Subjects Committee (ACUC) Approval/ Verification Form and supporting letter.
- The manuscript signature form approved by the major professor and all committee members, using the University's online manuscript clearance portal. All committee members and the student must attend the entire defense in real time, either by being present or participating via distance technology. If exceptional emergency circumstances, e.g., medical, or other emergency situations, prevent the participation of a committee member, then it may be necessary to arrange for an additional, appropriately qualified colleague to attend the defense. A minimum of four members with graduate faculty status must participate. To receive a passing grade, the written dissertation must be in final form or require only minor revisions at the time of the defense. A passing grade for the defense of dissertation requires at least a majority approval of the committee. Individual departments may impose stricter requirements for what constitutes a passing grade.
- Final dissertation content approval by The Graduate School's manuscript clearance advisor, using the online manuscript clearance portal. Students must meet all official manuscript clearance requirements and submission deadlines set by The Graduate School in the term of graduation.
- Successful completion of a minimum of 24 hours of dissertation credit must be included in the degree program.
- A doctoral student who has completed the required coursework, passed the preliminary examination, and submitted an admission-to-candidacy form to the Office of the Registrar, and who continues to use campus facilities and/or receives faculty supervision, but has not been cleared by the manuscript Clearance office, shall include in the required full-time load a minimum of two credit hours of dissertation per term, including Summer terms, until completion of the degree. For more information on the full-time load for graduate students, see the "Student Course Load" section of this Graduate Bulletin. International students may have different requirements.
- Students must register for a minimum of two credit hours of dissertation credit in the term their degree will be awarded.
- Students must register for dissertation defense in the term in which the requirement is successfully completed.

A student must be admitted to candidacy at least six months prior to the granting of the degree. The purpose of this requirement is to ensure a minimal lapse of time for effective work on the dissertation after acquisition of the basic competence and after delineation of the problem and method of attack.

Students lacking these materials and requirements will not be cleared for final term degree posting.

#+Not required for students enrolled in the Online Doctor of Education (Ed.D) program in Educational Leadership/Administration.

OASIS

Office of Academic Services and Intern Support (OASIS)

Website: https://annescollege.fsu.edu/OASIS

Assistant Directors: George Green, Undergraduate Academic and Student Services; Lauren Higbee, Undergraduate Academic and Student Services; Jennifer Koon, Student Teaching and Internship Experiences; Lisa Beverly, Graduate Studies; **Director of Student Teaching and Internship Experiences**: Jessica Tucker

The Office of Academic Services and Intern Support (OASIS) in the Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) provides a wide array of professional and administrative services to students and faculty in the college and throughout the University. Under the direction of the Associate Dean for Academic Affairs, OASIS is responsible for:

- Providing centralized academic advisement for basic division students interested in majoring in education,
- Collecting and processing applications for admission and readmission to the Anne's College undergraduate programs,
- Maintaining the dean's academic records for all students formally admitted to the Anne's College undergraduate programs,
- Monitoring students' progress toward the degree,
- Conducting graduation checks for degree requirements and clearing students at the college-level for degree posting, and
- Providing other consultative and administrative services for the students and faculty in the College.

The Office of Academic Services and Intern Support (OASIS) is responsible for the assignment of students to school sites for student teaching and internship experiences in state-approved Educator Preparation programs. The Director of Student Teaching and Internship Experiences works with Florida state-approved educator preparation programs in the University and Florida school districts and schools to place student teachers and interns, as well as selecting qualified supervising teachers, school counselors, and school psychologists. Faculty members work closely with these supervisors and student teachers/interns in the planning and coordination of the student teaching/internship experience. OASIS is responsible for the final identification and screening of all students in Florida state approved educator preparation programs eligible for student teaching/internship.

Students are assigned to placements based on space, contract obligations, and the availability of a suitable supervisor. Academic programs may, at their discretion, establish a minimum group size of two or greater and restrict placement to counties among those identified. Placements are subject to availability and district, school, or agency acceptance of the student teacher/intern. To be placed for student teaching/internship, the student must have successfully completed all program requirements, including passage of all required sections of the Florida Teacher Certification Exam (FTCE) by July 1 (if student teaching in the Fall), or November 1 (if student teaching in the Spring), and acceptance by an approved school district or agency.

Students are not guaranteed placements in their home county or in the immediate and general vicinity of the campus. To be considered eligible for student teaching/internship, students must acknowledge that they acknowledge that placements at specific sites are not guaranteed.

The student teacher/intern is expected to meet professional standards as expressed in the pertinent school laws of the State of Florida. Candidates are also informed that, consistent with applicable law, information pertaining to all matters of public record, such as arrest and/or convictions in a court of law, may be routinely furnished to public schools as well as prospective employers.

For more information, visit https://annescollege.fsu.edu/oasis/student-teaching.

Undergraduate Courses

Undergraduate Courses

ADE—Adult Education

APK—Applied Kinesiology

APK 2001. Medical and Scientific Terminology (3). Prerequisites: PET 3322 or BSC 2085. This course is the study of medical and scientific terminology, the language of medicine that focuses on prefixes, suffixes, word roots and their combining forms by review of each body system and specialty area. Emphasis is on word construction, usage, comprehension, pronunciation, and spelling. In addition, students gain information regarding anatomy and physiology, pathology, diagnostic/surgical procedures, pharmacology, scientific equipment and instruments, and abbreviations.

APK 3110C. Applied Exercise Physiology (4). Prerequisite: PET 3322. This course studies the nature of muscular, metabolic, cardiovascular, and respiratory adjustment to acute and chronic exercise.

APK 3113. Methodology of Strength and Conditioning (3). Corequisite: ATR 1810. This course covers topics involving the development of speed, strength, power, and endurance, and explores specific methods of strength and conditioning.

APK 3164. Eating Disorders and Body Image (3). Prerequisite: HUN 1201. This course presents current science based information on the prevention, contributing factors, characteristics and treatment of eating disorders, dieting and body image. Diverse populations with eating disorders, cultural and societal emphasis on thinness, and the role of the media are addressed.

APK 4400. Sport Psychology (3). This course explores selected psychological theories and applications relevant to sport and exercise behavior.

APK 4401. Introduction to Exercise Psychology (3). This course is designed for students interested in the psychosocial issues related to exercise behaviors. The course introduces both the theories and practices inherent in the field of exercise psychology. In addition, this course covers intervention strategies to promote exercise behaviors and long-term adherence to a physically active lifestyle.

APK 4403. Performance Psychology (3). This course is designed for students interested in the psychosocial issues related to performance (e.g., music, dance, military, etc.). The course introduces both the theories and practices inherent in the field of performance psychology. In addition, it covers intervention strategies used in order to combat several mental performance issues. EDF 4210. Educational Psychology: Developing Learners (3). This course is designed to introduce students to concepts of human development, learning, and motivation as foundations for the planning and implementation of classroom instruction. Students are expected to acquire and use theoretical knowledge to inform decisions about strategies for helping learners develop, learn, and achieve.

ATR—Athletic Training

ATR 1800. Introduction to Athletic Training (1). (S/U grade only.) Prerequisites: 2.5 GPA and BSC 2010, BSC 2010L, CHM 1045, CHM 1045L, HUN 1201, MAC 1105, MAC 1114, and MAC 1140. This course offers an introduction to the sports medicine healthcare professions of AT, PT, PA, and MD and others. This course provides the framework for formal application to the Athletic Training Degree Program.

ATR 1810. Athletic Training Clinical I (1). (S/U grade only.) Prerequisite: ATR 1800. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. The techniques employed in this course reflect those presented in the lecture and laboratory course taken the previous term.

ATR 2020. First Aid (2). This course includes adult CPR, child CPR, and first aid. In addition, OSHA recommendations, blood borne pathogen precautions, and injuries are discussed.

ATR 2820. Athletic Training Clinical II (1). (S/U grade only.) Prerequisite: ATR 1810. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in the lecture and laboratory courses taken the previous term.

ATR 3012C. Orthopedic Assessment--Upper Extremity (3). Prerequisite: ATR 2820. In this course, athletic training students examine the following topics included in this course: clinical orthopedic anatomy; evaluation; and assessment and special test protocols for the shoulder, elbow, forearm, wrist, hand, finger, eye, face, nose, throat, mouth, teeth, cervical spine, head, and neck.

ATR 3102. Athletic Training I (3). Prerequisite: ATR 1800. This course covers basic topics and issues pertaining to athletic training as established by the National Athletic Trainer's Association. Treatment and rehabilitation of athletic injuries will be introduced.

ATR 3112. First Responder (3). Prerequisite: Instructor permission. This course allows students to develop basic emergency medical skills and knowledge that enables them to assist people who sustain accidental injury or who suffer a sudden illness. This course covers all the information from the United States Department of Transportation (DOT) First Responder National Standard Curriculum.

ATR 3132. Kinesiology (3). Prerequisite: PET 3322. This course introduces basic physical concepts as they apply to human movement. Emphasis is placed on structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to sport skills, injury assessments, fitness activities, and rehabilitative exercises.

ATR 3213C. Orthopedic Assessment--Lower Extremity (3). Prerequisite: ATR 2832. In this course, athletic training/sports medicine students examine the following topics included in this course: clinical orthopedic anatomy; evaluation; and assessment and special test protocols for the foot, toes, ankle, knee, pelvis, thigh, thoracic and lumbar spine, and gait analysis.

ATR 3312C. Therapeutic Exercise/Rehabilitation (3). Prerequisite: ATR 3832. In this course, athletic training/sports medicine students examine the various exercise and rehabilitation topics including the following: concepts of healing; evaluation and assessment techniques; range of motion and flexibility; goniometric measurement; manual therapy techniques; muscle strengthening; plyometrics; proprioception; posture; ambulation and ambulation aids; core stabilization; aqua therapy; joint rehabilitation protocols; and spine rehabilitation protocols.

ATR 3512. Administration of Athletic Training Programs (3). Prerequisite: ATR 4842. This course explores the aspects of athletic training organization and administration. Topics include program management, human resource management, athletic insurance, risk management, ethical considerations, pre-participation physical exams, and facility design.

ATR 3802. First Responder Practicum (1). (S/U grade only.) Prerequisite: ATR 3112. This course is designed to emphasize patient assessment and care procedures at the first-responder level. The skills learned in the didactic First Responder course are refined with actual patient encounters by assisting crew members of the First Responder Unit.

ATR 3832. Athletic Training Clinical III (1). (S/U grade only.) Prerequisite: ATR 2820. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in the lecture and laboratory courses taken the previous term.

ATR 3942r. Sports Medicine Practicum (0-6). (S/U grade only.) Prerequisite: ATR 1800. This course is designed for athletic training students to investigate and research athletic training special topics through individual study and seminars. Enrollment is allowed by permission of the athletic training curriculum coordinator.

ATR 4302C. Therapeutic Modalities (3). Prerequisites: ATR 1800. This course trains students in common modalities employed by sports medicine. Where applicable, modalities of treatment will examine biophysical principles, effects of treatment, application techniques, and indications and contraindications to treatment. Safety is emphasized during instruction and practical experience.

ATR 4502. Athletic Training Professional Development (3). (S/U grade only.) Prerequisite: ATR 4852. This course covers the cognitive, affective, and motor skills required to perform athletic-training techniques in practice, non-traditional settings. Techniques reflect those presented in previous athletic-training administration lecture/lab courses. This course prepares students for the Board of Certification (BOC) examination and provides information on how the BOC examination is developed and scored.

ATR 4842. Athletic Training Clinical IV (1). (S/U grade only.) Prerequisite: ATR 3832. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in the lecture and laboratory courses taken the previous term.

ATR 4852. Athletic Training Clinical V (1). (S/U grade only.) Prerequisite: ATR 4842. This course covers the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in previous the orthopedic assessment/lower and the therapeutic exercise/rehabilitation lecture/lab courses.

ATR 4862. Athletic Training Clinical VI (1). (S/U grade only.) Corequisite: ATR 4932. This course is designed as a capstone for advanced-level students who intend to enter the profession of athletic training. Students are evaluated on cognitive, affective, and motor skills - all required to perform athletic training techniques in practice settings. Additional content includes oral, practical, and written examinations; professional-development activities; and a research project. All students enrolled in this course must show proof of current membership in the National Athletic Trainers' Association (NATA).

ATR 4932. Issues in Sports Medicine (3). Prerequisite: ATR 1810. This course addresses advanced issues relevant to athletic training and sports medicine. Current topics include athletic training administration, athletic training pharmacology, advanced assessment techniques, orthopedic surgical observation, and general medical conditions.

CHD—Child Development

CHD 2220. Child Growth and Development: The Foundation Years (3). This course is the study of children from birth through middle childhood.

CHD 3213. Social and Emotional Development (3). Prerequisite: CHD 2220. This course covers history, theory, research methods, and findings in human social and emotional development in infancy to adolescence. Students develop practical knowledge to guide children, parenting, and policy. Content includes temperament; attachment; emotional, moral, and self-development; family and peer relationships; schooling; media; gender differences; aggression; and social withdrawal.

CHD 3243. Contexts of Adolescent Development (3). This course examines the developmental process related to cognitive, physical, and psychosocial growth from pre-to late adolescence and the reciprocal influences of various contexts in which youth are embedded, such as families, peer groups, schools, and communities. It is encouraged that students take CHD 2220 prior to enrollment.

CHD 3472. Child Guidance (3). This course allows students to learn principles of positive guidance to apply in guiding children during early childhood, middle childhood, and adolescence in a variety of natural contexts, including home and school.

CHD 4537. Parenting (3). Prerequisites: CHD 2220, FAD 2230, FAD 3334, and CHD 3243. This course is a comprehensive review of contemporary theory and research in parenting. The course is organized developmentally, focusing on the emerging needs, responsibilities, and skills required by parents at progressive stages of their children's development.

CHD 4615. Public Policy: Child and Family Issues (3). Prerequisite: FAD 2230, and FAD 3220. This course provides an overview of theory and implementation of public policies relating to children and families at the state and federal levels. Students explore ways that families contribute to and are affected by social problems, and how families can be involved in policy solutions. Students learn about roles professionals can play in building and interacting with family policy.

CHD 4630. Methods of Studying Families and Children (3). Prerequisite: Admission to the major. This course examines research methods, concepts, principles, and issues in studying families and children.

CHD 4905r. Directed Individual Study in Child Development (1-3). May be repeated to a maximum of nine credit hours.

CHD 4944r. Internship in Family and Child Sciences (1-12). (S/U grade only.) Prerequisite: FAD 4805 or instructor permission. This course consists of supervised practical experience in various professional settings serving children, youth, and families, including hospitals, education facilities, human service agencies, and government agencies. May be repeated to a maximum or 12 credit hours; repeatable within the same term.

CLP—Clinical Psychology

DEP—Developmental Psychology

DIE—Dietetics

DIE 3005. Introduction to Dietetics (1). (S/U grade only.) This course is an introduction to dietetics, the professional opportunities for registered dietitians, the importance of public policy, and the role of the American Dietetic Association in dietetics education and practice.

DIE 4243. Medical Nutrition Therapy I (3). Prerequisites: HUN 1201, PET 3322, PET 3322L, HUN 3403. This course presents how diet, nutrition, and functional foods can help promote health, control weight, and manage chronic diseases. This course includes guidelines for client assessment, nutritional diagnosis, intervention, education, monitoring and evaluation.

DIE 4244. Medical Nutrition Therapy II (3). Prerequisites: HUN 1201, HUN 3403, PET 3322, PET 3322L, and DIE 4243. Corequisites: DIE 4244L and HUN 3226. This course is the second of a two-course sequence. Course material covers the pathophysiology of diseases and nutrition therapy in the treatment and prevention of acute disease states and includes guidelines for client assessment, nutritional diagnosis, intervention, education, and monitoring.

DIE 4244L. Medical Nutrition Therapy II Laboratory (1). Prerequisites: BCH 3023C, BSC 2085, DIE 4243, HUN 3224, PET 3322, and PET 3322L. Corequisites: DIE 4244 and HUN 3226. This laboratory covers the application of the principles of nutrition in the treatment and prevention of specific diseases.

DIE 4310. Community Nutrition (3). Prerequisites: DIE 3005 and HUN 1201 with a grade of "B–" or better. This course explores the planning, implementation, and evaluation of nutrition programs in the community; public nutrition policy formulation.

EAP—English as a Second Language for Academic Purposes

EAP 1850. Academic English Skills for International Students (3). (S/U grade only.) This course assists international students improve their academic English and communication skills for success at FSU. Students enhance their overall English skills and become familiar with academic and cultural expectations as well as resources available to them at FSU.

EDA—Educational Administration

EDE—Elementary Education

EDE 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

EDE 4907r. Directed Field Experiences (1-3). (S/U grade only.) Corequisites: Blocks I, II, or III. This course requires participation in a public school classroom with University supervision. May be repeated to a maximum of 12 credit hours, to be taken in the following manner: at least one hour in Block I, one hour in Block II, and two hours in Block III.

EDE 4943r. Student Teaching in Elementary Education (9-12). (S/U grade only.) Prerequisites: EDE 4316 and MAE 4310. This course provides teacher candidates with a controlled transition to the role of professional educator; provides a laboratory setting in which critical teaching behaviors may be systematically developed and demonstrated; provides the elementary education faculty and the profession with an opportunity to assess the development and the needs of the teacher candidate; and provides a situation in which the remaining needs can be met. May be repeated to a maximum of 12 credit hours.

EDE 4970r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total, but may be repeated to a maximum of 12 credit hours.

EDF—Foundation and Policy Studies in Education

EDF 1005. Introduction to Education (3). This course offers students a broad view of education from historical, cultural, psychological, political, social, and philosophical perspectives. Includes lectures, discussions, and field experience.

EDF 1051r. Preparing Educators (0). (S/U grade only.) This course engages students in activities designed to facilitate preparation for state tests required for entrance to teacher certification programs.

EDF 2082. Introduction to International Development in Education (3). This course constitutes a basic overview of international development work in the education sector in societies of Asia, Africa, the Middle East and Latin America. The course explores different approaches to international development and how these shape and influence educational improvement initiatives in countries of the Global South.

EDF 2085. Teaching Diverse Populations (3). This course examines the complexity of the full range of human groupings and cultural perspectives, as well as the complex relationships among them. Students gain self-understanding in becoming culturally conscious participants in the global community through examining the differences between individuals and peoples, comparing cultures within the global community, and investigating diversity within Florida populations in general and school community populations in particular.

EDF 4423. Methods of Educational Research (3). This course surveys selected types of educational research and appropriate related techniques, with an emphasis on criteria of validity.

EDF 4430. Classroom Assessment (3). This course prepares prospective teachers for activities related to assessing students, including establishing validity evidence, enhancing generalization of observations, using traditional and alternative assessment strategies, interpreting and using data to improve achievement, and utilizing assessment in the process of learning.

EDF 4791r. Transition to Graduate School (1-3). Prerequisite: EDF 4663. This course explores and prepares undergraduate students for graduate education. Through course readings, one-on-one mentorship, and academic and professional preparation, students learn how to be successful in a graduate degree program.

EDF 4861. Education Abroad: Access, Equity, and Opportunity (3). (S/U grade only.) This course provides an introductory investigation of a variety of topics in counseling psychology and education and includes real-life, hands-on experiences related to counseling in other countries.

EDF 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

EDF 4906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EDG—General Education

EDG 4410. Classroom Management and Legal Issues (3). Prerequisites: MAE 4326, RED 4310, and TSL 4080. Corequisite: EDE 4907. This course is designed to provide specific knowledge and opportunities to apply skills in preparation for entering the education profession. Topics include classroom management, classroom routines, organizing for instruction, planning for instruction, effective communication, knowledge of legal and ethical responsibilities of teachers, and safe learning environments.

EDH—Higher Education

EDH 4663. Bridge to Graduate School (1-3). This course allows students to explore and prepare for graduate education. Through course readings, one-on-one mentorship, and academic and professional preparation, students learn how to translate their experiences into a graduate or professional school application portfolio.

EDH 4932r. Special Topics in Higher Education (1-3). This is a special topics course designed to assist students in learning about the foundations of higher education, student affairs, and public policy in higher education.

EDP—Educational Psychology

EEC—Early Childhood Education

EEC 4301. Early Childhood Education Foundations (3). This course introduces students to ECE primary education and provides a background of ECE theory and research to be used for determining education practices.

EEC 4400. Parents as Teachers (3). This course is an examination of the need and importance of parental involvement in the education of young children. Includes strategies for promoting home/school interactions.

EEC 4604. Techniques of Child Study and Authentic Assessment (3). In this course, students investigate and utilize data collection techniques/instruments to acquire information about young children.

EEC 4907r. Observation and Participation in Early Childhood Education (2). (S/U grade only.) This course offers students direct experiences with young children, organized in such a way that they have opportunities to put into practice those insights, principles, and understandings gained in the theory courses. May be repeated to a maximum of eight credit hours.

EEC 4943. Student Teaching in Early Childhood Education (6-10). (S/U grade only.)

EEX—Education: Education: Exceptional Child-Core Competencies

EEX 3601. Applied Behavior Analysis for Special Educators (3). Corequisite: EEX 3831. This course is an introduction to behavioral principles and procedures useful for managing the behavior of students with handicaps. For majors only.

EEX 3831. Practicum in Direct Observation (1). Corequisite: EEX 3601. This course employs direct observation and recording techniques for analysis of classroom management strategies.

EEX 4012. Foundations of Special Education (3). This introductory course includes classic and contemporary readings in the field of special education. An overview of how society has responded to the various conceptualizations of human exceptionality is presented. Students are introduced to the trends and people that formed the foundation of contemporary special education. Current policies and practices are also examined.

EEX 4070. Including Students with Disabilities in the General Education Curriculum (3). This course provides participants with the knowledge and skills to include students with disabilities in the general education curriculum by adapting instruction and assessment procedures and processes.

EEX 4201. Typical and Atypical Development and Learning (3). This course examines typical and atypical learning and development throughout the lifespan.

EEX 4212. Educational Assessment for Students with Disabilities (3). This course is designed to provide an opportunity for students to develop performance skills in the administration of formal and informal assessment instruments and processes.

EEX 4223. Individualized Educational Planning (3). This course provides students with the opportunity to demonstrate effective use of diagnostic skills. For majors only.

EEX 4250. Individualized Reading Instruction for Students with Disabilities (3). This course reviews methods for teaching reading to individuals with disabilities.

EEX 4251. Teaching Mathematics to Learners with Disabilities (3). In this course, instructional methods and curriculum to teach mathematics to students with disabilities are examined.

EEX 4253. Access to the General Education Curriculum for Individuals with Moderate/Severe Disabilities (3). This course examines methods for teaching functional reading and life skills to individuals with disabilities.

EEX 4291. Characteristics and Education of Learners with Autism Spectrum Disorder (3). This course examines the characteristics and etiology of autism spectrum disorders (ASD), and effective intervention strategies for individuals with ASD. Additionally, the focus is on assessing and addressing the core challenges of learners with ASD (e.g., language, social communication, repetitive behaviors, and behavior regulation) using evidence-based practices in school settings. Students learn to identify and implement assessment and intervention strategies based on learner strengths and needs.

EEX 4486. Differentiated Instruction for Students with Exceptionalities (3). This course is designed to provide future teachers with the knowledge and skills needed to meet the diverse learning needs of students found in today's classrooms.

EEX 4487. Social Studies and Science Curriculum for Special Educators (3). This course provides an overview of and foundation for teaching science and social studies to learners with disabilities (P-12). Students develop knowledge and skills in using a variety of instructional methods and materials appropriate for providing access to the general education science and social studies curriculum for learners with disabilities.

EEX 4605. Classroom Management for Special Educators (3). This course provides class participants with the knowledge and skills to effectively manage the behavior of learners with disabilities within a classroom setting. Course content is organized around the Pyramid Model that includes three tiers of behavior management based on principles of positive behavior support 1) Universal supports, 2) Prevention, and 3) Intervention.

EEX 4613. Positive Behavior Support (3). This course provides students with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior supports. Emphasis is placed on understanding the communicative function of challenging behaviors, the teachings of new skills that make the challenging behavior unnecessary, and the prevention of the reoccurrence of challenging behaviors.

EEX 4751. Collaboration with Families, Schools, and the Community (3). This course provides the knowledge and skills necessary for collaborating with families, other professionals, and community members.

EEX 4770. Study of Human Exceptionality (3). This course increases learner knowledge and awareness of the characteristics and needs of people with exceptionalities, and acquaints learners with the resources, issues, and trends related to appropriately meeting these needs.

EEX 4834. Introductory Practicum in Special Education (1). This practicum provides experience with individuals with a range of disabilities. This course also provides participants with experience with different special education service delivery models in a variety of grade levels ranging from K to 12.

EEX 4842. Practicum in Severe Cognitive Disabilities and/or Autism Spectrum Disorder (1). This course provides teacher candidates with field work experience teaching K-12 students with severe cognitive disabilities and/or autism spectrum disorder. The practicum provides experience in developing, implementing, and evaluating functional and academic skills for K-12 students with these disabilities.

EEX 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

EEX 4930r. Special Topics in Special Education (1-3). In this course, topics vary from term to term. May be repeated to a maximum of nine credit hours.

EEX 4941. Practicum in High Incidence Disabilities (1). This practicum provides experience with individuals with high incidence disabilities.

EME—Technology and Media Education

EME 4905r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours. MHS 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours. May be repeated within the same term. PET 4171. Philosophy and Ethics of Coaching (3). This course introduces essential concepts and knowledge concerned with the discipline of ethics as it relates to the extensive and evolving demands of managing and coaching sports and activities.

EVI—Education: Visually Impaired-Blind

EVI 4011. Introduction to Visual Disabilities (3). This course is designed to provide an overview of the population of people who have visual impairments and the role of specialized service providers. Special attention is given to the effects of visual impairment on development and learning.

EVI 4110. Assessment of Students with Visual Impairments (3). This course introduces basic concepts, principles, and procedures of assessment and applied behavior analysis in the practice of providing services to students with visual impairments, their families, and educational personnel.

EVI 4121. Anatomy and Diseases of the Eye for Blindness Professionals (3). This course introduces prospective teachers of students with visual impairments, orientation and mobility specialists, and rehabilitation teachers to the anatomy and physiology of the human eye, the visual mechanism, its embryologic development, and various eye pathologies. Particular emphasis is placed on the impact of these eye pathologies on the visual functioning of the individual.

EVI 4211. Literary Braille (3). In this course students develop skills in the preparation of materials for blind students in the literary braille code using a braillewriter. Interlining and proofreading are emphasized.

EVI 4212. Nemeth Code and Supporting Math Instruction for Students with Visual Impairments (3). Prerequisites: EVI 4011, EVI 4211, and EVI 4254. This course enables students preparing to be teachers of blind school-age children to support the instruction of mathematics skills. Topics include the foundation of the acquisition of mathematics skills, the Nemeth Code, adaptations of mathematics diagrams and structures, instruction in the abacus, and strategies for teaching mathematics skills to students with visual impairments.

EVI 4220. Introduction to Orientation and Mobility (3). This course provides future teachers of students with visual impairments and rehabilitation teachers with an appreciation for and a realistic understanding of the problems inherent in the orientation and mobility experienced by visually impaired individuals. Stresses techniques for teaching O/M in indoor environments.

EVI 4230. Educational Management of Students with Visual Impairments (3). Prerequisites: EVI 4211, EVI 4212, and EVI 4312. This course provides participants with the knowledge and skills necessary to manage the successful integration of students with visual impairments into the general education environment. Legal, ethical, and safety issues related to the education of students with visual impairments are explored. In addition, students are assisted as they prepare for their student teaching experience.

EVI 4250. Teaching Social and Career Skills to Students with Visual Impairments (3). Prerequisites: EVI 4011 and EVI 4254. This course provides participants with the knowledge and skills necessary to design and implement instructional activities to increase the development of social and career skills in children with visual impairments. Emphasis is placed on infusing these skills into everyday activities, educational instruction, and collaboration with families and communities to improve student outcomes.

EVI 4254. Teaching Independent Living Skills to Students with Visual Impairments (3). This course is designed to provide students planning to be teachers of students with visual impairments with the techniques and instructional tools to safely teach independent living skills, including the skills associated with food preparation, household management, personal grooming, clothing care, and health management.

EVI 4311. Teaching Reading and Writing to Students with Visual Impairments (3). Prerequisites: EVI 4011, EVI 4211, and EVI 4314 or EVI 5316. This course prepares future educators with strategies and techniques necessary for determining the mode of reading and for teaching reading and writing skills to students with visual impairments.

EVI 4312. Classroom Accommodations for Students with Visual Impairments (3). Prerequisites: EVI 4011 and EVI 4212. Corequisite: EVI 4314. This course provides participants with the knowledge and skills necessary to successfully integrate students who are visually impaired in the core education environment. Students learn to adapt classroom materials, collaborate with general education personnel, and develop direct teaching strategies that enhance the optimum functioning of a learner with a visual impairment.

EVI 4314. Low Vision (3). Prerequisite: EVI 4121. This course prepares prospective teachers of students with visual impairments, orientation and mobility specialists, and rehabilitation teachers for facilitating the visual functioning of individuals with low vision. Students learn the basics of optics and how to conduct functional vision evaluations, to modify environments, and to teach the effective use of low vision devices.

EVI 4324. Assistive Technology for Students with Visual Impairments in the Schools (3). Prerequisite: EVI 4211. Corequisite: EVI 4314 or EVI 5316. This course prepares participants in the Visual Disabilities course of studies in the assessment and use of assistive technology for students with visual impairments.

EVI 4330. Methods for Learners with Visual Impairment and Additional Disabilities I (3). Prerequisite: EVI 4121. This course introduces pre-service teachers of students with visual impairment (TVIs) to working with learners who have multiple disabilities in addition to visual impairment, including deafblindness. Course participants learn causes and educational implications of concomitant visual and additional disabilities and principles of applied behavior analysis, which transformed education for this unique group of learners.

EVI 4331. Methods for Learners with Visual Impairment and Additional Disabilities II (3). Prerequisite: EVI 4330. Corequisite: EVI 4312. This course is designed to prepare pre-service teachers of students with visual impairment (TVIs) to apply PK-12 student educational records and field observations to recommend instructional and programmatic decisions for learners who have disabilities in addition to visual impairment, including learners who are deafblind, based on assessment data.

EVI 4940. Student Teaching in Visual Disabilities (12). (S/U grade only.) Prerequisite: EVI 4230. In this course, student teachers instruct students with visual disabilities for one semester within a public school or residential school setting, full-time and under the supervision of an experienced, certified teacher of students with visual impairments.

FAD—Family Development

FAD 2230. Family Relationships: A Life Span Development Approach (3). In this course, students will explore the interpersonal relationships over the life space with the family unit. Students will gain an understanding of basic social and behavioral concepts and principles in this course. The course emphasizes the developmental tasks, structural changes, and relational processes within families. Students will use social and behaviors science methodologies to explain these patterns and trends. By the end of the course, students will understand some of the complexities influencing interpersonal relationships in families.

FAD 3220. Individual and Family Life Span Development (3). This course devotes attention to all stages of human development and the aging process. For students to fully understand human behavior, the development issues of an individual at all ages must be understood, including the influence of various social, cultural, and environmental contexts. Students become familiar with development from the prenatal period through end of life.

FAD 3343. Contexts of Adult Development and Aging (3). This course provides students with a critical understanding of both the theoretical and the interdisciplinary nature of aging, the aging process (physical, cognitive, social-emotional), and challenges of adulthood as a period of the lifespan. Further, this course focuses on critical issues in aging while strategically focusing on writing and communicating aging issues for the Human Sciences field.

FAD 3432. Stress and Resilience in Individuals and Families (3). Prerequisite: Major status or instructor permission. This course provides undergraduate majors with an introduction to family-based, stress-focused mini-theories. The course provides a framework for understanding the differences between family patterns when families are centered on growth related themes and when they are pre-occupied with a variety of stressor events.

FAD 4265. Family Diversity (3). Prerequisites: CHD 2220, FAD 2230, FAD 3343, and CHD 3243. This course is designed to expose students to the diversity of families by race, ethnicity, social class, and structures in an ego-systemic context.

FAD 4451. Human Sexuality Education (3). This course examines sexuality through the lifespan regarding relationship issues and health concerns and provides training for professionals and parents in sexuality education.

FAD 4455. Family Life Education (3). This course provides information and techniques needed to facilitate and evaluate home, school, and community relations through the lifespan.

FAD 4601. Foundations of Counseling (3). This course introduces students to the counseling process. Students explore the salient features of counseling and helping relationships. The course also covers specific theoretical orientations and therapy models that have influenced the counseling profession. Students learn basic counseling skills that can be applied within a number of social service settings.

FAD 4805. Practicum in Family and Child Science (6). Prerequisites: Major status, at least four additional major courses, and FAD 4932 (completed the semester before enrolling in FAD 4805). This course is designed to provide students with experiences in a community setting serving children, youth, and families and the opportunity to apply course material to the work environment.

FAD 4905r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of nine semester hours.

FAD 4910r. Honors in the Major Research (1-6). Prerequisites: Upper division students with an overall GPA of 3.5; instructor permission. In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six (6) credit hours total but may be repeated up to a maximum of twelve credit hours in total.

FAD 4932r. Pre-Professional Development (3). Prerequisites: Major status and senior standing. This course is designed to expose students to career opportunities in FCS and professional/ethical behavior and to prepare them for placement in agencies/organizations serving individuals and families. May be repeated to a maximum of six credit hours.

FAD 4936r. Special Topics: Family or Housing (3-9). Prerequisite: Instructor permission. In this course, each topic may be taken only once. May be repeated to a maximum of nine semester hours.

FLE—Foreign Language Education

FLE 3033. Introduction to Teaching Foreign/Second Languages (3). This course is designed to meet the needs of those teaching second languages abroad and pre-service teachers in K-12 foreign/second language education by developing an understanding of current theories of second language learning through exploration of relevant research. Opportunities are provided for students to use the theoretical base in the design of classroom lessons.

FOS—Food Science

FOS 3026. Foods (3). Prerequisites: CHM 1032 and HUN 1201 with a grade of "B-" or better. This course is an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Management and service of food.

FOS 3026L. Foods Laboratory (1). Corequisite: FOS 3026. This course is an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Management and service of food.

FOS 4114C. Food Science (4). Prerequisites: CHM 2200C, FOS 3026, and FOS 3026L. This course discusses the chemistry of foods and their behavior during processing. Assessment of food quality.

FOS 4209. Food Safety and Quality (3). Prerequisites: FOS 3026 and HUN 1201, or departmental permission. In this course, topics include food spoilage and food poisoning, food-borne pathogens, food laws and regulations, HACCP and safe food handler practices, with an emphasis on current issues related to the quality and safety of food.

FSS—Food Service Systems

FSS 4135. Institutional Food Economics (3). Prerequisites: DIE 3005, ECO 2000 or ECO 2013, FOS 3026 and FOS 3026L. This course discusses cost analysis, cost containment, organizational structure, food laws, and food and beverage procurement in health care settings.

FSS 4312. Food Service Management (3). Prerequisites: DIE 3005, FOS 3026, FOS 3026L, and HUN 1201. This course focuses on managerial concepts and administration concerns involved with institutional food production.

HEE—Home Economics Education

HEE 4912r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total but may be repeated up to a maximum of 12 credit hours in total.

HOE—General Home Economics

HSC—Health Sciences

HSC 4711. Wellness/Health Risk Reduction (3). In this course the emphasis is on positive lifestyle practices to reduce one's risk for disease and for the maintenance of health and vitality. Topics include health behavior, stress, psychological health, chronic diseases, sexually transmitted infections, immunology, and psychoactive substance use and abuse.

HUN—Human Nutrition

HUN 1201. The Science of Nutrition (3). This course focuses on the elements of nutrition and factors influencing the ability of individuals to maintain good nutrition status.

HUN 2125. Food and Society (3). This course examines the impact of society on human food ways, role of food and nutrition in national development and global politics. For nonmajors.

HUN 3224. Intermediary Metabolism of Nutrients I (3). Prerequisites: CHM 2200C and HUN 1201 with a grade of "B-" or better. This course is part of a two-term sequence emphasizing the physiochemical role of carbohydrates, lipids, and proteins in metabolic pathways; their integration and regulation; bases for determining requirements for energy- yielding nutrients and energy and dietary standards; cell growth and body composition.

HUN 3226. Intermediary Metabolism of Nutrients II (3). Prerequisites: BCH 3023C or HUN 3224; BSC 2086 or PET 3322; and HUN 1201 with a grade of "B-" or better. This course is part of a two-term sequence emphasizing the physiochemical role of vitamins, minerals, and water in metabolic pathways; their integration and regulation; bases for determining requirements for vitamins, minerals, and water and dietary standards; nutrition surveys and evaluation of nutrition status.

HUN 3403. Life Cycle Nutrition (3). Prerequisite: HUN 1201. This course examines nutrition during pregnancy, lactation, and growth from infancy to the elderly. Effects of nutrition on mother and child. Interrelationships of diet, nutrition, emotional development, behavior, stress and aging.

HUN 3934r. Special Topics in Food and Nutrition (3-6). Prerequisite: HUN 1201 with a grade of "B-" or better. This course focuses on topics in community nutrition, food science and technology, and developmental and metabolic aspects of nutrition. May be repeated to a maximum of six credit hours as content changes.

HUN 4362. Functional Foods and Human Health (3). Prerequisite: HUN 1201. This course focuses on what makes a food or a food product functional, chemistry, bioavailability, and health benefits of various functional foods.

HUN 4905r. Directed Individual Study (1-3). May be repeated to a maximum of six credit hours.

HUN 4913r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total but may be repeated up to a maximum of twelve credit hours in total.

HUN 4941r. Nutrition Practicum (1-4). (S/U grade only.) Prerequisites: HEE 4054 and a 2.5 GPA. This practicum consists of supervised field experience with a selected government or non-government agency at the local or state level. May be repeated to a maximum of four credit hours.

IDS—Interdisciplinary Studies

IDS 2341. Relationship Status: It's Complicated - Understanding and Influencing Intimate Relationships (3). In this course students examine how to build and maintain key relationships through understanding themselves and critical relationship process. These key relationships include intimate relationships (dating/marriage partners, children, parents) and professional relationships (clients, coworkers, supervisors). Course content emphasizes the importance of making purposeful choices in building and maintaining personal and professional relationships.

IDS 2321. The Blindness Experience (3). In this course, students explore blindness, talk with people who are intimately familiar with blindness, and experience adventure under blindfold. Students explore society's reaction to blindness, probing its roots, and take a closer look at how views of blindness are shaped when experienced through the lenses of gender, race, class, religion, and ethnicity. Through blindfold experiences, students have opportunities to learn about braille and the activities of daily life necessary for achieving independence. Through writing, students explore their own reactions and thoughts of blindness, and reflect on the many questions that arise from delving deeper into the blindness experience.

IDS 2510. Questioning What We Know: Teaching and Learning Mathematics and Science in the 21st Century (3). This course offers an introduction to pressing issues in mathematics, science, and mathematics and science education. Students engage in critical thinking regarding effective teaching and learning of mathematics and science today and into the future.

IDS 3495. Sport: Conscience Meets Commerce (3). The course will use philosophical perspectives to critically analyze segments of the sport industry through ethical and socially responsible lenses. The course focuses on the decision-making process across sport sectors and positions.

IDS 3496. Exploring the World of Sport (3). This course provides students with a general understanding of the sport management field. Through the course, students learn about the breadth of the sport industry, the different areas which comprise the industry, and the prospective employment opportunities in sport management.

ISC—Interdisciplinary Sciences

ISC 3402. Historical, Social, and Critical Perspectives of Disciplinary Engagement in STEM (3). This course features philosophical, historical, and critical perspectives on STEM disciplines through pursuing answers to the following questions: How have the big ideas in STEM disciplines developed? What counts as productive engagement in STEM? How is participation in STEM encouraged/discouraged through in schooling and society? What instructional models broaden participation of students, particularly those traditionally marginalized in STEM?

ISC 3523C. Research Methods (3). Prerequisites: SMT 1043 and SMT 1053. In this course, students learn appropriate scientific research methods for several types of research questions. Using the inquiry method of learning, they develop a research question and an experiment to answer it, and then use statistical techniques to analyze their resulting data.

LAE—Language Arts and English Education

LAE 3331. Teaching Literature and Drama in High Schools (3). Prerequisite: Admission to English Education program. This course explores recent adolescent literature, resources and methods for teaching literature in high schools, and uses of creative dramatics in teaching literature and language skills.

LAE 3333. Teaching Writing and Language in High Schools (3). Prerequisite: Admission to the English Education program. This course focuses on attitudes, materials, and procedures for teaching written composition, language, and grammar; planning instruction and evaluating student writing.

LAE 4314. Language Arts and Literature in the Elementary School (3). The course introduces fundamental concepts and questions about oral and written language as it relates to classroom instruction and assessment and provides students with opportunities to practice strategies and techniques for planning, teaching, and assessing literacy. Covers a wide range of literature, as well as the writing process and concepts to develop extensive vocabulary, listening, viewing, and speaking. Children's literature supports effective instructional planning and implementation for literacy development in a print/language rich environment.

LAE 4323. Adolescent Literacy and Young Adult Literature (3). Prerequisites: LAE 3331, LAE 3333, TSL 4080, completion of all English Education admission requirements, including prerequisites, GPA, and FTCE General Knowledge exam. Corequisites: RED 4335, TSL 4081. This course seeks to explore ways in which young adult literature meets many of the needs of secondary school students. Students immerse themselves in the literature of young adults in order to enjoy it as a reader, recommend it to students and colleagues, and implement it within the middle school and high school curriculum.

LAE 4332. Applied English Linguistics for Teachers (3). This course is for prospective middle and high school teachers and deals with contemporary approaches to English linguistics taught in Florida public secondary schools: grammar, usage, dialectology, diction (vocabulary development), semantics, and lexicography. Linguistic content is related to contemporary theories of learning.

LAE 4335. Assessment in English/Language Arts (3). This course examines the role of assessment in secondary English/Language Arts classrooms. Students gain an understanding of how to design and implement different types of classroom-based assessments focusing on oral language, reading, and writing. The course discusses data collection, analysis, and reporting.

LAE 4863. Enhancing Teaching Through Technology (3). Prerequisite: EME 2040 or equivalent. This course surveys the issues and uses of technology to improve the teaching and achievement of students in the classroom. The course includes the most current instructional technology methods available to teachers.

LAE 4905r. Directed Individual Study (1-3). May be repeated to a maximum of twelve semester hours.

LAE 4941. Methods and Observation/Participation in Middle/Secondary English (3). Prerequisites: LAE 3331 and LAE 4323. Corequisite: LAE 4360. This field study course offers a series of observation and participation activities designed to provide the English education undergraduate with pre-student teaching classroom experiences. This course is to be taken during the final semester of coursework, with LAE 4360.

LAE 4942. Student Teaching in Secondary School English (12). (S/U grade only.) Prerequisites: All English LAE, TSL, and EDF requirements. This course is an internship in secondary English.

LDR—Leadership Studies

LDR 2101. Leadership Theory and Practice (3). This course is designed to inspire, teach, and engage students in the process of learning leadership. The course introduces students to leadership theory and helps them understand their unique role in leadership on campus, in their academic discipline, and within our larger society.

LDR 2116. Leadership in the Digital Age (3). This course focuses on addressing leadership in the 21st century in the face of emerging technology, social media communication platforms and global change. The course also introduces leadership online through the lens of positive social change. Using the social change model, students are challenged to take their activity to better their local and global communities.

LDR 2160. Peer Leadership (3). This course develops potential campus student leaders and improves overall peer leadership efficacy. Students gain a deeper understanding of themselves and appreciation for the diversity of others. This course also provides an opportunity for students who are preparing for campus leadership and mentoring roles.

LDR 2162. Leadership in Groups and Communities (3). This course is designed to inspire, teach, and engage students in the process of learning leadership within the context of working with groups and communities. This course helps students develop the skills necessary in order to be effective in the leadership process and to practice these skills within their community. The course is highly interactive, with student participation and outside class involvement as critical components to the learning process.

LDR 2190. Emotionally Intelligent Leadership (3). This course is a theory-to-practice course focusing on the role of emotional intelligence (EI) in leadership knowledge, skills, and development. Students are introduced to Emotionally Intelligent Leadership (EIL) theory and consider the role of EI in the context of individual and team leadership development.

LDR 2210. Leadership Through Intergroup Dialogue (3). This course enables students to explore different aspects of their identities in reference to power and privilege, and how that influences leadership.

LDR 2213. Leadership for Social Justice (3). This course introduces students to theoretical frameworks in the field of social justice. Through these theories, the notions of privilege, oppression, power and difference are explored. Attention is given to specific social justice issues related to gender, sexual orientation, race, religion, ability, age, and class. Students examine social justice in the context of leadership and come to understand their unique role in creating social change on campus, in their academic discipline, and within our larger society.

LDR 2218. Leadership and Well-being (3). This course is an interactive, dynamic, theory-to-practice course focusing on learning leadership and well-being theory; acquiring leadership knowledge, skills, and values; attaining personal and community health knowledge, skills, and values; and integrating leadership and wellness values to understand community and civic health concepts.

LDR 2231. Global Leadership (3). This course helps students develop the skills necessary to interact globally whether at home or abroad. It leads students to develop a sense of curiosity for diverse cultures and understanding the various behaviors, attitudes, and emotions which are found globally and impact our daily lives. The knowledge gained about global leadership allows students to recognize and respect cultural differences and be able to maneuver situations more accurately as well as gain insight and understanding of recent world leaders.

LDR 2241. Black Male Leadership (3). This course introduces the study of leadership and leadership efficacy as it relates to Black males, using text and outside readings, activities, and a variety of assignments. Students in this course are introduced to and discuss some of the social, psychological, and cognitive realities of Black males in America.

LDR 2242. Gender and Leadership (3). This course is an exploration of the intersections of the complex social construct of gender and the intricacies of enacting leadership. This course considers the experiences of women, trans*, genderqueer, and men leaders as well as concepts of gender expression and the intersectionality of identities as influencers on leadership access and practice.

LDR 2243. Latinx Leadership Development (3). This course is a theory-to-practice, interactive and identity-based leadership course discussing and analyzing components of Latinx Leadership Development. This course explores the historical and cultural aspects of Latinx culture and how it intertwines with leadership development, learning, and practice.

LDR 2290. Leadership and Sustainability in Action (3). This course is designed to introduce students to the concept of leadership and action related to sustainability. It looks at the interconnectedness and complexity of the three pillars of sustainability (environment, economic, and social) as well as discusses the development of the leadership skills needed to create social change. In conjunction with class discussions and readings, students develop a personal sustainability plan to help align passion and values into active practice.

LDR 2325. Leadership and Empowerment (3). The course includes critical conversation about leadership literature, theory, and class discussions that will provide a foundation for new perspectives of leadership, with the focus on follower empowerment.

LDR 2560. Leadership in Film (3). This course initiates a thoughtful consideration of the nature of leadership as depicted in film. Film provides unique insights to investigate character and motive, as well as culture, allowing students to access meaning and significance through theoretical, analytic and dialogic inquiry.

LDR 3200. Leadership and Ethics (3). This course helps students become ethically engaged citizens and logical thinkers. The course assists students in identifying and examining ethical leadership as it relates to values, authenticity, context, controversy, and dilemmas.

LDR 3215. Leadership and Change (3). This advanced undergraduate leadership course examines the change process and prepares leaders who are effective in working with individuals, groups, and organizations in leading and managing change. This is an interactive theory-to-practice course, focused on leadership as a change process.

LDR 3221. Contemporary Issues in Leadership (3). This course explores current issues in the campus, local, and global community and analyzes how leadership is being enacted. Students learn leadership theory and to identify and critically think about how it is displayed, especially within the context of current issues.

LDR 3263. Leadership Experience (3). Prerequisites: LDR 2101, LDR 2162, and LDR 3215 or instructor permission. This experiential-based course offers participants an opportunity to put into practice the knowledge, theory, and skills they have learned in previous courses in the Certification program. Students select and create an experience, complete an experiential learning contract for the course, and do extensive reflection on their experience throughout the course.

LDR 4105. Leadership and Complexity (3). This final course in the Certificate in Leadership Studies builds upon the leadership literature, theory and experience foundation created in the previous certificate courses. This course provides opportunities for analysis of student's experiential opportunity, advanced theory to practice work, and development of personal leadership theory and integrated learning plan.

LDR 4404. Student Affairs Leadership (3). This course offers practical information and activities designed to familiarize students with theories, organizational structures, and issues/trends/challenges of the student affairs profession. It is designed to provide students an opportunity to gain knowledge in the theory and practical application of student affairs, with an emphasis placed on leadership development, problem solving, and career exploration.

LDR 4931r. Special Topics in Leadership (3). Undergraduate leadership courses serve students from various majors across campus. Since leadership is interdisciplinary and multidisciplinary, opportunities for leadership learning not only draw from various disciplines but informs practice in numerous contexts.

MAE—Mathematics Education

MAE 4114. Learning Progressions in Elementary Mathematics (3). Prerequisite: MAE 4326. This course equips future teachers of K-6 mathematics with the Mathematical Knowledge that is necessary to effectively teach challenging topics in the K-6 curriculum. The course focuses on matters of Specialized Content Knowledge and Knowledge of Content and Students.

MAE 4310. The Teaching of Elementary School Mathematics (3). Prerequisites: MAE 4326, and MAE 4144. This course develops specific instructional techniques to maximize success in the child's learning of mathematics.

MAE 4326. How Children Learn Mathematics (3). Prerequisite: Block I. Corequisite: Block II. This course focuses on children's development of mathematical content and on the development of mathematics curriculum from children's viewpoints. Technology as a tool for learning mathematics is included in the course.

MAT—Mathematics

MHS—Mental Health Services

MHS 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours. May be repeated within the same term.

PCO—Psychology for Counseling

PEL—Physical Education Activities (General): Object Centered, Land

PEL 1002r. Introduction to Outdoor Games (1). (S/U grade only.) This course offers an introduction to outdoor games (field games such as cricket, lacrosse, and frisbee). Students become familiar with basic rules of the sports covered, as well as, improving individual and team skills.

PEL 1004r. Introduction to Indoor Games (1). (S/U grade only.) This course offers an introduction to indoor games (court games such as dodgeball, kickball, etc.). Students become familiar with basic rules of the activities covered, as well as, improving individual and team skills.

PEL 1111r. Bowling (1). (S/U grade only.)

PEL 1121r. Golf (1). (S/U grade only.)

PEL 1131r. Introduction to Billiards (1). (S/U grade only.) This course is designed for students to learn the basic rules of and skills required to play the game. Class meetings take place in Crenshaw Lanes. Students are responsible for demonstrating progression advancement in their personal billiards skills throughout the term.

PEL 1211Lr. Softball (1). (S/U grade only.) Students learn the rules and fundamentals of slow pitch softball. Students perform and practice throwing, pitching, fielding, and batting techniques.

PEL 1321r. Volleyball (1). (S/U grade only.)

PEL 1330. Pickleball (1). (S/U grade only.) This course is designed to provide students with the opportunity to gain knowledge, strategies, and skills in the fundamentals of pickleball at the recreational level.

PEL 1341r. Tennis (1). (S/U grade only.)

PEL 1511r. Soccer (1). (S/U grade only.)

PEL 1621r. Basketball (1). (S/U grade only.)

PEL 1646r. Flag Football (1). (S/U grade only.)

PEL 1650. Ultimate Frisbee (1). (S/U grade only.) Ultimate Frisbee is an exciting, non-contact team sport played by thousands the world over. It mixes the best features of sports such as soccer, basketball, and football into a demanding game. Students are instructed in the three basic throws and defensive strategies. The majority of the class time is spent practicing these skills in scrimmages.

PEM—Physical Education Activities (General): Performance Centered, Land

PEM 1001. Esports and Exergaming (1). (S/U grade only.) This course utilizes an interactive gaming system to introduce new methods of participating in sporting games to students. The course provides students with the opportunity to participate and gain knowledge of multiple sports and activities interactively within the comfort of an open classroom. This innovative method of introducing interactive sports aims to create a lifetime connection between the students and physical activity, whether through interactive participation or involving oneself with the actual sport or activity.

PEM 1121. Stretch and Relaxation (1). (S/U grade only.) In this course students are introduced to basic stretching principles and techniques. The course also introduces students to several relaxation methods and provides them with practical experience in both areas.

PEM 1131r. Basic Weight Training (1). (S/U grade only.)

PEM 1141r. Aerobic Conditioning (1). (S/U grade only.)

PEM 1148. Fitness Walking (1). (S/U grade only.) This is a beginning-level fitness-walking course developed to increase the physical strength and overall health of participants. Students are slowly introduced to a walking program appropriate for them. Intensity of the program increases as the student's skill level and endurance increases. No previous experience or knowledge is necessary.

PEM 1164. Dancesport (1). (S/U grade only.) Dancesport is a competitive form of Ballroom and Latin American dancing. This course focuses on Latin Dance. Students are introduced to information and techniques of Dancesport.

PEM 1171r. Aerobic Dance (1). (S/U grade only.)

PEM 1404. Self-Defense for Women (1). (S/U grade only.) This course introduces students to techniques, principles, and philosophies of self-defense, grounded in martial arts disciplines. The content focuses on the Basic Rape-Aggression-Defense (RAD) skills.

PEM 1405r. Self-Defense/Martial Arts (1). (S/U grade only.)

PEM 1406. Advanced Self-Defense/Martial Arts (1). Prerequisite: PEM 1405. This course examines advanced self-defense tactics/ techniques and considerations that may be useful for various types of encounters perpetrated against individuals beyond the Basic R.A.D. (Rape-Aggression-Defense) skills taught in PEM 1405. This advanced course is designed to serve as an extension of the basic program and taught in component block supplements to the Basic R.A.D. Systems Training.

PEM 1461r. Introduction to Fencing (1). (S/U grade only.) This course offers an introduction to Olympic Fencing, including rules, history, and equipment. Beginning with safety practices, students attain a basic orientation of fencing rules and an overview of competitive fencing. The class focuses on fundamental footwork and movement as well as basic equipment use.

PEM 1462. Intermediate Fencing (1). (S/U grade only.) Prerequisite: PEM 1461. This course provides for the development of intermediate skills for Olympic Sport fencing for those who have completed an introductory fencing course, or who otherwise have prior fencing experience.

PEM 1952. Circus Activities (1). (S/U grade only.)

PEO—Physical Education Activities (Professional): Object Centered, Land

PEO 2013. Sports Officiating (2). Prerequisites: PET 4300 and PET 4302C. Course Description not on file

PEO 2340. Theory and Practice of Tennis (2). This course is designed to provide students with the necessary knowledge and skills to coach team tennis. The students learn the principles of coaching/teaching and begin to develop their coaching philosophy.

PEO 2624. Theory and Practice of Basketball (2). This course studies teaching and coaching techniques in basketball including current trends and offensive and defensive systems.

PET—Physical Education Theory

PET 1081. Living-Learning Center Colloquium (1). (S/U grade only.) This course explores different aspects of the transition to college life. The emphasis is on topics related to wellness, and activities address the health and development of individuals, families, and communities. The course is limited to the College of Human Sciences Reynolds Hall students.

PET 3102. Introduction to Exercise Sciences (1). (S/U grade only.) This course introduces students to fields of study and careers in areas of exercise physiology, motor behavior, athletic training, health and fitness, and physical therapy. Students examine preparation for careers, including the role of various accrediting organizations. Current professional issues are discussed. This course is open to non-majors.

PET 3322. Functional Anatomy and Physiology I (3). Prerequisites: CHM 1045 and HUN 1201. Corequisite: PET 3322L. The first part of a two-term sequence, this course covers the functional anatomy and physiology of the skeletal, muscular, cardiovascular, respiratory, digestive, urinary, and endocrine systems, as well as part of the nervous system.

PET 3322L. Functional Anatomy and Physiology I Laboratory (1). Prerequisites: CHM 1045 and HUN 1201. Corequisite: PET 3322. The first part of a two-term sequence, this lab covers the functional anatomy and physiology of the skeletal, muscular, cardiovascular, respiratory, digestive, urinary, and endocrine systems, as well as part of the nervous system.

PET 3323C. Functional Anatomy and Physiology II (4). Prerequisite: PET 3322. This course is a continuation of a two term sequence of functional anatomy and physiology which includes the integumentary, nervous, lymphatic, immune and reproductive systems.

PET 3361. Nutrition and Sports (3). PET 3361 Prerequisites: HUN 1201 (B- or greater) and PET 3322 This course studies the effects of sports training upon individual nutrient stores and requirements. The effects of nutrient intake upon sports performance.

PET 3932r. Special Topics in Wellness and Exercise Science (3-6). This course discusses topics in wellness, health promotion, exercise physiology, biomechanics and motor behavior. Consult instructor. May be repeated as content changes to a maximum of six credit hours. May be repeated within the same.

PET 4051. Human Movement Studies (3). This course explores the developmental, biomechanical, and motor learning principles affecting human movement. Emphasis is on movement assessment in field-based settings.

PET 4076. Physical Dimensions of Aging (4). This course deals with the quality of life and individual differences as we age; physical decline of physiological systems (cardiovascular, muscular, joints, bone, neuromuscular); health, exercise, and well-being; and the pathology of aging. Assists students in developing an understanding of the physical aspects of aging to apply to setting such as physical therapy, sports medicine, and health and fitness programs in hospitals and retirement communities.

PET 4171. Philosophy and Ethics of Coaching (3). This course introduces essential concepts and knowledge concerned with the discipline of ethics as it relates to the extensive and evolving demands of managing and coaching sports and activities.

PET 4551. Exercise Testing and Prescription (3). Prerequisite: APK 3110C. This course examines techniques of evaluation for physical fitness and health with a particular emphasis on aerobic capacity, flexibility, strength, and body composition and to design, implement, and administer programs for developing physical fitness and lifestyle changes.

PET 4763. Coaching for Human Performance (3). The purpose of this course is to understand and evaluate human performance across the lifespan. Coaches need to understand what goes into how the body functions so they can shape their coaching practice to meet the athletes where they are and facilitate peak performance.

PET 4765. Principles and Problems of Coaching (3). This course covers the study of vital sociopsychological aspects of coaching.

PET 4941. Athletic Coaching Internship (3). Prerequisite: PET 4765 The purpose of the course is to gain experience observing and working in a professional athletic coaching and sports setting.

PET 4948r. Practicum in Exercise Sciences (1-6). (S/U grade only.) Prerequisites: A 2.75 GPA, ATR 2020 or equivalent, APK 3011C, and instructor permission. This course consists of supervised field experience in exercise physiology or motor control. May include research, athletic training, or, community fitness projects. May be repeated with permission of the instructor. May be repeated to a maximum of six credit hours with permission of the instructor.

PSB—Psychobiology

PSY—Psychology

RCS—Rehabilitation Counseling Services

RED—Reading Education

RED 4241. Using Assessments to Inform and Differentiate Reading Instruction (3). Prerequisites: RED 4310 and RED 4510. This course prepares pre-service teachers to differentiate reading instruction for learners with a range of reading profiles including typically developing learners, English language learners (ELLs), and learners with and at risk for reading disabilities (e.g., dyslexia).

RED 4310. Foundations of Reading (3). Prerequisite: EDF 1005. This course prepares pre-service teachers to teach beginning reading skills to a wide range of learners and to include the foundations of quality reading instruction addressing Florida Reading Endorsement Competencies 1 and 2.

RED 4335. Literacy Across the Content Areas (3). This course introduces pre-service teachers to the role of literacy in the content areas. Students develop the knowledge, skills, and attitudes needed to meet the literacy needs of students.

RED 4510. Reading for Understanding (3). Prerequisite: RED 4310. This course develops in depth knowledge of the underlying processes involved in reading for understanding and addresses several indicators required for the Florida Reading Endorsement (Competencies 1 & 2). This course focuses broadly on developing comprehension, oral language, and fluency skills and builds capacity to implement effective research-based reading instruction to meet the needs of a wide range of learners, including those of varying abilities and English Language Learners.

RED 4541. Literacy Assessment (3). This course provides a foundation in assessment with an emphasis on literacy/reading and is required for the Florida Reading Endorsement (Competencies 1-3). Throughout the course, students are taught to select and administer appropriate formal and informal assessments to inform reading instruction that meets the needs of all learners. Grounded in the principles of research-based reading instruction and the Reading Endorsement Guiding Principle that teaching reading for understanding is an ongoing systematic, problem solving process, students will implement and analyze assessments, and select appropriate instruction/interventions based on the collected data.

RED 4941. Reading and ESOL Reading Practicum (3). Prerequisites: RED 4241, RED 4310, RED 4510, RED 4541, or special permission. This course is a culminating practicum and addresses several indicators required for the Florida Reading Endorsement (Competencies 4 & 5). In this culminating practicum, students apply their broad knowledge of reading to address the needs of learners with differing reading profiles to develop a comprehensive, scientifically based reading plan for a classroom. The plan includes a method to engage in systematic assessment and problem solving to effectively differentiate instruction. Students apply scientifically based instructional practices to support all learners. This course emphasizes the principles of research-based reading instruction and the Reading Endorsement Guiding Principle that teaching reading for understanding is an ongoing systematic, problem solving process. Students implement and analyze assessments, select and implement appropriate instruction/intervention based on the collected data, and monitor student progress.

SCE—Science Education

SCE 4891. Introduction to the Nature of Science and Scientific Inquiry for Elementary Teachers (3). Corequisite: EDE 4907. This course is designed for elementary education majors. The course is an introduction to the science process skills, inquiry skills, and a 21st century view of the nature of science within the context of science content.

SCE 4892. Problem-Based Science Learning for Elementary Teachers (3). Prerequisite: SCE 4891. This course provides an advanced application of science process and inquiry skills and a 21st-century view of the nature of science within the context of biological and Earth/space science content for the elementary school. Students extend and expand their understanding of science content and the inter-relatedness of various science disciplines, process and inquiry skills, and nature of science through engaging in problem-based learning activities.

SCE 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

SDS—Student Development Services

SDS 3340r. Introduction to Career Development (1-3). This course focuses on the principles and practices of career planning and management, including use of self-assessment, career resources, and employability skill guides. May be repeated to a maximum of three credit hours.

SDS 3802r. Experiential Learning (0). (S/U grade only.) This course focuses on engaging students to “try on” a professional environment through an experiential learning opportunity. Experiential learning occurs through a variety of activities including internships, field work, service learning, projects, undergraduate research, fellowship, leadership, clinical experience, co-op, and practicum. Experiential learning assists students in identifying and strengthening skills needed to succeed in their intended career field. The course also focuses on how student’s experiences can put theory into practice within their intended post-baccalaureate work settings. Through goal setting, reflection and self-evaluation, this course facilitates professional growth. May be repeated to a maximum of six completions.

SDS 3940r. Experiential Learning Abroad (3). (S/U grade only.) This course focuses on engaging students to "try on" a professional environment through an internship abroad at one of FSU International Program's Study Centers.

SDS 4481. Communication and Human Relations (3). This course focuses on the relevant dimensions of helping relationships and the development of effective communications skills in a diverse world.

SLS—Student Life Skills (Learning)

SLS 1004. Academic Success in STEM (1). This course facilitates academic success and promotes retention in STEM. The course focuses on the development and application of study skills, career plans, scholastic expectations, and connections to peers, faculty, and opportunities at a research university.

SLS 1010Lr. Learning Support Lab for Mathematics (1). (S/U grade only.) Corequisites: MGF 1106, MGF 1107, or MAC 1105 This course facilitates academic success and satisfactory completion of the co-requisite course (MGF 1106, MGF 1107, or MAC 1105). The focus is on development and application of math study skills as applied to the co-requisite course material for students identified as needing more support. May be repeated to a maximum of three credit hours.

SLS 1122. Strategies for Academic Success (1). This course offers a positive intervention to facilitate academic success and to promote retention for first-time-in-college students who are in academic difficulty after their first term of full-time enrollment at Florida State University. Focus is on the development of study skills required for college-level work as well as on the identification and minimization of barriers that impede individual student achievement.

SLS 1131. Transitioning Into College for Special Populations (0-1). (S/U grade only.) This course is designed to assist new college students from specialized populations with acclimation and transition into the college context. The course focuses on the "transitioning into" aspect of college with an understanding that the student has prior experiences that frame their approach and perspective on college and its purpose.

SLS 1203. Introduction to Exploration for Academic Majors (1). This course invites students in the exploratory major to examine or evaluate major and career opportunities through analysis of their values, interest, and skills. Students explore the three fundamental components of Florida State University’s exploratory program: Self Exploration, Major Exploration, and Career Exploration. Students apply thoughtful introspection, critical reasoning, disciplined thinking, and objective analysis as they research majors and ask questions that promote disciplined thinking that ultimately results in selecting a major confidently.

SLS 1261. Academic Transition, Success, and Development for Student-Athletes (3). (S/U grade only.) This course explores the methods and strategies to successfully transition to Florida State University. The course focuses on academic success strategies, character development, leadership, time management/social pressures, social responsibility, and financial literacy.

SLS 1511r. Special Topics in Student Life Skills (1). This special topics course assists students with transition to college, including success in a major, developing career plans, and honing essential skills. The course emphasizes connections to peers, faculty, and opportunities that prepare students for the future. May be repeated to a maximum of two credit hours.

SLS 2150r. Transitioning Through College (0-1). (S/U grade only.) This course is designed to assist continuing college students with the development of an intentional college life. The course focuses on the "transitioning through" aspect of college with an understanding that the student possesses expertise, exploration is essential, and the student experience is dynamic and unique.

SLS 2206. Chart Your Course: Navigating Your FSU Experience (0-1). (S/U grade only.) This course invites first-year students to experience the many opportunities Florida State University has to offer and chart their own course to a successful college experience. Students explore their own identities and values, engage with campus resources, and apply college success strategies to effectively navigate their transition to FSU.

SLS 3140. Academic Success for Transfer Students (1). This course helps transfer students improve their academic outcomes. The course focuses on development and application of skills necessary for navigating the increased scholastic expectations of a large research university.

SLS 3207. Exploring Mindset, Motivation, and Majors (1). In this course, students delve into the intricate world of mindset, motivation, and academic majors. Through a series of interactive activities, discussions, and introspective exercises, students gain valuable insights into their personal growth mindset, intrinsic and external motivations, and unique strengths.

SLS 3360. Life after Sport: Road Map to Professional Development (2). (S/U grade only.) This course provides the tools to cultivate meaningful transition skills, enhance business & professional acumen, and ensure students are aware of the path to career opportunities outside of professional sports.

SLS 3407. Strategies for Veteran Success (0-1). (S/U grade only.) This course is designed as a proactive measure to facilitate the transition from military service to college with the ultimate goal of promoting student veteran retention, graduation, and job placement. The purpose of the course is to facilitate development of study and life management skills that are critical to success in an environment that is structured to encourage personal connections with fellow student veterans as well as campus resources.

SLS 3513r. New Perspectives: Strategies for Academic Recovery (1). This course guides the discovery and development of key skills for personal and academic success as well as the use of the campus resources that support them. The in-person class format uses hands-on activities, self-assessments, discussions, self-reflections, guest presentations, and peer mentoring to support students' development of new perspectives, skills, and academic recovery.

SLS 3606r. Transitioning Beyond College (0-1). (S/U grade only.) This course is designed to assist continuing college students with the reflection of their college experience in preparation for post-graduation success. The course focuses on the "transitioning beyond" aspect of college with an understanding that the student is entering a different phase of emerging adulthood.

SLS 3717r. Peer Learning Assistance (0-1). This course is a learning opportunity for students interested in exposure to issues regarding targeted peer learning assistance. This course provides training in various areas related to peer learning assistance and is applicable across disciplines. May be repeated to a maximum of one credit hour.

SMT—Science or Mathematics Teaching

SMT 1043. Step 1: Inquiry Approaches to Teaching (1). This course allows students to explore teaching as a career with in-state tuition paid. Following an introduction to the theory and practice behind excellent inquiry-based mathematics and science instruction, students teach lessons in pairs to obtain firsthand experience in planning and implementation.

SMT 1053. Step 2: Inquiry-Based Lesson Design in Science/Mathematics (1). Prerequisite: SMT 1043. In this course, students continue developing the lesson-plan skills learned in SMT1043 as they become familiar with exemplary middle-school science curricula. After observing a lesson being taught in a local school-district classroom, students work alone or in pairs to plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

SMT 3100. Knowing and Learning in Science and Mathematics (FSU-Teach) (3). Prerequisites: SMT 1043 and SMT 1053, or instructor permission. This course focuses on knowing and learning in secondary science and mathematics as understood from a multidisciplinary perspective. The primary goal of this course is not simply to offer a general survey of theories of scientific and mathematical knowing and learning, but also to provide students with the opportunity to identify theories of knowing and learning and to employ these theories in their own practice of science and mathematics teaching.

SMT 4301. STEM Classrooms and Communities (3). Prerequisites: SMT 1043, SMT 1053, and SMT 3100. This course explores the role of content, pedagogy, curriculum, and technology in promoting learning and impacting STEM learning. Topics cover discourse in the classroom, management, task alignment, and classroom learning opportunities as well as assessment methods for understanding student learning.

SMT 4664. Project Based Instruction (FSU-Teach) (3). Prerequisites: SMT 1043, SMT 1053, and SMT 3100. Corequisite: Successful completion of or current enrollment in SMT 4301. This course integrates the major themes in the FSU-Teach program: infusion of technology in representation, analysis, modeling, assessment, and contextualization of the content; field-based experiences; as well as equity in an intellectually challenging culminating experience before students start teaching. Students must complete this course prior to enrolling in the Apprentice Teaching course and the seminar course (SMT 4945 and SMT 4930) of the FSU-Teach program.

SMT 4665r. Model Lessons Seminar (1). (S/U grade only.) This course includes weekly class sessions featuring invited instructors delivering model science and mathematics lessons followed by post instructional discussions revolving around the lesson's learning objectives, subject area, instructional strategies, assessments, and learning outcomes. May be repeated to a maximum of two credit hours.

SMT 4930. Apprentice Teaching Seminar (FSU-Teach) (1-4). (S/U grade only.) Prerequisites: SMT 1043, SMT 1053, SMT 3100, and SMT 4301. Corequisite: SMT 4945. In this seminar, objectives and course activities serve to support the Apprentice Teaching coursework and are repeated here. Teacher candidates meet as a seminar group for weekly ninety-minute sessions during the semester. FSU-Teach students enrolled in the five hour SMT 4945 must take this corequisite, variable credit seminar.

SMT 4945. Apprentice Teaching (FSU-Teach) (5). (S/U grade only.) Prerequisites: SMT 1043, SMT 1053, SMT 3100, and SMT 4301. Corequisite: SMT 4930. This course allows students to participate in teaching science and/or mathematics in secondary schools as their capstone field experience for the FSU-Teach (SMMT) major in the sciences and mathematics. The focus of this capstone experience is the synthesis and translation of the content and pedagogical knowledge learned in the program to the secondary classroom. This course contains signature assessments that must be successfully completed in order to earn an Institutional Recommendation for certification.

SOW—Social Work

SPM—Sports Management

SPM 4004. Issues in Sport Management (3). This course introduces students to the major topics, trends, problems and issues involved in athletics and sport management.

SPM 4011. Sport History (3). This course provides a survey of significant time periods beginning with the Ancient Greeks and ending with the current society. The survey reviews sport issues and practices across time, aiming to inform students about the role of sport in our current society.

SPM 4012. Sport in Society (3). This course covers the role of sports in the United States, focusing on sports as social and cultural phenomena. Focus is on the relationships between sports and social variables such as race and gender, social institutions such as education and family, as well as social issues such as drug use and violence.

SPM 4013. Cross-Cultural Sport (3). This course approaches sport through a variety of global perspectives and cultural lenses. Students are exposed to different national contexts, histories, leagues, and governing bodies, as well as the social, cultural, political, and economic imperatives organizing sport and its management, including global mega-events (e.g., Olympics, World Cup) and national structures (e.g., Barclay's Premier League).

SPM 4014. Sport and Literature (3). This course uses literary theory to critically analyze and interpret a series of popular sport-related novels. The course focuses on the role that literature in general, and sport-based books in particular, has played in promoting and challenging structures of gender, nationalism, sexuality, race, social class, and ability in the United States and Western society more generally.

SPM 4015. Sport and Film (3). This course allows students to use film and media studies theory to critically engage in and interpret a series of popular sport-related films. By the end of the course, students are 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 formations of gender, sexuality, nationalism, race, social class, and ability in Western society.

SPM 4020r. Current Issues in International Sport (3). This course is a discussion of current issues impacting the international sport industry. The course includes site visits and discussions of issues that industry professionals in international settings face.

SPM 4025. Diversity in Sport (3). This course examines the role and impact that ethnicity, racism, gender, and other diversity topics have had on sport, while providing students with an opportunity to develop an understanding and appreciation for diversity in sport.

SPM 4104. Facility and Event Management (3). In this course, students learn the factors involved in obtaining, running, and managing athletic events. They also learn the guidelines for designing, constructing, maintaining, scheduling, and managing an athletic facility.

SPM 4124. Human Resource Management in Sport (3). This course offers an introduction to the basic elements of human-resource management in sport organizations.

SPM 4154. Introduction to Sport Management (3). This course introduces the diverse field of sport management. Topics cover career opportunities within the sport industry, as well as knowledge relevant to the management, marketing, legal, and financial operations of sport organizations.

SPM 4204. Ethics in Sport (3). This course is designed to examine major moral/ethical issues within sport. Students are introduced to critical thinking regarding ethical issues in sport and learn to use moral reasoning to make ethical decisions in sport.

SPM 4304. Event and Special Projects (3). This course deals with topics and issues involved in the promotions and marketing of sporting events. The course is an examination of the evolution of large scale corporate marketing strategies.

SPM 4320. Sport Sales (3). (S/U grade only.) Prerequisites: MAR 3400 and MAR 4415 The course provides students with opportunities to learn about sales activities in the sport industry. Students participate in script training, perform role play scenarios, and complete sales-related projects.

SPM 4505. Sport Finance (3). This course introduces financial strategies related to sport entities and organizations.

SPM 4514. Entrepreneurship in Sport (3). Through this course, students are introduced to the foundational elements that encompass theoretical and practical knowledge within the topic of entrepreneurship. In addition, discussions pertaining to challenges that arise for professionals within sport organizations are highlighted for problem solving.

SPM 4604. Sport Governance (3). In this course, topics and issues discussed involve the organizational theory, behavior and structure of various sport organizations. The evolution of power and political activity engulfing sport organizations is also examined as well as concepts on leadership and management related to the sport industry. The course also includes an outside project that enhances the student's understanding of a selected sport organization and its event.

SPM 4630r. International Sport Venues (3). This course is a study of the design and management of international sport venues. Topics include design, marketing, facility image, and media and public relations, among others. This course includes site visits and discussions of issues and challenges that venue managers face. May be repeated to a maximum of six credit hours; may be repeated within the same term.

SPM 4703. Introduction to Sports Analytics (3). This course introduces students to the analytical techniques and quantitative methods that are being used to inform various decisions in the sport industry.

SPM 4705. Applied Data Analytics in Sport Management (3). SPM 4705 Prerequisites: SPM 4703 (C- or better) This course equips students with analytics skills and strategic mentalities to respond to the sport industry's demand for individuals who apply data science to solve business problems and challenges.

SPM 4723. Legal Issues in Physical Education (3). This course introduces students to the legal structures, major laws, regulations and precedents in law in sport and physical education.

SPM 4905r. Directed Individual Study (1-3). (S/U grade only.) This course enables undergraduate study of a research problem. Students work with faculty supervision to complete an independent project pertaining to a particular topic of interest. May be repeated to a maximum of 12 credit hours as topics vary. May be repeated within the same term.

SPM 4911r. Undergraduate Thesis (1-3). (S/U grade only.) This course employs a thesis project which must be an original research project utilizing methods appropriate to the nature of the project. In this course, work completed in the thesis stage includes prospectus development and approval, project completion, and defense. May be repeated to a maximum of six credit hours.

SPM 4931r. Special Topics in Sport Management (3). This course offers an analysis of selected topics in the sport-management field. May be repeated to a maximum of 12 credit hours.

SPM 4941r. Practicum in Sport Administration (3). This course provides opportunities for practical experience in various areas of sport management. The practicum is intended to provide students with work experience in a sport organization. May be repeated to a maximum of nine credit hours; repeatable within the same term.

SPM 4951. Sport Service Social Change (3). This is an experiential learning course where students use sport-based activities to serve a specific population in the local community. Through their experience and course reading, students increase their knowledge of social issues, social change, and the role of sport in both.

SPS—School Psychology

SSE—Social Studies Education

SSE 3321. Teaching History in the Middle and Secondary School (3). This course examines methodological approaches to the teaching of United States and world history. Students explore the chronological and thematic organization of history courses, primary sources, and narrative in the teaching of history. A focus is on the development of historical cognition.

SSE 4004. Teaching Citizenship (3). Prerequisite: SSE 4042. This course helps students explore the methods and goals of teaching for citizenship in social studies. Students have the opportunity to explore what teaching for citizenship means in different contexts, to incorporate citizenship education into different social studies subject areas (e.g., history, geography, economics, government, etc.), and to consider how existing curriculum and strategies help the aim of teaching for citizenship.

SSE 4042. Teaching Social Studies as a Profession (3). This course is intended to help students assess teaching social studies from an external perspective. Students have the opportunity to explore what becoming a social studies teacher means; to assess the organizational structure of teaching as a career and profession; to examine social attitudes about education and the work of teachers; and to consider what it means to think about teaching as social justice work.

SSE 4113. Elementary School Social Studies (3). Prerequisites: Block I and II. Corequisite: Block III. This course discusses the content, applications, and materials associated with the social sciences from grades K-6.

SSE 4194. Developing a Global Perspective (3). Prerequisites: EDG 4321 and SSE 4362. This course examines theory and practice in global education and the integration of global perspectives into curriculum and pedagogy in social sciences and social studies education. The course also evaluates major issues and controversies embedded in the field, and enables students to critique scholarship, analyze controversies, and propose ideas for integrating global perspectives in curriculum and instruction.

SSE 4362. Fundamentals in Teaching Social Studies (3). This course explores rationale for social studies instruction and an examination of traditional social science instructional methods.

SSE 4664. Inquiry in Teaching Social Studies (3). Prerequisites: EDG 4321 and SSE 4362. This course provides theory and practice in discovery, problem solving, and inquiry teaching of social science.

SSE 4783. Classroom Assessment for Social Studies Education (3). This course provides an understanding of the subject-specific approaches to classroom assessment in social studies education and prepares preservice teachers to select, plan, and design a range of assessments for their teaching objectives.

SSE 4904. Directed Independent Study (1-3). (S/U grade only.) This course allows students to study individually, under the direction of a faculty member. Topics vary and are usually selected on an individual basis. Hours may vary.

SSE 4940r. Field Study in Social Education (1-3). (S/U grade only.) Prerequisites: EDG 4321 and SSE 4362. This course is a participant observation field study course in an education setting to be arranged with the instructor. May be repeated to a maximum of three credit hours.

SSE 4944. Student Teaching in Social Science Education (12). (S/U grade only.) Prerequisites: SSE 4362 and SSE 4664. This course is a fifteen week, off-campus student-teaching experience in Florida schools, supervised by University faculty in social science education.

TSL—Teaching English as a Second Language

TSL 4080. Applied ESOL Instruction in PK-12 Classrooms (3). Prerequisite: TSL 4251. In this course, pre-service teachers apply research, best practices, evidence-based strategies, and assessments to content area lesson design for multilingual PreK-12 learners in mainstream classrooms. Teacher candidates apply methodologies appropriate to support academic language development, oral proficiency, literacy skills, and content instruction for English learners.

TSL 4081. Teaching English as a Second Language (3). In tis course, students develop practical competence for teaching English as a foreign or second language. The course focuses on topics and practices which improve students' practical knowledge of evidence-based methods, techniques, and procedures for teaching language skills and domains in a variety of foreign and second language settings.

TSL 4144. Foreign/Second Language Curriculum and Materials (3). This course allows students to review L2 learning stages and contemporary curricular designs that pertain to teaching second/foreign languages. Student learn to analyze and evaluate existing curricula, materials and technology, and participate in the process of developing original units and materials.

TSL 4251. Methods in Teaching English Language Learners in PK-12 Classrooms (3). This course is designed for pre-service teachers and focuses on how to teach multilingual PreK-12 learners in mainstream classrooms. Pre-service teachers will be introduced to lesson planning and instructional techniques for English Language Learners.

TSL 4324. ESOL Instruction in the Content Areas (3). This course focuses on the theory and application of second-language learning and teaching strategies for limited English-proficient students in subject matter classes. The course also satisfies META requirements for all teachers of LEP students except primary language arts instructors. This course is appropriate for renewal of all certification coverage.

TSL 4341. Grammar Instruction for Foreign and Second Language Teachers (3). This course builds the foundation of knowledge of grammatical concepts for foreign and second language pedagogy. Grammar teaching is often at the heart of foreign and second language education.

TSL 4441. Second Language Testing and Evaluation (3). This course is designed to acquaint students with principles of second language assessment and standardized testing, to inform them of general principles of second language test construction and administration, including traditional and nontraditional assessments, and to provide practical experiences in preparing valid items and analyzing tests.

TSL 4520. Second Language Acquisition and Cross-Cultural Communication for Teachers (3). This course provides teacher candidates with information related to second language acquisition and cross-cultural communication to prepare them to work with linguistically and culturally diverse learners in K-12 settings. Students explore the relationships between language and culture and focus on methods for fostering understanding between different cultural and subcultural groups.

TSL 4662. Foundations of Second Language Acquisition (3). In this course, students explore key theories, debates, and controversies within the field of Second Language Acquisition through reading and critically evaluating relevant research. The course is organized around issues such as the age of acquisition, learning contexts, cross-linguistic influences, cognitive aspects of language learning, and learner factors (e.g., motivation, aptitude).

TSL 4941. Practicum in Multilingual/Multicultural Education (4). Prerequisites: FLE 3033 and acceptable oral-proficiency interview score. This course explores practical techniques for classroom instruction of basic foreign language skills, teaching intermediate and advanced levels, use and construction of foreign language tests, techniques of planning, classroom management, ethics, and school law.

TSL 4945r. Associate Teaching in English as a Second Language (2-10). (S/U grade only.) May be repeated to a maximum of ten credit hours.

Graduate Courses

Graduate Courses

ADE—Adult Education

ADE 5083. Human Resource Development (3). This course offers a comprehensive survey of the structure and function of human-resource development in organizations. Focus is on alternative perspectives, professional roles and competencies, as well as on the organizational features affecting Human-Resource Development operations and programs.

ADE 5189. Staff Training and Development (3). This course covers the theory and practice of training and staff development based on the design and use of experiential instructional interventions meant to enhance individual, group, and organizational efforts. This course introduces students to the key concepts, principles, and processes that drive the staff training and development function and to enable them to improve their related analytical and technical skills.

APK—Applied Kinesiology

APK 5121. Sport and Exercise Psychology for Coaches (3). This course focuses on the theoretical and practical knowledge needed in coaching various sports, emphasizing critical thinking and application of scientific findings.

APK 5111C. Advanced Exercise Physiology (3). This course studies the physiological effects of acute and chronic physical exercise.

APK 5139L. Advanced Exercise Physiology Laboratory (1). Corequisite: APK 5111C. This course provides students with the skills and knowledge for practical application of advanced laboratory techniques to examine human performance physiology. This allows students to predict and enhance human performance associated with exercise training and cardiorespiratory fitness.

APK 5166. Supplements in Exercise (3). Prerequisites: Admission into a program within the Department of Nutrition and Integrative Physiology, or instructor permission. A basic background in exercise physiology and human metabolism/bioenergetics is required. This course provides an immersion into the theoretical and applied background for why nutritional supplements can positively, and negatively, impact health, performance, and many physiological processes. The regulation, marketing, and testing of nutritional supplements are also covered due to the unique aspects of these areas for nutritional supplements as compared to food and drugs.

APK 5177. Strength and Power Training for Sport Performance (3). This course is designed to meet specific competencies needed for students pursuing a career in strength and conditioning. The focus is on learning the proper execution and technique for various multi-joint exercises that develop strength and power. Attention is given to honing students' ability to implement these training exercises safely and effectively in others.

APK 5404. Sports Psychology (3). This course provides an introductory graduate survey of sport psychology topics and research.

APK 6178. Human Physiology I (3). Prerequisites: Admission into a graduate program within the Department of Nutrition and Integrative Physiology, or instructor permission. Basic background in anatomy and physiology is required. This course is the first of a two-part series providing an intense, comprehensive overview of major human organ systems' structure and function in both diseased and non-diseased states. As one's understanding of physiology is foundational to research or practice in health sciences, students must understand how properly functioning organ systems are critical for human well-being.

APK 6179. Human Physiology II (3). Prerequisites: Admission into a graduate program within the Department of Nutrition and Integrative Physiology, or instructor permission. Basic background in anatomy and physiology is required. This course improves student understanding of how cells, tissues, and organs function in both an independent and coordinated manner so this foundational knowledge can further support students' research endeavors.

APK 6410. Group Dynamics in Sport (3). This seminar is designed to provide an overview and perspective of the area of group dynamics in sport from a theoretical, empirical, and practical level.

APK 6412. Sport and Exercise Psychology Ethics (3). This course consists of in-depth elaboration on current important professional issues related to ethics in sport and exercise psychology. The issues presented and discussed in class consist of book chapters, the American Psychological Association (APA) and the Association of Applied Sport Psychology (AASP) Codes of Ethics publications.

APK 6935r. Seminar in Health, Nutrition, and Food Science (1). This course builds research and presentation skills focusing on various aspects of nutrition, food, physiology, and other areas of basic/applied sciences.

APK 8945r. Exercise Physiology Internship (1-9). (S/U grade only.) Prerequisites: APK 5111C, PET 5553, and instructor permission. This course consists of supervised field experience in applied exercise physiology with emphasis on corporate and adult fitness, cardiac rehabilitation, or hospital based wellness programs.

ATR—Athletic Training

CHD—Child Development

CHD 5266. Advanced Child Development (3). This course is a survey of contemporary child development research literature.

CHD 5617. Professional Development in Family and Child Sciences (1). Prerequisite: Graduate standing. This course is designed to introduce graduate students in Family and Child Sciences to professional development topics in the field of family and child sciences.

CHD 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of nine credit hours.

CHD 5912r. Supervised Research (1-3). (S/U grade only.) A maximum of three hours may apply to the master's degree.

CHD 5915. Methods of Research I (3). Prerequisite: A graduate statistics course such as EDF 5401 or equivalent. This course explores research design, with emphasis on the development of a thesis or dissertation prospectus. Includes a laboratory to practice data-analysis applications.

CHD 5942r. Supervised Teaching (1-3). (S/U grade only.) A maximum of three hours may apply to the master's degree.

CHD 6261. Theories of Child Development (3). Prerequisites: Graduate courses in child development, psychology, counseling, or family studies, as well as instructor permission. This course is a review of current theories of child development.

CHD 6264. Assessment Techniques for Children and Families (3). Prerequisites: Background in child and family study, as well as instructor permission. This course examines current child and family assessment techniques. Psychometric characteristics of measurements are reviewed.

CHD 6636. Development of Social Withdrawal, Inhibition, Shyness, and Anxiety from Childhood to Young Adulthood (3). Prerequisite: CHD 5266 or instructor permission. This course covers multi-disciplinary theoretical and empirical research on social withdrawal, inhibition, shyness, and anxiety in childhood, adolescence, and young adulthood. Content includes temperament, genetic vulnerability, parenting, developmental trajectories, social cognition, peer relations, cross-situational continuity and change, risk and resilience, internalization, and prevention.

CHD 6980r. Dissertation (1-24). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

CHD 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

CLP—Clinical Psychology

CLP 6169. Adult Development and Psychopathology (3). Prerequisite: Clinical psychology majors only. This course offers theoretical and empirical perspectives on the biological and psychosocial aspects of psychopathology. Includes issues of definition classification, diagnosis, etiology, as well as treatment implications in the context of human development.

DEP—Developmental Psychology

DEP 5068. Life-Span Human Development (3). This course discusses central theories and topics in developmental psychology across the life span, focusing especially on the implications of developmental theory and empirical research on counseling and other helping professions.

DEP 5070. Child & Adolescent Development (3). This course demonstrates that being an effective school psychologist depends on many factors, including the ability to ensure that students participate in services that are appropriate for their developmental levels. The course teaches students to learn to conceptualize children's development from multiple theoretical perspectives and translate current scientific findings in order to address complex issues that arise in the school setting.

DIE—Dietetics

DIE 5248. Advanced Medical Nutrition Therapy (3). Corequisite: Admission to Dietetics Internship Program (needs Internship Director's permission to enroll). This course offers a presentation and discussion of current topics in the field of dietetics and health care, including discussion of novel concepts and applications in dietetics. Methods in nutritional assessment are reviewed. Also, core competencies expected of entry-level dieticians are reviewed and completed.

DIE 5935. Current Topics in Dietetics (3). (S/U grade only.) Prerequisite: DIE 5248. Corequisite: Admission to Dietetics Internship Program (requires Internship Director's permission to enroll). This course offers a presentation and discussion of current topics in the field of dietetics and health care; dissemination and discussion of novel concepts and applications in the practice of dietetics; review of methods in nutritional assessment; and review and completion of core competencies expected of entry-level dietitians.

EAP—English as a Second Language for Academic Purposes

EAP 5838r. English Pronunciation for International Teaching Assistants (3). (S/U grade only.) This course is designed to help non-native English speakers improve pronunciation skills in order to become more competent and confident speakers of English; it provides learners with an understanding of the phonetic and phonemic structure of English and includes extensive speaking and listening practice. The course helps students develop an awareness of specific pronunciation features of North American English consonant and vowel sounds. Features of English rhythm and stress patterns are also analyzed and practiced. May be repeated to a maximum of nine credit hours.

EAP 5845r. Academic Writing for International Graduate Students (3). (S/U grade only.) This course is designed to help international graduate students develop the skills they need to become successful writers in their academic careers. The course covers strategies to organize and develop ideas, navigate word and grammar choices particular to academic written English, avoid plagiarism and properly use citation and reference styles. May be repeated to a maximum of nine credit hours.

EAP 5855r. Academic English and Communication Skills for International Graduate Students (3). In this course, international graduate students improve their academic English and communication skills for success in a graduate program at FSU. Students enhance their overall English skills, analyze differences in academic and cultural expectations, and learn about resources available to them at FSU. May be repeated to a maximum of six credit hours.

EAP 5860. Advanced English Practice for International Educators (3). (S/U grade only.) This is an orally based individualized course in English as a second language, designed to provide practice in diagnosed problem areas.

EDA—Educational Administration

EDA 5069. Ethics in Educational Leadership (3). This course examines educational leaderships as an ethical endeavor; covers the assumptions, values, and beliefs that inform school practice and policies; discusses systemic constraints to educational leadership; and also covers social-justice concerns in education.

EDA 5107. Educational Leadership and Change (3). This course is designed to teach aspiring educational leaders how to lead change in an educational setting. Students are exposed to comprehensive tools that are grounded in research that lead to the transformation of schools.

EDA 5191. Leadership for Diversity (3). This course integrates DOE requirements of ESOL Standards for School Administrators with a) an understanding of the Consent Decree, accountability and equity issues related to LEP students; b) an understanding of compliance with federal and state regulations; and c) an understanding of cultural proficiency in the school environment.

EDA 5192. Educational Leadership (3). This course covers basic leadership theories, motivation, group dynamics, planning, and change processes in educational settings. The course emphasizes knowledge, analysis, and applications that draw from multidisciplinary perspectives, including organizational analysis, psychology, anthropology, and sociology.

EDA 5219. Resource Management for Educational Leaders (3). This course examines public education as an economic institution, emphasizing the relationship between the purposes of schooling and the human and fiscal-resource allocation role of the principal. The principal's role in selected strategies and techniques in critical thinking and problem solving as applied to school improvement are presented. Procedures involved in school funding are examined, as well as the role of the principal in implementing statutes, audits, procedures, and policies. Recruitment, selection, retention of school personnel, and collective bargaining are examined as they relate to state and federal law.

EDA 5231. Applications of Policy (3). This course explores the roots of the educational process, the role of different stakeholders in policy formation and implementation, and applications of these educational policies in schools for the purpose of improving teaching and learning.

EDA 5232. Legal Aspects of Public School Administration (3). This course is designed to enable students to identify and apply legal principles that place limits on authority, define individual and corporate liability and inform standards of educational practice in public school settings. It emphasizes knowledge, analysis, and application that explores a range of leadership competencies, including concept formation, organizational sensitivity, problem solving and decisiveness. The course includes readings offering an overview of key legal and ethical issues for school administrators and case scenarios designed for small group and individual analysis.

EDA 5242. School Finance (3). This course examines public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. The social-economic-political context in which public finance decisions are evolved and their relationship to current educational issues.

EDA 5288. The Politics of Education (3). This course is an introduction to the study of the nation's largest social institution, public education. Using concepts based in the discipline of political science, the course explores how ideologies, institutions, and social groups have interacted to shape formal schooling in the United States. Class discussions and readings focus on the distribution of power and leverage in the political process of American society and the utilization of communication and analytic skills by educational administrators and policy analysts.

EDA 5423. Data Driven School Improvement (3). This course builds expertise in using data for a variety of school-improvement purposes, including instructional decision-making in grades K-12. Collaborative action-research skills are developed to solve school-based problems.

EDA 5501. The Assistant Principal (3). This course provides an overview of research on the position of the K-12 Assistant Principal. The course addresses issues of role ambiguity, socialization, ethics, discipline, instruction, and various aspects of personnel management.

EDA 5503. The Principalship (3). Prerequisites: Admission to the Educational Leadership & Administration online Masters/Specialist programs. This course provides a systemic approach to leadership and management roles, responsibilities, opportunities, and challenges of school principals and other administrators. This course also serves as term one of the two-term internship. Through readings, Signature assessments, group activities, discussions, simulation activities, and research projects.

EDA 5504. Instructional Leadership (3). Prerequisite: Admission to the Educational Leadership and Administration Online Masters/Specialist Programs. This course is designed to provide an understanding of how school leaders engage in instructional leadership by hiring, developing, supporting, evaluating, and retaining diverse, effective, and caring instructional personnel with the capacity to promote the academic success and well-being of all students.

EDA 5507. Planning Effective Instruction (3). This course explores the components and relationships that make up effective classroom instruction. Working on the assumption that effective classroom instruction is a necessary foundation for student achievement, school leaders need to know how to coach and monitor teachers use of effective instructional practices.

EDA 5508. Teacher Leadership Development (3). This course is based on the increasingly important role of a school leader in identifying and developing teacher leaders in K-12 schools. School leaders need to be able to work with teacher teams effectively and to cultivate the talents of teachers as leaders in various aspects of school life. This course explores how school leaders can be prepared to successfully operationalize these dynamics.

EDA 5569. State Education Policy (3). This course examines the development of education policy through the state legislature, state boards of education, and the state budgeting process. Emphasizes eclectic research methods in the conduct of limited scope educational policy studies at the state level.

EDA 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of five credit hours.

EDA 5931r. Special Topics in Educational Administration (3). This course content varies to provide opportunity to study current issues in educational administration and topics not offered in other courses. May be repeated as topics vary to a maximum of 12 credit hours.

EDA 5941r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDA 5942. Practical Experiences in Educational Leadership (3). This practicum course's primary purpose is to provide students an experiential orientation into the components for fulfilling certification requirements in Educational Leadership/Administration toward Level I Educational Leadership Certification. The practicum provides the infrastructure that bridges leadership practice with leadership theory as students acquire the skills, knowledge, and dispositions to make a positive impact on improving schools and student achievement.

EDA 5945. Practicum in Educational Leadership I (1). This course integrates Department of Education requirements of experiential learning through field experiences, school-based mentoring from an expert in the field, and the Florida Leaders Web site for professional development for aspiring school leaders.

EDA 6061. Educational Administration and Organizational Practice (3). This course provides an introduction to educational administration and organizational practice for graduate students interested in education and policy. The course is composed of a social-systems model of which critical elements such as structure, motivation, culture and politics are covered. Opportunities and constraints for schools are explored along with key administrative processes and contemporary research on the effectiveness of schools.

EDA 6068. Education Policy to Practice for Educational Practitioners (3). This course provides a broad overview of the field of K-12 educational policy. Students will learn central theories that have been used to understand the goals and mechanisms of different state and federal policy efforts aimed at improving schools and schooling.

EDA 6101. Organizational Theory (3). This course is an overview of organizational concepts and theories to enable the advanced graduate student to develop alternative bases for utilizing organizational theory in future study and practice within educational settings.

EDA 6102. Perspectives on Leadership Theory (3). This course examines traditional and non-traditional education leadership theories, including analyses of purposes and meanings inherent in formal and informal perspectives.

EDA 6105. Laboratory of Practice I (3). Prerequisite: EDF 6474. This course re-introduces students to key concepts/foundations of research design relevant to their dissertation. Students continue revisions on Chapter 1 of their dissertation and conduct an audit of their local context and/or organization.

EDA 6108. Laboratory of Practice II (3). This course facilitates students' ability to engender original thinking and research on important educational issues as they relate to issues of human rights and social justice in local and global contexts.

EDA 6110. Laboratory of Practice III (3). In this third and final Laboratory of Practice course, students revise and finalize their preliminary exam manuscripts and supplemental materials, including IRB applications. As part of this process, students conduct a pilot study testing instruments or protocols that they may use to collect data.

EDA 6207. Leadership for School Renewal (3). This course assists students in developing catalytic leadership for creating a vision description of total quality school/school district and a strategic plan for realizing that vision.

EDA 6425. Literature Review for Educational Research (3). Prerequisite: EDF6486 This course is designed to guide advanced doctoral students through the research process, including identifying and developing a research interest, refining research questions, and writing a review of the literature.

EDA 6930r. Seminar in Literature, Research and Professional Writing (1-3). This course is a weekly seminar on current educational problems. May be repeated to a maximum of nine credit hours.

EDA 6968. Diagnostic Exam (0). (P/F grade only.) This diagnostic exam appraises the student's ability to pursue the EdD doctoral degree and to facilitate advising in the development of the student's program of studies. The diagnostic exam is taken during the second term or after a doctoral student has completed nine to 12 credit hours of EdD coursework.

EDA 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. This course consists of research on the dissertation topic. A minimum of 24 credit hours is required. May be repeated within the same term.

EDA 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours. May be repeated within the same term. May be completed two times.

EDA 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EDA 8967r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDA 8985r. Dissertation Defense (0). (P/F grade only.)

EDE—Elementary Education

EDE 5225. The Elementary School, K-6 (3). This course examines the foundations for establishing an elementary school program, including the nature of knowledge, social issues, child development, and content development.

EDE 5227. The Integrated Curriculum in the Elementary and Middle School (3). This course analyzes the reasons for integrating the curriculum and teaches how to implement an integrated approach in the elementary and middle schools.

EDE 5266r. Current Issues and Trends in Elementary Education (3). This course is designed for students to perform a critical analysis of a number of issues and trends important to the public elementary school. May be repeated to a maximum of nine credit hours.

EDE 5324. Promoting Thinking in the Elementary School (3). This course is an analysis of thinking processes of elementary-aged children and interventions to enhance thinking. Special emphasis given to critical thinking, creative thinking, moral thinking, problem solving, and decision making.

EDE 5511. Organization for Classroom Instruction in the Elementary School (3). This course is an analysis and critique of current organizational patterns related to teaching in the elementary school.

EDE 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EDE 5910r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDE 5940r. Supervised Teaching (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDE 5941. Internship in Elementary Teaching (9-12). (S/U grade only.) Prerequisite: SCE5215. This culminating internship provides teacher candidates the opportunity to demonstrate mastery of the state-approved teacher preparation standards in a classroom setting, focusing on the areas of planning, instructional delivery, assessment, professional growth, and ethical behavior.

EDE 5942r. Elementary Teaching Field Practicum (3). Prerequisite: EDE 5225. This course provides teacher candidates with the opportunity to participate in an elementary classroom, focusing specifically on curriculum design and instruction, classroom management and discipline, and assessment. May be repeated to a maximum of six credit hours.

EDE 6805. Perspectives of Teacher Professional Development (3). This course is for advanced graduate students preparing for leadership positions associated with professional development of teachers at pre-service, induction, and in-service levels. Model programs are viewed from historical, sociological, psychological, philosophical, and anthropological perspectives.

EDE 6937. Advanced Research Seminar in Elementary Education (3). (S/U grade only.) Prerequisites: EDF 5400; EDF 5402; and EDF 5481 or equivalent. This seminar is to assist students to master tasks required for a prospectus of a dissertation.

EDE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

EDE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

EDE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EDE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDE 8985r. Dissertation Defense (0). (P/F grade only.)

EDF—Education: Foundations and Policy Studies

EDF 5089. Black and Latino Education: History and Policy (3). This course explores factors that have impeded academic achievement at the K-12 and university levels, in addition to examining programs that foster success. This course provides an understanding of the history and socio-economic context of the educational experience of African-Americans and Latinos, the two largest minority groups in the United States.

EDF 5300. Motivation and Emotion (3). This graduate-level seminar provides students with information to understand underlying processes of humans' motivations and emotions.

EDF 5400. Basic Descriptive and Inferential Statistics Applications (4). This course prepares students to both read and write papers containing basic statistical analyses. Topics covered include descriptive statistics, basic plots and graphing, hypothesis testing, confidence intervals, correlational techniques, and introduction to the general linear model.

EDF 5401. General Linear Model Applications (3). Prerequisite: EDF 5400. In this course, topics included are general linear model applications including multiple regression, ANOVA, ANCOVA, aptitude-treatment-interaction analysis, and other techniques.

EDF 5402. Advanced Topics in Analysis of Variance Applications (3). Prerequisite: EDF 5400 or equivalent. This course explores topics such as multiway ANOVA, covariance, repeated measures designs, nested designs, and generalizability theory.

EDF 5404. Bayesian Data Analysis (3). Prerequisite: EDF 5000. Corequisite: EDF 7418. This course provides students with practice in applying Bayesian methods for linear, generalized linear, and hierarchical linear models to educational data sets. The class covers using both the EM and MCMC algorithms in R and Stan. The course emphasizes interpretation of results and writing summaries of analyses.

EDF 5406. Multivariate Analysis Applications (3). Prerequisite: EDF 5401. This course examines design and analysis of research studies with multiple independent and dependent variables including path analysis, confirmatory factor analysis, and exploratory factor analysis.

EDF 5409. Structural Equation Modeling (3). Prerequisite: EDF 5406. This course considers rationale, mathematical theory, and application of structural equation modeling (SEM). Techniques include SEM with non-normal and categorical data, structural regression models, multiple-sample SEM, equivalent models, and longitudinal growth curve models.

EDF 5414. Introduction to Large Data Sets (3). This course focuses on identifying, managing, analyzing, and interpreting findings from existing large databases specific to the field of education. Students are introduced to the major existing databases and given the opportunity to analyze these data using Stata, a statistical software package popular in the social sciences.

EDF 5419. Missing Data Analysis (3). Prerequisites: EDF 5401. This course prepares students to analyze data sets with missing values using linear statistical models (i.e., regression, analysis of variance, analysis of covariance, etc.). This course covers models for missing data, situations in which listwise and pairwise deletion strategies do and do not provide unbiased estimates, single and multiple imputation methods, and Bayesian computation (expectation maximization--EM--algorithm and Markov chain Monte Carlo--MCMC).

EDF 5431. Classroom Assessment (3). This course prepares prospective teachers for activities related to assessing students including establishing validity evidence, enhancing generalization of observations, using traditional and alternative assessment strategies, interpreting and using data to improve achievement, and utilizing assessment in the process of learning.

EDF 5432. Measurement Theory I (3). Prerequisite: EDF 5400 or equivalent. This course is an introduction to test theory; mathematical bases for operational procedures; practical applications of theory.

EDF 5434. Item Response Theory (3). Prerequisite: EDF 5400 or equivalent. This course covers the theory, principle, and techniques of a modern measurement theory, which is called item response theory (IRT).

EDF 5435. Theory of Scaling and Equating (3). Prerequisites: EDF 5401 and EDF 5434. This course introduces the basic theory and applications of scaling and equating for educational and psychological testing (e.g., achievement test, questionnaire, and attitude survey) for master and doctoral students.

EDF 5442. Inquiry and Measurement for Practitioners (3). This foundational course addresses inquiry and measurement concepts for master's students. It focuses on inquiry to support data-based decision making processes related to learning and human performance.

EDF 5448. Scale and Instrument Development (3). Prerequisites: EDF5400, and EDF5431 or EDF5432. This course provides the skills essential to conceptualizing, designing, producing, administering, and interpreting educational and psychological scales and instruments. Focuses upon measures of achievement, aptitude, attitude, and interest.

EDF 5449. Survey Research Methods (3). This course introduces the design, use, and analysis of questionnaires for data collection; significant research questions and strengths and weaknesses of various methodologies are discussed. Hands-on practice in questionnaire design.

EDF 5456. Introduction to Categorical Data Analysis (3). Prerequisite: EDF 5400 or instructor permission. This course introduces statistical methods for binary, ordinal, and nominal categorical data and frequency data for students and applied researchers in social sciences. The course covers the concepts of logit modeling and loglinear modeling in the generalized linear modeling framework and applications of those modeling with real data.

EDF 5461. Introduction to Program Evaluation (3). This course is an overview of current evaluation theory and models; emphasis on role evaluation in needs assessment and planning phase of program development.

EDF 5462. Evaluation of New Educational Programs and Practices (3). Prerequisite: EDF 5461. This course is an advanced level seminar on the theoretical and pragmatic aspects of program evaluation. Students begin with an overview and understanding of evaluation theoretical roots and the philosophical premises shaping evaluation theory. This leads to further understandings about the application of different research designs to the practice of evaluation, as presented in evaluation cases.

EDF 5464. Qualitative Research and Evaluation Methods (3). This course explores the foundations and basic methodological approaches to qualitative research in education (and, more broadly, the social sciences).**EDF 5481. Methods of Educational Research (3).** This course is a survey of selected types of educational research and appropriate related techniques; emphasis on criteria of validity.

EDF 5481. Methods of Educational Research (3). This course is a survey of selected types of educational research and appropriate related techniques; emphasis on criteria of validity.

EDF 5484. Educational Data Analysis (3). Prerequisite: EDF5401. This course provides students with practice in applying linear and generalized linear models to educational data sets. The focus is not on specific methods, but rather on identifying which methods are appropriate for a given data sets, interpreting the results and writing up reports summarizing the results.

EDF 5492. Applied Research Methods in Learning Design and Performance Technology (3). This course is a survey of applied research methods commonly used to support problem-solving in learning design and performance technology contexts.

EDF 5498. Single Case Design Research for Educators (3). Prerequisite: EDF 5481 or equivalent. This course prepares students for conducting teacher action research using single case research designs (SCRD) in educational settings. Salient features of SCRD and the advantages and disadvantages of this research methodology are discussed. Students build competence in creating and analyzing high quality single case design studies to investigate the effectiveness of instructional interventions.

EDF 5517. History of Education in The United States (3). This course examines the evolution of public and private schooling in the United States from the Spanish and British colonial eras to the modern reform period of the late 20th century. It includes the social history of American teachers, and a critical examination of issues surrounding race, ethnicity, social class and gender in the development of formalized structures of schooling.

EDF 5519. History of Higher Education (3). This course provides an in-depth overview of the history of higher education in the role of higher education in society over the last two centuries, the expansion of higher education in the twentieth century to include various groups such as women, African-Americans, and the working-class; tensions between the traditional, liberal arts curriculum and multicultural offerings; and governmental roles in the transformation of modern higher education.

EDF 5543. Introduction to Philosophy of Education (3). This course is a survey of contemporary approaches to philosophy of education, such as neo-pragmatism, post-structuralism, feminist theory, critical theory, existentialism and analytic philosophy, emphasizing their perspectives on current educational problems and practices and their methods of investigation.

EDF 5548. Philosophy of Teaching and Learning (3). This course introduces the comparative analysis of conceptions of teaching and learning in competing philosophies of education and their implications for education in a culturally diverse democratic society.

EDF 5551. Social Philosophies and Education (3). This course examines social and political philosophies such as liberalism, communitarianism, functionalism, critical theory, pragmatism and feminism and their implications for educational policy and practice in a democratic society.

EDF 5612. Anthropology of Education (3). This course focuses on the applications of anthropology in the study of education. Focuses on transmission of culture; cultural factors that promote and inhibit in-school learning; bilingualism and language policy; factors affecting development and policy in education.

EDF 5624. Economics of Education (3). This course applies basic economic theory and methods to policy issues arising in schools and universities, including both domestic and international settings. Examples of specific issues include the supply and demand for education, the external benefits of education, the labor market for educators, and the effect of market competition on the performance of educational institutions.

EDF 5625. Education and Economic Development (3). This course explores the relationship between education and economic development, especially in the developing world. Students examine theoretical and empirical arguments for human-capital theory, as well as alternative viewpoints challenging the human-capital perspective. Students also evaluate empirical evidence regarding the most effective and efficient educational inputs in developing countries.

EDF 5626. Economic Evaluation of Education Programs (3). This course examines how economics can be used to improve resource decisions made by administrators and policy makers. It provides theory and applications of cost-effectiveness and cost-benefit analysis.

EDF 5630. Sociology of Education (3). EDF5630,P,Y,**EDF5630,P,Y,** This course introduces students to the sociology of education designed for graduate-level students. Examines empirical evidence related to current educational problems and related issues in educational practice and policy.

EDF 5641. Introduction to Policy Studies in Education (3). This course provides an introduction to the concept and practice of policy in the field of education with special focus on the use of social knowledge in policy formation. It highlights policy as a multidisciplinary field of study.

EDF 5649C. Applied Education Policy Analysis (3). Prerequisite: EDF 5400. This course builds on students' introductory knowledge of basic statistics, economics and education policy. The course specifically teaches graduate students how to apply theory to research, policy, and evaluation issues with a focus on P-20 education policy analysis.

EDF 5652. Policy Development in Education (3). This course explores the United States' policymaking process in all its stages including problem identification, agenda setting, policy formation, policy adoption, implementation and evaluation. In so doing, it surveys a broad range of K-12 and postsecondary education policies.

EDF 5656. Design and Management of International Development and Education Projects (3). Prerequisite: EDF5850. This course takes students hands-on through the process of project design and explores the practical “how to” issues involved in managing projects in international educational development. Course content includes the development of actual proposals for projects by students, including the development of technical narrative and implementation plans, monitoring and evaluation plans, staffing and management sections, organizational capacity statements and budgets.

EDF 5681. Urban and Rural Schools (3). This course examines education within the context of urban and rural school settings.

EDF 5706. Gender and Education in Comparative Perspective (3). This course explores the relevance of gender to various aspects of education including formal, nonformal, and informal education. Research and issues from various regions of the world are included for analysis. Students develop their ability to analyze gender in educational settings and to incorporate gender analysis into educational planning in a variety of contexts.

EDF 5743. Foundations of Education (3). This course provides an overview of the social, cultural, philosophical, political, historical, and economic foundations of education. It examines the relationship between schools and the society in which they exist. Students examine the influences of culture, history, and economy on educational beliefs, policies, and practices.

EDF 5850. International Development Education (3). This course is an overview of the roles of education in national development and in promoting social, economic, and cultural improvement. Emphasis given to less developed countries and "Third World" communities at home.

EDF 5853. Comparative Education (3). This course examines what may be learned from comparisons of educational policy and practice among different countries and cultures around the world and how to go about comparative education research most effectively. Objectives are that students discover what may be learned from comparison of teaching, learning, and educational administration in different settings and practice good methods of comparative research.

EDF 5867. Education Abroad: Advanced Access, Equity, and Opportunity (3). (S/U grade only.) This course introduces and investigates a variety of topics in counseling psychology and education. It includes real-life, hands-on experiences related to counseling in other countries.

EDF 5887. Multicultural Education (3). Prerequisite: Graduate standing. This course offers an introduction to the history and philosophy of educational policies and practices that respond to the realities of cultural diversity in the United States and abroad.

EDF 5906r. Directed Individual Study (1-3). (S/U grade only.) This course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member. May be repeated to a maximum of 30 credit hours.

EDF 5907r. Directed Individual Study (1-3). (S/U grade only.) Course topics vary. May be repeated to a maximum of nine credit hours; repeatable within the same term.

EDF 5910r. Supervised Research (1-9). (S/U grade only.) This course provides students with an opportunity to work on a research project(s) under the supervision of a professor. May be repeated to a maximum of 18 credit hours.

EDF 5911r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours; may be repeated within the same term.

EDF 5916. Research Proposal Writing (1). Corequisite: EDF 5481. This course provides the opportunity to develop a written research proposal (including literature review) and to select and specify the appropriate research design and data collection methods to answer one's research questions.

EDF 5920r. Measurement and Statistics Colloquium (0). (S/U grade only.) This course provides an introduction to the skills needed for success in graduate study in psychometrics, including writing, reading academic papers, research ethics, and presentation skills. Students in the Measurement & Statistics Master's and Doctoral programs are expected to enroll in every term (except summer) in which they are registered.

EDF 5922r. Educational Psychology Colloquium (0-1). (S/U grade only.) This course is an introduction to the skills needed for success in graduate study in educational psychology, including writing, reading academic papers, research ethics, and presentation skills. This course may be repeated to a maximum of 15 credit hours.

EDF 5935r. Special Topics in Foundations of Education (1-3). This course offers topics not covered in regular courses; e.g., advanced quantitative research, Black and Latino education, economics and education, religion and diversity in public education, school choice policy issues, and urban educational policy. Offered on a student demand basis. Topics deal with policy and research issues in the foundations of education. May be repeated to a maximum of 12 credit hours.

EDF 5940r. Supervised Teaching (1-4). (S/U grade only.) A maximum of three hours may apply to the master's degree. No limit on the doctoral degree; may be repeated within the same term.

EDF 5941. Institutional Research Practicum (3). (S/U grade only.) Prerequisite: EDH 5055. This course is the capstone course for the Certificate in Institutional Research. In this course, students use theory and knowledge from previous courses in the Certificate Program to address a practical issue or problem in Institutional Research.

EDF 5942r. Field Laboratory Internship (1-8). (S/U grade only.) This course provides a real-world opportunity for students to strengthen their competence in communication, analysis, design, technology, evaluation, management, personal and interpersonal skills. May be repeated to a maximum of eight credit hours.

EDF 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required. May be repeated to a maximum of six credit hours; may be repeated within the same term.

EDF 5973r. Specialist in Education Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required. May be repeated to a maximum of six credit hours; may be repeated within the same term.

EDF 6057. Large-Scale Assessment (3). Prerequisites:EDF5432; EDF5434 This course prepares students to work on large-scale assessment programs. Students gain familiarity with all aspects of the program including item development, field-testing, test construction, scaling, equating, vertical linking, standard setting and generating technical reports.

EDF 6413. Advanced Topics in Structural Equation Modeling (3). Prerequisite: EDF 5409. This course considers several advanced techniques in structural equation modeling (SEM). Techniques include applications of Monte Carlo (simulation) studies to tackle methodological issues in SEM, Bayesian approaches to SEM, mixture modeling, and SEM with multilevel data.

EDF 6417. Computer Assisted Qualitative Data Analysis (3). Prerequisites: EDF 6475, EDF 6476, EDF 6479, or another course in qualitative methods. This course focuses on using computer assisted qualitative data analysis software (CAQDAS) for the analysis, interpretation, and reporting of qualitative data collected during research. Students utilize a variety of approaches to qualitative data analysis by applying them to observations, interviews, visual images, and/or documents.

EDF 6455. Data Use in Education Settings (3). This course introduces theoretical and practical application of data-driven decision making for educational leaders from the school-building level to the state level. This class focuses on how to collect, analyze, review, and present data and information to educational decision makers.

EDF 6471. Quasi-Experimental Data Analysis (3). This advanced course prepares students to conduct quasi-experimental methods appropriate for education policy analysis.

EDF 6474. Foundations of Practice Models (3). Prerequisite: EDF 6485. This course introduces students to different Dissertation-in-Practice research models that are applicable for investigating a problem of practice situated within an educational organization.

EDF 6475. Qualitative Methods in Educational Research (3). This course introduces methods of data collection: qualitative, participant observation, and ethnographic interviews. Attention is given to strengths and shortcomings for use in educational research and evaluation.

EDF 6476. Advanced Qualitative Research Seminar (3). Prerequisite: EDF 5464 or EDF 6475. This course explores the theoretical and pragmatic aspects of qualitative research. It is intended for students who already have a foundation in qualitative methods and are planning to use this methodological approach in their dissertation research. Students develop a "conference-ready" research paper that draws on a set of existing qualitative data and different theoretical perspectives.

EDF 6477. Qualitative Data Analysis for Educational Research (3). Prerequisite: EDF 5464. This class explores the foundations of data analysis in qualitative research; students review and practice various techniques for data coding, analysis, and triangulation. In this course, students build upon the work that they did in Qualitative Research and Evaluation Methods.

EDF 6479. Qualitative Data Analysis (3). Prerequisite: EDF 5464 or EDF 6475. This course focuses on the analysis, interpretation and reporting of qualitative data collected during interpretive research.

EDF 6480. Applied Quantitative Methods for Educational Practitioners (3). This course focuses on applied statistics in the social sciences and how to use these tools to construct research reports specific to education. The goal of the course is for students to be more comfortable working with applied statistics and begin to apply the skills acquired to their own research.

EDF 6482. Experimental and Quasi-Experimental Research Design (3). This advanced course develops skills necessary to plan high quality research and be a discriminating consumer of existing research. The course covers both randomized experiments and non-randomized quasi-experiments, exploring the implications of the design for causal conclusions which could be drawn from the data.

EDF 6485. Professional Learning for Educational Practitioners I (3). This course develops student's identities as scholarly practitioners through identifying individual research interests and preparing participants for continued studying applied education research.

EDF 6486. Applied Research Methods in Educational Leadership and Policy (3). This course introduces students to the role that educational and empirical research, in particular, can play in solving educational problems.

EDF 6493. Professional Learning for Educational Practitioners II (3). This course introduces students the critical components of practice-based research in the formats of program evaluation, action research, and policy analysis.

EDF 6499. Discourse and Conversation Analysis (3). This course prepares students to use discourse and conversation analysis techniques in their research.

EDF 6558. Seminar on John Dewey's Educational Philosophy (3). This course is an advanced seminar providing coverage of Dewey's educational thought. Studies Dewey in the context of American pragmatism and educational progressivism.

EDF 6576. Policy to Practice: District, School, and Classroom Policy Implementation (3). This course focuses on the implementation of educational policy at the district, school, and classroom levels. The course covers the central theories that have been used to understand the goals and mechanisms of different state and federal policy efforts aimed at improving schools and schooling; reviews research on how districts, schools, and teachers in classrooms respond to state and federal policies; and also covers three different "cases" representing dominant trends in educational policy, providing a multi-level perspective on how state and federal policies shape district, school, and classroom practices.

EDF 6619. Advanced Qualitative Data Analysis (3). Prerequisites: EDF 6475 and EDF 6476. This doctoral seminar covers approaches to qualitative data analysis and writing. It introduces students to the logics undergirding data analysis as well as different steps, strategies, and approaches that researchers use as they collect, organize, analyze and write their findings.

EDF 6648. Policy Analysis in Education (3). Prerequisite: EDF 5641. This course provides a comprehensive study of the policy analysis process. It illuminates and clarifies theoretical concepts in policy analysis through the discussion of cases and issues pertinent to the field of education.

EDF 6666. Teacher Policy and Reform (3). This course introduces teacher policy and reform topics based on theoretical and empirical literature in the U.S. and global contexts. The roles and influences of policy actors at global, national, sub-national (state/province), and local levels are discussed, and policy assumptions, contexts, designs, implementations, and outcomes are examined.

EDF 6683. Family Support for Learning (3). This course addresses the theories, current research, and research methods associated with the multiple influences families have on students' educational achievement, with particular attention to issues of development and diversity.

EDF 6755. Theory and Practical Issues in Education (3). Prerequisites: EDP 5216 or EDP 5053. This course is designed as a synthesis for some of the most important themes relevant to learning, cognition, and instruction, including theoretical and practical issues in education related to lifespan development, human cognition, theories of learning and instruction, motivation and emotion, and family support for children. The goal of this course is to consider the implications of these issues.

EDF 6865. Promoting Literacy in International Settings (3). This course discusses the core issues in literacy policy globally, with a particular focus on low- and middle-income countries. The course also covers the role of literacy in promoting other development outcomes, such as health and women's empowerment.

EDF 6912r. Preliminary Research (1-3). (S/U grade only.) This independent study course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member. This course may be repeated up to 18 credit hours.

EDF 6937r. Seminar in Advanced Research Problems (1-3). This seminar course focuses on current research topics regarding ethics as well as developing the rudiments for constructing students individual instructional philosophy. Students utilize a variety of research materials to investigate traditional schools of thought and academic theory. May be repeated to a maximum of 15 credit hours; repeatable within the same term.

EDF 6960. Diagnostic Examination (0). (P/F grade only.) This diagnostic exam appraises the student's ability to pursue the doctoral degree and to facilitate advising in the development of the student's program of studies. The diagnostic exam is taken during the second term or after a doctoral student has completed nine to 12 hours of coursework.

EDF 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of ninety-nine credits; may be repeated within the same term.

EDF 6981r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Course topics are subject to student's dissertation topic and research.

EDF 7418. Multilevel Modeling (3). Prerequisite: EDF 5401. This course introduces multilevel models, which allow for (and account for) the dependency present in nested data (e.g., students nested within classrooms; or schools, or repeated measures, nested within subjects). Students learn about a variety of multilevel or hierarchical models appropriate for a broad range of applications.

EDF 7489. Meta-Analysis (3). Prerequisites: EDF5400 and either EDF 5401 or EDF 5402. This course covers conceptual issues and analysis methods relevant to research reviews and quantitative synthesis methods. Students are introduced to the issues and controversies in the area of research synthesis and to a set of quantitative procedures for summarizing sets of related studies.

EDF 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours.

EDF 8965r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours. May be taken up to two times; may be repeated within the same term.

EDF 8966r. Master's Comprehensive Examination (0). (P/F grade only.) May be repeated up to ten times; may be repeated within the same term.

EDF 8967r. Master's Comprehensive Examination (0). (P/F grade only.) May be repeated up to ten times; may be repeated within the same term.

EDF 8969r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDF 8970r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDF 8976r. Master's Thesis Defense (0). (P/F grade only.)

EDF 8979r. Specialist in Education Thesis Defense (0). (P/F grade only.)

EDF 8985r. Dissertation Defense (0). (P/F grade only.) May be taken up to six times; may be repeated within the same term.

EDF 8987r. Dissertation Defense (0). (P/F grade only.) May be taken up to six times; may be repeated within the same term.

EDG—General Education

EDG 5206. Teachers as Curriculum Decision Makers (3). This course explores the challenges of curricular design from the institutional role of the teacher and analyzes how a teacher can become an effective contributor in curricular deliberation within the settings of schools and school districts.

EDG 5208. Foundations of Teaching (3). This course is for master's students seeking alternative or regular certification who do not have an undergraduate degree in a teaching field. This course provides the essential elements needed to succeed in a classroom.

EDG 5339. Making Sense of Data to Inform Instruction (3). This course is designed to support educators in exploring the concepts underlying the use of data to inform instructional strategies. The course provides an understanding of accountability systems and the wide range of data collection tools and supports the development of educators' skills in basic data analysis procedures, data interpretation, and application of these interpretations to shape instructional practice in classrooms and other educational settings.

EDG 5342. Analyzing and Refining Teaching (3). Prerequisites: EDG 5206, EDG 5339, EDG 5345, EDG 5709, and EME 5050. This course assists teachers in identifying their own theoretical framework for instruction and using this framework to closely examine their own practice through the use of data collected from that practice. The course is designed to support teachers' synthesis of the theories, techniques, technology, and approaches introduced throughout the program into a coherent theoretical framework to be used to refine teachers' instructional practice.

EDG 5345. Using Assessments in the PK-12 Classroom to Differentiate Instruction (3). The course explores the wide range of formats (e.g., diagnostic, formative, and summative) of useful classroom assessments utilized across a variety of academic disciplines, grade levels, and student abilities. Focus is on how these assessment tools can inform learners' cognitive resources and instructional practices that can be used to differentiate instruction.

EDG 5365. Practitioner Research in Schools and the Community (3). This course introduces participants to teacher action research to enable them to design and conduct research focused on their own practice. Students learn to analyze and critique research related to applied educational studies conducted in school and community settings.

EDG 5465. Grounded Theory Analysis (3). This course focuses on collecting and analyzing qualitative data using a grounded theory approach, a specific form of qualitative data analysis. Students analyze data and develop a theoretical model that is grounded in qualitative data.

EDG 5709. Culturally Responsive Teaching for Equitable Instruction (3). This course addresses culturally responsive teaching and how it can be used to improve the academic performance of culturally and linguistically diverse learners including those living in poverty as well as those with differing family structures. Participants explore how their increased awareness about race, culture, and student background can be used to create more effective instructional practices.

EDG 5940r. Student Teaching (9). (S/U grade only.) This culminating internship field experience provides student teachers with an opportunity to demonstrate their abilities to design and implement instruction, to assess student outcomes based on data collected, to use data to inform instructional decisions, to establish positive learning environments where all students are valued, and to demonstrate a professional growth mindset.

EDG 5972r. Capstone Defense (0). (S/U grade only.) In this course, students examine and reflect upon the knowledge, abilities, and educational effectiveness through data collected from their practice and the subsequent interpretations and applications using the theoretical and methodological tools introduced in the program. Through their portfolio, students are provided the opportunity to synthesize and reflect upon their experiences.

EDG 6008. Academic and Professional Identity (1). (S/U grade only.) This course examines current issues related to the acculturation of doctoral students and the formation of their academic and professional identities. For doctoral students, their 'academic' professional identity is situated within the higher education academic community and play an integral role in their well-being and productivity.

EDG 6009. Successful Transitions: Graduate School to Academic and/or Alt-Academic Professions (1). (S/U grade only.) Prerequisite: EDG 6008. This course examines current issues related to making the transition from doctoral candidate to professional positions. Students investigate career options for and expectations of academic and/or alternative academic positions. Students explore aspects of the application, interviewing, and hiring process.

EDG 6015. Grant Writing for Educational Research (3). This course provides participants with the knowledge and skills to prepare competitive education-related grant applications to government and private sources.

EDG 6068. Current Trends and Issues in Teaching and Teacher Education (3). This course examines current trends and issues related to the practice of teaching and teacher preparation. The course will also examine the influence of these trends and issues on the professional development of practicing teachers. Students will investigate the contextual pressures on the work of teachers.

EDG 6221. Curricular Theory (3). This course focuses on theoretical concepts underlying significant curricular developments past and present; model development in curricular theory.

EDG 6362. Instructional Systems Research Seminar (3). This course heightens students' awareness of the critical issues in instructional systems. It examines how research methodologies have been used to study these issues, explores how research programs and theories are progressively honed, and defines programmatic areas of disciplined inquiry.

EDG 6363. Research on Learning, Instruction, and Performance Systems (3). This course provides students with hands-on experience applying research methods to address problems and answer questions in instructional systems and learning technologies (ISLT).

EDG 6369. Critiquing Educational Research (1). (S/U grade only.) This course provides participants with the knowledge and skills to critique and synthesize empirical research relative to teacher education and student learning. Standards developed by education professional organizations and governmental entities will be utilized.

EDG 6950. Writing for Publication (3). This doctoral-level course provides students with the knowledge and skills to further develop their academic writing ability. Course topics include practical considerations for scholarly writing, tools for productive writing, and constructing a cogent argument. Students are asked to track their daily writing and share drafts of their writing with peers for ongoing feedback.

EDG 6964r. Doctoral Diagnostic Examination (0). (P/F grade only.) This diagnostic examination is taken after a doctoral student has completed or is in the process of completing 18 credit hours of coursework. The exam is an assessment used to appraise the student's research aptitude and readiness to continue pursuing a doctoral degree.

EDH—Higher Education

EDH 5005. Sociology of Higher Education (3). This seminar course covers higher education at multiple levels.

EDH 5041. Intentional Interventions (3). This course is designed to explore techniques and resources available to support and assist higher education and student affairs practitioners in counseling and advising individuals and groups in contemporary colleges and universities.

EDH 5042. Student Success In College (3). This course examines the theories and research on student success and explores effective policies, programs, and practices that can be adopted to promote student success in higher education.

EDH 5045. Student Development Theories for College Student Personnel Work (3). This course discusses young adult development tasks, college student and adult development theory, and application of theories by student affairs and higher education professionals.

EDH 5046. Diversity, Equity, and Inclusion in Higher Education (3). This course is designed to increase students' knowledge about and capacity to operate within the diverse society in which they live through critical reflection, dialogue, and self-exploration in relation to the world around them. Students will learn about multicultural issues and acquire the skills necessary to work effectively with people from diverse backgrounds.

EDH 5051. Higher Education in America: Basic Understandings (3). This course examines the history, philosophy, policies, practices, and problems of America's community colleges, senior colleges, and universities.

EDH 5054. The American Community College: History and Development (3). This course is designed to introduce students to the philosophy and historical evolution of the American Community College. The focus is on the social, economic, political, and educational forces that influence the community college, as well as the programs, services, and current issues.

EDH 5055. Introduction to Institutional Research (3). This course provides an introduction to institutional research as a discipline in higher education. Course content is addressed within the context of organizational, administrative, political and ethical issues in institutional research. Practical experience with research databases and insights from current practitioners in the field are integrated into the course content.

EDH 5068. Outcomes of Undergraduate Education (3). This course develops a historical and theoretical foundation for conceptualizing outcomes of undergraduate education. The course considers theoretical, technical, and policy issues in the assessment of these outcomes.

EDH 5078. Outcomes Assessment in Higher Education I: Study Design (3). This course prepares students to assess and evaluate postsecondary education outcomes. Students learn to define and identify specific outcomes of higher education, both inside and outside of the classroom. Outcomes related to students, faculty, student services, institutions, and state and federal policy issues are discussed and evaluated in the course.

EDH 5079. Outcomes Assessment in Higher Education II: Analysis & Dissemination (3). Prerequisite: EDH 5078. This course trains higher education professionals primarily undertaking research in the form of assessment. The course places attention on applications of educational research and assessment within the context of the practice of higher education **EDH 5305. College Teaching: Instruction in Higher Education (3).** This course examines classroom and individualized instruction including objectives-oriented instruction, evaluation, student motivation, and media utilization in the college curriculum administration.

EDH 5309. Technology in Higher Education (3). The course guides higher education professionals through theoretical perspectives and practical complexities related to the increasing use of technology in higher education, using the lenses of professional identity and student learning and success. Technology in Higher Education focuses on addressing technology and higher education leadership in the 21st century, specifically in the face of emerging technology, social media communication platforms and fast pace global change.

EDH 5362. Leadership Teaching and Learning in Higher Education (3). Leadership education is an integral part of student development. Higher Education administrators are often asked to develop co-curricular and curricular programs to develop future leaders. Theory-to-practice guides this course where students are introduced to leadership theory and pedagogical practices for leadership education and leadership learning.

EDH 5405. Legal Aspects of Higher Education (3). This course is a comprehensive analysis of legal concepts, procedures, and considerations relevant to higher education.

EDH 5406. Ethical Leadership in Higher Education (3). This course allows students to build on and integrate moral reasoning skills with professional leadership skills by analyzing ethical problems in situated contexts that future higher education policy makers and administrators often face. Central to this course is the acquisition of skills and knowledge that allows for (1) introspective and reflective examination of the relationship between moral values, beliefs and decision making; (2) critical application of professional expertise and moral judgment in situated practice; and (3) identification of ways theoretical frameworks, leadership models and practice, and educational policies help to frame the role of higher education as contributor to the public good.

EDH 5504. College and University Institutional Advancement (3). This course provides an overview of comprehensive institutional advancement including planning, institutional relations, educational fund-raising, alumni, government relations, foundations, and corporate relations.

EDH 5506. College and University Business Administration (3). This course addresses the enterprise of college and university business administration in the United States and the roles and responsibilities it plays in the overall higher educational process. Students are introduced to emerging trends and challenges faced by practitioners and also gain an understanding of how finance and business administration departments affect different consistency groups on and off campus. Departments explored include Police, Information Technology, Human Resources, Contracts and Grants, Facilities, Environmental Health and Safety, Purchasing and Auxiliary Enterprises.

EDH 5507. College and University Budgeting (3). This course facilitates development of the knowledge and skills needed to become a constructive participant in a college or university budgeting process. Students are exposed to representative institutional budgets and budgetary processes, the budget's role in policy making, the broader economics and political context of budgeting, the role of institutional culture in the budgeting process, and budgetary planning for reallocation and retrenchment.

EDH 5630. Capstone in Higher Education (3). This course analyzes the development and operation of programs and projects at the unit level in American higher education. Particular attention is given to the financial and planning aspects of program management.

EDH 5632. College and University Presidency (3). This course allows participants to examine the role of the college and university president by addressing this complex leadership role from a variety of perspectives. Case studies, theoretical constructs, and empirical research are surveyed to discover key themes and unique characteristics of institutional presidents in a range of postsecondary institutional forms and organizational cultures. The instructor's goal is to facilitate understanding of the role and responsibilities of the college and university president, the structures and processes that influence and are influenced by the institutional president, and the diversity of stakeholders to which the president is linked.

EDH 5639. Management in Higher Education (3). This course provides theoretical grounding in management and link theory to practice and introduces students to performance competencies related to essential management skills in organizing, planning, and understanding their work environment. Students have an opportunity to utilize management tools and techniques for decision making, structuring and coordinating work groups, and for implementing change in higher-education organizations.

EDH 5645. Data Driven Decision Making for Institutional Researchers (3). This course provides an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This course focuses on how to collect, analyze, review, and present data and information to decision makers.

EDH 5646. Data Mining (3). This course introduces the basic theories and practice of data mining, a process which allows for large amounts of data to be analyzed in a sequential and logical process.

EDH 5647. Data Analysis for Institutional Research (3). Prerequisite: EDF 5400. This course focuses on key functions in Excel and SPSS for an IR office. In particular, students learn pivot tables, t-tests, regression, and commonly used formulas in Excel. Assignments are in Excel and replicated on SPSS so that students could perform the analysis in either software. Using institutional research data from IPEDS or other data sources, students learn how to complete and interpret an analysis that is appropriate for an IR office and campus stakeholders. Access to SPSS is required and is the student's responsibility. A prerequisite to this course is a basic understanding of statistics as statistics is not taught.

EDH 5664. Politics of Higher Education (3). This course introduces students to the systematic study of the relationship between political actors, institutions, and processes and higher education policy outcomes in the American political system, with special emphasis on the American states–an area of emerging interest to many social scientists. Likewise, students are introduced to some of the major policy issues and problems facing state and federal governments. A primary purpose of the course is to help students develop the capacity to conduct independent scholarship on public policy, politics and higher education policy.

EDH 5906r. Directed Individual Study (1-3). (S/U grade only.) Course topics vary. May be repeated to a maximum of nine credit hours; repeatable within the same term.

EDH 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDH 5931r. Special Topics in Higher Education (1-3). In this course, content varies to provide opportunity to study current issues in higher education and topics not offered in other courses. May be repeated as topics vary to a maximum of 12 credits; repeatable within the same term.

EDH 5941r. Field Laboratory Internship (1-8). May be repeated to a maximum of 12 credit hours.

EDH 5942r. Internship (1-8). (S/U grade only.) May be repeated to a maximum of 12 credit hours. Doctoral candidates.

EDH 5943r. Supervised Teaching (1-4). (S/U grade only.) This course is designed to provide an opportunity for graduate students to engage in experimental teaching situations under the guidance of a faculty member. May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDH 5944r. Internship (1-8). (S/U grade only.) Prerequisite: Master's candidacy. May be repeated to a maximum of 24 credit hours. May be repeated within the same term.

EDH 5946. Internship in College and Community College Teaching (3). Prerequisite: Approval of area in which internship is to be completed. Supervised teaching in lower-division college courses.

EDH 5971r. Master's Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

EDH 6040. Research on College Students (3). This course is designed to cover major areas related to the research on college students and discuss the challenges in conducting such types of research. The first part of the course reviews the major theories and conceptual frameworks related to college students, from transition to, experience in, and outcomes of college. The second part discusses methodological issues and other challenges in conducting research on college students.

EDH 6059r. Proseminar in Higher Education and Education Policy (0). (S/U grade only.) This proseminar is designed to address key aspects of the doctoral curriculum and advising issues including the selection of an advisor, the doctoral committee, programs of study, the need for Scholarly Engagement for doctoral students, and the transition points in the doctoral process, e.g. courses to take, research requirements, the proposal defense, dissertation defense, and graduation.

EDH 6064. Women in Higher Education: A Historical Perspective (3). This seminar course explores the role and activities of women in American higher education, beginning in the 1800's. It begins with an exploration of women's exclusion from higher education and the gradual inclusion of women over time. Viewing the role of women in higher education from a historical perspective brings to light new ways of thinking about colleges and universities as well as new ways to think about women.

EDH 6067. International Perspectives in Higher Education (3). This course introduces learners to the international and comparative dimensions of higher education. Various topics covered in this course include comparison of higher education systems and the historical roots of the similarities and differences; comparison of the major participants in higher education across nations, with a special focus on the academic professoriate and college students; exchange of people and ideas in the global age; and salient policy issues in higher education from a global perspective, such as access and finance, accountability and quality assurance, and the emergence of entrepreneurial universities.

EDH 6081. Leading Change in Higher Education (3). This course focuses on leadership and change theory with application to the higher education context. Elements of organization culture, transitional theory, application of change strategies, rational and strategic planning, current characteristics of higher education in regard to the overall vision and future of higher education, and traditional human and organizational processes is discussed.

EDH 6085. Social Justice in Higher Education (3). This course explores issues surrounding various social identities, examines epistemologies that attempt to explain the role these identities play in higher education settings, and critically analyzes previous and existing higher education policy and practice to greater understand the influence of social justice, diversity, and multiculturalism on higher education.

EDH 6401. Public Policy in Higher Education (3). This course gives graduate students a greater understanding of the process of public policymaking and the impact of public policy on higher education. Topics include the interaction between the states and the federal government and the interconnections between K-12 and higher education.

EDH 6505. Finance in Higher Education (3). Prerequisite: EDH 5051. This seminar examines major issues in the financing of higher education in the United States, including major policy issues in higher education finance; the roles of the federal government and states; and institutional budgeting and financial management.

EDH 6635. Organization and Governance of Higher Education (3). This course, through case studies, contemporary research, and concepts drawn from the literature of organizational theory, introduces students to management and leadership in higher education and theoretical models applicable to these institutions. Students examine the organizational structure and culture of higher education and the functional attributes of administrative roles, processes of decision making and models of governance and policy-making internal and external to colleges and universities.

EDH 6935r. Seminar: Literature, Research, and Professional Writing in Higher Education (3). (S/U grade only.) This course is the capstone for the doctoral research sequence. The focus of the course is on issues related to the development and refinement of the doctoral dissertation prospectus, including problem statement, literature review, and research design and method. May be repeated to a maximum of six credit hours.

EDH 6936. Seminar in Student Development Theories (3). This course gives doctoral students an opportunity to examine leading theories of college student development and the research literature supporting these theories. Students develop the ability to critique and evaluate student development theories and apply theory in higher education settings.

EDH 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

EDH 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

EDH 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDH 8976r. Master's Thesis Defense (0). (P/F grade only.)

EDH 8985r. Dissertation Defense (0). (P/F grade only.)

EDP—Educational Psychology

EDP 5053. Introduction to Educational Psychology (3). This course surveys major theories with respect to students' learning, motivation, individual differences in abilities, and development of cognitive and social skills as they apply to educational settings.

EDP 5216. Theories of Learning and Cognition in Instruction (3). This course focuses on the applications of prominent contemporary theories of learning, cognition, and information processing to instructional settings.

EDP 5217. Principles of Learner Motivation (3). This course examines the study of theories and concepts of human motivation. The primary emphasis is on the motivation to learn and techniques for stimulating and sustaining learner motivation.

EDP 5285. Group Processes in Instruction (3). This course examines the theory, research, and practice in interpersonal interaction, group dynamics, and management of group processes in the classroom and school setting. Topics include group development, leadership, conflict management, organizational dynamics, values.

EDP 5901r. Directed Individual Study (1-12). (S/U grade only.) This course provides students with an opportunity to gain expertise in their specific topic area and enhance their understanding either through library research, applied experience, or empirical research. May be repeated to a maximum of 18 credit hours and may be repeated within the same term.

EDP 5917r. Supervised Research (1-9). (S/U grade only.) This course provides students an opportunity to work on a research project(s) under the supervision of a professor. This course may be repeated up to 18 credit hours or nine instances of enrollment, but a maximum of six hours may apply to the master's degree.

EDP 5920r. Educational Psychology Colloquium (0-1). (S/U grade only.) This course provides an introduction to the skills needed for success in graduate study in educational psychology, including writing, reading academic papers, research ethics, and presentation skills. This course may be repeated to a maximum of 15 total credit hours.

EDP 5935. Topics in Educational Psychology (3). This course surveys major theories with respect to students' learning, motivation, individual differences in abilities, and development of cognitive and social skills as they apply to instructional decision making. The course components enable students to put research into practice and balance theoretical and practical perspectives of students' learning and teachers' practices.

EDP 5940r. Supervised Teaching (1-4). (S/U grade only.) A maximum of three hours may apply to the master's degree. No limit on the doctoral degree. Repeatable up to 16 credit hours.

EDP 5970r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours are required.

EDP 5971r. Specialist in Education Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

EDP 6540r. Preliminary Research (1-18). (S/U grade only.) This independent study course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member.

EDP 6902r. Directed Individual Study (1-12). (S/U grade only.) This is an independent study course that provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member.

EDP 6930r. Special Topics in Educational Psychology (3). This course is an in-depth investigation of a variety of topics in educational psychology with different topics offered each year.

EDP 8960r. Masters Comprehensive Examination (0). (P/F grade only.) This comprehensive examination gives students an opportunity to reflect on the competencies acquired in the program and to provide evidence of acquired skills by preparing a professional portfolio consisting of various work products, deliverables, and other artifacts completed in their courses, internship, and other settings.

EDP 8961r. Specialist in Education Comprehensive Examination (0). (P/F grade only.) The comprehensive examination gives students an opportunity to reflect on the competencies they acquired in the program and to provide evidence of their acquired skills by preparing a professional portfolio consisting of various work products, deliverables, and other artifacts completed in their courses, internship, and other settings.

EDP 8973r. Specialist in Education Thesis Defense (0). In this course, students present and explain their research to a committee.

EDP 8981r. Dissertation Defense (0). (P/F grade only.) This course may be repeated up to six times and within the same term.

EEC—Early Childhood Education

EEC 5263. Thematic Curriculum and Direct Instruction for Young Children (3). This is one of three courses designed to provide theory/research bases for the development of curriculum and practices for educating children age 3 to grade 3. The course focuses on thematic curriculum and direct instruction.

EEC 5269. Curriculum and Play for Young Children (3). This is one of a three-course series designed to provide theory/research bases for the development of appropriate curriculum and practices for educating children age 3 years to grade 3. The course focuses on active learning through play.

EEC 5305. Methods and Experiences with Young Children and Families (3). This course provides direct experiences in working with young children and families and requires seminar attendance and field placement with young children.

EEC 5405. Teachers and Parents: Partners in Education (3). This course focuses on the effects of parental involvement on children's educational development and achievements; designing/implementing strategies for enhancing parent-teacher partnership in education.

EEC 5605. Techniques of Classroom Management and Child Study (3). This course identifies and analyzes theories, programs, and essential components in classroom management. Explores techniques for classroom teachers to use in developing a child study with emphasis on educational implications.

EEC 5615. Issues and Trends in Early Childhood Education (3). This course identifies issues and trends in the area of early childhood education and addresses possible causes and relationships.

EEC 5665. Historical and Theoretical Bases of Early Childhood Education (3). This course compares, analyzes, and synthesizes the different philosophical and psychological theories that form the foundation of early childhood education programs and practices. It also studies the historical events that influenced the direction and nature of the care and education of young children.

EEC 5671. Research in Early Childhood Education (3). This course comprehensively investigates the field through surveying, delineating, searching, and synthesizing research in early childhood education.

EEC 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EEC 5911r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EEC 5935r. Special Topics in Early Childhood Education (1-3). This course provides an in-depth examination of topics related to early childhood. May be repeated to a maximum of nine credit hours.

EEC 5942r. Supervised Teaching (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EEC 5944. Student Teaching in Early Childhood Education (6-10). (S/U grade only.)

EEC 5947. Field Laboratory Internship (1-8). (S/U grade only.)

EEC 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

EEC 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

EEC 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

EEC 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EEC 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EEC 8976r. Master's Thesis Defense (0). (P/F grade only.)

EEC 8978r. Specialist in Education Thesis Defense (0). (P/F grade only.)

EEC 8985r. Dissertation Defense (0). (P/F grade only.)

EEX—Exceptional Child-Core Competencies Education

EEX 5017. Typical and Atypical Early Development (3). This course focuses on typical and atypical development in the early years (birth through 8 years). Particular attention is paid to factors influencing development and the impact of disabilities and biomedical risk factors on learning, development, and behavior. Recent research and its implication for evidence-based practices is a major component of the course.

EEX 5029. Addressing Misinformation in Special Education (3). This course teaches students how to think critically about the data and models that constitute evidence used to support the use of interventions aimed at improving educational outcomes for learners with special education needs.

EEX 5075. Foundations of Evidence-Based Practices in Special Education (3). This course introduces participants to the scientific concepts and principles underlying evidence-based practices in special education. The course emphasizes application of practices with individuals with disabilities in natural contexts.

EEX 5087. Middle and Secondary Curriculum for Learners with Disabilities (3). This course assists participants to develop curricular planning skills for middle and high school students with disabilities. Emphasis is placed on evidence-based instructional strategies appropriate for teaching middle and high school students receiving special education services.

EEX 5088. General Curriculum Access for Learners with Extensive Support Needs (3). This course focuses on strategies for developing curricular priorities for students with extensive support needs, including ways to link instruction to state standards in reading, math, writing, science, and other content areas. the course places emphasis on evidence-based practices that allow the K-12 individual with extensive support needs to access the general education curriculum.

EEX 5089. Adaptations and Accommodations for Students with Disabilities (3). This course provides information regarding adaptations and supports that enhance the education of children and youth with learning and behavior challenges. Emphasis is placed on procedures that adapt the general education curriculum.

EEX 5095. Teaching Learners with Autism Spectrum Disorder (1). This course provides a comprehensive overview of autism spectrum disorder (ASD). The impact the characteristics of ASD have on student participation and learning in the general education curriculum, and adaptations to enhance and support learning while emphasizing individual goals and objectives are addressed.

EEX 5210. Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability (3). This course provides students with an understanding of the core features associated with and diagnostic criteria used to identify autism spectrum disorder (ASD) and intellectual disability (ID). Students learn a transdisciplinary framework for the assessment process, and develop the skills necessary to identify, design, and administer assessments used to build appropriate, assessment-driven educational plans.

EEX 5225. Assessment of Students with Disabilities (3). This course provides students with competency in the assessment of students with disabilities. In addition to exploring issues related to assessment, the course focuses on the administration and interpretation of formal instruments and informal assessment procedures.

EEX 5235. Instructional Environments: Ethical, Legal, Safety, and Classroom Management Considerations (3). This course is designed to provide participants with the knowledge and skills necessary to organize the physical, social, and instructional environment of a classroom that includes a heterogeneous group of learners.

EEX 5237. Methods for Teaching Students with Low Incidence Disabilities (3). This course offers an overview of curriculum and instructional needs of students with low incidence disabilities.

EEX 5239. Assessment and Methods in Early Childhood Special Education (3). This course focuses on the formal and informal evaluation techniques and individualized instruction for young children with disabilities. The course provides class participants with the knowledge and skills to develop, implement, and evaluate evidence-based, developmentally appropriate intervention for preschool children who are developmentally delayed, are at risk for developmental delay,

EEX 5246. Mathematics for Students with Disabilities (3). This course equips teachers to address the needs of learners with high incidence disabilities in grades K-12 when teaching mathematics skills. Methods and techniques learned are appropriate for a variety of classroom settings. Emphasis is placed on accommodation, supports, and modifications needed to access the general education mathematics curriculum.

EEX 5248. Positive Behavior Support (3). This course provides participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior supports. Course content is organized around the Pyramid Model that includes three tiers of behavior management based on principles of positive behavior support (PBS).

EEX 5258. Advanced Reading Instruction for Students with Disabilities (3). This course examines methods for assessing and teaching reading skills to individuals with disabilities.

EEX 5259. Literacy for Learners with Disabilities (3). This course introduces the major reading components of scientifically-based reading research as applied to learners with disabilities: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additional topics include models of typical and atypical reading development and principles and practices of differentiated instruction.

EEX 5267. Differentiating Mathematics Instruction in Middle and High School (1). This course provides an overview of the purpose and rationale for differentiated instruction in middle and high school mathematics classes. Classroom strategies for differentiating mathematics and ways to relate initial assessments (diagnostic) and assessment for learning (formative) to these strategies are examined.

EEX 5286. Preparing Individuals for Transition (3). This course focuses on planning and implementing appropriate transitional services for youths with disabilities in the public schools.

EEX 5298. Teaching Students with Autism (3). This course provides teacher candidates with the knowledge needed to develop effective communication, social, and language assessments and interventions for individuals with autism spectrum disorder. Emphasis is placed on establishing appropriate learning goals and implementing research-based instructional methods to maximize each learner's progress and access to the general education curriculum. An overview of the characteristics of autism spectrum disorders (ASD) is provided.

EEX 5303r. Capstone in Special Education Research (3). This course engages students in applied research and inquiry related to a socially significant problem of practice that impacts the education of individuals with disabilities. May be repeated to a maximum of six credit hours.

EEX 5456. Program Development for Young Children with Disabilities (3). This course focuses on issues related to providing comprehensive services to young children with disabilities. Emphasis is placed on topics surrounding the development and evaluation of developmentally appropriate programs, family-focused intervention, providing services in normalized settings, and the utilization of evidence-based practices for children birth to age five years who are developmentally delayed, are at risk for developmental delay, or who have a specific disability.

EEX 5466. Universal Design for Learning (1). This course examines Universal Design for Learning (UDL) as a framework for addressing the educational needs of K-12 learners. Elements of UDL to be discussed include teaching content in multiple formats so that all students can access it, providing students with various ways to demonstrate their learning, and stimulating students' interests and motivation for learning in a variety of ways.

EEX 5704. Early Childhood and Elementary Education Curriculum for Special Educators (3). This course provides special educators with knowledge of general early childhood and elementary curriculum. Emphasis is placed on evidence-based supports, modifications, and accommodations to allow the child with disabilities to access the general education curriculum.

EEX 5708. Teaming with Families, Schools and the Community (3). This course provides students with the knowledge and skills to collaborate and team with professionals from a variety of disciplines in the schools and other community agencies, to include family members in the collaboration process, and to support families of children with disabilities throughout the life cycle.

EEX 5765. Introduction to Special Education Technology (3). This course introduces the way technology (specifically computers) is used with special education students.

EEX 5767. Augmentative and Alternative Communication (AAC) for Learners with Autism Spectrum Disorder (3). This course provides students with knowledge of best practices in facilitating communication and learning of children and youth with complex communication needs including those with autism spectrum disorder (ASD) and other developmental disabilities in school settings. This course focuses on the use of assistive technologies including augmentative and alternative communication (AAC) to enhance student participation in social and academic learning opportunities. Emphasis is placed on effective assessment and instruction for AAC and other assistive technology users.

EEX 5835. Advanced Practicum in Special Education (3). The course provides experience developing, implementing, and evaluating lesson and intervention plans for learners with disabilities. Additional content includes designing, implementing, and evaluating large and small group activities; evaluating learning environments; and working with a team of professionals and instructional assistants.

EEX 5836r. Practicum with Students with Autism Spectrum Disorder and Severe Intellectual Disabilities (1-3). This course provides participants with experience developing, implementing, and assessing intervention programs for learners identified as having autism spectrum disorder. May be repeated to a maximum of three credit hours.

EEX 5841r. Field Laboratory Internship in Special Education (9). (S/U grade only.) This course is the culminating internship for all Special Education Teaching (SET) majors. Student teachers are supervised by a qualified cooperating teacher of Exceptional Student Education and a University supervisor from the University. Student teachers gradually assume responsibility for all facets of classroom life, including (but not limited to) planning, instruction, assessment, classroom management, and communication with other educational stakeholders. May be repeated to a maximum of 18 credit hours.

EEX 5863r. Supervised Teaching (1-4). (S/U grade only.) A maximum of three hours may apply to the master's degree.

EEX 5906r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours. Not offered Summer term.

EEX 5911r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three hours may apply to the master's degree.

EEX 5920. Pre-Student Teaching Seminar (1). (S/U grade only.) This course prepares students for student teaching. Paperwork requirements, as well as professional behavior and ethics, are covered.

EEX 5931r. Special Topics in Special Education (1-3). This course is an investigation of a variety of topics in special education. May be repeated to a maximum of nine credit hours; repeatable within the same term.

EEX 5940r. Practicum in Early Childhood Special Education (3). This practicum gives experience working with atypical infants, toddlers, preschoolers, and their families. May be repeated to a maximum of six crdit hours.

EEX 5943r. Practicum in Transition (3). In this practicum, students are given an opportunity to directly apply their skills in one of several transitional programs in the schools or the community. May be repeated to a maximum of nine credit hours.

EEX 5971r. Thesis (1-6). (S/U grade only.) A minimum of six crdit hours are required.

EEX 5973r. Specialist in Education Thesis (1-6). (S/U grade only.) A minimum of six credit hours are required.

EEX 6301r. Seminar: Research Problems in Special Education (1). This seminar focuses on current research topics drawn from broad areas associated with special education. May be repeated to a maximum of six credit hours.

EEX 6341. Critical Review of Special Education Research (3). This course is an analysis and synthesis of research areas relating to exceptional individuals.

EEX 6342. Seminar: Readings in Education, Training, and Treatment of Exceptional Individuals (3). This course is a comprehensive study of special education literature in a variety of areas.

EEX 6426. Research and Practices in Special Education Personnel Development (3). This course is a study of professional preparation of individuals serving exceptional individuals.

EEX 6935r. Doctoral Seminar in Special Topics (1-3). This course is an investigation of a variety of topics in special education. May be repeated to a maximum of three credit hours; may be repeated within the same term.

EEX 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Repeatable to 12 credit hours; may be repeated within the same term.

EEX 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

EEX 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EEX 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EEX 8976r. Master's Thesis Defense (0). (P/F grade only.)

EEX 8985r. Dissertation Defense (0). (P/F grade only.)

EME—Technology and Media Education

EME 5050. Teaching and Technology (3). This course is designed to address current technology research and learning theory, instructional design and product development, information access and delivery issues, and pragmatic ideas for integrating educational technology in the classroom. Emphasis is on applying technology applications as an effective tool in teaching and learning.

EME 5077. Mobile Learning (3). This course addresses issues related to design, development, and implementation of mobile solutions for learning and performance support.

EME 5078. Design of Online & Digital Adaptive Learning (3). This course is designed to guide students to develop and implement online and digital adaptive learning technologies by understanding and applying the interdisciplinary principles of instructional design, learning technologies, human computer interaction, and learning analytics. The course reviews the design theories of adaptive and personalized learning and examines how instructional designers and educators can leverage digital culture, emerging technologies, and data science to design or develop online and digital adaptive learning products and environments.

EME 5250. Open Learning and Open Educational Resources (3). This course addresses the historical and social context of open learning and open education resources (OER), and engages students directly in the design, development, and implementation of open learning experiences and resources.

EME 5456. Online Pedagogy and Design (3). This course presents various approaches to both synchronous and asynchronous online learning, online class activity design, and online class management. It prepares students to design and deliver their own online classes.

EME 5457. Introduction to Distance Learning (3). This course provides an overview of the foundations of distance learning and on-line educational programs. It examines the design and technologies necessary for quality interactive education at a distance.

EME 5601. Introduction to Instructional Systems (3). This course is an overview of systems theory applied to instructional systems development and includes principles and procedures for developing total instructional systems. In the course, students learn about the systematic approach to instructional design, the contexts in which this approach is applied, and the roles instructional systems professionals in the instructional design and performance improvement processes.

EME 5602. Technology & Design (3). This course focuses on developing the visual design, multimedia, graphic design, and technology skills that are foundational to instructional design and development. Students will learn to apply theory and principles to the development of instructional media using popular software programs.

EME 5603. Introduction to Systematic Instructional Design (3). This course is an introduction to systematic design of instruction. Includes practical experience in developing and evaluating instructional materials.

EME 5608. Trends and Issues in Instructional Design (3). This course is an overview of the field of instructional technology. Includes historical perspective, research findings, and current issues and trends.

EME 5614. Design of Learning Games (3). This course is designed to guide students to design and prototype learning games by understanding and applying the interdisciplinary principles of game design, psychology of play, education, and cognitive science.

EME 5632. Qualitative Inquiry for Instructional Design & Technology (3). In this class, students learn about types of qualitative inquiry commonly done in the instructional design and technology field. Students develop skills for collecting and analyzing data in face-to-face and digital settings.

EME 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EME 5910r. Supervised Research (1-3). (S/U grade only.) This course provides students an opportunity to work on a research project or projects under the supervision of a professor. A maximum of six credit hours may apply to the master's degree.

EME 5930r. Special Topics in Instructional Systems & Learning Technologies (3). This course is an investigation of various topics in instructional systems and may be repeated to a maximum of nine credit hours.

EME 5940r. Supervised Teaching (1-4). (S/U grade only.) This course may be repeated up to a maximum of 18 credit hours. Unlimited credits may count toward the doctoral degree, but a maximum of three hours may be applied to the master's degree.

EME 5942r. Field Laboratory Internship (1-8). (S/U grade only.) This internship provides students an opportunity to apply the skills and knowledge obtained in courses to a real-world project for an actual client. The main goal of the internship is for students to strengthen their competence in communication, analysis, design, technology, evaluation, management, personal and interpersonal skills.

EME 6060. Collaborative Research in Instructional Systems & Learning Technologies (3). In this class, students learn to conduct research in collaborative teams. The focus is on gaining hands-on experience with a specific focus on issues related to how collaborative teams function during the research process.

EME 6064. Application of Research Methods in Learning Design & Performance Technology (3). This course provides students with hands-on experience applying research methods associated with learning design and performance.

EME 6356. Learning and Web Analytics (3). This course addresses the collection and use of data for decision making and assessment in learning and human performance contexts. Students get hands-on experience with small data sets and learn how big data sets are collected and used.

EME 6357. Evaluation of Instruction and Training in HPT (3). This course focuses on the evaluation of training and instruction through a systemic analysis of the organization sponsoring the training program. The course provides the knowledge and skills for conducting an HPT-based evaluation of training systems. Students actively participate in discussions, presentations, synthesis of materials, and the writing of papers.

EME 6403. Designing for Online Collaborative Learning (3). Prerequisite: EME 5601. This course teaches strategies and techniques for designing instructional activities for distance learning based on theories and principles of collaborative learning.

EME 6414. Web 2.0-Based Learning and Performance (3). This course focuses on how the widespread use of social networking/media have influenced learning and human performance. Additionally, the course covers how instructional learning experiences and performance supports might be designed to take advantage of participatory culture.

EME 6415. Development of Computer Courseware (3). This course focuses on procedures for the systematic design and production of computer-based instruction. Includes practice in computer-based course development.

EME 6476. Internet Based Inquiry (3). This course focuses on two key issues related to the Internet and research: (1) Conducting research on online settings and (2) Using Internet-based tools to support data collection and analysis.

EME 6507. Development of Multimedia Instruction (3). In this course, students practice basic instructional systems design principles in active and digital learning environments. The course focuses on the design, development, implementation/distribution, and assessment of multimedia-based learning experiences systems.

EME 6631. Managing Instructional Development (3). Prerequisite: EME 5601. This course is an introduction to procedures for managing instructional development projects and organizations. Includes project and organizational design and development, staff development, and leadership principles.

EME 6632. Instructional Systems Inquiry Project Design & Management (1). (S/U grade only.) This course explores issues related to the design and management of inquiry-based projects focused on instructional systems problems of practice. The course uses a project-based approach.

EME 6635r. Seminar in Advanced Instructional Systems Problems (3). Prerequisites: EDG 6362 and EDF 5489. This course is only offered periodically and addresses special topics that are not covered in other courses. May be repeated to a maximum of six credit hours.

EME 6636. A Systems Approach to the Management of Change (3). This course discusses performance interventions in terms of changes in organizational environment, structure, processes, and workforce performance. The course examines the issues surrounding planning, implementing, sustaining, and evaluating changes that result from instructional and non-instructional interventions which target the overall improvement of organizational performance.

EME 6665r. Synthesis, Analysis, and Argumentation in Instructional Systems Research (3). Prerequisite: EDG 6362. This course covers tools, techniques, and procedures for finding, synthesizing, analyzing, and summarizing research related to past and ongoing relevant topics in Instructional Systems. May be repeated to a maximum of six credit hours.

EME 6677. Advanced Instructional Design and Development (3). Prerequisites: EDP 5216 and EME 5603. This advanced course explores theory and research that serve as the foundation for current and emerging instructional design (ID) practice. The course is aimed at graduate students who have already mastered basic knowledge and skills related to instructional design and learning theory.

EME 6691. Performance Systems Analysis (3). This course is an introduction to human-performance technology (HPT) and familiarizes students with HPT theoretical foundations and practical methodology through a performance systems analysis (PSA) project. The course covers systems thinking, systematic processes involved in conducting a PSA, as well as PSA models and their application for identifying performance gaps and recommending solutions.

EME 6694. Academic Publishing in Instructional Systems & Learning Design (3). This course addresses the academic publishing process and prepares Instructional Systems and Learning Design students to disseminate the results of their research at conferences and through academic journals and books.

EME 6697. Entrepreneurship, Consulting, and Leadership in Learning Design & Performance Technology (3). This course addresses entrepreneurship, consulting, and leadership skills that are needed by learning design and performance technology professionals.

EME 6920r. Learning Design and Performance Technology Colloquium (1). (S/U grade only.) This colloquium addresses timely issues related to practice and inquiry in the field of learning design and performance technology. Ethics, standards, and cases are explored. May be repeated to a maximum of three credit hours.

EME 6931. Seminar in Advanced Instructional Systems Problems (3). Prerequisite: EME 6476. This seminar addresses data analysis and reporting skills needed by learning design and performance technology professionals. The focus is on gaining hands-on experience with data analysis, visualization, and reporting. To engage in course assignments, students will draw upon data sets they previously collected in EME 6476 with IRB approval. The seminar is intended for students in the online EdD program in Learning Design and Performance Technology.

EME 6985r. Dissertation (1-4). (S/U grade only.) Prerequisite: Admission to Doctoral Candidacy. This course may be repeated up to 12 credit hours and may be repeated within the same term.

EME 8960r. Masters Comprehensive Examination (0). (P/F grade only.) The comprehensive examination gives students an opportunity to reflect on the competencies acquired in the program and to provide evidence of skills by preparing a professional portfolio consisting of various work products, deliverables, and other artifacts completed in their courses, internship, and other settings.

EME 8961r. Preliminary Doctoral Exam (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours. May be repeated up to two times.

EME 8980r. Dissertation Defense (0). (P/F grade only.) Course topics are subject to student's dissertation topic and research. May be repeated up to six (6) times.

EVI—Visually Impaired/Blind Education

EVI 5018. PK-12 Students with Visual Impairments: Assessment Strategies (3). This course provides students with competencies in the comprehensive assessment of children with visual impairments for the purpose of determining eligibility for educational services, designing individualized instruction, and identifying accommodations. Students refine skills to assess functional vision, learning media, and performance across the areas of the Expanded Core Curriculum (ECC) using a variety of assessment methods, tools, and adapted materials.

EVI 5019. Foundations of Rehabilitation Teaching of the Blind (3). This course presents an overview of the rehabilitation teaching profession and provides practical experience in the basic procedures of rehabilitation teaching. Students develop and apply assessment tools, training plans, and evaluation instruments within an andragogical model.

EVI 5131. Teaching Individuals with Deafblindness (3). Prerequisites: EVI4011, EVI4211, EVI4121, EVI4110, EVI4312, and EVI4314. This course teaches students skills and knowledge to teach deaf-blind/multisensory impaired individuals. It is designed to provide knowledge related to the education of children with multiple impairments involving sensory loss. The course will include a historical perspective, pathology, the sensory systems and their relation to development and intervention strategies, and professional issues.

EVI 5205. Program Planning and Management of Students with Visual Impairments (3). Prerequisites: EVI 4312 and EVI 4314. This course provides participants with the knowledge and skills necessary to manage the successful integration of students with visual impairments in the general education environment.

EVI 5221. Applied Methods of Orientation and Mobility (3). Prerequisites: EVI 4121, EVI 4220, and EVI 4314 or EVI 5316. This course explores the methods and strategies for teaching independent travel techniques to learners with visual impairments. The course presents and discusses methods, strategies, and information related to the teaching of independent travel skills. Emphasis is on travel within indoor environments.

EVI 5222. Advanced Orientation and Mobility (3). Prerequisites: EVI 4121, EVI 4220, EVI 4314 or EVI 5316, and EVI 5221. This course covers methods in general navigation and environmental awareness for learners with visual impairments. Travel skills and techniques are gained while working under simulated conditions in various environments, through the use of existing sensory modalities and appropriate mobility techniques. Emphasis is on travel within the outdoor environments.

EVI 5226. Developmentally Appropriate Orientation and Mobility (3). Prerequisite: Instructor permission. This course provides the student with knowledge identifying developmentally appropriate orientation and mobility skills for young children ages birth to five. In addition, the students are able to assess and plan for orientation and mobility interventions for this age group.

EVI 5227. Teaching Orientation and Mobility to Individuals with Unique Health Considerations (3). Prerequisites: EVI 4220, EVI 5221, and EVI 5226. Corequisite: EVI 5222. This course teaches future orientation and mobility specialists unique and creative strategies for teaching the alternate skills that are necessary for individuals who are blind and have additional disabilities to be safe, efficient travelers. The course also emphasizes how to apply critical thinking and problem solving to conditions not covered specifically in this course that may arise in one's practice as a professional in the field of visual impairment.

EVI 5228. History and Theory of Orientation and Mobility (3). This course provides a structured, in-depth study of the current body of knowledge in orientation and mobility. Through a review of the literature, students examine readings to support their preparation and professional certification in Orientation and Mobility.

EVI 5229. Foundational Elements of Orientation and Mobility (3). The purpose of this course is to provide an overview of orientation and mobility services and the role of related personnel in orientation and mobility screening, assessment, and instructional planning.

EVI 5245. Expanded Core Curriculum for Students with Visual Impairments (3). This course prepares certified teachers with in-depth understanding and knowledge of and strategies to assess and provide instruction in the Expanded Core Curriculum, a unique curriculum designed to teach children who are blind or visually impaired due to their lack of incidental learning.

EVI 5255. Methods of Independent Living of the Blind (3). This course is designed to teach students techniques of daily living for persons with vision loss, methods of writing lesson plans for the adaptive techniques, and opportunities to teach the skills learned in class.

EVI 5310. Teaching Students with High Intensity Needs and Visual Impairments (3). Prerequisite: EVI 5316 or EVI 5367. This course introduces students to the techniques and strategies necessary for meeting the needs of students with visual impairments who have additional disabling conditions. The course places emphasis upon working with both blind and low vision students who have cognitive impairments. Students develop skills in observation, assessment, learning, and instruction of these complex students.

EVI 5313. Supporting Literacy Skill Acquisition in Visual Impairments (4). Prerequisites: EVI 4314 and EVI 5316 or EVI 5368. This course focuses on the strategies teacher of student use to identify appropriate reading medium and teach literacy skills to students with visual impairments. The course addresses knowledge and skills in teaching braille reading and writing skills, using functional vision assessments in combination with learning media assessments, and supporting literacy learning of children with low vision who use print.

EVI 5315. Teaching Communication Skills to Visually Impaired Adults (3). This course has a threefold purpose. Students develop skills in reading, writing and teaching Braille to adults. Students learn adaptive techniques of communication in money management, handwriting, use of tape recorders, and management of print materials. The third area addressed in this course trains students to assess the communication needs of individuals with low vision, in order to work with them more effectively.

EVI 5316. Low Vision (3). Prerequisites: EVI 4121 or EVI 5367. This course prepares prospective teachers of students with visual impairments, orientation and mobility specialists, and rehabilitation teachers for facilitating the visual functioning of individuals with low vision. Students learn the basics of optics and how to conduct functional vision evaluations, to modify environments, and to teach the effective use of low vision devices.

EVI 5317. Unified English Braille (3). This course teaches students preparing to be teachers of blind students (both adults and children) to read and write literary braille and to interline students' work carefully.

EVI 5318. Special Methods of Working with Preschoolers with Visual Impairments (3). Prerequisites: EVI 4011 and EVI 4121. In this course, participants develop the knowledge and skills necessary to effectively provide intervention services to the families of infants, toddlers and preschoolers with visual impairments. Activities center on conducting assessments, working with families, and designing and implementing interventions.

EVI 5319. Communication and Emergent Literacy for Young Children with Visual Impairments (3). This course offers the knowledge of communication and emergent literacy for young children (birth to age five) who are visually impaired or have other disabilities. The course prepares students to assess and plan for communication, language development, and literacy interventions for this age group.

EVI 5325. Technology for Individuals with Visual Impairment (3). This course is designed to acquaint students with a variety of electronic hardware and software alternatives that are utilized by individuals with visual impairments to access information in school, home and vocational environments. This course includes lecture, demonstration, peer-teaching and hands-on activities.

EVI 5326. Accessible Materials and Environment for Students with Visual Impairments (3). Prerequisites: EVI 5316 and EVI 5317. This course provides students preparing to become teachers of students with visual impairments with the specialized skills necessary to facilitate access to classroom activities and materials for learners who have visual impairments. Specific emphasis is placed on the compensatory skills domain of the Expanded Core Curriculum for Blind and Visually Impaired Youths (ECC), and how to acquire, adapt, and create accessible materials and environments for learners who have visual impairments.

EVI 5327. Access to Learning Media for Students with Visual Impairments (3). Prerequisite: EVI 4221 or EVI 5317. This course prepares future teachers of students with visual impairments to provide instruction to students with visual impairments in the expanded core curriculum areas of assistive technology and compensatory access. Future teachers of students with visual impairments also learn to provide accommodations to allow student access to the core academic curriculum and work with the educational team to ensure access to the core and expanded core curricula.

EVI 5332. Social and Vocational Implications of Recreation and Leisure for Visually Impaired (3). This course is designed to demonstrate the physical, psychological, social, and vocational purposes of recreation and leisure activities within education and rehabilitation programs for persons with visual impairments.

EVI 5346. Aging and Vision Loss (3). Prerequisite: Instructor permission. This course explores the physical and psychosocial issues encountered by aging adults with severe vision impairment and examines strategies for living with a visual impairment in a changing/aging body in a world designed for sighted and younger people. The course incorporates fundamental principles of gerontology, health, and rehabilitation of the older adult with issues related to visual impairment. In addition, each student is asked to enhance his or her knowledge, attitudes, and perceptions about vision loss and aging people with visual impairments.

EVI 5355. Issues of Blindness in Society (3). This course examines the many issues related to being blind in a society predicated on the presumption that people can use vision to manage societal demands. The losses unique to visual impairment are explored, and students are provided with instructional strategies to assist individuals in living with visual impairment in a world designed for sighted people.

EVI 5367. Characteristics and Causes of Visual Impairment (3). This course introduces prospective teachers of students with visual impairments, orientation and mobility specialists, and vision rehabilitation therapists to the anatomy and physiology of the human eye, the visual mechanism, its embryologic development, and various eye pathologies. Emphasis is placed on the impact of these eye pathologies on the visual functioning of the individual.

EVI 5368. Clinical and Functional Implications of Visual Impairment (4). This course prepares teachers to assess and interpret the functional visual abilities of students with visual impairments. Topics include the parts of the eye and visual system, most common eye conditions and diseases, and the effect of various impairments on day-to-day visual functioning of students in grades pre-kindergarten through twelfth. Instruction includes strategies used to assess and increase visual efficiency in individuals with low vision including the use of effective accommodations and a variety of optical and non-optical tools.

EVI 5371. Foundations of Teaching Students Who Have Visual Impairments (4). This course provides teachers who are certified in other subject areas with an introduction to the specialized skill set necessary when planning and/or delivering effective instruction to students with visual impairments in grades PK-12.

EVI 5374. Advanced Methods for Learners with Visual Impairments and High Intensity Needs (3). Prerequisites: EVI 4110 or EVI 5018; and EVI 4330 or EVI 5310. This course prepares pre-service teachers of students with visual impairment to assess and design effective instruction for learners who have cognitive and multiple disabilities in addition to visual impairment.

EVI 5375. Braille Codes and Mathematics Instruction for Students with Visual Impairments (3). Prerequisite: EVI 4211 or EVI 5317. This course prepares future teachers of students with visual impairments to support the instruction of mathematics skills in students through the use of adapted materials, collaboration with instructional personnel, and inclusive strategies. Topics to be covered include the Nemeth Code, Unified English Braille (UEB) Math, accommodations to access to math materials, and the use of the Cranmer abacus.

EVI 5931r. Seminar in Visual Disabilities (1-3). This seminar covers current topics in the field of visual disabilities. May be repeated to a maximum of three credit hours and may be taken within the same term.

EVI 5935. Studies in Research on Individuals with Visual Impairment (3). This course is designed to familiarize students with the published literature related to providing services to individuals with visual impairments and to furnish students with a basic knowledge of the purposes of research in this field, common design strategies, research and analysis tools used, and methods for analyzing the quality of published research.

EVI 5942. Student Teaching in Visual Disabilities (12). Prerequisite: EVI 5018. In this course, student teachers teach students with visual disabilities for one semester within a public school or residential school setting, full-time and under the supervision of an experienced certified teacher of students with visual impairments.

EVI 5943. Practicum in Orientation and Mobility (2). Prerequisite: EVI 4220. This course provides students in the program of Orientation and Mobility with fieldwork experience observing and teaching students/clients with visual disabilities. Practicum students are exposed to a wide range of teaching experiences under the direct supervision of an experienced O&M instructor. To facilitate the learning process, the student is provided an opportunity to observe and teach in different areas, including a variety of simple as well as advanced O&M skills, with a variety of students/clients.

EVI 5945r. Internship in Orientation and Mobility (3-12). Prerequisites: EVI 4220, EVI 5221, and EVI 5222. In this course, student instructors teach orientation and mobility skills in public school, residential school, and rehabilitation settings for a minimum of 300 service hours to students with visual disabilities. They do so full-time and while under the supervision of an experienced, certified orientation and mobility specialist. May be repeated to a maximum of 12 credit hours.

EVI 5946r. Internship in Rehabilitation Teaching of Adults with Visual Disabilities (3). (S/U grade only.) Prerequisites: EVI 5019 and EVI 5255. In this course, interns teach rehabilitation skills within a federal, state, or private not-for-profit agency to adults with visual disabilities. They do so under the supervision of an experienced, Certified Vision Rehabilitation Therapist (CVRT).

FAD—Family Development

FAD 5261. Families in Crisis (3). Prerequisite: Background in family or instructor permission. This course discusses theoretical consideration of persistence and change in families with special attentions to critical transitions in family development.

FAD 5263. Advanced Family Studies (3). Prerequisites: Graduate standing, background in child and family studies or instructor permission. This course surveys contemporary research in family studies.

FAD 5481r. College Teaching in Family Sciences (2-3). (S/U grade only.) This course prepares students to teach in the area of family sciences in a higher education setting. It focuses upon units of study, evaluation, procedures, teaching models and strategies. May be repeated to a maximum of three semester hours.

FAD 5618. Legal, Ethical, and Professional Issues in Marriage and Family Therapy (3). This course builds the foundation for ethical and legal concerns relevant to the practice of Marriage and Family Therapy. The course assists students in developing personal and professional guidelines for the ethical practice of MFT within the context of existing professional practice standards and governing laws. Students confront and analyze dilemmas and issues pertinent to the responsible practice of therapy.

FAD 5620. Advanced Human and Lifespan Development (3). This course provides an overview of the major human developmental theories throughout the life course within the family, social, and cultural context and serves as a foundation for client assessment and case conceptualization. Individual and family development are viewed as mutually interactive processes affected by biology/genetics, gender, race, ethnicity, acculturation and religion. The development of the individual is traced chronologically and factors influencing development are explored concurrently from each theoretical orientation.

FAD 5621. MFT Theories I: Modernist Models (3). Prerequisite: FAD 5625 with a grade of B- or better. This course builds a foundation in modernistic theoretical models of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. The fundamental concepts and propositions of each theory are introduced and translated into concrete strategies for clinical application and practice. This course is key in preparation for licensure exams.

FAD 5622. MFT Theories II: Postmodern Models of Family Therapy (3). Prerequisites: FAD 5621 and FAD 5625, both with a grade of B- or better. This course introduces students to theoretical concepts and methods of intervention in family therapy using postmodern models informed by a social constructionist lens. Postmodern models and associated clinical approaches include narrative therapy, solution-focused therapy, and collaborative language systems.

FAD 5623. Marriage and Family Therapy Theories III: Couples Therapy (3). Prerequisites: FAD 5621 and FAD 5622, both with a grade of B- or better. This course provides orientation and structure necessary for conducting effective couples therapy from a systemic framework. Emphasis is placed on assessing qualities of couple relationships and subsequent treatment of presenting concerns from a contextual perspective, emphasizing diversity in culture, gender, and sexuality. The course examines domestic violence, infidelity, substance abuse, physical health issues, and major psychiatric disorders.

FAD 5625. Introduction to Systems Theory (3). This course is an introduction and overview of Systems Theory as applied in the field of Marriage and Family Therapy. The course covers original formulations of general systems theory, communication systems, chaos theory, and cybernetics, and subsequent translations of those ideas into family systems theory used in therapeutic contexts. Focus is on family metaphors, patterns, interaction, and communication to describe human behavior and relationships. Readings and concepts are also applied to students' family of origin to enhance "self-as-therapist" development.

FAD 5630. Systemic Assessment and Treatment Planning in Marriage and Family Therapy (3). Prerequisite: FAD 5667. This course establishes students' foundation in clinical assessment, diagnosis, and treatment planning in MFT. It elaborates on the theoretical assumptions and values underlying alternative assessment techniques, and how those assessments move to diagnosis and development of treatments for major mental health issues and other presenting concerns. The course also covers risk assessment and crisis intervention.

FAD 5661. Group Psychotherapy (3). In this course students learn theoretical concepts and methods of systemically oriented group psychotherapy. Students develop core competencies in fundamental skills and approaches used in group psychotherapy. The role of contextual factors in group therapy are examined. Students participate in experiential group work to develop skills to propose and plan group psychotherapy.

FAD 5665. Substance Use Theory and Techniques (3). This course prepares students to apply a systemic perspective with clients presenting with substance use and addiction. Students learn systemic assessment skills and empirically supported interventions to address substance use disorders. It emphasizes sensitivity to individual, social, and cultural diversity, as well as the alternative forms of substance use including co-occurring psychiatric and substance use disorders.

FAD 5667. Psychopathology, Diagnosis and Systemic Treatment (3). This course familiarizes students with diagnostic procedures using the DSM-5, while challenging students to understand and evaluate each mental health disorder from a broader, societal perspective. Emphasis on psychiatric diagnostic classification systems, particularly in the context of treatment and collaborative relationships with other medical and mental health providers.

FAD 5680. Marriage and Family Therapy Capstone (3). Prerequisites: FAD 5621, FAD 5622, FAD 5623, and FAD 5625, all with a grade of B- or better. This course provides advanced marriage and family therapy (MFT) students with the opportunity to demonstrate a cumulative understanding and integration of core theoretical knowledge and clinical competence in the field of MFT. Assignments integrate major theoretical approaches, ethical guidelines, multicultural awareness, and research methods. Supervision evaluations and professional development feedback will also be included as a measure of clinical competency and professional readiness.FAD—

FAD 5700. Applied Research in Human Sciences (4). Miscellaneous Requirements: Graduate standing and knowledge of basic algebra. This course provides an introduction to the use of statistical inference and data analysis for students majoring in human sciences, using unique examples and datasets that are discipline specific. Laboratory experiences emphasize the use of various analytic techniques.

FAD 5705. Qualitative Research in Family and Child Science (3). Prerequisite: CHD 5915. The course prepares students to critically engage with qualitative research, conduct qualitative studies, and incorporate qualitative components in research involving mixed methods regarding family systems, children, and other relational systems. This course focuses on narrative research, with additional investigation of ethnographic and case study research.

FAD 5900r. Readings in Family and Child Sciences (3). In this course topics vary, and each topic may be taken only once.

FAD 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of nine credit hours.

FAD 5912r. Supervised Research (1-3). (S/U grade only.) A maximum of three credit hours may apply to the master's degree.

FAD 5934r. Seminar in Family and Child Sciences (1-9). Prerequisite: Background in child and family studies at the graduate level or instructor permission. In this seminar topics vary, and each topic may be taken only once.

FAD 5942r. Supervised Teaching (1-3). (S/U grade only.) A maximum of three credit hours may apply to the master's degree.

FAD 5944r. Internship-Family/Child (1-12). Prerequisites: Family relations/child development majors only. Corequisite: Graduate standing. This course consists of supervised practical field experiences in various professional settings related to family/child development including human services, agencies, hospitals, educational facilities, and government.

FAD 5970. Special Project (3). (S/U grade only.) Prerequisite: Master's degree student. This course is open to course option master's degree students who are near completion of their course requirements. Permission of major professor required.

FAD 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

FAD 6266. Diversity Considerations for Family Research and Practice (3). This course examines human development and family processes within diverse contexts. Specifically, students focus on the impact of systems of oppression and privilege on developmental and family processes, discuss best practices for research and therapy, and critically review theory for inclusion of individuals and family from diverse groups.

FAD 6436. Theories of Family Sciences (3). Prerequisites: Graduate standing, background in child and family studies, as well as instructor permission. This course is a review of current theories in family studies.

FAD 6605. Advanced Clinical Marriage and Family Therapy Theory (3). Prerequisite: Admission to the Marriage and Family Therapy Program; or introductory knowledge of systemic family therapy approaches and instructor permission. This course is an in-depth, advanced study of traditional and contemporary theories within the field of marriage and family therapy (MFT).

FAD 6606. Supervision in Marriage and Family Therapy (3). Prerequisite: Passage of Clinical Comprehensive Examination in Marriage and Family Therapy. This course teaches the fundamentals of marital and family therapy supervision through didactic presentation, supervised experience of actual supervisory practice, and reflective interaction. This course meets the specifications required for the Approved Designation of the American Association of Marriage and Family Therapy.

FAD 6610. MFT Social Justice and Diversity (3). Prerequisite: Admission to the Marriage and Family Therapy Program. This course is an in-depth, advanced study of theory, research, and intervention best-practices for couples and families in the context of today's society, with an emphasis on cultural awareness to prepare students as researchers and clinicians to work effectively with diverse populations within the field of marriage and family therapy (MFT).

FAD 6701. Advanced Longitudinal Modeling in Family Science (3). Prerequisite: FAD 5700 or equivalent. This course focuses on a structural equation modeling approach for analyzing longitudinal data in family science. Topics include longitudinal designs, missing data, latent growth curve model, longitudinal confirmative factor analysis, longitudinal panel model, and longitudinal mediation and moderation.

FAD 6706. Intervention Research in Family and Child Sciences (3). Prerequisite: CHD 5915 or equivalent course. This course examines the efficacy and effectiveness of interventions in Family and Child Sciences. This course covers many of the complex decisions that investigators must make in designing, implementing, interpreting, and reporting intervention research.

FAD 6916. Outcome Research in Marriage and Family Therapy (3). Prerequisite: Admission to Marriage and Family Therapy Program or instructor permission. This course is designed to provide students with an overview of psychotherapy outcome research in general and in marriage and family therapy (MFT) outcome research in particular.

FAD 6917. Research Methods in Family and Child Sciences (3). Prerequisite: At least one graduate-level research course, doctoral students only, statistics, and instructor permission. This course is an overview of research methods currently in use in studying individuals, families, and children.

FAD 6930r. Special Topics: Marital and Family Therapy-Topics Vary (3-9). Prerequisites: Doctoral student standing and instructor permission. Each topic may be taken only once. May be repeated within the same term to a maximum of nine credit hours.

FAD 6935r. Special Topics: Family and Child Development (Topics Vary) (3-9). This course is an in-depth exploration of contemporary topics and issues. Repeatable for up to nine hours.

FAD 6940r. Practicum in Marital and Family Therapy (1-5). (S/U grade only.) Prerequisite: Doctoral student in marriage and family therapy program. May be repeated to a maximum of 21 credit hours.

FAD 6980r. Dissertation (1-24). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 24 credit hours; may be repeated within the same term.

FAD 8944r. Internship in Marriage and Family Therapy (1-12). (S/U grade only.) Prerequisite: MFT major status. Corequisite: FAD 8964. This internship provides supervised practical field experience in various professional settings related to couple and family therapy, including human services, agencies, hospitals, educational facilities, and government. may be repeated to a maximum of 12 credit hours. S/U grade only.

FAD 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) May be repeated within the same term.

FAD 8976r. Master's Thesis Defense (0). (P/F grade only.)

FAD 8985r. Dissertation Defense Examination (0). (P/F grade only.)

FLE—Foreign Language Education

FOS—Food Science

FOS 5205. Food Safety and Quality (3). Prerequisites: HUN 1201 and FOS 3026, or departmental approval. This course covers topics such as food spoilage, food poisoning, food-borne pathogens, food laws and regulations, as well as HACCP and risk management. Emphasis is placed on current issues related to the safety and quality of food.

FOS 5424. Food Preservation (3). Prerequisites: Biochemistry and microbiology. This course focuses on fundamental considerations in the preservation of foods by freezing, canning, dehydration, ionizing radiations, etc.

FOS 5930r. Seminar in Food and Nutrition Sciences (1). This course consists of student and faculty presentations on research and developments in food science and nutrition.

FOS 5936. Selected Topics in Food Science and Technology (3). Prerequisites: FOS 4114C and biochemistry. This course is an investigation of current research related to selected topics in food science and technology.

FOS 6351C. Physical and Chemical Techniques in Food and Nutrition (3). Prerequisite: HUN 5802L. Recommended prerequisite: Analytical chemistry. This course provides an experimental approach to food and nutrition research, and it may involve the study of foods, humans, or animal models and a variety of specialized instruments.

FOS 6930r. Seminar in Food and Nutrition Sciences (1). This seminar consists of student and faculty presentations on research and developments in food science and nutrition.

FSS—Food Service Systems

HEE—Home Economics Education

HOE—General Home Economics

HOE 6366. Research Best Practices in Human Sciences (2). Prerequisite: Graduate standing. This course covers the areas of responsible conduct of research in the human sciences and the management principles for sponsored research.

HSC—Health Sciences

HUN—Human Nutrition

HUN 5242. Carbohydrates, Fats, and Proteins (3). Prerequisite: Biochemistry or HUN 3224. This course focuses on topics such as metabolism, physiological action, and interrelationships of carbohydrates, proteins, and lipids.

HUN 5243. Vitamins and Minerals (3). Prerequisite: Biochemistry or HUN 3226. This course focuses on topics such as biochemical functions, physiological actions, and metabolism of the vitamins and minerals. Fundamental concepts underlying human nutrition.

HUN 5297. Eating Disorders, Body Image and Healthy Weight Maintenance (3). This course presents current science based information about nutrition, dieting, eating disorders, and body image.

HUN 5625. Nutrition Counseling and Wellness (3). Prerequisite: Admission to the Nutrition and Food Science major, admission to the Sport Nutrition major, or instructor permission. This course provides an overview of counseling theories and techniques with practical application to nutrition conditions and related problems.

HUN 5802. Research Design and Methodology (2). This course focuses on topics such as basic research terminology, principles and techniques in movement science, nutrition and food science including library materials and writing techniques.

HUN 5802L. Research Design and Methodology Laboratory (1). Prerequisite: Chemistry. This laboratory focuses on techniques in the areas of physiology and biochemistry as related to nutrition and metabolism, exercise physiology, and food science.

HUN 5906r. Directed Individual Study (1-9). (S/U grade only.) (S/U grade only) May be repeated to a maximum of nine credit hours.

HUN 5910r. Supervised Research (1-3). (S/U grade only.) A maximum of three credit hours may apply to the master's degree.

HUN 5930r. Food and Nutrition Seminar (1-4). This course involves doctoral student presentations concerning research in the nutritional sciences. May be repeated to a maximum of four credit hours.

HUN 5938r. Special Topics in Nutrition (3). This course involves readings and discussion in special areas such as nutrition in aging, energy metabolism and obesity, and world food problems.

HUN 5971r. Thesis (3-6). (S/U grade only.) Course Description not on file

HUN 6248r. Advances in Nutrition and Food Science (3-12). Prerequisites: HUN 5242, HUN 5243, and FOS 5936. This course explores current topics in proteins, carbohydrates, lipids, minerals, or vitamins. May be repeated to a maximum of 12 credit hours. May be repeated within the same term.

HUN 6780. Nutrigenomics and Epigenetics (3). This course discusses basic molecular mechanisms regulating the expression of metabolic/protective genes by dietary components known as nutritional genomics and its impact in human diseases, aging and longevity. Students learn the basics of gene regulation by epigenetic modifications and posttranslational modifications affecting protein expression and function.

HUN 6906r. Directed Individual Study (1-9). (S/U grade only.) (S/U grade only) May be repeated to a maximum of nine credit hours.

HUN 6911r. Supervised Research (3-5). (S/U grade only.)

HUN 6930r. Food and Nutrition Seminar (1). This course consists of student and faculty presentations on research and developments in food science and nutrition.

HUN 6940r. Supervised Teaching (1-3). (S/U grade only.)

HUN 6980r. Dissertation (2-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours. May be repeated within the same term.

HUN 8945r. Supervised Field Experience (1-12). (S/U grade only.) Prerequisites: DIE 5248, HUN 5242, HUN 5243, and instructor permission. This course consists of supervised experience in applied dietetics. May be repeated to a maximum of 24 credit hours in a two-year period to meet CADE requirements for the Dietetics Internship.

HUN 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

HUN 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

HUN 8976r. Master's Thesis Defense (0). (P/F grade only.)

HUN 8985r. Dissertation Defense Examination (0). (P/F grade only.)

IDS—Interdisciplinary Studies

ISC—Interdisciplinary Sciences

LAE—Language Arts and English Education

LAE 5297. Teachers as Writers (3). Prerequisite: LAE 5368. This course helps pre-K–16 teachers improve their writing with the goal of obtaining skills and techniques they can share with their own students.

LAE 5336. Applied Linguistics for Teachers of English (3). This course is designed to enhance student knowledge of how we perceive and use language. Topics covered include: the history of English as a language, the ways we produce spoken language (physically, instinctually, and intellectually), the ways that language is represented in popular culture, and the arguments and justifications given regarding popular and traditional approaches to teaching language and grammar.

LAE 5348. Teaching Multiliteracies (3). This course addresses the field of new literacy studies and identifies how emerging understandings of literacy can support the development of literacy practices in academic settings. Students examine the attributes of multiliterate learners and focus on how to develop those attributes through a variety of academic and popular culture texts.

LAE 5364. A Survey of British Literature for English Teachers (3). This course provides those seeking a graduate English-education degree with the opportunity to develop an understanding of the scope of British literature. Participants explore historical, political, and social events that influenced the creation of literature from the Anglo-Saxon era to the present post-modern period.

LAE 5368r. Classroom Management and Methods of Planning and Instruction in Secondary English (3-6). This course offers a careful consideration of the role of the secondary-school teacher of English, paying special attention to effective classroom management, planning for instruction, and assessment of student learning. May be repeated for a maximum of six credit hours.

LAE 5637r. Problems and Trends in English Education (3-6). This course examines the history of English as a school subject; current developments, issues, and research in the teaching of English.

LAE 5645. Pedagogy and Popular Culture (3). This course is designed to address current trends and texts in digital popular culture, and how popular culture affects students, teachers, 21st century literacies, and lesson planning.

LAE 5696. Participatory Culture in Literacy and Learning (3). This course explores the characteristics of participatory culture and the ways people can utilize these characteristics in education to enhance literacy and learning. Additionally, the course examines the cultural and social practices of collaboration, appropriation, and recirculation utilized in new media environments.

LAE 5736. Written Composition in the Secondary School: Theory and Research (3). This course focuses on rhetorical and psychological approaches to the writing process; prewriting, invention, and revision; problems of the basic writer; evaluation of writing and writing skills; current research.

LAE 5748r. Teacher Action Research: Studies in Teaching Writing I (3-6). This course is designed for practicing preK-16 teachers who are interested in designing and implementing a research study of their own classroom instruction so as to improve the writing of their students. May be repeated to a maximum of six credit hours.

LAE 5865. Teaching Media Literacy (3). This course is designed to address the field of media literacy and equip practicing teachers with the knowledge and pedagogies needed to promote media literacy. Students are provided with tools to cultivate their own literacy as well as to teach for media literacy, which supports other literacies, learning, and digital citizenship

LAE 5908r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

LAE 5932r. Special Topics in English Education (1-3). This course is an investigation of topics of current concern to English teachers, supervisors, and teacher trainers. May be repeated to a maximum of 12 credit hours.

LAE 5940r. Field Laboratory Internship (1-8). (S/U grade only.) May be repeated to a maximum of eight credit hours.

LAE 5941. Practicum in Secondary English (3). Prerequisites: LAE 5368. This course consists of class meetings as well as a 60-hour field experience for each teacher candidate. The course convenes formally twice per week for the first five weeks, and once per week thereafter. The remainder of the course is devoted to field work in multiple assigned local secondary schools.

LAE 5945r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three hours may apply to the master's degree.

LAE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

LAE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

LAE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

LAE 8985r. Dissertation Defense (0). (P/F grade only.)

LDR—Leadership Studies

MAE—Mathematics Education

MAE 5146. School Mathematics Curriculum (3). Prerequisite: Instructor permission. This course establishes a theoretical perspective and then major curriculum projects are examined and critiqued. Reform movements are considered in light of historical events and the current social climate.

MAE 5318. The Topics and Teaching of Elementary School Mathematics (3). Prerequisite: Admission to a graduate degree program in Elementary Education or special permission. This course provides in-depth examination of topics related to mathematics learning, mathematics teaching strategies, and mathematics curriculum development in elementary school mathematics.

MAE 5337. Seminar on the Teaching of Algebra (2). Course Description not on file

MAE 5338. Seminar on the Teaching of Geometry (2). Course Description not on file

MAE 5641r. Special Topics in Mathematics Education (2-3). This course covers innovative topics or specific assistance related to classroom topics in the teaching of mathematics. May be repeated to a maximum of eight credit hours.

MAE 5658. Using Technology in the Teaching of Mathematics (3). Prerequisite: One course in computers/technology or instructor permission. This course explores the uses of various technologies in mathematics classes, demonstrated through hands-on activities and experiences.

MAE 5691. Mathematics Learning and Teaching (3). Prerequisite: Instructor permission. This course introduces students to those theories of learning that have been historically influential, or which have the potential to be currently influential, in the learning and teaching of mathematics.

MAE 5865. Using History in the Teaching of Mathematics (3). This course examines the historical origins and evolution of key mathematics concepts. Topics are chosen from number systems, numeration, computation, number theory, algebra, geometry, analytic geometry, and calculus.

MAE 5908r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

MAE 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three hours may apply to the master's degree.

MAE 5942r. Field Laboratory Internship (1-8). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

MAE 5946r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

MAE 5971r. Thesis (1-6). (S/U grade only.) This course has a minimum of six credit hours required.

MAE 5973r. Specialist in Education Thesis (1-6). (S/U grade only.) For this course a minimum of six credit hours is required.

MAE 6148. Curriculum in Mathematics Education (3). This course is designed to provide students the opportunity to develop an initial theoretical framework in which to analyze mathematics curricula from a philosophical and psychological basis.

MAE 6797. Advanced Seminar on Research in Mathematics Education (3). This course is an in-depth study of research in mathematics education. It covers the development of research models for the investigation of specific types of research problems in mathematics education.

MAE 6938r. Doctoral Seminar in Mathematics Education (1-3). Prerequisite: Instructor permission. This course is an in-depth study of a topic in this field. Course topics currently include learning teacher education and curriculum. May be repeated to a maximum of 12 credit hours.

MAE 6939. Seminar in Mathematics Teacher Education (3). Prerequisite: Instructor permission. This course examines issues in mathematics teacher education at both the pre-service and in-service levels from theoretical and practical perspectives.

MAE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Course Description not on file

MAE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

MAE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

MAE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

MAE 8976r. Master's Thesis Defense (0). (P/F grade only.)

MAE 8978r. Specialist in Education Thesis Defense (0). (P/F grade only.)

MAE 8985r. Dissertation Defense (0). (P/F grade only.)

MAT—Mathematics

MHS—Mental Health Services

MHS 5007. Foundations of Mental Health Counseling (3). This course provides a history and overview of the counseling profession, including ethical and legal issues, controversies in the field, and the impact of contemporary problems on mental health problems.

MHS 5010. Foundations of School Counseling (3). This course is an introduction to the field of school counseling with an emphasis on historical foundations, role and function, legal and ethical issues, and standards of practice. It provides a theoretical and practical orientation to applied counseling practice in the schools.

MHS 5060. Psychosocial and Multicultural Aspects of Counseling (3). This course examines the relationship among psychological, social, environmental, disability, and multicultural factors as they pertain to understanding human behavior.

MHS 5070. Psychopathology Across the Lifespan (3). This course provides a broad overview of psychopathology across the lifespan. The course focuses on observation, description, epidemiology, conceptualization, etiology, and treatment of the major DSM-5 disorders.

MHS 5125. Individual and Group Counseling Theories (4). This course presents an overview of individual and group counseling skills for students in helping professions and surveys important basic counseling skills and techniques in individual and group counseling.

MHS 5225. Intellectual and Psychoeducational Assessment for Health Service Providers (4). This course focuses on direct assessments commonly provided by Health Service Psychologists (HSPs) for the purposes of conducting comprehensive, psychoeducational assessments. Including the administration and interpretation of cognitive, academic, adaptive, and executive functioning assessments.

MHS 5338. College and Career Readiness for School Counselors (3). This course examines the school counselor's role in college and career readiness for students in P-12 settings.

MHS 5340. Foundations of Career Development (4). This course examines the career development of individuals and the process of career counseling and guidance.

MHS 5341. Career Development Program Design and Evaluation (3). This course examines contemporary career interventions and strategies for program development and implementation.

MHS 5400. Introduction to Counseling Theories and Techniques (4). This course examines traditional theories of personality and counseling, as well as how to translate theory into effective practice. Students develop basic counseling skills that include an awareness of self and a capacity to use ones self in the counseling process.

MHS 5415. School, Family, and Community Partnerships (3). This course examines the role of school-family-community partnerships in P-12 educational settings.

MHS 5435. Theories and Fundamentals of Family Therapy (3). This course provides students with theories and models of intervention related to working with families and family systems.

MHS 5511. Group Counseling: Theory and Practice (3). Prerequisites: MHS 5400. This course covers introductory group leader training with theoretical and experiential components. It introduces students to the theory, research, and practice of group counseling and psychotherapy.

MHS 5635. School Counseling Program Development and Planning (4). Corequisite: SDS 5820. This course provides students with knowledge and learning experiences of developing, evaluating, and implementing a comprehensive school counseling program in a school setting.

MHS 5801r. Practicum in Counseling (1-4). Prerequisite: MHS 5400. This course provides intermediate training in counseling through direct client counseling, role play, instruction, and observation. May be repeated to a maximum of 16 credit hours.

MHS 5860r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

MHS 5905r. Directed Individual Study (1-3). (S/U grade only.) This course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member. May be repeated to a maximum of 21 credit hours within the same term.

MHS 5915r. Supervised Research (1-4). (S/U grade only.) This course provides students an opportunity to work on a research project or projects under the supervision of a professor. May be repeated to a maximum of 21 credit hours.

MHS 6064. Affective and Cognitive Aspects of Behavior (3). This course covers historical, theoretical, empirical, and methodological issues regarding the development of affect and cognition and their relation to behavior and learning. The course focuses heavily on how research in this area applies to clinical and school-based practice in assessment and intervention.

MHS 6220. Individual Appraisal in Counseling (3). Prerequisite: MHS 6805. This course allows students to acquire skill in use and interpretation of selected instruments and techniques for individual assessment. This course is intended to educate emerging psychologists, counselors, and therapists in construction, evaluation, selection, administration, scoring, interpretation, and reporting.

MHS 6229. Psychometrics and Assessment in Health Service Psychology (3). Prerequisites: MHS 5060, SPS 5176, or equivalent. This course focuses on the integration of psychometrically sound assessment methods (objective and subjective) in making diagnostic and intervention decisions. Students learn a multi-method approach to critically analyze assessment results as well as use these results as part of a problem-solving approach to client care.

MHS 6300. Theories of Vocational Behavior (3). This course covers meaning of work, theories of vocational behavior, and career development consultation.

MHS 6401. Evidence-based Counseling/Psychotherapy (3). Prerequisite: MHS 5400 or equivalent. This course covers the nature of theory and instruction in a variety of counseling theories. Emphasis is placed on counseling-research literature and evidence-based practice.

MHS 6410. Behavior Management: Principles and Applications (3). This course provides understanding of behavior patterns of children and adolescents and develops effective strategies for behavior management.

MHS 6450. Substance Abuse and Addictions Counseling (3). This course is designed to provide graduate students with an overview of theories, concepts, and issues related to the etiology, assessment, diagnosis, and treatment of persons with addictions and substance use disorders.

MHS 6466. Trauma & Crisis Intervention (3). This course provides students with a survey of the complexity of crisis situations, as well as theories of and models of intervention when working with clients during and after traumatic events and crises. The course discusses traumatic experiences including but not limited to grief, suicide, and natural and man-made disasters.

MHS 6600. Ethical, Legal, and Professional Issues in Counseling (3). This course provides a framework for examining legal and ethical issues in counseling as well as a focus on standards, credentialing, accreditation, and professional issues relevant to the counseling field.

MHS 6715. Design and Critical Review of Research in Counseling (3). This course covers the conceptualization of counseling problems in researchable terms; critical review of published counseling research.

MHS 6720. Introduction to Health Services Psychology Profession (3). This doctoral seminar presents an introduction to professional issues relevant to counseling and school psychology, including topics such as values, current trends, basic therapeutic skills, stress management, and burnout prevention.

MHS 6721. Professional Development Seminar in Advocacy and Ethics for Health Services Psychology (3). Prerequisite: MHS 6720. This doctoral seminar provides an in-depth look at ethical standards and advocacy specific to the field of counseling and school psychology.

MHS 6803. Seminar in Clinical Supervision, Consultation, and the Law (3). Prerequisite: MHS 6805. This seminar provides students with exposure to standards of practice in professional psychology, to ethical and legal issues in the provision of psychological services, and to clinical supervision and consultation.

MHS 6805r. Advanced Group or Individual Counseling Practicum (1-4). This course is intensive practice in counseling, consisting of closely supervised practical experience and critique of students practice. May be repeated to a maximum of 16 credit hours.

MHS 6820r. Counseling Internship (3-6). (S/U grade only.) This course is field counseling experience in a planned setting. May be repeated to a maximum of 18 credit hours.

MHS 6930. Diversity Seminar in Health Service Psychology (3). Prerequisites: MHS 5060 and SPS 5176, or equivalent. This doctoral seminar immerses students in diversity-related content intended to facilitate the continued development of their multicultural awareness, knowledge, and skills towards an understanding of intersectionality, social justice, and advocacy.

MHS 6938r. Special Topics in Counseling Psychology (3). This course is an in-depth investigation of a variety of topics in counseling psychology with different topics offered each year. May be repeated to a maximum of nine credit hours; repeatable within the same term.

MHS 6946r. Field Practicum in Counseling Psychology and School Psychology (2). (S/U grade only.) Prerequisite: MHS 6805. This practicum provides students with an opportunity to integrate theory and practice in the delivery of psychological services relevant to their career goals. Students completing the course enhance their competencies in assessment, intervention, or both. May be repeated to a maximum of 21 credit hours.

MHS 6970r. Thesis (3-6). (S/U grade only.) A minimum of six credit hours is required.

MHS 6971r. Master's Thesis Defense (0). (P/F grade only.)

MHS 6973r. Specialist in Education Thesis (3-6). (S/U grade only.) A minimum of six credit hours is required.

MHS 7962r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

MHS 8960r. Master's Comprehensive Examination (0). (P/F grade only.)

MHS 8961r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours.

MHS 8980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Repeatable to a maximum of 12 credit hours; repeatable within the same term.

MHS 8981r. Dissertation Defense (0). (P/F grade only.)

PCO—Psychology for Counseling

PCO 5095. Computer Applications in Counseling Psychology and other Human Services (3). This course examines the effective application of computer technology in counseling psychology with an emphasis on mental health, education, and rehabilitation.

PEL—Physical Education Activities (General): Object Centered, Land

PEM—Physical Education Activities (General): Performance Centered, Land

PEO—Physical Education Activities (Professional): Object Centered, Land

PET—Physical Education Theory

PET 5054C. Motor Skill Learning (3). This course focuses on research and theory of learning, performance, and related factors as applied to motor skills.

PET 5077. Physical Dimensions of Aging (4). This course deals with the quality of life, individual differences as we age, physical decline of physiological systems (cardiovascular, muscular, joints, bone, neuromuscular), health, exercise, and well-being, and the pathology of aging. The course assists students in developing an understanding of the physical aspects of aging to apply to settings such as physical therapy, sports medicine, and health and fitness programs in hospitals and retirement communities.

PET 5175. Philosophy and Ethics of Coaching (3). In this course, students are introduced to and analyze the essential concepts and knowledge concerned with the discipline of ethics as it relates to the extensive and evolving demands of managing and coaching sports and activities. Students utilize a variety of research materials to investigate traditional schools of thought and academic theory regarding ethics and how they pertain specifically to the profession of coaching. Students use these processes to integrate their individual philosophy of coaching within an ethical framework.

PET 5212. Helping Relationships in Sport Psychology (3). This course provides an understanding of helping processes, including consultation and counseling theories; basic listening, interviewing, assessment, and consulting/counseling skills; and helper and client characteristics and behaviors that influence professional helping relationships.

PET 5216. Applied Sport Psychology (3). This course focuses on the theoretical knowledge and practical skills needed to design and implement a mental skills training intervention with a client operating in a domain requiring performance under pressure.

PET 5222. Cognitive Processes in Sport Psychology (3). Prerequisite: PET 5216. In this course, cognitive processes (decision making, attention memory, etc.) are studied, with an emphasis upon explaining and optimizing sport-related behavior.

PET 5235. Motor Learning for Coaches (3). This course offers coaches a better understanding of the processes underlying the learning and performance of skill movements. Focus is on how humans learn skilled actions and how the principles of motor performance and learning can be useful in coaching. Topics cover theories and principles explaining motor behavior and psychological factors related to and/or affecting motor-skill acquisition or performance.

PET 5250. Sociology of Sport and Cultural Foundations of Coaching (3). The purpose of the course is to understand and evaluate how society affects sport and sport affects society. Students learn the theoretical perspectives of the sociology of sport and are able to apply them to various sociological and cultural situations within coaching.

PET 5255. Social Bases of Physical Activity (3). This course examines the socio-cultural foundations of play, games, sport, and physical activity.

PET 5261. Cultural and Ethnic Diversity for Sport Psychology Consulting (3). This course is designed to meet the K8 course requirement for the Certified Mental Performance Consultant (CMPC) credential offered by the Association for Applied Sport Psychology (AASP). It examines the influence of cultural and ethnic differences on the delivery of sport psychology.

PET 5367. Nutrition and Exercise Performance (3). This course covers the immediate and long term effects of nutrition on exercise performance. Effects of acute and chronic exercise on nutrient requirements.

PET 5389. Strength Program Development for Competitive Athletes and Sport (3). Prerequisite: Admitted to the Sports Sciences Major of the MS in Exercise Science or instructor permission. This course explores the scientific basis and development of sports related fitness. Emphasis on muscle strength, endurance, speed, power, agility, and flexibility in competitive athletes. Various styles of programming and methods used to elicit specific adaptations are emphasized. This course meets specific guidelines and competencies for strength and conditioning professionals.

PET 5392. Coaching for Human Performance (3). This class introduces the underlying theories and mechanisms that pertain to human performance. Students learn about the fundamental elements of strength and conditioning training, nutrition, and the physiology of the body during exercise to help inform their coaching practice

PET 5530. Understanding and Conducting Research in Sports & Coaching (3). This course covers the fundamental and foundational elements of research as it pertains to the coaching and sports field.

PET 5553. Cardiorespiratory and Anthropometric Evaluation and Development of Exercise Programs (3). Prerequisite: APK 5111C. This course is designed to examine techniques of cardiovascular, respiratory, and anthropometrical evaluation with a particular emphasis on aerobic capacity and body composition and to design, implement, and administer exercise programs for developing physical fitness.

PET 5751. Sports Fitness Testing and Evaluation for Competitive Athletes and Sport (3). Prerequisite: Admitted to the Sports Sciences Major of the MS in Exercise Science or instructor permission. This course includes development of knowledge, skills, and abilities in selecting, administering and evaluating sports related fitness tests for competitive athletes. This course meets specific guidelines and competencies for strength and conditioning professionals.

PET 5603. Psychology of Sport Injury (3). This course provides an examination of psychological theories and applied considerations related to athletic injuries and the subsequent rehabilitation of the physically active.

PET 5735. Advanced Coaching (3). This course covers key topics pertaining to coaching, from developing a coaching philosophy to managing a team effectively. Topics include the eight domains of coaching competencies, thus addressing the National Standards for Sport Coaches.

PET 5769. Theory and Practice of Athletic Coaching (3). Students gain knowledge in a variety of sub disciplines associated with coaching and how they fit within the structure of the discipline as a whole. Students are able to understand the importance of science and education as it pertains to coaching.

PET 5855. International Perspectives of Coaching (3). In this course, students learn how coaching occurs internationally and how to apply that knowledge to their own coaching practices through the integration of new communication strategies, teaching techniques, and program development.

PET 5856. Coaching 360: Athletes, Helping Skills, & Disabilities (3). The purpose of this course is to teach athletic coaches basic helping/counseling skills and to expose coaches to techniques that may help athletes with disabilities.

PET 5930r. Seminar in Movement Sciences (1). This course involves a number of student and faculty presentations concerning research, and developments in exercise physiology, motor learning/control, and the movement sciences.

PET 5935. Seminar in Sports and Coaching (3). In this course, students will investigate topics outside typical sports disciplines and conversation. Upon completing the course, students are expected to explore new sports and topics that might crossover, develop transferable leadership skills, and reflect on how alternative coaching methods can be used effectively.

PET 5940. Athletic Coaching Mentorship (3). In this course, students develop their coaching skills by gaining practical experience by observing and working in professional athletic coaching and sports settings.

PET 5945r. Sports Sciences Practicum (3). Prerequisite: Admitted to the Sports Sciences Major of the Master of Science degree in Exercise Science. This course is comprised of supervised practicum experiences in a sports science setting. Emphasis is on developing skills and abilities of a strength and conditioning specialist through practical application of knowledge from previous or current course work, while learning new related principles or concepts.

PET 6213. Emotions and Emotional Regulation in Sport and Performance Settings (3). In this course, students examine key information (i.e., pertinent theories, theoretical models and frameworks, current empirical research) to expand the theoretical knowledge of emotions and emotion regulation.

PET 6217. Stress and Motor Performance (3). This course emphasizes the importance of stress within motor performance. It examines various physiological, cognitive, and behavioral correlates of psychologically induced stress as well as contemporary treatment modalities for managing stress.

PET 6240. The Self in Sport and Exercise Settings (3). This course examines how the "self" is a major focus of research in sport and exercise psychology. A variety of theoretical foundation will be considered in this course as well as investigations evaluating the associated conceptual contentions on cognition, affect, and behavior in sport and exercise settings.

PET 6280. Enhancing Human Functioning (3). In this course, students attain a broad understanding of the factors contributing to, and mechanisms underlying, enhanced human functioning, with a focus on the relation of this research and theory to sport and performance psychology concepts and practices.

PET 6317. Skeletal Muscle Structure and Function (4). Prerequisite: APK 3110C or equivalent level of exercise physiology course. This course covers the morphology and physiology of skeletal muscle, including the adaptations that occur in response to physical activity, disuse, and aging.

PET 6365. Exercise and the Cardiorespiratory System (4). Prerequisite: Advanced exercise physiology. This course studies the cardiorespiratory system during exercise and the adjustments within the system to exercise training and other stressors.

PET 6386. Environmental Aspects of Exercise (3). This course focuses on the effects of temperature, altitude, and air pollution on exercise performance. Offered alternate years.

PET 6387. Endocrinology in Health and Exercise (3). Prerequisite: APK 5111C or equivalent level of Exercise Physiology course. This course is an in-depth examination of the physiological principles and mechanisms of endocrinology as related to exercise and overall health. Students gain an understanding of the endocrine organs, hormone classifications, and detailed mechanisms of action for selected hormones. The influence of exercise and disease on acute and chronic human endocrine function is investigated. In addition, the role of chemical mediators and nutrition in coordinating the function of the endocrine system is investigated.

PET 6388. Exercise and Disease (3). Prerequisite: APK 3110C. This course in exercise and chronic diseases is designed to provide students with an understanding of recent advances in exercise physiology for clinical populations. Specific topics addressed include pathophysiology of disease process, clinical considerations, and exercise rehabilitation in clinical populations. Particular emphasis is placed on the acute and chronic physiological responses to exercise in healthy older individuals and patients with diabetes, obesity, coronary heart disease, chronic heart failure, hypertension, stroke, and peripheral arterial disease.

PET 6930r. Seminar in Movement Sciences (1). This course consists of doctoral student presentations concerning current research and developments in exercise physiology and motor learning/control. May be repeated to a maximum of four credit hours.

PET 6931r. Advanced Topics (1-4). This course integrates facts, principles, and theories into a practical philosophy in the area of specialization of instructor teaching the course any given term. May be repeated to a maximum of 12 credit hours.

PSB—Psychobiology

PSB 5066. Biological Bases of Learning and Behavior (3). This course is an overview of human biological development and its influence on learning and behavior with an emphasis on disorders of learning and development. PSY 5605. History and Systems of Psychology (3). This course covers the philosophical and scientific antecedents of modern psychology and the history of psychology as an independent scientific discipline.

PSY—Psychology

RCS—

RCS 5250. Assessment in Counseling (3). This course offers an understanding of assessment approaches used with counseling clients.

RED—Reading Education

RED 5337. Literacy Across the Content Areas (3). This course applies the reading process to the secondary school curriculum. Diagnostic procedures and instructional strategies useful in developing school reading programs. This course introduces students to the role of literacy in the content areas. Educators develop the knowledge, skills, and attitudes needed to meet the literacy needs of students.

RED 5695. Policy and Leadership in Reading (3). This course examines the role of reading research in state and federal policy initiatives and discusses the challenges and potential solutions to implementing these policy initiatives in schools.

RED 5865. Leadership Practicum in Reading and Language Arts (3). This practicum is designed to provide individualized practicum experiences in educational agencies for advanced graduate students in reading and language arts.

RED 5906r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

RED 5911r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

RED 5945r. Supervised Teaching (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

RED 5947. Seminar and Practicum in Reading and Language Arts (3). (S/U grade only.) This course is designed to provide field-based experience in public settings in conjunction with an on-campus seminar. Core readings are discussed.

RED 6747. Theory and Research in Reading (3). Prerequisite: RED 5147. This course helps students develop broad knowledge of the research in reading and the ability to critically analyze and interpret studies in the field of reading.

RED 6938r. Doctoral Seminar in Reading and Language Arts (3). This course provides doctoral students with knowledge on current trends and issues in the field of reading education. Specifically, the seminar includes consideration of theoretical and empirical perspectives; integration of research, practice, and policy; and multi-disciplinary perspectives. May be repeated to a maximum of 12 credit hours.

RED 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be taken to a maximum of 12 credit hours; may be repeated within the same term.

RED 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

RED 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

RED 8985r. Dissertation Defense (0). (P/F grade only.)

SCE—Science Education

SCE 5140. Curriculum in Science Education (3). This course provides opportunities for students to develop both a practical and theoretical basis to analyze science curricula. The course focuses on the utilization of philosophical and psychological foundations to analyze current curriculum materials available for science classes.

SCE 5215. Conceptual Learning in Elementary School Science (3). This course provides opportunities to acquire knowledge and skills related to planning and implementing a science program for elementary school children.

SCE 5332. Methods for Teaching Science in Secondary Schools (3). This course provides an opportunity for prospective secondary-science educators to learn more about learning, teaching, curriculum development, and assessment in science. Requires thirty hours of field work in a local secondary school.

SCE 5336. Rigorous and Equitable Science Teaching (3). This course examines rigorous and equitable science teaching and how it leads to deeper learning. Students study the current state of the research on rigorous, responsible, and equitable science teaching and discuss the implications of their practice.

SCE 5340. Teaching and Learning Science (3). This course provides opportunities for students to examine predominant psychological models of human cognition, the evolving nature of science knowledge, and the role of the teacher in assisting students to learn science with understanding.

SCE 5545. Teaching Science in Diverse Classrooms (3). This course examines the implications of "science for all," with a particular emphasis on the interactions of students' culture and the culture of science. This examination is followed by a description of instructional congruence and its role in helping all students move toward scientific literacy. The course culminates with the identification of practices that allow for cultural congruence and the application of these practices in the design and enactment of an instructionally congruent unit of science teaching.

SCE 5642. Science Teaching and Education Policy (3). This course assists pre-service and in-service science teachers in understanding the issues associated with science education and policy from a historical and futuristic perspective.

SCE 5740. Research Methods in Science Education (3). This course is a comprehensive survey of research methodology used in studying science education. Students develop skills in interpreting both qualitative and quantitative studies, with particular emphasis placed on qualitative methodologies.

SCE 5895. Disciplinary Engagement in Science (3). This course examines the nature of scientific knowledge and how the particular actions involved in scientific inquiry influence the characteristics of the knowledge it produces. The course also examines the role of the nature of science knowledge in a broader scientific literacy with an explanation of how to support students in constructing that knowledge.

SCE 5905r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of twelve credit hours.

SCE 5910r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

SCE 5935r. Special Problems in the Teaching of Secondary School Science (1-3). May be repeated to a maximum of nine credit hours.

SCE 5943r. Field Laboratory Internship (1-8). (S/U grade only.) May be taken to a maximum of eight credit hours in a single term. May be taken to a total maximum of 16 credit hours.

SCE 5946r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

SCE 5949r. Field Lab Internship (1-3). This course assists teachers in updating and improving content knowledge, pedagogical knowledge, and pedagogical content knowledge with structured guidance by faculty. May be repeated to a maximum of nine credit hours.

SCE 6346. Teacher Learning and Professional Development in STEM (3). In this course, students explore issues around professional learning for ambitious teaching in Science Technology Engineering, and Mathematics (STEM). The focus is on research that investigates how best to promote teachers' learning around ambitious instructional practices. The current state of the research on professional learning is studied.

SCE 6395. Science Teacher Education (3). This course investigates sources of teacher knowledge and explores strategies for improving science teacher performance. Common approaches to staff development are studied and analyzed and innovative approaches are developed and evaluated in terms of theory and research on teaching.

SCE 6742. Modeling the Mind (3). This course explores several research traditions and influential approaches to modeling cognition within STEM education research, starting with unitary models of mind (such as misconceptions and framework theory) to focusing more extensively on resource-based models (such as the knowledge-in-pieces framework), interactional accounts, dynamic system theory, and issues of power and ideology in learning. Students examine the theoretical models' main features and underlying assumptions, engage in critical analysis of accounts of cognition, compare and contrast across models, and analyze evidence to support or challenge the models.

SCE 6761r. Research, Recent Developments, and Current Issues in Science Education (3-5). May be repeated to a maximum of ten credit hours.

SCE 6895. Science Studies and Science Education (3). In this course, students examine philosophical issues such as the nature of scientific knowledge, the ways in which formal scientists and citizen scientists produce and interrogate knowledge, and how scientific knowledge is positioned and debated within different communities.

SCE 6980r. Doctoral Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

SCE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

SCE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

SCE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

SCE 8985r. Dissertation Defense (0). (P/F grade only.)

SDS—Student Development Services

SDS 5040. Student Personnel Work in Higher Education (3). This course is a review of current policies and practices of selected areas of student personnel and selected administration.

SDS 5624. The American College Student (3). This course is a developmental study of contemporary college student and the campus climate.

SDS 5804. Practicum in Student Personnel Work (3). This course provides opportunities for supervised practical experience in college student personnel work.

SDS 5806r. Experiential Learning (0). (S/U grade only.) This course focuses on engaging students to "try on" a professional environment through completion of an experiential learning opportunity. Experiential learning occurs through a variety of activities including: internships, field work, service learning, projects, research, fellowship, leadership, clinical experience, co-op, practicum, etc. May be repeated up to five (5) times. SDS 5820r. Counseling Internship (4-18). (S/U grade only.) Prerequisite: MHS 5801. This course offers field practical experience in a planned setting. May be repeated to a maximum of 18 credit hours.

SLS—Student Life Skills (Learning)

SMT—Science or Mathematics Teaching

SMT 5305. Classroom Interactions (3). This course is centered around a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding in science and mathematics.

SOW—Social Work

SOW 5153. Human Sexuality (3). This course surveys issues and attitudes associated with human sexuality. It is primarily intended for social workers and other helping professionals who currently work with clients or plan to in the future. Using a biopsychosocial perspective, emphasis is placed on the social, cultural, familial and individual differences in sexual and reproductive attitudes, values, and behavior.

SPM—Sports Management

SPM 5021r. Global Sport Venues (3). This course gives students opportunities to tour sport venues, meet international sport managers, attend events, and discuss current and future issues surrounding venue and event management in the international sport industry.

SPM 5022r. Global Issues in Sport Management (3). This course gives students opportunities to identify and discuss current issues that are prevalent in the sport industry at the international level.

SPM 5027. Diversity in Sport (3). This course examines the role and impact that ethnicity, racism, gender, and other diversity topics have had in the world of sport. Students are introduced to the realities of bias and prejudice that exist and perpetuate within sport, while seeking to foster understanding and appreciation for diversity in sport.

SPM 5102. Research Methods in Sport Management (3). This course covers methods and techniques used in physical education research, including the use of library materials and writing techniques.

SPM 5106. Facility Management in Sport (3). This course studies sport/multi-purpose public assembly facility management. The course includes design, planning processes, funding, construction, and maintenance.

SPM 5116. Strategic Management for Sport Organizations (3). This course examines the fundamentals of strategic management theory that are important for effective leadership in the sport industry.

SPM 5117. Sport Leadership (3). This course provides students with a critical overview of theory and research in leadership within the field of sport management. Focusing on such topics as ethical leadership and strategic vision to group dynamics and diversity, the course examines the ways in which different leadership approaches, skills, and dynamics influence a sport organization. The course also focuses on translating academic literature in the field to practical/industry settings.

SPM 5158. Athletic Administration (3). This course is designed provide information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators.

SPM 5159. Challenges in Sport Management (3). Through this course students learn about challenges facing managers in the sport industry. Students have the opportunity to critically examine these challenges, formulate effective argumentation, and provide recommendations. Through the course students develop the ability to think critically and pose solutions by applying a variety of ethical and philosophical decision-making skills.

SPM 5206. Sport Sponsorship and Sales (3). This course examines the relationship between sport, corporate sponsorship, and strategies for selling sponsorship packages.

SPM 5308. Marketing Sport (3). This course focuses on topics and issues involved in the marketing of sport and sport services. Particular attention is given to how a sport product is distinct from other products and services. The course includes an in-depth study of sport-consumer psychology.

SPM 5327. Advanced Applications of Sports Analytics (3). Prerequisite: SPM 5708. This course introduces students to advanced methods of data scraping, data manipulation, data analysis, and data visualization. These methods are then applied to practical problems and projects relevant to key segments of the sport industry.

SPM 5350. Athlete Recruitment (3). This advanced course deals with the collegiate recruiting of athletes. Topics cover all facets of recruiting, including evaluation, compliance, technology, visits, commitments, and issues.

SPM 5405. Sport and the Media (3). This course examines the unique role and impact of the media on the sport industry. Identification of the grand spectrum of activities and mediums comprising the media is explored. The ever-growing role of print, radio and television broadcast, and the Internet are investigated. This course also orients students to the academic and professional literature accessible in the field of sport management.

SPM 5508. Fiscal Management in Sport (3). This course covers principles and factors involved in the fiscal management of athletic/sports programs. The course also addresses purchasing, budgeting, risk management, operational procedures, and auditing guidelines.

SPM 5605. Sport Governance (3). This course applies a variety of organizational behavior topics to sport organizations, preparing students who wish to occupy administrative roles in the sport industry.

SPM 5708. Applied Topics in Sports Analytics (3). This course teaches students to apply statistical techniques to sports data in order to make practical recommendations to sport industry personnel in a variety of settings.

SPM 5726. Issues in Sport Law (3). This course is an integration of the various areas involved within sports pertaining to the legal liability of coaching, facility management, and risk management.

SPM 5906r. Directed Individual Study (1-3). (S/U grade only.) This course allows students to work with faculty supervision to complete an independent project pertaining to a particular topic of interest. May be repeated to a maximum of twelve semester hours. May be repeated within the same semester.

SPM 5907. Professional Development in Sport (3). This course provides an in-depth examination of the sports industry from the perspectives of leadership, personal relations, networking, industry research, and internships. Students conduct industry analyses, interview selected industry professionals, engage with case study research, and produce a personal action plan and portfolio.

SPM 5912r. Supervised Research (1-4). (S/U grade only.) This course allows students to work with faculty supervision to complete research pertaining to a particular topic of interest. May be repeated to a maximum of sixteen semester hours.

SPM 5940r. Field Laboratory Internship (1-8). (S/U grade only.) This course allows students to work with faculty supervision to complete a field experience pertaining to a particular topic of interest. May be repeated to a maximum of sixteen semester hours as content changes with instructor permission.

SPM 5942r. Supervised Teaching (1-4). (S/U grade only.) This course allows students to work with faculty supervision to complete supervised teaching pertaining to a particular course. May be repeated to a maximum of sixteen semester hours as topics vary.

SPM 5947r. Practicum in Sport Management (3-12). This course provides students the opportunity for practical experience in various areas of sport management. An open forum is established so as to provide an insight into various related topics. May be repeated to a maximum of twelve (12) credit hours when topics change.

SPM 5971r. Thesis (1-6). (S/U grade only.) In this course, students enroll for thesis credit while working on a thesis project, culminating in the production of a thesis. May be repeated to a maximum of twelve semester hours.

SPM 6006. Organizational Theory in Sport (3). Prerequisites: EDF 5400 and SPM 5102. This doctoral seminar focuses on organizational theory in sport administration settings and prepares students to teach and research in the area of human resources and organizational theory of sport.

SPM 6007. Leadership & Organizational Behavior in Sport (3). Prerequisites: EDF 5400 and SPM 5102. This doctoral seminar focuses on leadership styles and theories of organizational behavior in the sport setting and prepares students to teach and research in these areas.

SPM 6017. Globalization, Development, and Sport (3). This course offers an interdisciplinary examination of the globalization of sport. By contrasting local and global dimensions, students examine the social, cultural, technological, and economic structures that constitute, and are constituted by the expanding sports industry. Using theories from a number of disciplines, students in this course consider issues and problems related to the globalization of sport.

SPM 6046. Theorizing Sport: Critical Perspectives (3). In this seminar, students explore how politics, culture, and economics shape and are shaped by various forms of sport and physical activity (e.g., team sports, leisure, and exercise). Students gain deep insights into how these systems historically and currently influence bodily conduct in organized sport and physical activity.

SPM 6190. Managing Sport for Health and Well-Being Promotion (3). In this course, students explore how sport engagement, as one type of health behavior, affects health and well-being at the individual, community, and society levels and how to manage and promote/motivate sport engagement effectively to maximize positive health/well-being outcomes.

SPM 6309. Seminar in Sport Marketing (3). In this course, emphasis is on discussion and critical analysis in sport marketing theory, research, education, and current issues relative to social, cultural, political, and ethical issues in sport marketing.

SPM 6507. Seminar in Sport Finance (3). This course assists doctoral students in understanding the theory, concepts, and frameworks of sport finance research. Includes a discussion of major financial frameworks related to and outside of sport and prepares those aspiring to teach undergraduate sport-finance courses.

SPM 6517. Fundraising in Sport (3). This course introduces students to the "art" and "science" of fundraising, an endeavor about people, personalities, and personal relationships. The assigned readings give students the tools needed to successfully engage in fundraising for profit and/or nonprofit organizations.

SPM 6700. Seminar in Sport Management Research (3). This course examines research methods frequently utilized in sport management. Students critically evaluate published research and learn to conceptualize, design, and conduct empirical research.

SPM 6707. Applied Research Practices in Sport Management (3). Prerequisite: SPM 6700. This course provides an intensive survey of relevant research and professional practices in the broadly defined field of sport management. The course emphasizes practical issues related to planning, conducting, and interpreting research relevant to the behavioral aspects of sport. The primary purposes of the course are to provide students with the skills to (1) successfully develop active research agendas, (2) identify sources of external funding, (3) coordinate large-scale research projects, (4) evaluate research, and (5) refine writing and analytical skills.

SPM 6728. Advanced Law in Sport and Physical Activity (3). This course provides an in-depth analysis of the aspects of law encountered in contemporary practice and business of sport. Students gain expertise in the practice of sport (negligence, intentional torts, and product liability) and the business of sport (contract, business organizations, employment, labor law, antitrust, intellectual property, sales, and taxes).

SPM 6735. Applied Statistics in Sport Management I (3). Pre- or corequisite: EDF 5401. This course is designed to introduce students to various multivariate statistical methods, and the application of multivariate statistics to research problems in sport management.

SPM 6746. Qualitative Inquiry in Sport and Physical Culture (3). This seminar introduces students to theories, methods and philosophies of qualitative inquiry in sport and physical culture, including cultural studies, ethnography, narrative inquiry, researcher subjectivity, and the politics of evidence. Students develop an in-depth understanding of the art and practice of interpretation as it relates to qualitative approaches to research in sport management and related fields.

SPM 6755. Effective Instruction in Sport Management (3). The purpose of this course is to explore philosophies, strategies, methods, and challenges associated with instruction in the Sport Management discipline. Through this exploration, students are expected to use this body of work to inform their Sport Management teaching, leadership, and scholarship in the Sport Management discipline.

SPM 6931. Seminar in Strategic Management in Sport (3). In this seminar, students examine the history and development of general-strategy research and some of its underlying themes, including the role of top managers; the central concern for the success, failure, and relative performance of firms; the need to match internal characteristics of the firm with the external environment; and the dualities of process/content and formulation/implementation.

SPM 6932r. Advanced Topics: Sport Leadership (3). This course provides students with a critical overview of theory and research in leadership within the field of sport management. Focusing on such topics as ethical leadership and strategic vision to group dynamics and diversity, the course will examine the ways in which different leadership approaches, skills, and dynamics influence a sport organization. The course will also focus on translating academic literature in the field to practical/industry settings.

SPM 6933. Seminar in Sports Analytics & Economics (3). This course prompts critical examination and discussion of sports analytics research, primarily focusing on the ways in which sports data can be used to test theories in labor market and behavioral economics and optimize the decisions and operations of key agents in the sport industry.

SPM 6967. Qualifying Examination (0). (P/F grade only.) This course is the qualifying examination to be taken after a doctoral student has completed eighteen to twenty-four hours of course work. The exam is an assessment of a student's ability to continue in the program.

SPM 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Students enroll in dissertation credit once they have passed the preliminary examination and are admitted to candidacy. May be repeated to a maximum of 36 credit hours.

SPM 8946. Sport Management Capstone (1). (P/F grade only.) Prerequisites: Completion of at least 24 credit hours in master's degree program and at least 20 hours of community service (10 sport-based and 10 not sport-based). The Sport Management program equips students with the knowledge, skills, and abilities to work in the diverse sport industry, related service organizations, and academic institutions. The course assists students in articulating and presenting the knowledge and skills they have learned and developed through the degree program through the preparation of a professional portfolio.

SPM 8968r. Preliminary Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area of sport management and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours.

SPM 8969r. Comprehensive Examination (0). (P/F grade only.) This course is a comprehensive examination to be taken during the term in which a student plans to graduate and requires the student to apply the knowledge acquired throughout the completion of sport management courses. May be repeated once.

SPM 8976. Thesis Defense (0). (P/F grade only.) Students enroll for thesis defense in the term in which they plan to graduate.

SPM 8985. Dissertation Defense (0). (P/F grade only.) Students enroll in dissertation defense in the term in which they plan to defend their dissertation.

SPS—School Psychology

SPS 5055. Foundations of School Psychology (3). This course introduces students to the field of school psychology including foci on role and function, historical perspectives, and legal, ethical, and professional standards issues. Provides an orientation to the nature of schooling and the relationship of schools to society and culture.

SPS 5176. Psychoeducational Issues for ELL & Diverse Learners (3). This course provides skills needed to provide psychological services to diverse and English language learners in an educational setting.

SPS 5191. Assessment of Intelligence (4). Prerequisite: Admittance to the M.S/Ed.S School Psychology program or the Ph.D. Combined School and Counseling Psychology program. This course is an overview of assessment of intelligence and cognitive functioning including foci on theories of intelligence; assessment instruments and approaches; disorders related to cognitive functioning; and assessment of adaptive behavior. Practice administration of assessment instruments with activities related to interpretation and reporting of assessment data are included.

SPS 5192. Psychoeducational Assessment and Intervention (4). Prerequisite: SPS 5191. This course assesses educational problems utilizing standardized and non-standardized approaches, including foci on assessment of achievement and learning, preschool children, special populations, and assessment-based development of educational objectives and plans. The course includes activities related to collection, interpretation and reporting of assessment data.

SPS 5193. The Assessment of Socio-Emotional Problems in Children and Adolescents (3). Prerequisites: SPS 5105 and SPS 5191. This course focuses on activities related to the collection, interpretation, and reporting of assessment data of emotional, social, and behavioral problems in children and adolescents.

SPS 5205. Consultation In the Schools (3). This course offers instruction and supervised experience in providing consultation to educators who are teaching students with behavioral and/or academic difficulties. Content includes an introduction to indirect models of service delivery, theories of consultation, consultative models, the process of consultation, systems-level consultation, and ethics.

SPS 5615. Counseling Children and Adolescents (3). Prerequisite: Instructor permission. This course is an overview of counseling strategies used with children and adolescents and their parents and families.

SPS 5945r. Practicum in School Psychology (1-6). (S/U grade only.) This course involves supervised experience in the delivery of school psychological services in schools and related settings. May be repeated to a maximum of 12 credit hours.

SPS 6948r. Internship in School Psychology (3-6). (S/U grade only.) This course is an advanced supervised field experience in the delivery of school psychological services in an approved setting. May be repeated to a maximum of six credit hours.

SSE—Social Studies Education

SSE 5195. Developing a Global Perspective (3). Prerequisites: EDG 5208 and SSE 5367. This course examines theory and practice in global education and its integration into curriculum and pedagogy in social sciences and social studies education. The course also evaluates major issues and controversies embedded in the field, and enables students to critique scholarship, and propose ideas for integrating global perspectives in instruction.

SSE 5367. Fundamentals in Teaching Social Studies (3). Pre- or corequisite: EDG 5208. This course explores the rationale for social science instruction and examines traditional social science instructional methods.

SSE 5386. Goals and Methods for the Teaching of History (3). This course is a survey of the major approaches to the study of history linked to the goals of history instruction in general education, with attention to various methods for teaching history.

SSE 5615. Problems in Teaching Elementary School Social Studies (3). This course identifies problems, their investigation, and application of findings to instruction.

SSE 5665. Inquiry in Teaching Social Studies (3). Prerequisites: EDG 5208 and SSE 5367. This course provides theory and practice in discovery, problem solving, and inquiry teaching of social science.

SSE 5720. Shaping Social Studies Teaching and Learning through Technology (3). This course examines how technology can enhance or hinder teaching social studies subject areas in middle and high school classrooms. The course provides students with opportunities to explore educational technology that specifically enhance social studies teaching objectives.

SSE 5907r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

SSE 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three credit hours may apply to the master's degree.

SSE 5937r. Special Topics in Social Science Education (3). This course is an analysis of selected topics in social science education. May be repeated within the same term to a maximum of nine credit hours.

SSE 5943r. Field Laboratory Internship (1-8). The emphasis of this course is on the reflective practice of teaching, classroom management, and professionalism to prepare students to assume the full responsibilities of teaching in a secondary classroom.

SSE 5946r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three credit hours may apply to the master's degree.

SSE 5947. Internship for Graduate Students (1-10). (S/U grade only.) Course Description not on file

SSE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

SSE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

SSE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

SSE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

SSE 8985r. Dissertation Defense (0). (P/F grade only.)

SYP—Social Processes

SYP 5105. Theories of Social Psychology (3). This course examines the major theoretical orientations in contemporary social psychology. Special attention is given to perspectives such as symbolic interactionism, social learning theory, expectation states/status characteristics theory, emotions work theory, and Goffman's dramatization theory.

TSL—Teaching English as a Second Language

TSL 5005. Applied ESOL Instruction in Mainstream Classrooms (3). Prerequisite: TSL 4251. In this course, pre-service teachers apply research, best practices, evidence-based strategies, and assessments to content area lesson design for multilingual PreK-12 learners in mainstream classrooms. Lessons apply methodologies appropriate to support academic language development, oral proficiency, literacy skills, and content instruction for children whose first language is not English.

TSL 5142. Curriculum Design and Materials Development in Foreign and Second Language Education (3). This course begins with a review of L2 learning stages and of contemporary curricular designs that pertain to teaching foreign/second languages. Students learn to analyze existing curricula, materials and technology, and participate in the process of developing original units and materials.

TSL 5250. Applied Linguistics in Foreign/Second Language Teaching (3). This course builds an understanding of the systematic nature of language that serves second and foreign language educators' needs in their classroom practice. Using a cross-linguistic approach, this course examines language as a system, and treats the various elements and sub-disciplines of language as patterned and interlinked, comparing and contrasting a variety of languages, learners, and speakers of those languages.

TSL 5325. English to Speakers of Other Languages (ESOL) Instruction in the Content Areas (3). This course is designed to prepare non-ESOL teachers to instruct English language learners in public school content areas (i.e., science, math, social studies) and non-content areas (i.e., art, physical education). Emphasis is on language-sensitive instructional planning and delivery, adaptation of instructional materials for enhanced comprehension, testing and placement of students, and cross-cultural awareness. It satisfies the teacher certification requirements for content area teachers. It is not part of the ESOL Endorsement required of primary language providers.

TSL 5345. Methodologies for Teaching Foreign and Second Languages (3). This course develops students' understanding of the field of foreign and second language education and the connections between theory and practice. Through this course, students become familiar with principles, practices, and classroom methodologies for teaching foreign and second languages in various educational settings.

TSL 5350. Pedagogical Grammar for Foreign and Second Language Teachers (3). This course builds foundational knowledge of grammatical concepts for foreign and second language pedagogy. Grammar teaching is often at the heart of foreign and second language (FSL) education.

TSL 5351. Form-Focused Instruction (3). This course is an overview of the research on form-focused instruction, the substantive area of foreign and second language education that includes any attempt to address linguistic forms in the second or foreign language classroom.

TSL 5377. Reading in Foreign Language Instruction (3). This course takes place against a backdrop of current theories, issues, and research in first and second language reading. In the course, students select from a range of reading approaches to develop reading units and activities for specific kinds of learners, including those with low literacy and L2 proficiency.

TSL 5440. Foreign/Second Language Testing and Evaluation (3). This course acquaints students with principles of second language assessment at the classroom and program levels and standardized testing. This course informs students of general principles of second language test construction and administration, including traditional and nontraditional assessment, and provides practical experiences in preparing valid items and analyzing tests.

TSL 5525. Cross-cultural Communication for Foreign/Second Language Teachers (3). This course provides the foreign/second language educator with information related to cross-cultural communication. Students explore the relationship between language and culture and focus on methods for fostering understanding between different cultural and subcultural groups.

TSL 5640. Seminar: Research in Second Language Learning and Teaching (3). This course is a comprehensive overview of second language learning and learners. Additionally, students examine the major theories and concepts associated with second language acquisition in naturalistic, classroom, and laboratory settings.

TSL 5660. Introduction to Second Language Acquisition (3). This course explores the key theories, debates, and controversies within the field of Second Language Acquisition through reading and critically evaluating relevant research.

TSL 5908r. Directed Individualized Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

TSL 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

TSL 5930r. Seminar: Current Issues in Teaching TSL (1-3). This seminar is designed to be taken at the end of a student's program of study. It focuses on contemporary issues in teaching ESL/EFL important to one's professional understanding and participation in the field. The course is repeatable when different topics are listed for consideration. May be repeated to a maximum of nine credit hours.

TSL 5931r. Seminar: Special Topics in Applied Linguistics (2-3). This course addresses any topic relevant to the broader field of multilingual/multicultural education and may be repeated to a maximum of 12 credit hours.

TSL 5940r. Field Laboratory Internship (1-8). (S/U grade only.) May be repeated to a maximum of eight credit hours.

TSL 5944. Foreign and Second Language Education in Practice (3). This course develops students' practical competence for teaching a foreign or second language (L2). The course focuses on topics and practices which improve students' practical knowledge of evidence-based methods, techniques, and procedures for teaching language skills and domains in a variety of foreign and second language settings. Students integrate theoretical perspectives with practice in in-class teaching demonstrations, development of lesson plans and original materials, and class observation, evaluation and management.

TSL 5947r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours.

TSL 5972r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

TSL 6371. Task-Based Language Learning and Teaching (3). This course examines the foundation for task-based language learning and teaching (TBLT) and contemporary issues at the core of TBLT, with a particular emphasis on current directions in research. The course focuses on research and practice in TBLT, and covers topics of needs analysis, curriculum, instruction, task design, teachers, learners, assessment, and program evaluation.

TSL 6641. Research Issues and Designs in Second Language Education (3). This course provides doctoral students with opportunities to become familiar with major issues in research in the field, to develop skills in the critical reading of research in several areas (L2 learning, teaching, policy, assessment, curriculum) and to begin extensive reading in their own areas of interest.

TSL 6661. Individual Differences and the Psychology of the Language Learner (3). This course examines the conceptual and empirical contribution of individual differences to theory and practice in second and foreign language (L2) learning. It provides the competencies necessary to design and conduct empirical research on learner-specific factors underlying the different levels of individual success and attainment in L2 education.

TSL 6665. Instructed Second Language Acquisition (3). Prerequisites: TSL 5000. The course is an introduction to the methods, findings, and theoretical issues in research on instructed second language acquisition, with a focus contemporary research and perspectives.

TSL 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

TSL 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

TSL 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

TSL 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

TSL 8976r. Master's Thesis Defense (0). (P/F grade only.)

TSL 8985r. Dissertation Defense (0). (P/F grade only.)

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Undergraduate Department of Educational Leadership and Policy Studies

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/elps

Chair: Stacey Rutledge; **Associate Chair**: Kathy Guthrie; **Professors**: Akiba, Guthrie, Herrington, Hu, Milligan, Mokher, Park-Gaghan, Perez-Felkner, Rutledge; Zuilkowski; **Associate Professors**: Beatty, Iatarola, Khurshid; **Assistant Professors**: Harbatkin, Jackson, Lenard, McGuiness, Moraguez, Reddick Wofford; **Teaching Faculty**: Chunoo, Forehand, Ludwig, Small, Watkins; **Faculty Emeriti**: Beckham, Bender, Dalton, Easton, Funk, Irvin, Jahns, Kannwischer, Kunkel, Lick, Mann, Milligan, Milton, Schroeder, Schwartz, Shargel, Stakenas, Thomas

The Department of Educational Leadership and Policy Studies offers graduate degree programs in Educational Leadership and Policy and Higher Education. At the graduate level, the department offers certificates in Institutional Research and Program Evaluation. Although the department does not offer undergraduate degree programs, it does offer an undergraduate certificate in Leadership Studies and several courses are offered at the undergraduate level for persons engaged in programs of professional education and teacher education. For information on graduate programs, consult the Graduate Bulletin.

Undergraduate Certificate in Leadership Studies

The Undergraduate Certificate in Leadership Studies is a 12-credit hour undergraduate program that is interdisciplinary, multidimensional, experiential, and multicultural. Courses offered in this certificate program explore leadership theory, working in the context of groups and communities, strategies for leading, change leadership approaches, theory-to-practice through experiential learning, and the complexity of leadership. Award of this certificate is acknowledged on the recipient's academic transcript. For more information, visit https://annescollege.fsu.edu/degrees-and-programs/certificate-programs/leadership-studies-certificate.

Definition of Prefixes

See UNDERGRADUATE COURSES for full course listings.

ADE—Adult Education

CGS—Computer General Studies

ECT—Education: Career/Technical

EDA—Educational Administration

EDF—Education: Foundations and Policy Studies

EDG—Education: General

EDH—Education: Higher

EME—Education: Technology and Media

LDR—Leadership Studies

MHS—Mental Health Services

SDS—Student Development Services

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

GRADUATE STUDIES

Information for Graduate Students

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/elps

Chair: Stacey Rutledge; **Associate Chair:** Kathy Guthrie; **Professors:** Akiba, Guthrie, Herrington, Hu, Milligan, Mokher, Park-Gaghan, Perez-Felkner, Rutledge, Zuilkowski; **Associate Professors:** Beatty, Guthrie, Iatarola, Khurshid, Mokher; **Assistant Professor:** Harbatkin, Jackson, Lenard, McGuiness, Moraguez, Wofford; **Teaching Faculty:** Chunoo, Forehand, Ludwig, Small, Watkins; **Faculty Emeriti:** Beckham, Bender, Dalton, Easton, Funk, Irvin, Jahns, Kannwischer, Kunkel, Lick, Mann, Milligan, Milton, Schroeder, Schwartz, Shargel, Stakenas, Thomas

The department affirms and strives to fulfill the mission of Florida State University and the Anne Spencer Daves College of Education, Health, and Human Sciences by providing for advanced professional preparation and continuing development of persons who are committed to educational improvement at all levels of education. The department offers educational programs on interdisciplinary perspectives that shape theory and inform practice at the local, state, national, and global levels. Through collaboration, innovative approaches, and a commitment to partnerships, we engage in research that shapes both policy and practice. We prepare scholars and leaders committed to using critical inquiry and research evidence to create learning environments focused on excellence and social change.

The department governs itself and conducts its professional work in accordance with the ideals of a democratic community. It respects human diversity, the ethical foundations of democratic leadership, and the knowledge base for professional practice shared by high-performing educational leaders. It is committed to advancing the theories and practices of policy and leadership in the field of education, both domestic and international. This is achieved through the research, service, and teaching roles of its faculty and through the maintenance of an environment in which students and faculty cooperatively and collegially contribute to scholarship and the application of knowledge to the improvement of education.

The department offers graduate degree programs in educational leadership and policy, foundations of education, and higher education as described in the sections that follow. In addition, the department offers graduate certificates in Institutional Research and Program Evaluation, as well as an undergraduate certificate in Leadership Studies.

Admission Requirements

An application for admission, application fee, official transcript from each college attended, and an official transcript of Graduate Record Examinations (GRE) scores should be submitted with the University application, available at https://admissions.fsu.edu/gradapp. The GRE requirements for master's and specialist programs have been waived by the University. Some doctoral programs within the department also offer GRE waivers for highly qualified applications with prior experience in the field. Foreign nationals whose native language is not English must present a minimum score of 550 on the paper-based TOEFL examination or a score of 80 on the Internet-based version. Students should visit https://annescollege.fsu.edu/graduate-programs for specific admission information for each program.

Educational Leadership and Policy

Two majors are offered within Educational Leadership and Policy degree program: (1) Educational Leadership/Administration and (2) Educational Policy and Evaluation.

Educational Leadership/Administration

Website: https://annescollege.fsu.edu

The major in Educational Leadership/Administration offers a master's, a specialist, and two doctoral programs of study focusing on one central goal: to develop and enhance dynamic, high-performing leadership for the renewal and improvement of schools and school systems. The master's and specialist programs are distance learning (online) degree programs that prepare students for entry-level administrative positions in schools, school districts, and educational agencies, while the doctoral programs are face-to-face on campus and provide much more advanced study opportunities geared toward higher-level administrative roles. The two doctoral programs are differentiated by their purposes. The Doctor in Education (EdD) major is designed for the professional practitioner, while the Doctor in Philosophy (PhD) is intended for those wishing to enter academic research roles. The EdD is offered fully online.

Education Policy and Evaluation

Website: https://annescollege.fsu.edu/education-policy-and-eval

The major in Education Policy and Evaluation offers a master's and a doctoral program aimed at preparing individuals for policy-related careers that involve designing, developing, implementing, analyzing, and evaluating federal, state, and local educational policies. The doctoral program can also prepare students to conduct research and teach at the university level. The program incorporates a core of policy and evaluation courses with classes in the social sciences and basic research methods. At the doctoral level, students are required to complete a rigorous core of courses in advanced research methods in addition to policy and evaluation courses. The master's degree in education policy and evaluation; graduates of the doctoral program are prepared for advanced positions in these areas and for academic appointments.

The Certificate in Program Evaluation provides training in the basic concepts and skills necessary to conduct formative and summative evaluations of educational or social service programs and program improvement efforts. Information is available at https://annescollege.fsu.edu/program-evaluation.

Foundations of Education

Two majors are offered within Foundations of Education degree program: History and Philosophy of Education and International and Multicultural Education.

History and Philosophy of Education

Website: https://annescollege.fsu.edu/hpe

The major in History and Philosophy of Education emphasizes the examination of educational issues from the disciplinary perspectives of history and philosophy at the master's and doctoral degree levels. Students are expected to acquire skills in research methods in history or philosophy, participate in inquiry and debate on policy issues in education, and complement their work within the program with courses in the cognate disciplines in the College of Arts and Sciences and the College of Social Sciences and Public Policy. Graduates of the program often enter teaching and research positions in history or philosophy of education, and many pursue policy-making or administrative positions in schools, governmental agencies, and other organizations.

Note: The History and Philosophy of Education Program is currently not admitting new students.

International and Multicultural Education

Website: https://annescollege.fsu.edu/ime

The International and Multicultural Education major prepares students for professional, administrative, research, and teaching roles in the fields of international and multicultural education, both in the United States and overseas. The doctoral degree offers a more extended program of study culminating in the dissertation and leading to high levels of investigative and analytic competence appropriate for future academics, policymakers, and researchers. Faculty, alumni, and students are active in educational development, research, and planning around the world. Graduates of the program are found in numerous positions including academic research and teaching, educational planning, project design and evaluation, program management in foundations, non-governmental organizations, governmental organizations, as well as private and public educational institutions.

Note: The International and Multicultural Education Program is currently not admitting new students.

Higher Education

Website: https://annescollege.fsu.edu/higher-education

A national leader in the field, the program in Higher Education offers study at the master's and doctoral levels, as well as a graduate certificate program in Institutional Research. The Master of Science (M.S.) degree in Higher Education is designed to prepare professionals for entry-level administrative, management, and leadership positions in higher education, particularly within Student Affairs. The program also offers a Doctor in Philosophy (PhD) programs in which students develop a rich understanding of the academic literature, theoretical frameworks, and methodological approaches relevant to the study of higher education. Students also develop the skills to conduct independent research and apply scholarly insights to the policies and practices that shape college student experiences and outcomes. The online Certificate Program in Institutional Research is offered to master's and doctoral students who wish to gain more specialized knowledge in institutional research.

Definition of Prefixes

See GRADUATE COURSES for full course listings.

CGS—Computer General Studies

ECT—Education: Career/Technical

EDA—Educational: Administration

EDF—Education: Foundations and Policy Studies

EDG—Education: General

EDH—Education: Higher

EME—Education: Technology and Media

SDS—Student Development Services

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS

Undergraduate Department of Educational Psychology & Learning Systems

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/epls

Chair: Alysia Roehrig; **Associate Chair**: Yanyun Yang; **Professors**: Dennen, Dong, Ebener, Eccles, Eklund, Jenkins, Osborn, Phillips, Roehrig, Turner, Yang; **Associate Professors**: Almond, Jeong, Swanbrow Becker, Zhang; **Assistant Professors**: Caskurlu, DeCouto, Hall, Han, Kim, Kozan, Kuang, Staudt-Willet, Wolf, Yoon; **Teaching Faculty**: Burner, Dozier, Foster, LaFever, May, Wilson; **Professors Emeriti**: Becker, Burkman, Dick, Driscoll, Keller, Kelly, Klein, Oosterhof, Pargman, Peterson, Pfeiffer, Prevatt, Reardon, Reiser, Sampson, Shute, Tate, Tenenbaum, Wager

The Department of Educational Psychology and Learning Systems offers degrees only at the master's, specialist, and doctoral levels. However, the department does offer several undergraduate courses that are components of the teacher education curriculum. For more information about the department, refer to the Graduate Listing.

The following graduate-level programs and certificates are offered by the Department of Educational Psychology and Learning Systems:

Counseling and Human Systems

Career Counseling M/S

Mental Health Counseling M/S

School Psychology M/S

Counseling Psychology and Human Systems

Combined Program in Counseling Psychology and School Psychology D

Educational Psychology

Learning and Cognition M, S, D

Sports Psychology M, D

Instructional Systems and Learning Technologies

Instructional Systems and Learning Technologies M, D

Learning Design and Performance Technology D

Measurement and Statistics M, D

Certificate in College Teaching

Certificate in Human Performance Technology

Certificate in Measurement and Statistics

Certificate in Instructional Design and Technology

Certificate in Online Teaching and Learning

Definition of Prefixes

See UNDERGRADUATE COURSES for full course listings.

ADE—Adult Education

APK--Applied Kinesiology

DEP—Developmental Psychology

EDF—Education: Foundations and Policy Studies

EDG—Education: General

EDP—Educational Psychology

EGI—Education: Gifted

EME—Education: Technology and Media

IDH—Interdisciplinary Honors

MHS—Mental Health Services

PCO—Psychology for Counseling

PET—Physical Education Theory

PSB—Psychobiology

RCS—Rehabilitation Counseling Services

SDS—Student Development Services

SLS—Student Life Skills (Learning)

SOW—Social Work

SPS—School Psychology

SYP—Social Processes

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS

GRADUATE STUDIES

Information for Graduate Students

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES

Website: https://annescollege.fsu.edu/epls

Chair: Alysia Roehrig; **Associate Chair**: Yanyun Yang; **Professors:** Baghurst, Dennen, Dong, Ebener, Eccles, Eklund, Jenkins, Klein, Osborn, Phillips, Roehrig, Turner, Yang; **Associate Professors**: Almond, Jeong, Swanbrow Becker, Zhang; **Assistant Professors**: Caskrulu, DeCouto, Hall, Han, Kim, Kozan, Kuang, Staudt-Willet, Wolf, Yoon; **Teaching Faculty**: Burner, Dozier, Foster, LaFever, May, Wilson; **Teaching Faculty II:** Buning; **Professors Emeriti**: Becker, Burkman, Dick, Driscoll, Keller, Kelly, Klein, Oosterhof, Pargman, Peterson, Pfeiffer, Prevatt, Reardon, Reiser, Sampson, Shute, Tate, Tenenbaum, Wager

The Department of Educational Psychology and Learning Systems is committed to improving human learning and performance in a variety of settings, including schools, universities, and adult learning contexts such as government agencies, business, human services, and industry. Specifically, the department seeks to provide service to the college; prepare graduates for leadership roles in universities, school districts, state departments of education, educational research organizations, human service agencies, and private industry; and conduct research designed to expand the knowledge base of our field and improve the quality of education and training.

The following degrees, majors, and certificate programs are offered by the Department of Educational Psychology and Learning Systems:

Athletic Coaching M

Educational Psychology

Learning and Cognition M, S, D

Sport Psychology M, D

Instructional Systems and Learning Technologies

Instructional Systems and Learning Technologies M, D

Learning Design and Performance Technology D

Measurement and Statistics M, D

Counseling Psychology and Human Systems

Combined Program in Counseling Psychology and School Psychology D

Counseling and Human Systems

Career Counseling M/S

Clinical-Mental Health Counseling M/S

School Counseling M/S

School Psychology M/S

Certificate in Athletic Coaching

Certificate in College Teaching

Certificate in Human Performance Technology

Certificate in Measurement and Statistics

Certificate in Instructional Design and Technology

Certificate in Online Teaching and Learning

Athletic Coaching

Website: https://annescollege.fsu.edu/athletic-coaching

Athletic coaching is an old profession, but a relatively new academic discipline. Coaching requires expertise across many kinesiology and pedagogy-based disciplines, such as exercise science, physical education, and sport psychology. Knowledge and skills in this discipline are important to be successful in what is an increasingly demanding and complex role and within a competitive job market. This program is housed in FSU's Interdisciplinary Center for Athletic Coaching (FSU COACH), which is dedicated to using research and scientific knowledge to help coaches become better at what they do so that their athletes are more successful within and external to their sport.

The Interdisciplinary Center for Athletic Coaching (FSU COACH) offers an online Master of Science (MS) in Athletic Coaching.

Additionally, FSU COACH offers an online graduate certificate in Athletic Coaching.

The Athletic Coaching program is housed within the Anne Spencer Daves College of Education, Health, and Human Sciences and is 100% online. Resources for virtual learning, such as innovative streaming equipment and software such as Zoom are used to provide students with interactive learning opportunities.

Master's Program

Florida State University's online Master of Science (MS) degree in Athletic Coaching has been designed by coaches for coaches. Our goal is to provide current and future coaches and sports professionals with current knowledge and best practices that are based on experience and research. We want our students to be the most knowledgeable and successful in the profession.

Admission Requirements

Note: Please review all University and college-wide degree requirements summarized in the "Anne Spencer Daves College of Education, Health, and Human Sciences" chapter of this Graduate Bulletin.

Applicants must hold a bachelor's degree with at least a 3.0 grade point average (GPA) on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree. This bachelor's degree can be in any field from an accredited U.S. institution, or a comparable degree from an international institution.

International applicants must complete a language proficiency test. FSU accepts scores from IBTOEFL (minimum 80), TOEFL (550), PTE (55), Duolingo (120), and IELTS (minimum 6.5). *The GRE requirement for master's degree programs has been waived by the University.*

Detailed information on University graduate admissions requirements is found at https://gradschool.fsu.edu/admissions/graduate-admissions. Official transcripts from each college/university attended must be sent to Florida State University electronically at graduateadmissions@fsu.edu or via mail in a sealed envelope to:

Office of Graduate Admissions
634 West Call St, Suite 204
Tallahassee, FL 32306-1410 USA

Coursework

The master's degree is awarded in recognition of the student's broad knowledge of athletic coaching. To complete the requirements for the master's degree, the student must complete all the requisite course work. An accurate approved program of study must be on file by the end of the term of admission. Students must maintain a 3.0 graduate GPA and complete a minimum of 30 graduate credit hours within the approved program of study. All courses are offered online. Major requirements include classes focused on intrapersonal knowledge (PET 5769, PET 5175), interpersonal knowledge (PET 5250), professional knowledge (PET 5235, APK 5121, PET 5392), research and practice (PET 5530, PET 5940), plus six graduate credit hours from elective courses.

Athletic Coaching Core Courses

- **Intrapersonal Knowledge**
    1. **PET 5769** Theory and Practice of Athletic Coaching
    2. **PET 5175** Philosophy & Ethics of Sport & Coaching
- **Interpersonal Knowledge**
    1. **PET 5250** Sociology of Sport & Cultural Foundations of Coaching
    2. **PET5856 Coaching Athletes 360**
- **Professional Knowledge**
    1. **APK 5121** Sport & Exercise Psychology for Coaches
- **Research & Practice**
    1. **PET 5530** Understanding & Conducting Research in Sports & Coaching
    2. **PET 5940** Athletic Coaching Internship
- **Elective Courses (other courses may be approved by the program director)**
    1. **PET 5855** International Perspectives of Coaching
    2. **PET 5235** Motor Learning for Coaching
    3. **PET 5392** Coaching for Human Performance
    4. **PET 5XXX** Seminar in Sports and Coaching

Graduate Certificate in Athletic Coaching

The online graduate certificate in Athletic Coaching is offered to graduate students and post-bachelor's non-degree seeking students who wish to gain knowledge, skills, and abilities necessary to be an effective coach regardless of sport and level. The graduate certificate program requires completion of 12 graduate credit hours of coursework across a variety of coaching related areas. The certificate is completed entirely online, along with a graduate degree, or as a stand-alone certificate. Information is available at https://annescollege.fsu.edu/coaching-certificate.

Educational Psychology

Website: https://annescollege.fsu.edu/graduate-programs

The program offers master's and doctoral degrees in two major areas: Learning and Cognition, and Sport Psychology.

The major in Learning and Cognition is theory- and research-oriented at both the master's and doctoral levels. The major includes coursework in cognition, motivation, and self-regulation, emphasizing theory, research methods, and an emphasis on educational applications. Graduates of this major are prepared to take positions in universities, educational agencies, research organizations, and private enterprises that focus on improving educational practice. The thesis-track master's, which is recommended for those interested in pursuing doctoral studies, is only available for face-to-face students. Online distance master's students complete the coursework-only track.

The Learning and Cognition program also offers a graduate certificate in College Teaching. The certificate program requires 12 graduate credit hours of coursework and can be completed partially or entirely online along with a graduate degree or as a stand-alone certificate. Certificate website: https://annescollege.fsu.edu/college-teaching.

The major in Sport Psychology provides the basis for understanding and influencing the behavior of people involved in sport, exercise, and other types of physical activity. Graduates with this major are prepared to take positions in college and university settings or sport and exercise settings as teachers, researchers, and performance enhancement consultants for athletes and coaches.

Admission Requirements

For all programs, applicants must provide transcripts, a letter of intent indicating career goals and expectations, and three recent letters of recommendation. Letters should be from former teachers/professors or other persons qualified to make predictive statements regarding the applicant's probable success in graduate studies, personal and work characteristics, intellectual ability, and/or scholarly attainments.

Learning and Cognition. The Learning and Cognition program admits thesis-track master's students and doctoral students for Fall only. Course-work-only master's students are admitted for Fall and Spring. The priority application deadline for Fall is February 15. The priority application deadline for Spring course-work-only master's applicants is October 1. We strongly recommend that PhD applicants complete their applications early (by December 15) to be considered for fellowships beginning in the following Fall term. The following are the final University application submission deadlines: July 1 for Fall admission and November 1 for Spring admission:

- A minimum requirement for admission to the master's degree program includes an upper-division undergraduate grade-point average of 3.0 and a score of 80 or above on the internet-based version of the TOEFL for international students whose native language is not English. FSU accepts scores from TOEFL (minimum 80), IELTS (minimum 6.5), MELAB (minimum 77), Cambridge C1 Advanced Level (minimum 180), Michigan Language Assessment (minimum 55), and Duolingo (minimum 120).
- A minimum requirement for admission to the specialist or doctoral programs includes a grade-point average of 3.3 or better in a graduate program, a master's degree from a recognized institution, and the minimum scores shown below on the Graduate Record Examination (GRE) as well as the TOEFL, if applicable.
- A minimum score at the 50th percenti**le on the verbal reasoning section of the GRE is required. Preference will be given to applicants who earn a percentile rank of 75% or above on the verbal reasoning section.**
- A minimum score at the 20th percentile on the quantitative reasoning section of the GRE is required. Preference will be given to applicants who earn a percentile rank of 35% or above on the quantitative reasoning section.
- A score of 3.5 or above on the analytical writing section of the GRE.

Sport Psychology.

Minimum requirements for admission to a master's degree program include a grade-point average of 3.0 in the last two years of the undergraduate program. Also, a score of 90 or above on the Internet-based version of the TOEFL is required of international students whose native language is not English. FSU accepts scores from TOEFL (minimum 80), IELTS (minimum 6.5), MELAB (minimum 77), Cambridge C1 Advanced Level (minimum 180), Michigan Language Assessment (minimum 55), and Duolingo (minimum 120).

- Minimum requirements for admission to the doctoral programs include an upper-division undergraduate grade-point average, a master's degree from a recognized institution with a minimum graduate GPA of 3.5, and the following minimum scores on the GRE:
    - A minimum score at the 50th percentile on the verbal reasoning section of the GRE is required. Preference will be given to applicants who earn a percentile rank of 75% or above on the verbal reasoning section of the GRE.
    - A minimum score at the 50th percentile on the quantitative reasoning section of the GRE is required. Preference will be given to applicants who earn a percentile rank of 75% or above on the quantitative reasoning section of the GRE.
    - A score of 3.5 or above on the analytical writing section of the GRE.
- A score of 80 or above on the Internet-based version of the TOEFL is required of international students whose native language is not English.

Exam Policies

Master's students who choose the thesis option and all doctoral students are expected to write and defend both a prospectus and final thesis/dissertation to their committee. The committees must be formed according to the rules of The Graduate School and the Anne Spencer Daves College of Education, Health, and Human Services.

Learning and Cognition. All committee members and the student must attend the entire defense in real time, either by being physically present or participating via distance technology. A grade of PASS for the defense requires the approval of all members of the committee.

Sport Psychology. Both the defending student and all committee members will attend all defenses in person. However, if this is impossible, Zoom or another form of video conferencing can be used under the following guidelines: the defending student must attend in person, two examiners may attend the PhD dissertation defense via Zoom/ videoconference, all others must attend in person. If more than two examiners are unable to attend in person, the defense must be rescheduled.

Instructional Systems & Learning Technologies

Website: https://annescollege.fsu.edu/islt

This degree program offers a Master of Science (MS) a Doctor of Education (EdD) and a Doctor of Philosophy (PhD) in Instructional Systems and Learning Technologies (ISLT). Emphasis is placed on facilitating learning and improving performance through the analysis, design, development, implementation, evaluation, and management of appropriate processes and tools. The program has a strong focus on instructional design, emerging technologies, and human performance improvement. Excellent job opportunities and salaries await graduates of the program. Alumni work in a variety of settings including large corporations, colleges and universities, government agencies, consulting firms, the military, and public schools.

The MS program in Instructional Systems and Learning Technologies (ISLT) prepares students to become practitioners in the ISLT field. It requires a minimum of 36 graduate credit hours and can be completed in two years. The ISLT master's degree is offered both on campus and online. Non-Florida residents (including international students) accepted to the online MS program may be eligible for reduced tuition.

The EdD program in Learning Design and Performance Technology prepares scholar-practitioners to engage in problem solving and research in applied settings. The program consists of 66 graduate credit hours past the master's degree, inclusive of a dissertation. The EdD program is an online program with a cohort-based learning approach. Students who keep pace with their cohort will complete the degree in three years.

The PhD program in Instructional Systems and Learning Technologies (ISLT) prepares students for careers as research scientists and faculty members. Students are required to complete both coursework and a dissertation. The PhD program is a residential program.

The ISLT program also offers graduate certificates in Human Performance Technology, Instructional Design and Technology, and Online Teaching and Learning. Each certificate program requires a minimum of 15 graduate credit hours of coursework and can be completed on campus or online along with a graduate degree or as a stand-alone certificate. Information on these certificate programs is found at https://annescollege.fsu.edu/academics/certificate-programs.

Admission Requirements

The following are required for admission to the Instructional Systems and Learning Technologies (ISLT) program:

- A bachelor's degree from an accredited institution.
- A minimum upper-division undergraduate GPA of 3.0 is required for admission to the MS and graduate certificate programs; a minimum upper-division undergraduate GPA of 3.2 is required for admission to the PhD program; an earned master's degree with a minimum graduate GPA of 3.2 is required for admission to the EdD program.
- GRE verbal reasoning scores at or above the 50th percentile and a score on the quantitative reasoning section for all doctoral degrees; GRE analytical writing scores of at least 3.5 for the EdD degree program, and at least 4.0 for the PhD program; applicants to the PhD program must also score at or above the 50th percentile on the quantitative reasoning section, and applicants to the EdD program must also score at or above the 50th percentile on the verbal reasoning section. GRE waivers are available for EdD program applicants who meet certain criteria. GRE waivers are not available for the PHD program. GRE waivers are available for EdD program applicants who meet **ONE of the following criteria**:
    - 10 years of professional experience in an educational setting with at least 5 years in a leadership role
    - A completed doctorate degree in another field or discipline (e.g., PhD, JD, or MD) with a 3.2 (or better) GPA from a North American accredited institution
    - A completed master's degree or EdS degree with a 3.75 (or better) GPA from a North American accredited institution
    - EdD applicants must submit the GRE Waiver Request Form and provide evidence to satisfy the criteria being applied.
- A statement of purpose explaining career goals and aspirations
- Letters of recommendations from three individuals who can address the student's likelihood of success in graduate school
- A professional résumé
- A score of 80 or above on the Internet-based version of the TOEFL is required of international students whose native language is not English. FSU accepts scores from TOEFL (minimum 80), IELTS (minimum 6.5), MELAB (minimum 77), Cambridge C1 Advanced Level (minimum 180), Michigan Language Assessment (minimum 55), and Duolingo (minimum 120).

Exam Policies

Students enrolled in the ISLT MS program are required to complete a portfolio as part of their degree requirements. The purpose of this portfolio is to assess the degree to which the competencies expected of an ISLT MS graduate have been mastered.

Students enrolled in ISLT PhD and EdD programs are required to complete a qualifying review by the end of their first year and a preliminary examination before beginning work on their dissertation. ISLT PhD and EdD students are also expected to write and defend both a prospectus and final dissertation to their committee. The committees must be formed according to the rules of The Graduate School and the Anne Spencer Daves College of Education, Health, and Human Sciences. The candidate and all committee members must attend and participate in the defense meetings. The defense may be conducted via videoconference so long as all committee members are present in real time.

Measurement and Statistics

Website: https://annescollege.fsu.edu/measurement-and-statistics

The Measurement and Statistics program offers master's (both online and face-to-face) and doctoral degrees.

The Measurement and Statistics major is designed to prepare leaders in educational research to serve in the following types of professional positions: educational measurement and educational statistics specialist for a test publisher or governmental licensing, certification, or assessment unit; director of measurement activities for a school or school system; measurement and educational statistics expert for a regional education laboratory; statisticians in companies or government agencies; or professor in measurement and statistics at a college or university.

The Measurement and Statistics program also offers a certificate in Measurement and Statistics to prepare students to become proficient in educational measurement and applied statistics methods. The certificate program requires 15 credit hours and can be completed along with a graduate degree or as a stand-alone certificate. For more information, visit https://annescollege.fsu.edu/measurement-stats-cert.

Admission Requirements

The Measurement and Statistics program admits students in all terms, except that the online master's program admits students in Fall. However, opportunities to funding are most likely for Fall admissions. Completed applications for those interested in scholarship funding should be submitted by January 1. Completed applications will be considered for admission until available Fall student slots are filled, after which the application portal will be closed.

- For admission to the master's degree program, students must have a grade-point average of 3.0 or better in the last two years of the undergraduate program, or an average of at least a 3.0 in a master's degree from an accredited institution.
- For admission to the doctoral program, students must have a grade-point average of at least a 3.3 or better in the last two years of the undergraduate program, or an average of at least a 3.0 in a master's degree from an accredited institution.
- For admission to the doctoral program, a score of at least the 50th percentile on the verbal reasoning and quantitative sections of the Graduate Record Examination (GRE) is required. Preference will be given to applicants with a percentile rank of 85% or above on the quantitative reasoning section. The GRE requirement is waived for all master's applicants through Fall 2026.
- For international applicants whose native language is not English, FSU accepts scores from TOEFL (minimum 80), IELTS (minimum 6.5), MELAB (minimum 77), Cambridge C1 Advanced Level (minimum 180), Michigan Language Assessment (minimum 55), and Duolingo (minimum 120).v

Exam Policies

Students enrolled in the Measurement and Statistics non-thesis track MS program are required to take the culminating exam in the form of submitting a portfolio. The portfolio consists of the Program of Study and two papers evidencing the student's knowledge of practice in Measurement and Statistics at the Master's level. One paper should be in the Measurement area, and the other should cover topics in Statistics. The student's committee or provisional committee (if the final committee has not been formed) will evaluate the portfolio and assign a Pass/Fail grade. In case they need additional information, the committee may schedule an oral exam that covers the submitted portfolio.

Students enrolled in the Measurement and Statistics thesis-track MS program are expected to write and defend both a prospectus and final thesis to their committee. Measurement and Statistics committees must be formed according to the rules of the Anne Spencer Daves College of Education, Health, and Human Sciences and The Graduate School. The defenses can be held with the assistance of distance technology (e.g., Teams, Zoom). A grade of Pass for the defense of the thesis requires at least a majority approval of the committee.

Students enrolled in the Measurement and Statistics **PhD program are required to complete a qualifying exam** before the end of the second term, **and a preliminary examination** for admission to candidacy for the PhD degree**.** After passing the preliminary examination, the student is required to submit to the major professor, supervisory committee, and departmental chair a prospectus on a research project suitable for a doctoral dissertation. After passing the prospectus defense, the student can continue working on their dissertation and will need to pass the dissertation defense. The defenses can be held with the assistance of distance technology (e.g., Teams, Zoom).

Counseling Psychology and Human Systems

Website: https://annescollege.fsu.edu/counseling-psych

The Counseling Psychology and Human Systems program offers work leading to the Doctor of Philosophy (PhD) in the Combined Program in Counseling Psychology and School Psychology.

Combined Program in Counseling Psychology and School Psychology (PhD)

The mission of the Combined Doctoral Program in Counseling Psychology and School Psychology is two-fold:

To contribute to the advancement of the profession of counseling psychology and school psychology through research and scholarly contributions. Students develop competencies that will allow them to obtain positions as faculty members in counseling psychology or school psychology training programs or to obtain employment as licensed psychologists in an array of settings.

To enable students to acquire knowledge and skills necessary for the practice of health service psychology with specializations in counseling psychology and school psychology in a variety of applied health service settings.

To accomplish this mission, the program provides students a core education and training across the profession-wide competency and discipline-specific knowledge areas in health service psychology. In addition, students receive specialized training and education in counseling psychology, school psychology, or both. Graduates of the school psychology specialization are prepared to provide psychological assessment/diagnosis, intervention, prevention, health promotion and consultation at the individual and systems level. Graduates of the counseling psychology specialization are prepared to provide psychological assessment, diagnosis, and treatment services that focus on improving psychological well-being, alleviating distress, and resolving crises, as well as consultation services to individuals and organizations.

Graduates of the program are prepared to obtain employment as licensed psychologist in an array of settings. These settings include schools, school-based and school-linked health centers, postsecondary education, medical facilities, correctional facilities, mental health agencies, private practice, career centers, the workplace, and other public or private social service, medical, or educational organizations. Graduates are also active contributors to the profession and provide professional leadership. Graduates contribute to the knowledge base of the profession by conducting, supervising and/or disseminating research, serving in professional associations, providing service in the community, presenting at national conferences, supervising psycho-educational service providers, and teaching, supervising and/or mentoring other professionals.

The Combined Doctoral Program at Florida State University is accredited by the American Psychological Association as a Combined Professional Program in Counseling Psychology and School Psychology.

Admission Requirements

All applicants to graduate degree programs must at least meet the minimum admission requirements for undergraduate grade point average, graduate grade point average (if applicable), and/or Graduate Record Examinations scores (Ph.D. program only). Each degree offering may set different standards for admission based on programmatic objectives and the applicant pool. Applicants can find program-specific admission requirements on the webpage of the program of interest (see https://annescollege.fsu.edu/graduate-programs).

A bachelor's degree with at least a 3.0 GPA – An earned bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution, with a minimum 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree, ***OR*** a graduate degree with at least a 3.5 GPA – An earned graduate degree from a regionally accredited U.S. institution, or a comparable degree from an international institution, with a minimum 3.5 (on a 4.0 scale) grade point average (GPA).

GRE test scores. The GRE scores may be waived for applicants who meet ALL of the following criteria:

- The applicant has a graduate (master's or higher) or a bachelor's degree in psychology or a counseling-related field.
- The applicant has a minimum 3.5 upper-division undergraduate or overall graduate grade point average.
- The applicant must have completed (with a B or higher grade) at least 1 undergraduate or graduate course in statistics, plus one other course in one of the following areas: biological bases, developmental, learning & cognition or sociocultural/individual differences as noted on their official transcript(s).
- The applicant must have had at least one of the following as indicated on their resume/vita:
    - 1 supervised clinical/helping project/experience.
    - 1 supervised research project/experience.

For those who do not meet the criteria, Official test results are required from the General Test of the Graduate Record Examination (GRE). The Educational Testing Service (ETS) does not retain scores for longer than five years. If your test scores are older than five years, you may have to retake the test to have official scores sent directly to FSU from the testing agency. If you have the official report that was mailed to your home address for older scores, then FSU will accept that report. **The FSU Institution Code is 5219.** Target Scores for our program: Verbal – 150 or above, Quantitative – 148 or above, Analytical – 4.0 or above.

For international applicants whose native language is not English, FSU accepts scores from TOEFL (minimum 80), IELTS (minimum 6.5), MELAB (minimum 77), Cambridge C1 Advanced Level (minimum 180), Michigan Language Assessment (minimum 55), and Duolingo (minimum 120).

Exam Policies

All doctoral students are expected to write and defend both a prospectus and final thesis/dissertation to their committee. The committees must be formed according to the rules of The Graduate School and the Anne Spencer Daves College of Education, Health, and Human Sciences. For oral preliminary exams and oral prospectus defense, the student must be physically present and one, but no more than one, committee member may participate via distance technology. For the dissertation defense, the student, major professor, and the University representative must be physically present on campus; remaining committee members may participate via distance technology. A grade of PASS for all oral exams requires the approval of the majority of the committee.

Counseling and Human Systems

Website: https://annescollege.fsu.edu/graduate-programs

The Counseling and Human Systems program offers four integrated Specialist in Education (EdS)/Master of Science (MS) degrees: Career Counseling, Mental Health Counseling, School Counseling, and School Psychology.

Career Counseling, Mental Health Counseling, and School Counseling Majors in Counseling and Human Systems (MS/EdS)

The specialist/master's (MS/EdS) degree in Counseling and Human Systems is designed to prepare individuals for professional positions at various levels in elementary and secondary schools, junior colleges, institutions of higher education, or in a wide variety of human-services agencies (e.g., mental health, substance abuse, career counseling, adult and child counseling). Students majoring in Counseling and Human Systems at the MS/EdS level select a specialization in Career Counseling, Clinical Mental Health Counseling, or School Counseling. These majors are offered as specialist-level programs with an integrated master's degree.

The Career Counseling major includes a minimum of 61 graduate credit hours. The Clinical Mental Health Counseling major includes a minimum of 61 graduate credit hours. The School Counseling major includes a minimum of 60 graduate credit hours. A supervised internship in an applied setting is also required in all three programs. The Career Counseling and Mental Health Counseling specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

School Counseling is offered as a separate major within Counseling and Human Systems as a specialist-level program with an integrated master's degree leading to initial Florida certification in School Counseling. The School Counseling major requires students to successfully pass the Florida Department of Education's (FLDOE) Professional Education Test, and the Guidance and Counseling Subject Area Examination by July 1, if student teaching in the Fall, or November 1, if student teaching in the Spring, as a requirement for graduation and to be a certified school counselor in the State of Florida. This major is a Florida Department of Education-approved Other School Personnel Preparation program in school counseling, grades PK through 12 (FLDOE Certification Area 304).

Students enrolled in the Career Counseling, Clinical Mental Health Counseling, and School Counseling programs are eligible to take the National Counselor Examination during the Spring term of their last year of study. The Career Counseling major, the Mental Health Counseling major and the School Counseling major in Counseling and Human Systems are offered as integrated MS/EdS programs, and as a result, the MS and EdS degrees cannot be completed separately.

School Psychology Major in Counseling and Human Systems (MS/EdS)

School Psychology is offered as a separate major within Counseling and Human Systems as a specialist-level program with an integrated master's degree leading to initial Florida certification in School Psychology. This educator preparation program prepares personnel to practice as school psychologists within educational as well as nontraditional settings. This major is accredited by the National Association of School Psychologists and is a Florida Department of Education-approved Other School Personnel Preparation program in school psychology grades PK through 12 (FLDOE Certification Area 330). The School Psychology major in Counseling and Human Systems is offered as an integrated MS/EdS program, and as a result, the degrees cannot be completed separately.

Admission Requirements

All applicants to graduate degree programs must at least meet the minimum admission requirements for undergraduate grade point average, graduate grade point average (if applicable), and/or Graduate Record Examinations scores (Ph.D. program only). Each degree offering may set different standards for admission based on programmatic objectives and the applicant pool. Applicants can find program-specific admission requirements on the webpage of the program of interest (see https://annescollege.fsu.edu/graduate-programs).

A formal application for graduate study must include the following: 1) official graduate application to Florida State University (apply online at https://admissions.fsu.edu/gradapp); 2) three letters of recommendation on letterhead; 3) a current résumé highlighting relevant educational, clinical and research experience; and 4) an autobiographical/personal statement including how the degree sought can meet personal/professional goals. Admitted students who do not have the required prerequisite coursework will be expected to make up these deficiencies early in their program. Although not required, applicants who have completed courses in general psychology, human services, school settings, and/or related areas, and who have some full-time, part-time, or volunteer experience in counseling, education, or related social services fields, will be given preference in the application process. We value a diversity of perspective in our program and encourage students from diverse backgrounds to apply. Information on University graduate admissions requirements is found at https://gradschool.fsu.edu/prospective-students/graduate-admissions.

Exam Policies

Master's/specialist students in the Counseling and Human Systems majors must register for and successfully complete a Specialist's Comprehensive exam.

Requirements for Lab Classes, Practicum, and Internship in School Psychology

A Level II Security Check is required for all Florida State University Students who will have direct contact with children (birth to age 18 years). Students should be aware that if they have been arrested for certain crimes they may not be considered for a position as a psychologist, school psychologist, or counselor. Fingerprinting and Level II background clearance are required for any placement in a setting with children (birth to age 18 years) including lab courses involving volunteers ages birth to 18 years.

Admission to Educator Preparation Programs

In order to graduate from a Florida state-approved educator preparation program, all students must meet the following requirements:

- Complete all required coursework and demonstration of accreditation/program approval standards set by the program.
- Maintain an overall graduate GPA of 3.0 or above in all coursework (some programs may require a higher GPA).

- Meet all University graduation requirements, including requirements mentioned in this *Graduate Bulletin* under the 'Planning Guide to Educator Preparation Programs' section.
- Achieve a passing score on all required Florida Teacher Certification Examinations (FTCEs), including the Professional Education Examination, and the appropriate Subject Area Examination by July 1 (if student teaching in the Fall) or November 1 (if student teaching in the Spring).
- Successfully complete all required field experiences, culminating in a student teaching/internship which is minimum of 12 weeks in duration.
- Receive verification from the appropriate academic program of successful demonstration of the Uniform Core Curriculum as outlined in *Section 1004.04, Florida Statutes.*
- Obtain final approval of the appropriate academic program from the Office of Academic Services and Intern Support.

These requirements are distinct from degree program completion/graduation requirements.

Professional Behaviors and Dispositions

While enrolled in a Florida state-approved educator preparation program, the student is expected to demonstrate positive behaviors and dispositions that conform to the Principles of Professional Conduct in Florida as outlined in State Board of Education Rule 6A-10.081. The programs reserve the right to refuse or discontinue enrollment of any student who violates these expectations or in the judgment of a majority of the program faculty does not meet the program standards. Information on professional behaviors and dispositions can be found on the Educator Preparation website: https://annescollege.fsu.edu/educator-preparation.

Clinical Experience for Educator Preparation Programs

Clinical experience requirements in educator preparation programs:

- A series of clinical experiences in diverse settings throughout the education preparation programs, with a minimum of 60 hours prior to student teaching/ internship.
- Full-time student teaching/internship experience at a minimum of 12 weeks duration in an approved setting;
- A Level II Security Check is required for all FSU students who will have direct contact with PreK-12 students. Students should be aware that if you have been arrested for certain crimes you may not be considered for a teaching position. Fingerprinting and Level II-background clearance are required for any placement in a PreK-12 setting.

Note: Students should consult with their academic program advisor for specific course requirements.

Associated Centers

The Assessment, Learning Evaluation, & Counseling (ALEC) Center, located in Anne Spencer Daves College of Education, **Health, and Human Sciences,** provides psychoeducational evaluations for **college students, adolescents aged 16 and older, and other adults** who may be experiencing difficulties due to a learning disorder (LD), attention-deficit/hyperactivity disorder (ADHD), intellectual disability (ID), and other mental health difficulties (e.g., depression, anxiety, bipolar, autism, etc.) that may negatively affect one's academic, vocational, or interpersonal functioning. ALEC also provides in-person and online ADHD coaching services to help individuals achieve their goals by developing skills and strategies to compensate for areas of functioning affected by ADHD or poorly developed study skills. Additionally, ALEC offers individual, couple, and family counseling to students, adolescents (ages 12+), and adults in the Tallahassee community. Doctoral students under the supervision of licensed health services psychologists help clients enhance their psychological well-being, achieve personal growth, and overcome inner turmoil in a supportive and confidential environment. The center offers support and treatment for a wide range of emotional, psychological, interpersonal, and behavioral issues; common issues addressed at ALEC include depression, anxiety, stress management, motivation, self–esteem, anger management, conflict management, relationship issues, and adjusting to changes/challenges. More information is available on the ALEC website: https://annescollege.fsu.edu/alec.

The Center for the Study of Technology in Counseling and Career Development (Tech Center) aims to be innovative and promote exceptional integration of theory, research, practice, service, and teaching. Technology is conceptualized as any media (e.g., paper, electronic, or mechanical/machinery) that facilitates or contributes to individual learning and is used with or without practitioner assistance. The mission of the Tech Center is to provide evidence-based research to inform FSU Career Center practices that include advising, counseling, teaching, supervision, employer relations and experiential learning practices that also applies to other settings, promote collaboration between the Anne Spencer Daves College of Education, Health, and Human Sciences and The FSU Career Center to conduct life/career development research and support the student experience at Florida State University, disseminate information about life/career services and issues to the University community, the nation, and the world, and train career service practitioners on career theories, research, assessments and interventions. The center's website, https://career.fsu.edu/tech-center, expands upon this mission.

Definition of Prefixes

See GRADUATE COURSES for full course listings.

ADE—Adult Education

APK—Applied Kinesiology

DEP—Developmental Psychology

EDF—Education: Foundations and Policy Studies

EDG—Education: General

EDP—Educational Psychology

EME—Education: Technology and Media

MHS—Mental Health Services

PCO—Psychology for Counseling

PET—Physical Education Theory

PSB—Psychobiology

RCS—Rehabilitation Counseling Services

SDS—Student Development Services

SOW—Social Work

SPS—School Psychology

SYP—Social Processes

DEPARTMENT OF HEALTH, NUTRITION, AND FOOD SCIENCE

Undergraduate Department of Health, Nutrition, & Food Sciences

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/hnfs

Chair: Griffiths; **Associate Chair**: Garber; **Professors**: Delp, Hickner, Ormsbee, Panton, Rao, Ray, Salazar; **Associate Professors**: Gordon, Singh, Steiner; **Assistant Professors**: Cui, LaFavor, Lobene, Nagpal, Parvatiyar, Peng, Smith, Solis, Sun, Watso; **Dietic Internship Director**: Trone; **DPD Director**: Farrell; **Director, Institute of Sports Sciences and Medicine**: Ormsbee; **Teaching Faculty III**: Farrell, Garber, Sehgal; **Teaching Faculty II**: Ghosh, Griffiths, Maier, Trone, Williams; **Adjunct Professors**: Magnuson, O'Donnell, Stowers; **Professors Emeriti**: Arjmandi, Dorsey, Harris, Haymes, Hsieh, Sathe, Toole; **Affiliate Faculty**: Ackerman, Giampalo, Hernandez, Latimer, Lowery, Wendler; **Courtesy Faculty**: Burkhart, Daggy, Florian, Hennigar.

The Department of Health, Nutrition, and Food Sciences (HNFS) offers four Bachelor of Science degrees: Athletic Training, Dietetics, Exercise Physiology, and Food and Nutrition.

Athletic Training

The Athletic Training degree program at Florida State University prepares students for careers and graduate study in athletic training, physical therapy, physician assistant and medicine. It is ideal for students interested in gaining clinical experience with injury prevention, recognition and immediate care, rehabilitation, health care management, and professional development in a sports medicine environment. Given the rigor of the National Athletic Trainers' Association healthcare professional standards; the critical need to maintain the safety of clinical patients in the practice settings; and the desire to maintain FSU's Athletic Training Program's national reputation as a leader in preparing healthcare professionals, it is necessary that prospective undergraduate students possess the minimal skills and knowledge prior to entering major coursework. The admission requirements and procedures for the athletic training program at Florida State University include common entry indicators. The common indicators included in each student's portfolio will be ranked as follows:

- FSU cumulative grade point average of 2.5 or better based on FSU coursework (weighted rank of GPA at 50%)
- SAT/ACT scores (weighted rank of SAT/ACT at 25%)
- Interview score (weighted rank of interview score at 25%).

To be eligible for the interview the student must complete an application portfolio and be currently enrolled in or have completed ATR 1800.

Composite applicant scores, based on the above indicators, are calculated and ranked. The number of athletic training applicants admitted is determined by available vacancies created by graduation. The top-ranking students are then admitted filling the vacancies. The Athletic Training Program includes a strict didactic and clinical course progression. New student admission is completed during summer term of each year. New athletic training students enroll in the first block of courses the following fall term. Transfer students are required to complete the same application process as resident students. Please see the Athletic Training Program website for additional information.

Dietetics

The Dietetics degree program provides the didactic component of entry-level dietetics education. Graduates who earn a DPD verification statement are eligible to take the exam to become a Registered Dietetic Technician and entry-level positions as nutrition educators. Graduates are also eligible to apply to graduate school and/or post-baccalaureate, accredited dietetic internships. This accredited degree program meets the prerequisites for graduate nutrition programs and with appropriate elective selection, prepares students for graduate study in exercise physiology, food science, public health, physician assistant, medical school, dentistry, and other health programs. Careers are available for Registered Dietitians in clinical, research, community food service management, consulting, and educational settings.

The dietetics degree program is a specialized admissions program; students apply spring or summer of their sophomore year. Admission requirements and procedures for the Dietetics degree at Florida State University include minimum GPA of 2.75, a grade of "S" in DIE 3005, and a personal statement. It is highly recommended that students earn a "B" or better in the following: Chemistry I, Chemistry II, and Organic Chemistry. Once formally admitted, the program is two years. Please see the Dietetics web page for more information regarding admission to the degree.

The Department offers graduate degrees in Nutrition, Food Science, and Exercise Physiology as well as an accredited Dietetic Internship (DI) program. The DI program is the supervised practice component of dietetics education available to graduate students in the department. For more information about these graduate programs and the Dietetic Internship, please see the website. The Didactic Program in Dietetics (DPD) and Dietetic Internship are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Exercise Physiology

The Exercise Physiology major provides a comprehensive foundation in human physiology, exercise science, and health, preparing students for diverse career paths and advanced studies. At the undergraduate level, this degree equips students with the knowledge and practical skills to conduct and interpret physical fitness assessments, develop exercise prescriptions for healthy individuals, and design tailored programs for those with medically controlled conditions.

Career opportunities for graduates include roles in healthcare as certified exercise physiologists, cardiac or respiratory rehabilitation specialists, and wellness coordinators, as well as positions in athletics, such as strength and conditioning coaches, sport science performance specialists, and fitness facility managers. Additionally, graduates can excel in corporate wellness program management and community health initiatives.

The curriculum is designed to meet the prerequisites for professional schools, including medical, dental, pharmacy, physical therapy, and physician assistant programs, providing a strong foundation for advanced education. It also supports students in preparing for entrance exams such as the MCAT and industry certifications, including the ACSM Certified Exercise Physiologist and NSCA Certified Strength and Conditioning Specialist.

Food and Nutrition Science

The Food and Nutrition Science major offers a comprehensive, science-based education that integrates the study of food systems, nutrition, and biological sciences. Students gain expertise in areas such as food chemistry, microbiology, organic chemistry, and metabolism in health and diseases. The program focuses on understanding food consumption and nutrient utilization and how these processes impact human health and performance.

This interdisciplinary major prepares graduates for diverse career opportunities in the food industry, government agencies, and health programs, with roles in research and development in food manufacturing and preservation, food quality and safety, analytical laboratories, and regulatory agencies such as the FDA and USDA. It also provides a strong foundation for advanced studies and professional schools, including medical, dental, pharmacy, and physician assistant programs. Graduates are well-equipped for careers in pharmaceutical sales, extension nutrition education, research, and public health, making this program a versatile choice for those seeking to excel in science, health, and nutrition-related fields.

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C–" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement.

Undergraduate students in all four majors satisfy this requirement by earning a grade of "C–" or higher in CGS 2060 or CHM 1045L. Undergraduate majors in exercise physiology and food and nutrition satisfy this requirement by earning a grade of "C-" or higher in BSC 2011L.

State of Florida Common Program Prerequisites for Nutrition

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in Nutrition. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/109/214 and https://cpm.flvc.org/programs/107/213.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.

Bachelor of Science

The Department of Health, Nutrition and Food Sciences (HNFS) offers four Bachelor of Science degrees: Athletic Training, Dietetics, Exercise Physiology, and Food and Nutrition. To complete requirements for these degrees the following are required: (1) CoreFSU Curriculum requirements; (2) general graduation requirements for the University; and (3) specific requirements for the chosen major. Additional courses may be required to complete the 120 credit hours required for the degrees. A minimum grade of "C–" is required unless otherwise indicated. Required courses that may be taken in fulfillment of CoreFSU Curriculum include English, basic nutrition, general chemistry, organic chemistry, general psychology, mathematics, and statistics. For diversity, HUN 2125 is recommended if the requirement is not satisfied with CoreFSU Curriculum. As of the 2025-2026 academic year, a grade of "B-" or higher is no longer required for HUN1201. This change is retroactive to students on older curriculums.

The following are the specific requirements for each major. Students must meet the curriculum requirements in effect at the time they enter the major.

Athletic Training

ATR 3512; BSC 2010 and BSC 2010L; CHM 1045 and CHM 1045L; ATR 2020; HUN 1201, MAC 1105, MAC 1114, and MAC 1140; ATR 1800; PHY 2053C; PSY 2012; STA 2122. Upper division: HSC 4711 or PET 3361 or HUN 4362; ATR 3132, PET 3322/3322L, PET 3323C (or BSC 2085/2085L and BSC 2086/2086L), APK 3110C, ATR 3102, ATR 4302C, ATR 4932, ATR 3012C, ATR 3213C, ATR 3312C.

The Athletic Training Degree program allows students to choose from four sub-plan options: 1) Pre-Athletic Training, 2) Pre-Physician Assistant, 3) Pre-Physical Therapy, and 4) Pre-Sports Medicine. All students in the Athletic Training Degree program must complete the core curriculum courses plus the specific sub-plan course requirements.

Pre-Athletic Training Sub-Plan: APK 3113, ATR 1810, 2820, 3832, 4842; Electives: 14 hours as needed to meet 120 hours for graduation.

Pre-Physician Assistant Sub-Plan: CHM 1046/1046L, MCB 2004/MCB 2004L or MCB 4403/MCB 4403L, APK 2001 and CHM 3217/L or CHM 2210 and CHM 2211/L where CHM 2211L is cumulative; Electives: 6 hours as needed to meet 120 hours for graduation.

Pre-Physical Therapy Sub-Plan: BSC 2011/BSC 2011L, CHM 1046/CHM 1046L, PHY 2054C, Psychology: 3–6 excluding PSY2012; Electives: 3–6 hours as needed to meet 120 hours for graduation.

Pre-Sports Medicine Sub-Plan: BSC 2011/BSC 2011L, CHM 1046/CHM 1046L, PHY 2054C, CHM 2210, CHM 2211/CHM 2211L, BCH 4053; Electives: 3–9 hours as needed to meet 120 hours for graduation.

Dietetics

See CoreFSU Curriculum requirements, college and department core, and common prerequisites. MAC 1105, CHM 1045/1045L**, CHM 1046/1046L,** BCH 3023. CHM 3217* *or both CHM 2210 and CHM 2211; DIE 3005*, *DIE 4243*, DIE 4244/*4244L*, and DIE 4310*; ECO 2XXX, and FAD 4601 or approved Nutrition Counseling; FOS 3026/3026L*, *FOS 4114C; FSS 4135 and FSS 4312;* HUN 1201, *HUN 2125 or equivalent, HUN 3224, HUN 3226, and HUN 3403;* HUN 4941, MCB 2004/MCB 2004L*, *or approved food microbiology, PSY 2012, PET 3322/3322L, STA 2122 and electives.*

Exercise Physiology

Lower division: see CoreFSU Curriculum, plus: BSC 2010/2010Land BSC 2011/2011L; CHM 1045/1045L, CHM 1046/1046L, CHM 2200/2200L or CHM 3217/L or CHM 2210 and CHM 2211/2211L; HUN 1201; MAC 1105, MAC 1114 and MAC 1140, PHY 2053C and PHY 2054C; PSY 2012; STA 2122. Upper division: APK 3110C, BCH 3023C or BCH 4053 or BCH 4054; HUN 3224, HUN 3226; PET 3102, PET 3322/3322L, PET 3323C, and PET 4551; and three courses for a minimum of nine credit hours from the following list: APK 3113, APK 4400, APK 4401, APK 4402, APK 4403, HUN 4362, HSC 4711; ATR 3102, PET 3361, PET 3932, APK 3164, PET 4051 or PET 4076 and electives (to meet graduation requirements). Exercise physiology majors who plan on pursuing advanced degrees in physical therapy or medicine may need to take specified electives to meet admission requirements for these programs

Food and Nutrition Science

Lower division: see CoreFSU Curriculum plus: BSC 2010/2010L, BSC2011/L; CHM 1045/1045L, CHM 1046/1046L, HUN 1201, HUN2125; MAC 2311; MCB 2004/2004L; STA 2122 or STA 2023, and approved Introduction to Food & Nutrition Science course. Upper division: BCH 3023/L; CHM 2210, and CHM 2211/2211L; FOS 3026, FOS 3026L, FOS 4114C, and FOS 4209; HUN 3224,HUN 3226, HUN 4362; PET 3322,PET 3322L, PHY 2053C; and electives to meet graduation requirements.

Honors in the Major

The Department of Health, Nutrition, and Food Sciences offers a program in honors in the major to encourage talented juniors and seniors to undertake independent and original research as part of the undergraduate experience. Students complete a senior thesis, which usually involves six credit hours, and present an honors seminar. For requirements and other information, see the "University Honors Office and Honor Societies" chapter of this General Bulletin.

Master's and Doctoral Degrees

The Department of Health, Nutrition, and Food Sciences offers work leading to the Master of Science in Nutrition and Food Science, the Master of Science in Exercise Physiology, the Doctor of Philosophy in Human Sciences (major in Nutrition Science of Food Science), and the Doctor of Philosophy in Exercise Physiology. Consult the Graduate Bulletin for details.

Definition of Prefixes

See UNDERGRADUATE COURSES for full course listings.

APK—Applied Kinesiology

ATR—Athletic Training

DIE—Dietetics

FOS—Food Science

FSS—Food Service System

HSC—Health Sciences

HUN—Human Nutrition

PET—Physical Education Theory

DEPARTMENT OF HEALTH, NUTRITION, AND FOOD SCIENCE

GRADUATE STUDIES

Information for Graduate Students

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/hnfs

Chair: Lisa Griffiths; **Professors**: Delp, Hickner, Ormsbee, Panton, Rao, Ray, Salazar; **Associate Professors**: Gordon, Singh, Steiner; **Assistant Professors**: Cui, La Favor, Lobene, Nagpal, Parvatiyar, Peng, Smith, Solis, Sun, Watso; **Teaching Faculty III**: Farrell, Garber, Sehgal; **Teaching Faculty II**: Ghosh, Griffiths, Maier, Trone, William; **Courtesy Faculty**: Burkhart, Daggy, Florian; **Dietetic Internship Director**: Trone; **DPD Director**: Farrell; **Director, Institute of Sports Sciences and Medicine**: Ormsbee; **Professors Emeriti**: Arjmandi, Dorsey, Harris, Haymes, Hsieh, Toole, Sathe

The Department of Health, Nutrition, and Food Sciences (HNFS) is in a unique position nationwide to provide graduate coursework and research opportunities in human health, nutrition, and food science, as well as in exercise physiology and sports sciences. The combination of these respective areas of concentration within a single department facilitates integrative studies between diet and physical activity in the maintenance of health and the prevention or treatment of chronic diseases, as well as studies on the quality and safety of food.

The department offers two master's programs: 1) Nutrition and Food Science, and 2) Exercise Physiology, with specializations in exercise physiology, sports nutrition, and sports sciences. Both thesis and non-thesis options are available for these master's programs. Both master's programs are eligible for the three-year Optional Practical Training (OPT) visa granted to international students.

Additionally, the department offers a coordinated Dietetic Internship (DI) program, which, in combination with the master's degree in Nutrition and Food Science or the Sports Nutrition major, provides a post-baccalaureate pathway for eligible students to take the Registration Examination for dietitians. Applicants to the DI program must have completed the Didactic Program in Dietetics (DPD) requirements.

The department also offers two Doctor of Philosophy (PhD) programs: 1) Nutrition and Food Science, and 2) Exercise Physiology. These doctoral programs are designed to help students gain expertise in a specialized area of human nutrition, food science, or exercise physiology, and to prepare them for careers as independent researchers in academia, industry, government, or other health-related fields. However, only the PhD in Exercise Physiology is eligible for the three-year OPT visa.

Ongoing research within the department spans basic, clinical, and applied studies, exploring the connections between nutrition, food, exercise, physiology, microbiome, and lifestyle modifications in human health. Key research areas include:

- Obesity cardiometabolic, and neurocognitive disturbances utilizing in vitro, in vivo, and clinical models
- Age-associated investigations in areas of osteoporosis, sarcopenia, osteoarthritis, atherosclerosis, cancer, hypertension, diabetes, and Alzhiemer's
- Nutrition education and lifestyle modification interventions
- Food science-related lines of research, e.g., food safety, food allergy, food microbiology, and food quality
- Functional foods and microbiome in health and disease
- Effects of various exercise interventions on cardiometabolic health
- Human performance and sports sciences
- Orthopedics and Sports Medicine

The department houses one research institute: the Institute of Sports Sciences and Medicine (ISSM), and one research center: the Center for Integrative Nutrition and Food Research (CINFR). The ISSM is a state-of-the-art research facility with a primary focus on advancing knowledge in the realms of health, body composition, and human performance from both a sports sciences and medical perspective. The ISSM is the result of a collaborative partnership between the College of Education, Health and Human Sciences, FSU Athletics, College of Medicine, Nike, and our Industry partner, Tallahassee Orthopedic Clinic. The ISSM mission has five distinct research domains: 1) Performance Nutrition, 2) Sports Science/Athletics Research, 3) Clinical Research, 4) Sport Psychology, and 5) Orthopedic and Sports Medicine. CINFR comprises a world-class nutrition and food science research center that conducts excellent forefront food science and nutrition research on human health and chronic disease prevention. CINFR is focused on interdisciplinary and emerging research frontiers, including food safety and quality, microbiome, nutritional interventions, functional foods, digestive health, and cardiometabolic functions.

Research Facilities

Our facility has two dual x-ray absorptiometry (DXA) units used for our bone mineral density (BMD) and body-composition studies; an electrocardiography machine (ECG) for heart rhythms; and multiple-metabolic carts to assess maximal oxygen consumption, metabolic rate, and respiratory exchange ratio. The department also has a fluorescent microscope, high-speed refrigerated centrifuge, texture analyzer, and a micro-computed tomography 3D scanner (micro-CT) for bone analysis.

The **Applied Electrophysiology Exercise Laboratories** investigate the underlying mechanisms that affect cardiac and arterial smooth muscle physiology under normal and pathological conditions using animal models. Techniques include PCR, Western blotting, surface biotinylation, calcium imaging, electrocardiogram, and pressurized artery myography.

The **Cardiovascular Laboratories** are equipped with a Finometer for beat-to-beat blood pressure and hemodynamic monitoring; Sphygmocor for pulse wave velocity, aortic blood pressure, and augmentation index (arterial stiffness); Hoklanson Plethysmography System to non-invasively measure both limb arterial and venous blood flow; Biopac MP100 Data Collection System with ECG and hand grip attachments; impedance cardiography for stroke volume and cardiac output; WinCPRS software to estimate power spectrum density of heart rate/blood pressure variability and spontaneous baroreflex sensitivity; Electronic tilt table to evaluate cardiovascular responses to orthostatic stress; and ambulatory blood-pressure monitors; Exercise Respiratory Monitoring System; Recumbent Cycle Ergometer for exercise testing (Ergoselect 600; COSMED); Microneurography Units for direct in vivo assessment of efferent sympathetic outflow; Ultrasound machine for cardiac and vascular imaging; Inspiratory Muscle Trainers (K3; POWERbreathe); Blood Pressure Monitor (Hem 907XL; OMRON); PowerLab 16/35, BioAmp; Grip Force Transducer; Respiratory belt for respiratory monitoring; Actigraphs for physical activity monitoring (wGT3X-BT; Acticorp); Spirometer for pulmonary function; LabVIEW for data processing and analysis; LabChart Pro for data acquisition; MATLAB for data processing and analysis (MathWorks); FMD Studio for blood vessel function assessment (Quipu); and Prism 9 for statistical analysis (GraphPad).

Exercise Physiology Laboratories are for studying human performance, exercise metabolism, and cardiovascular and muscle physiology. The two exercise physiology laboratories are equipped for teaching and research related to the human response to exercise. These laboratories contain metabolic carts for the indirect calorimetry measures of oxygen consumption, blood lactate and blood gas analyzers, an environmental chamber, and a DXA in addition to various equipment for biochemical assessments. There are also two whole body vibration Powerplate machines.

The **Institute of Sports Sciences and Medicine (ISSM)** houses the Human Performance Laboratory designed for testing competitive athletes of all ages and clinical populations. It also houses the Translational Immunology Laboratory, and the Muscle Laboratory. The Institute collaborates regularly with the College of Medicine and the Athletics Department. The laboratory provides an opportunity for investigators to conduct multidisciplinary research in human performance, sports and performance nutrition, body composition, immune function, metabolism, and general health. The ISSM contains a DXA, BodPod, and BIS for body composition analyses, a zero-gravity treadmill, an oversized treadmill, cycle ergometers, force plates, a Tendo unit, bioelectrical impedance spectroscopy, and a BiodexTM dynamometer as well as gas analyzers, clinical and biochemistry lab space containing YSI 2800 Clinical Analyzer, Piccolo, and Microdialysis CMA 600 Analyzer. The Translational Immunology Laboratory houses a Cytek Northern Lights Flow Cytometer, Hematology Analyzer, Cell Culture Incubator, and Microscopes.

The Muscle Lab is a resistance training research gym equipped with Precor machines to target all major muscle groups and a Sorinex rack and dumbbells for free weight training.

Muscle Research Laboratories are equipped to study the functional, molecular and cellular adaptations of skeletal muscle to various stimuli and environments such as exercise, nutrition, aging, and muscle wasting diseases or conditions in humans and animals. Techniques include in-situ and in-vivo muscle function in rodents, RT-PCR, Western blotting, immunohistochemistry, and other biochemistry lab techniques.

The **Nutrition and Food Science Laboratories** are equipped with spectrophotometers, various electrophoresis systems, automated microplate reader and washer, freeze dryers, chromatographic systems, Micro Differential Scanning Calorimeters, immunochemistry equipment, PCRs, real-time PCRs, digital PCR, VITEK diagnostic system, anaerobic workstations, and food-analysis equipment. Faculty and students also have access to a cell-culture facilities for in vitro experiments and molecular imaging for protein, DNA, and mRNA visualization. Furthermore, our department and the National High Magnetic Field Laboratory collaborate, giving us access to advanced magnetic-resonance imaging techniques.

Scholarships and Fellowships

In addition to graduate teaching and research assistantships, students have the opportunity to apply for several departmental scholarships including: scholarships for international students, minority students, students with demonstrated financial need, and students engaged in research and teaching. These scholarships are awarded annually. Graduate students also have the opportunity to apply for scholarships/fellowships at both the College and the University levels.

Master of Science (MS) in Nutrition and Food Science

Areas of Specialization

- Food science
- Nutrition science (+DI option)

Thesis and non-thesis programs are available for the Nutrition and Food Science program (32 credit hours for specialization in nutrition science; 33 credit hours for specialization in food science; and 47 credit hours with DI option). In addition to meeting University admission requirements, admission to the nutrition and food science graduate programs requires an upper-division GPA of 3.0 and recommended minimum Graduate Record Examination (GRE) scores of 150 on the Quantitative Reasoning section, 150 on the Verbal Reasoning section, and 4.0 on the Writing section. Students are expected to have a background of courses in food and nutrition, general and organic chemistry, elementary biochemistry, metabolism, microbiology, and anatomy/physiology.

For the combined Dietetic Internship, students must first be admitted to a qualifying master's program. In addition, the individual must submit verification that the Didactic Program in Dietetics (DPD) requirements for the Academy of Nutrition and Dietetics have been met. A selection committee makes the final recommendation for acceptance into the combined dietetic internship program. The student accepted into the combined dietetic internship will also need to successfully complete 18 credit hours of HUN 8945 throughout the program (1200 hours of practical experience).

Core courses required for the specialization in nutrition science are HUN 5424, HUN 5243, HUN 5802 and HUN 5802L, and FOS5930 or HUN 5930. For the thesis option, the student must also take HUN 5971 (minimum six credit hours) and HUN 8976 (zero credit hours). For the non-thesis option, the student must take additional suggested electives and HUN 8966 (zero credit hours).

Core courses required for the specialization in food science are: FOS 5245, FOS 5936, FOS 5930, HUN 5802, HUN 5802L, and HUN 6248 Food Microbiology. For the thesis option, the student must also take HUN 5971 (minimum six credit hours) and HUN 8976 (zero credit hours). For the non-thesis option, the student must take additional electives and HUN 8966 (zero credit hours).

Master of Science (MS) in Exercise Physiology

Students pursuing an MS in Exercise Physiology may major in exercise physiology, sports nutrition, or sports sciences.

Both thesis and non-thesis programs are offered for majors in exercise physiology and sports nutrition; sports sciences is a non-thesis program. Admission to the exercise physiology program, regardless of major, requires an upper-division GPA of 3.0 and recommends minimum GRE scores of 150 on the Quantitative Reasoning section, 150 on the Verbal Reasoning section, and 4.0 on the Writing section. Students are expected to have background supporting courses in human nutrition, general chemistry, anatomy/physiology, and exercise physiology. Students pursuing the sports nutrition major are also required to have a background in Nutrition and Sports as well as Intermediate Metabolism of Nutrients.

Core courses required for a major in exercise physiology are: APK 6935, APK 5111C, APK 5139L, HUN 5802 and HUN 5802L (or CHD 5915), PET 5367, PET 5553. For the thesis option, the student must also take HUN 5971 (six credit hours) and HUN 8976 (zero credit hours). For the non-thesis option, the remaining requirements include APK 8945 (nine credit hours) and HUN 8966 (zero credit hours).

Core courses required for a major in sports nutrition include: APK 5111C, APK, 5166, HUN 5802 and HUN 5802L (or CHD 5915), PET 5367, APK 6935, HUN 5242, HUN 5243, and HUN 5625. For the thesis option, students must also take HUN 5971 (six credit hours) and HUN 8976 (zero credit hours). For the non-thesis option, students must also take additional suggested electives and HUN 8966 (zero credit hours).

Courses required for a major in sports sciences (non-thesis only) include: APK 5111C, FAD 5700, PET 5367, PET 5389, PET 5751, APK 6935, PET 5945, PET 6931r (Adv Topics: Strength and Power Training; Adv Topics: Special Topics in Sport Sciences), and a minimum of three credit hours of suggested electives.

Exercise Physiology Combined Bachelor's/Master's Pathway. This pathway is available to current FSU Exercise Physiology undergraduate students who have completed 90 credit hours (transfer students should have completed 24 credit hours at FSU) and the appropriate prerequisite courses. Students must also have a minimum upper-division GPA of 3.00 and GRE minimum scores of 150 Verbal, 150 Quantitative, and 3.5 Writing. Eleven graduate credit hours will count toward both the BS and MS degree requirements. The following courses are taken during the last term (spring only) of the undergraduate degree: PET 5553, PET 5077, and APK 6935, and a course on exercise and disease (PET 6388) or sports fitness testing (PET 5751).

Doctor of Philosophy (PhD) Programs

The Department of Health, Nutrition and Food Sciences offers two doctoral degrees. The Doctor of Philosophy (PhD) in Human Sciences with major in nutrition or food science, and the Doctor of Philosophy (PhD) in Exercise Physiology.

In addition to meeting the University's requirements for graduate admission, admission to all doctoral programs requires an upper-division GPA of 3.0 and recommends minimum GRE scores of 150 on the Quantitative Reasoning section, 150 on the Verbal Reasoning section, and a 4.0 on the Writing section. A curriculum vitae, three letters of recommendation, and a letter of intent describing research interests are also required. It is requested that doctoral students participate in a departmental interview.

The PhD program in Human Sciences with a major in nutrition or food science is a competency-based research degree. This degree requires 58 credit hours at minimum, and the student must advance to mastery in the field of specialization. The committee member from the area of emphasis should be consulted by the student in selecting these courses. All courses are subject to approval by the student's committee.

Core courses required for Ph.D. in Human Sciences with an emphasis in nutrition science are APK 6935, HOE 6366, HUN 6911, PET 6931, Statistics, HUN 8964 (zero credit hours), HUN 6980 (24 credit hours), and HUN 8985 (zero credit hours). HUN 5242 and HUN 5243 are additional core for students not exposed to the content in their master's degree.

Core courses required for Ph.D. in Human Sciences with an emphasis in food science are APK 6935, HOE 6366, HUN 6911, Statistics, HUN 8964 (zero credit hours), HUN 6980 (24 credit hours), and HUN 8985 (zero credit hours). FOS5205, FOS 5424, FOS 5936, FOS 6351C, and HUN 6248 are additional core for students not exposed to the content in their master's degree.

Core courses required for Ph.D. in Exercise Physiology are Advanced Human Physiology, HOE 6366, APK 6935, HUN 6911, Statistics, PET 6931, HUN 8964 (zero credit hours), HUN 6980 (24 credit hours), and HUN 8985 (zero credit hours).

Definition of Prefixes

See GRADUATE COURSES for full course listings.

APK—Applied Kinesiology

DIE—Dietetics

FOS—Food Science

FSS—Food Service Systems

HSC—Health Sciences

HUN—Human Nutrition

PET—Physical Education Theory

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCES

UNDERGRADUATE DEPARTMENT OF HUMAN DEVELOPMENT & FAMILY SCIENCE

ANNE SPENCER DAVES College of Education, Health, and Human Sciences

Website: https://annescollege.fsu.edu/hdfs

Department Chair: Peluso; **Associate Department Chair:** Greene; **Eminent Scholar and Professor:** Fincham; **Norejane Hendrickson Professors:** Cui, Ledermann, McWey, Peluso, Ralston; **Associate Professors:** Gazelle, Kimmes, Raduz, Wu; **Assistant Professor:** Li, Rudaz; **Teaching Faculty:** Diop, Greene, Harris, Holcomb, Jeter, Tawfiq, Youngberg; **Director of the Center for Couples and Family Therapy:** Greene; **Practicum Coordinator:** Jeter; **Professors Emeriti:** Cornille, Darling, Greenwood, Hansen-Gandy, Hicks, Lee, A. Mullis, R. Mullis, Pasley, Pestle, Rapp, Readdick, Zongker

Degree Program in Human Development And Family Science

The Department of Human Development and Family Science offers one undergraduate degree program in family and child sciences which requires maintaining minimum grades in major courses for graduation.

The program provides an understanding of child development and family relationships across the life span. We emphasize the diversity of families and how children and families influence, and are influenced by, the broader environment (e.g., schools, communities, workplace, society at large) and change over time. Students learn to apply this knowledge about children and families in working with them through an extensive practicum experience. These experiences oc cur in a variety of human service agencies and organizations, educational settings, childcare centers, and child and family advocacy organizations. Students also gain skills in developing and implementing programs designed to strengthen individuals and families. There is a series of courses that provides the necessary background to apply for certification from the National Council on Family Relations to become a Certified Family Life Educator (CFLE). It does **not** lead to teacher certification in Florida.

Students must complete a **required elective course** (successful completion of at least three credit hours offered by the College of Education, Health, and Human Sciences, but outside the department), **four prerequisite courses to the major**, a **minor or an approved area of concentration** in an allied field, and a **150 hour practicum** experience. Students must achieve at least a "C–" in the required elective course, and at least a "B–" in the four required prerequisite courses which are: CHD 2220, CHD 3243, FAD 2230, and STA 2XXX. Individuals who apply for the major but who have not met the prerequisite requirements are classified as Prerequisite Incomplete (PI) and cannot enroll in upper-division courses required for the major until prerequisite courses are successfully completed. All courses attempted for the Human Development and Family Science major must be taken for a letter grade. No courses taken for Satisfactory or Unsatisfactory (S/U) or for Pass or Fail (P/F) can be counted toward the degree. Courses selected for the area of concentration cannot also be used to fulfill CoreFSU Curriculum requirements. Students must obtain at least a "B–" in the pre-professional course FAD 4932 and in the practicum course FAD 4805. The minimum grade required in other courses beyond the prerequisite courses and the practicum experience is "C–".

Curriculum guides stating specific degree requirements for the undergraduate majors are available through the Department of Human Development and Family Science and through our website, https://annescollege.fsu.edu/bachelor-science-human-development-and-family-sciences.

Minor

A minor in child development may be earned by completing 12 credit hours in family and child sciences with a grade of "C–" or better in each of the required courses: CHD 2220, CHD 3243, FAD 2230, and FAD 3343. At least nine credit hours must be completed at Florida State University; no more than one substitution for these courses is permitted.

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C–" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement.

This requirement may also be satisfied through CHM 1045L, BSC 2010L, or another FSU course with an approved computer competency component.

State of Florida Common Program Prerequisites for Human Development Family Sciences

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in Human Development Family Science. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/289/260.

Specific prerequisites are required for admission into the upper-division program and **must** be completed by the student at either a community college or a state university prior to being admitted to this program. **Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.**

Honors in the Major

The Department of Human Development and Family Science offers a program in honors in the major to encourage talented juniors and seniors to undertake independent and original research as part of the undergraduate experience. For requirements and other information, see the "University Honors Office and Honor Societies" chapter of this *General Bulletin*.

Graduate Study

The Department of Human Development and Family Science offers graduate programs leading to the Master of Science (MS) degree in family and child sciences, the Doctor of Philosophy (PhD) degree in human sciences with specialization in human development and family science, and a Doctor of Philosophy (PhD) degree in marriage and family therapy. For further information relating to graduate coursework and thesis, dissertation, and master's and doctoral examinations and defense, consult the *Graduate Bulletin*.

Definition of Prefixes

See for full course listings.

CHD—Child Development

FAD—Family Development

HEE—Home Economics Education

HOE—Home Economics: General

IDS—Interdisciplinary Studies

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCES

GRADUATE STUDIES

Information for Graduate Students

ANNE SPENCER DAVES College of Health and Human Sciences

Website: https://annescollege.fsu.edu/hdfs

Department Chair: Paul Peluso; **Associate Department Chair:** Kristen Greene; **Eminent Scholar and Professor:** Fincham; **Professors:** Cui, Lederman, McWey, Peluso, Ralston; **Associate Professors:** Gazelle, Kimmes, Rudaz; **Assistant Professors**: Li, Wu; **Teaching Faculty:** Diop, Goldfarb, Greene, Harris, Holcomb, Jeter, Tawfiq, Youngberg; **Clinical Faculty:** Greene, McWey, Kimmes, Wu, Youngberg; **Marriage & Family Therapy Program Director:** McWey; **Graduate Program Directors:** Diop, Wu; **Professors Emeriti:** Cornille, Darling, Greenwood, Hansen-Gandy, Hicks, Lee, A. Mullis, R. Mullis, Pasley, Pestle, Rapp, Readdick, Zongker

The Department of Human Development and Family Science faculty endeavor to provide an innovative curriculum that focuses on understanding the complexities of families and relationships across the life span. Graduate training emphasizes translating results from rigorous research into real-world solutions that help children, adults, and families. We believe student learning is most effective when it occurs through active engagement in research and teaching.

The department offers a Master of Science degree in Human Development and Family Science. Thesis and non-thesis options are available; the thesis option typically leads to subsequent pursuit of a doctoral degree, while the project option is typically selected by professionals who will assume leadership roles in community agencies or governmental departments or units serving children and families.

The department offers two Doctor of Philosophy (PhD) programs: 1) Human Sciences with a major in Human Development and Family Science (including an "in-flight" MS/PhD Human Development and Family Science program), and 2) Marriage and Family Therapy. These doctoral programs are designed to produce the next generation of scholars who compete successfully for faculty positions in human development and family science, marriage and family therapy, and related fields at research-intensive institutions. In keeping with college policy, there is no language requirement for doctoral students.

Admission Requirements

Applying to the graduate programs in Human Development and Family Science requires submission of 1) official copy of transcripts with degrees posted from all colleges/universities previously attended; 2) official Graduate Record Examinations (GRE) scores (verbal, quantitative, and writing) for doctoral (Ph.D) programs only; 3) three letters of recommendation; and 4) a statement of professional goals (for the master's program) or professional goals and research interests (for the doctoral program). International applicants need to submit an official English Proficiency Score Report (TOEFL or IELTS).

The University has waived the GRE requirement for master's-level programs. Detailed information on University graduate admissions requirements is found at https://gradschool.fsu.edu/admissions/graduate-admissions. Official transcripts from each college/university attended must be sent to Florida State University electronically at graduateadmissions@fsu.edu or via mail in a sealed envelope to:

Office of Graduate Admissions
634 West Call St, Suite 204
Tallahassee, FL 32306-1410 USA

Competitive applicants to the doctoral program must have Graduate Record Examination (GRE) scores better than or equal to 50th percentile in both verbal and quantitative sections with a 4.0 or higher on the writing section, a 3.0 GPA on a 4.0 scale for the last two years of academic work, and (for international applicants) a TOEFL of at least 80 (iBT) or 550 (paper) or an IELTS of at least 6.5. Only applicants for whom a designated member of the departmental graduate faculty expresses willingness to mentor will be admitted to the program. In some instances, supplemental coursework (undergraduate and graduate) may be required for students entering the program from other fields of study or without proper requisite knowledge. Options available to the student are discussed prior to admission to the program. Students entering the doctoral program in Marriage and Family Therapy must have completed a master's degree in MFT from a COAMFTE accredited program or a closely related degree. Master's and Doctoral students are admitted for Fall only.

Financial Assistance

The Department of Human Development and Family Science makes every effort to provide financial assistance, including stipends and tuition waivers, for doctoral students in good standing. Students seeking a master's degree may request financial assistance. Sources of funding include the following: fellowships, teaching assistantships, research assistantships, departmental assistantships, minority program fellowships, and scholarships. Priority for departmental financial assistance is given to doctoral students.

Human Development and Family Science Combined Bachelor and Master of Science (BS/MS) Pathway

This is a three-year Combined Bachelor's/Master's Pathway that starts with the undergraduate junior year and culminates at the end of the third year with the conferral of a bachelor's and a master's degree in Human Development and Family Science. This program is offered only on the main Tallahassee campus.

Curricula

For the BS/MS pathway curricula, please see the Human Development and Family Science Combined BS/MS Pathway listing in the *Undergraduate Bulletin*.

Master of Science (MS) in Human Development and Family Science

A minimum of 30 credit hours is required including a three-credit capstone project (FAD5970 Special Project) for the non-thesis option and six credit hours of thesis credit for the thesis option.

Required Core Courses (Seven to Ten Credit Hours)

CHD 5617 Professional Development in FCS (1)

CHD 5266 Advanced Child Development (3)

OR (Project) and (thesis)

FAD 5263 Advanced Family Studies (3)

CHD 6261 Theories of Child Development (3)

OR

FAD 6436 Theories of Family Science (3)

Required Research Courses (11 to 14 Credit Hours)

CHD 5915 Methods of Research I (4)

FAD 5700 Applied Research in Human Sciences (4)

FAD 5970 Special Project (3) (non-thesis option)

OR

CHD/FAD 5971 Thesis (6)

Required Electives (Six to 12 Credit Hours)

A minimum of six (thesis option) to 12 (non-thesis option) credit hours are to be selected from family and child sciences at the 5000 level. Courses at the 6000 level may be selected with the approval of the instructor and major professor.

The balance of the coursework in the major is selected by the student in consultation with the student's major professor (and supervisory committee).

Doctor of Philosophy (PhD) Programs

The Department of Human Development and Family Science's doctoral programs offer a unique curriculum that integrates human development and family science with marriage and family therapy. This purposeful integration is designed to enhance communication and cross-fertilization of ideas between basic human development and family science with the clinical practice. All students in both programs must pass a preliminary examination prior to admission to doctoral candidacy and before they can register for dissertation hours. A minimum of 30 credit hours of graduate courses must be selected from within the department, and students must take at least 15 credit hours in research methods or statistics courses.

PhD Degree in Human Sciences with a Major in Human Development and Family Science

A minimum of 58 credit hours of graduate coursework, exclusive of the dissertation, is required beyond the master's degree for the doctoral degree in human sciences with an emphasis in human development and family science. More hours are normally taken, because programs of study are individually tailored to meet students' professional goals. In addition to a broad range of subject matter courses, students acquire a solid foundation in research methodology and statistics. The PhD program is an individual program planned by students, their major professor, and supervisory committee. Below is a listing of the required coursework with the balance of the planned program based on the student's background and professional goals. At least 58 credit hours of graduate work in addition to the dissertation is required beyond the master's degree.

Required Core Courses (17 to 18 Credit Hours)

FAD 5481 College Teaching in Family Sciences (2–3)

FAD 5942 Supervised Teaching (3)

CHD 6261 Theories of Child Development (3)

FAD 6436 Theories of Family Science (3)

CHD 5617 Professional Development in Family and Child Sciences (1)

HOE 6366 Research Best Practices in Human Sciences (2)

FAD 6266 Diversity Considerations for Family Research and Practice (3)

Required Research and Statistics Courses (39 to 41 Credit Hours)

CHD 5912r Supervised Research (1–3)

CHD 5915 Methods of Research I (4)

FAD 5700 Applied Research in Human Sciences (4)

FAD 5705 Qualitative Research in FCS (3)

FAD 6917 Research Methods in Family and Child Sciences (3)

FAD 8964r Preliminary Doctoral Exam (0)

FAD 6980r Dissertation (24)

FAD 8985r Dissertation Defense Examination (0)

Required Data Analytic Electives (12 Credit Hours)

Other Electives (14 Credit Hours)

Students lacking adequate background in HDFS may be required to enroll in a series of leveling courses, the least of which include FAD 5263 (Advanced Family Studies).

PhD in Marriage and Family Therapy

The doctoral program in marriage and family therapy, which is one of the oldest doctoral programs accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), requires 63 hours of graduate coursework exclusive of the dissertation. Required courses include substantive content, research methods, and clinical practice and supervision, including an internship.

Required Courses (17 to 18 Credit Hours)

FAD 5481 College Teaching in Family Sciences (2–3)

CHD 5617 Professional Development in Family Child Sciences (1)

FAD 5942 Supervised Teaching (3)

FAD 6605 Advanced Clinical MFT Theory (3)

FAD 6916 Outcome Research in Marriage and Family Therapy (3)

FAD 6610 MFT Social Justice and Diversity (3)

HOE 6366 Research Best Practices in Human Sciences (2)

Required Research and Statistics Courses (Credit Hours)

CHD 5915 Methods of Research I (4)

FAD 5700 Applied Research in Human Sciences (4)

FAD 6917 Research Methods in Family and Child Sciences (3)

FAD 6706 Intervention Research (3)

FAD 5705 Qualitative Research in FCS (3)

FAD 6980r Dissertation (1–24)

FAD 8964r Preliminary Doctoral Exam (0)

FAD 8985r Dissertation Defense Examination (0)

Clinical Practice Requirements (21 Credit Hours)

FAD 6606 Supervision in Marriage and Family Therapy (3)

FAD 6940r Practicum in Marriage and Family Therapy (12)

FAD 8944r Internship in Marriage and Family Therapy (6)

Data Analytic Electives (Three Credit Hours)

Other Elective Courses (Five Credit Hours)

Definition of Prefixes

See for full course listings.

CHD—Child Development

FAD—Family Development

HOE—Home Economics: General

DEPARTMENT OF SPORT MANAGEMENT

Undergraduate Department of Sport Management

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/sport-management

Chair: Jeffrey D. James; **Associate Chair:** Amy Kim; **Professors:** Giardina, James, Newman, Rodenberg; **Associate Professors:** Du, Kellison, Kim, Xue; **Assistant Professors:** Pifer, Posbergh, Waldman; **Teaching Faculty III:** Flanagan, Pappas; **Teaching Faculty II:** DiDonato, O'Daniel; **Teaching Faculty I:** White

The Department of Sport Management offers a Bachelor of Science (BS) in Sport Management. Students seeking admission to the Sport Management major must hold a 2.75 GPA in all college coursework and a "C" in all math and English courses. A minimum grade of "C–" or better must be earned in each prerequisite course to be eligible for admission into the program. A minimum grade of "C–" or better must be earned in each departmental core course, in each departmental elective course, and in each non-departmental elective course. If at any point a student has a combination of three or more "D" and/or "F" grades in departmental core, departmental elective, or non-departmental elective courses, the student may be dismissed from the Sport Management program and required to change their major.

Students admitted to the program must maintain a cumulative GPA of 2.75 or higher. If the cumulative GPA falls below 2.75, the student has one subsequent term to raise the cumulative GPA to 2.75 or higher. If the cumulative GPA is below 2.75 after two terms, the student will be dismissed from the Sport Management program.

Prior to admission to the program, the department utilizes centralized advising procedures and all entering students must be advised by the designated coordinator of undergraduate studies. The Sport Management undergraduate academic advisor works with undergraduate students admitted to the bachelor's degree program in conjunction with the Office of Academic Services and Intern Support in the Anne Spencer Daves College of Education, Health, and Human Sciences.

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C–" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement.

Undergraduate majors in Sport Management satisfy this requirement by earning a grade of "C–" or higher in CGS 2060, CGS 2100, or EME 2040.

State of Florida Common Program Prerequisites for Sport Management

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in Sport Management. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/77/206.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. **Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.**

Specialized Admissions Programs

No student, transfer or otherwise, may be admitted to specialized admissions Anne Spencer Daves College of Education, Health, and Human Sciences programs without first completing the general education and program prerequisites. Eligible courses will be determined by the community college or university where the student currently is earning the AA or baccalaureate degree and will be published in the institution's catalog and in the *Community College Counseling Manual*.

Sport Management Program

The Sport Management program provides academic coursework necessary to prepare students to pursue a graduate degree in Sport Management or entry-level employment in a variety of work environments. The course of study leading to a baccalaureate degree with a major in Sport Management encompasses three areas of work: (1) required block and foundation courses; (2) business practices; and (3) electives. The undergraduate major in Sport Management is designated as a specialized admissions program and applicants must meet the following eligibility requirements for formal admission to the upper-division program:

- Certification to upper-division OR conferral of the Associate of Arts degree from a Florida public postsecondary institution;
- Completion of a minimum of 60 credit hours prior to admission for the Fall term;
- Completion of the statewide common prerequisite courses for the program area;
- Hold a minimum cumulative GPA of 2.75 on all attempted college credits;
- Submission of the program-specific application package to the Department of Sport Management on or before March 1 of the Spring term preceding Fall admission to the major.

Combined Bachelors/Master's Pathway

The combined Bachelor of Science (BS)/Master of Science (MS) degree pathway in Sport Management provides an opportunity for academically talented students to complete graduate Sport Management courses (12 credit hours) that will be counted toward fulfillment of the BS degree requirements, and also toward fulfillment of the MS degree requirements. With the competitive nature of the sport industry, graduates increasingly are expected to have a higher level of training, and to compete for more than an entry-level position must already have some practical work experiences. The non-thesis Master's degree includes service learning hours, requires completion of practicum hours, and provides additional training and instruction to position students for positions in the sport industry beyond the entry level. In a highly competitive industry, the combined degree provides an option for students seeking more than entry level jobs. In an industry where having a Master's degree does provide a competitive advantage, a combined pathway is expected to be a viable option for undergraduate Sport Management students.

Students interested in the combined pathway should schedule a meeting with the undergraduate academic advisor to discuss the program. The advisor will work with the student to ensure the application form is properly completed, and all application materials are submitted. The advisor will work with students to plan completion of the 12 credit hours included in the combined degree pathway. An undergraduate student seeking to enroll in and complete the combined degree pathway must:

1. Be a junior in good standing, or an upper-division Honors student.
2. Have a cumulative FSU GPA of at least 3.0 at the time of application.
3. Earn a grade of a B or better in a graduate level course in order to have a course counted toward the bachelor's and master's degrees.
4. To continue in the combined degree pathway program, students must maintain an overall minimum FSU GPA of 3.0, and carry a course load of no more than 15 credit hours in a term.

Sport Sales Initiative

The Sport Sales Initiative is a partnership with the Department of Marketing that allows Sport Management students to complete courses through the FSU Sales Institute along with special offerings in the Department of Sport Management. Students will be able to acquire the additional skills and training needed to better prepare them for positions in the sport industry. For many positions in the sport industry, whether working for a sports league, a professional sports team, within intercollegiate athletics, or corporations that work with sport partners, there is a continuing demand for individuals with exceptional skills in interpersonal communication and personal selling. The Department of Sport Management and the Department of Marketing are working together to provide students a unique opportunity to learn and develop the skills necessary to be successful in the sport industry.

The Sport Sales Initiative includes specific course work in the Department of Marketing and the Department of Sport Management, participation in professional development activities, and opportunities for networking with sport industry personnel. Coursework is completed through a fall-spring-fall cycle, with other activities and opportunities offered during each term. Enrollment in the initiative is space limited; students interested in participating should contact the undergraduate academic advisor for Sport Management with any questions and to indicate their interest in being part of the Sport Sales Initiative.

Definition of Prefixes

APK—Applied Kinesiology

IDS—Interdisciplinary Studies

PEL—Physical Education Activities (General): Object Centered, Land

PEM—Physical Education Activities (General): Performance Centered, Land

PEN—Physical Education Activities (General): Water, Snow, Ice

PEO—Physical Education Activities (Professional): Object Centered, Land

PEP—Physical Education Activities (Professional): Performance Centered, Land

PET—Physical Education Theory

SDS—Student Development Services

SPM—Sports Management

DEPARTMENT OF SPORT MANAGEMENT

GRADUATE STUDIES

Information for Graduate Students

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/department-of-sport-management

Chair: Jeffrey D. James; **Associate Chair:** Amy Kim; **Professors:** Giardina, James, Newman, Rodenberg; **Associate Professors:** Du, Kellison, Kim, Xue; **Assistant Professors:** Pifer, Posbergh, Waldman; **Teaching Faculty III:** Flanagan, Pappas; **Teaching Faculty II:** DiDonato, O'Daniel; **Teaching Faculty I:** White

The mission of the Department of Sport Management is to provide high quality education aimed at producing qualified professionals for the sport industry, public schools, colleges, and universities. The primary goals of the department are to (a) provide excellence in instruction in preparing qualified professionals; (b) pursue research and other scholarly endeavors that advance the theory and practice in sport settings; and (c) provide high quality leadership and service that advance professional organizations in the three programs, as well as benefit Florida State University.

Programs of study in the department lead to the Master of Science (MS) or Doctor of Philosophy (PhD) in Sport Management. The department offers a Combined BS/MS Pathway that provides an opportunity for students to complete Sport Management graduate courses that will be counted toward fulfillment of the Bachelor of Science (BS) degree requirements and toward fulfillment of the MS degree requirements. The department offers two Joint Graduate Pathways in Law and Sport Management, a JD/MS and a JM/MS, in conjunction with the College of Law.

Sport Management

Combined Bachelors/Master's Pathway

The combined Bachelor of Science (BS)/Master of Science (MS) degree pathway in Sport Management provides an opportunity for academically talented students to complete graduate Sport Management courses (12 credit hours) that will be counted toward fulfillment of the BS degree requirements, and also toward fulfillment of the MS degree requirements. With the competitive nature of the sport industry, graduates increasingly are expected to have a higher level of training, and to compete for more than an entry-level position must already have some practical work experiences. The non-thesis Master's degree includes service learning hours, requires completion of practicum hours, and provides additional training and instruction to position students for positions in the sport industry beyond the entry level. In a highly competitive industry, the combined degree provides an option for students seeking more than entry level jobs. In an industry where having a Master's degree does provide a competitive advantage, a combined pathway is expected to be a viable option for undergraduate Sport Management students.

Master's Program

The Master of Science (MS) degree in Sport Management emphasizes principles of business as applied in the sport industry (e.g., marketing, finance, management, law), as well as research-oriented courses befitting a graduate program. In addition, an array of electives reflects prominent career paths in the industry (e.g., collegiate athletics, professional sport). The non-thesis track MS program consists of 37 credit hours; a 34 hour thesis-track option is also available for those who wish to pursue a research project in a particular sport issue, or to prepare for doctoral-level work.

This degree program is designed to provide students with an advanced understanding of Sport Management and the various components that comprise this area of study. Although course content will focus on the applied aspects of Sport Management, students will be required to become knowledgeable of the current literature, both applied and research based. In order to enhance the student's practical experiences, appropriate internships are a required element of the program of study. This specialization prepares individuals with the appropriate background for employment in an entry or mid-level position.

Doctoral Program

The department offers the Doctor of Philosophy (PhD) degree with a major in Sport Management. The program has a seminar series emphasizing research in core areas of Sport Management, as well as a substantial research method and an analysis component. The degree will consist of a minimum of 80 credit hours, including all examinations and 25 dissertation hours.

The program is designed to prepare individuals for employment in universities and colleges as researchers and teachers, as well as for administrative leadership positions in a variety of settings, including private business, professional and college athletics, and administration in higher education. Research is a major endeavor and students concentrate on the understanding and interpretation of research literature as well as the ability to conduct both theoretical and applied studies. The doctoral program is designed for individuals who wish to pursue careers in higher education as a researcher and graduate faculty member. The program of study has been designed to emphasize the theoretical knowledge base and research paradigms needed to conduct academic research, as well as the knowledge base required to supervise graduate student research. The research emphasis of students in the program will normally be directed toward the testing of theoretical questions and models pertaining to the sport industry. The program affords the student an opportunity to take doctoral level courses in several Sport Management content areas, as well as gain valuable teaching experience prior to graduation.

Admissions

All applicants for advanced degrees in the department must take the Graduate Record Examination (GRE) and present acceptable scores. Three letters of recommendation addressing capabilities for graduate study, a letter of intent, and a current résumé are also required. Recommendation for admission to a program will be determined by the faculty in the specialization to which the student is applying. Additional requirements may go above and beyond the minimum University or departmental requirements.

Sport Management. Applicants for the master's degree program must have a bachelor's degree from an accredited institution and present GRE scores. They may be admitted with a 3.0 upper-division grade point average (GPA) (or higher) and the requisite GRE scores (contact the department office for more information). Official GRE scores must be submitted in order for an application to be considered complete. Applicants to the doctoral program must have a master's degree from an accredited institution and present GRE scores that meet the minimum requirements. Applicants to the doctoral program must have a department faculty sponsor to be admitted. Meeting the minimum requirements does not guarantee admission. For more details on all programs and admission standards, please refer to the departmental website at https://annescollege.fsu.edu/sport-management-grad.

Definition of Prefixes

See GRADUATE COURSES for full course listings.

APK—Applied Kinesiology

IDS—Interdisciplinary Studies

PEL—Physical Education Activities (General): Object Centered, Land

PEM—Physical Education Activities (General): Performance Centered, Land

PEN—Physical Education Activities (General): Water, Snow, Ice

PEO—Physical Education Activities (Professional): Object Centered, Land

PEP—Physical Education Activities (Professional): Performance Centered, Land

PET—Physical Education Theory

SDS—Student Development Services

SPM—Sports Management

SCHOOL OF TEACHER EDUCATION

Undergraduate Programs

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/

Director: Amy S. Thompson; **Associate Director:** Christine Andrews-Larson; **Professors:** Cabell, Hanline, I. Jones, Patton Terry, Southerland, Thompson, Whitacre; **Associate Professors:** Andrews-Larson, , Dennis, Fleury, Hiver, Hughes, Ibourk, Jaber, Myers, Papi, Root, Schoen, Steacy; **Assistant Professors:** Cooper Borkenhagen, LaPoint, Plummer Catena, Tuttle; **Teaching Faculty III:** Bell, Chalfant, A. Davis, Kelso; **Teaching Faculty II:** Hamilton, Leushuis, Tenore; **Teaching Faculty I:** Baisden, Cayson, Crowe (Panama City), Frier (Panama City), Grace, Harris, Lloyd, McConomy; **Instructional Specialist II:** Skepple; **Professors Emeriti:** K. Clark, R. Clark, N. Davis, Dawson, Denmark, Foorman, Gallard, Green, Jakubowski, G. Jones, Kirby, Lewis, Lynch-Brown, Mills, Oseroff, Piazza, Platt, Rice, Schluck, Scott, Tait, Wheatley, Wolfgang

The School of Teacher Education is committed to high quality personnel preparation programs; service to the state of Florida; and research in elementary education, early childhood education, reading/language arts, special education, blindness and low vision, and related areas. The School strives to provide programs of excellence serving undergraduates, graduates, and advanced graduates by teaching, advising, and providing professional role models. Our goal is to prepare educational leaders who will contribute to the betterment of a pluralistic, global society in the context of the state of Florida's needs for an educated, global-minded citizenry.

The mission is accomplished by:

- implementing personnel preparation programs that are comprehensive and that prepare practitioners to implement state-of-the-art, research-based practices
- conducting high-quality research in authentic settings; and translating research to practice through service to the profession at the local, state, and national levels.

For a complete listing of all requirements concerning matriculation into and graduation from an Educator Preparation program, please refer to the "College of Education, Health, and Human Sciences" chapter in this *General Bulletin*. Limited enrollment programs are indicated with an asterisk.

The following majors are offered by the School of Teacher Education:

Blindness and Low Visions (Combined BS/MS pathway)

Education in the Elementary School (BS)

Elementary Education (Combined BS/MS pathway)

English Education (Combined BS/MS pathway)

FSU-Teach – Program in Secondary Science or Mathematics Teaching

Social Science Education (Combined BS/MS pathway)

Special Education Teaching (Combined BS/MS pathway)

Program requirements for state-approved Educator Preparation programs are subject to revision based on changes in Section 1004.04, Florida Statutes, Public Accountability and State Approval for Educator Preparation Programs and State Board of Education Rule 6A-5.066, Approval of Educator Preparation Programs.

Inventory of State-Approved Initial Certification Programs

The following programs have been approved by the Florida Department of Education (FLDOE) as Initial Certification Teacher Preparation Programs:

Blindness and Low Vision (BS/MS Pathway)

Certification Area: Visually Impaired (Grades K-12)

Elementary Education (BS, BS/MS Pathway)

Certification Area: Elementary Education (Grades K-6)

Endorsements: Reading, ESOL

English Education (BS/MS Pathway)

Certification Area: English (Grades 6-12)

Endorsements: Reading, ESOL

Social Science Education (BS/MS Pathway)

Certification Area: Social Science (Grades 6-12)

Special Education Teaching (BS/MS Pathway)

Certification Area: Exceptional Student Education (Grades K-12)

Endorsements: Reading, ESOL, Autism Spectrum Disorders

The following Secondary Science or Mathematics Teaching programs in the College of Arts & Sciences have been approved by the Florida Department of Education (FLDOE) as Initial Certification Teacher Preparation Programs:

Applied Geosciences/FSU-Teach (BS)

Certification Area: Earth-Space Science (Grades 6-12)

Biology/FSU-Teach (BS)

Certification Area: Biology (Grades 6-12)

Chemical Sciences/FSU-Teach (BS)

Certification Area: Chemistry (Grades 6-12)

Computer Science-Mathematics/FSU-Teach (BS)

Certification Area: Mathematics (Grades 6-12)

Environmental Science/FSU-Teach (BS)

Certification Area: Earth-Space Science (Grades 6-12)

Mathematics/FSU-Teach (BS)

Certification Area: Mathematics (Grades 6-12)

Digital Literacy Requirement

Students must complete at least one course designated as meeting the Digital Literacy Requirement with a grade of "C–" or higher. Courses fulfilling the Digital Literacy Requirement must accomplish at least three of the following outcomes:

- Evaluate and interpret the accuracy, credibility, and relevance of digital information
- Evaluate and interpret digital data and their implications
- Discuss the ways in which society and/or culture interact with digital technology
- Discuss digital technology trends and their professional implications
- Demonstrate the ability to use digital technology effectively
- Demonstrate the knowledge to use digital technology safely and ethically

Each academic major has determined the courses that fulfill the Digital Literacy requirement for that major. Students should contact their major department(s) to determine which courses will fulfill their Digital Literacy requirement.

Specialized Admission Programs

Please note that specialized admission programs require submission of the specific program application. As specialized admission programs, these majors reserve the right to impose standards for admission above and beyond the minimum requirements for admission to educator preparation programs. Fulfillment of the minimum standards does not guarantee admission to specialized admission programs, so students are encouraged to plan for alternative courses of study should they not be offered admission to a particular major.

Admission To Educator Preparation

The Anne Spencer Daves College of Education, Health, and Human Sciences manages admission to Educator Preparation for all education programs at Florida State University, including undergraduate education programs in the College of Arts and Sciences and the College of Music. Admission requirements vary by program and admission to Educator Preparation is separate and distinct from admission to upper-division or admission to the university as a transfer student. Admission to Educator Preparation is governed by state law and admission requirements may exceed general university admission requirements.

Definition of Prefixes

See UNDERGRADUATE COURSES for full course listings.

EDE—Education: Elementary

EDG—Education: General

EEX—Education: Exceptional Child-Care Competencies

LAE—Language Arts and English Education

MAE—Mathematics Education

RED—Reading Education

SCE—Science Education

SSE—Social Studies Education

TSL—Teaching English as a Second Language

SCHOOL OF TEACHER EDUCATION

GRADUATE TEACHER EDUCATION

Information for Graduate Students in Teacher Education

ANNE SPENCER DAVES COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Website: https://annescollege.fsu.edu/ste

Director: Amy S. Thompson; **Associate Director:** Christine Andrews-Larson; **Professors:** Cabell, Hanline, I. Jones, Patton Terry, Southerland, Thompson, Whitacre; **Associate Professors:** Andrews-Larson, Dennis, Fleury, Hiver, Hughes, Ibourk, Jaber, Myers, Papi, Root, Schoen, Steacy; **Assistant Professors:** Cooper Borkenhagen, LaPoint, Plummer Catena, Tuttle; **Clinical Professor:** Bell, Chalfant, A. Davis, Kelso, Rose; **Associate Clinical Professor:** Hamilton, Leushuis, Tenore; **Assistant Clinical Professor:** Baisden, Cayson, Crowe (Panama City), Frier (Panama City), Grace, Harris, Lloyd, McConomy; **Professors Emeriti:** K. Clark, R. Clark, N. Davis, Dawson, Denmark, Foorman, Gallard, Green, Jakubowski, G. Jones, Kirby, Lewis, Lynch-Brown, Mills, Oseroff, Piazza, Platt, Rice, Schluck, Scott, Tait, Wheatley, Wolfgang

The School of Teacher Education is committed to high-quality personnel preparation programs, service to the state of Florida, and research in early childhood and elementary education, secondary education, reading/language arts, special education, and related areas. The School strives to provide programs of excellence serving undergraduates, graduates, and advanced graduates by teaching, advising, and providing professional role models. Our goal is to prepare educational leaders who will contribute to the betterment of a pluralistic, global society in the context of the state of Florida's needs for an educated, global-minded citizenry.

The mission is accomplished by:

- implementing personnel preparation programs that are comprehensive and that prepare practitioners to implement state-of-the-art research-based practices;
- conducting high-quality research in authentic settings; and
- translating research to practice through service to the profession at the local, state, and national levels.

The School of Teacher Education (STE) offers master's, specialist, and doctoral degree programs in Curriculum and Instruction. Additionally, the School of Teacher Education offers three graduate certificate programs: Autism Spectrum Disorder (ASD), Early Childhood Special Education, and Teaching English to Speakers of Other Languages (TESOL).

Educator Preparation Programs

Program requirements for state-approved Educator Preparation programs are subject to revision based on changes in Section 1004.04, Florida Statutes, Public Accountability and State Approval for Educator Preparation Programs and State Board of Education Rule 6A-5.066, Approval of Educator Preparation Programs. See the "Inventory of State-Approved Programs" section of this *Graduate Bulletin* for more information.

Curriculum and Instruction Degree Program

The Curriculum and Instruction degree program reflects the interdependent nature of contemporary professional education in which subject content and research questions transcend single areas of concentration and demand interdisciplinary collaboration. Graduates earning a Curriculum and Instruction degree possess a dual benefit: they retain an individual content major on their transcript (e.g., Elementary Education, English Education) and attain a Curriculum and Instruction designation on both their diploma and transcript. Finally, graduates earning a degree in Curriculum and Instruction will possess a rigorous degree structure consistent with the needs of a contemporary College of Education, Health, and Human Sciences.

Master of Science Degree in Curriculum and Instruction (30–36 hours)

Coursework for the master's degree comprises core program elements and a major field of study. The core program elements are:

- Curriculum (three hours). This element addresses critical issues of PK-12 curriculum. A broad range of scope, sequence, and integration issues would include:
  - The historical, philosophical, psychological, and social foundations upon which curriculum is constructed
  - The development and use of national and state standards
  - Applications in contemporary design (aims, goals, implementation, and assessment alternatives)
- Teaching and Learning (three hours). This element addresses considerations and decisions addressing the needs of learners, selection of teaching methods, and the social interactions necessary to enhance the quality of the learning environment. Tenets of learning theory applied as best practice (e.g., Universal Design for Learning, Response to Intervention, etc.) would be represented in this core element.
- Instructional Technology (three hours). This element addresses considerations, decisions, and critical issues relevant to enhancing instructional effectiveness and efficiency using Web tools, social media and immersive environments, productivity tools, project-based learning, etc. Consideration is also given to effective online/asynchronous teaching and learning best practices.
- Research and Scholarship (three to six hours). This element broadly addresses the interpretation, use, and conduct of research. Master's candidates will design studies, collect relevant information in a field-based environment, and interpret results that lead to instructional improvement and enhanced student achievement. Candidates specifically interested in continuing studies at the doctoral level will, in addition, complete EDF 5481 (Methods of Educational Research; three hours).
- Major Field of Study (1821 hours). Permits the degree candidate to obtain depth in an individual specialty area. Students can select to complete their Master of Science degree completely online.
- The advisor and/or advisory committee will help select courses to meet both the core program elements and field of study.

Note: Select Curriculum and Instruction majors do allow for students to pursue teacher certification while in the Master of Science degree program. However, not all majors provide for this option. If offered, this option will require additional coursework.

Master of Science Degree in Curriculum and Instruction (Online Program, 30 Hours)

Website: https://annescollege.fsu.edu/online-masters-ci

The online master's degree in Curriculum and Instruction (C&I) is designed for beginning and experienced teachers and other educators who are deeply committed to perfecting their instructional effectiveness and becoming teacher leaders in their local settings. The program assists educators in better understanding and addressing:

- the needs of the diverse students they serve;
- the dynamic policy environment represented by new state and local standards; and
- research-based instructional approaches and supports that are available to teachers in the 21st century.

Educators in the program will use their teaching context as sites to explore the ideas, techniques, technology, and approaches introduced in the program to determine their local effectiveness. Participation in the program will require educators to be committed to honing their knowledge of students, content, and standards. This will be accomplished by having educators reflect on and examine their own knowledge, abilities, and educational effectiveness by using data collected from their practice and interpreted using the theoretical and methodological tools introduced in the program.

The online C&I master's program allows educators to specialize in an area of study by offering several majors: Early Childhood Education, Elementary Education, English Education, Second Language Education, Mathematics Education, Science Education, Social Science Education.

Note: This program does not lead to teacher certification as it is an advanced program designed for current teachers.

The target audience for this program is practicing teachers and other educators intent on enhancing their teaching effectiveness and/or becoming teacher leaders as well as teachers in need of continuing education credit. Participation in the program will require that the educator has access to students in some sort of instructional capacity (formal or informal). The seven core courses will ask the teacher learners to apply the techniques, tools, and approaches explored in the courses in their work with students. The culminating event in the capstone course will require that the teacher learners use the theoretical tools introduced in the program to describe and reflect on core course and elective course learning, and the ways in which that learning informs their future practice and leadership. The program can be completed completely online, although in some specializations, face-to-face options may be available. Online core courses are designed to accommodate teachers' varied work schedules.

Coursework for the online master's degree is comprised of seven core courses and three courses that include electives or courses within the major. The core courses include:

EDG 5206 Teachers and Curriculum Development

EDG 5339 Making Sense of Data to Inform Instruction

EDG 5342 Analyzing and Refining Teaching

EDG 5345 Using Assessments in the PK-12 Classroom to Differentiate Instruction

EDG 5709 Culturally Responsive Teaching

EEX 5089 Adaptations and Accommodation for Learners with Disabilities

EME 5050 Teaching with Technology

The academic advisor and/or advisor committee will help students to select courses satisfy the core program elements, major courses, and elective requirements.

For specific information on the online C&I degree program majors in Autism Spectrum Disorder, Early Childhood Education Special Education, TESOL, and Visual Disabilities Studies, please refer to the applicable major-specific sections of this *Graduate Bulletin*.

Specialist Degree in Curriculum and Instruction (Minimum 30–38 Hours)

Coursework for the specialist degree comprises core program-elements that accompany a major reflecting an individual area of expertise/interest. The core program elements are:

Interdepartmental Core (nine hours) in the areas of Curriculum Theory (three hours), Learning Theory (three hours), and Policy Studies (three hours). This element represents an opportunity to gain insights from department faculty external to the School of Teacher Education. Completion of this core simultaneously provides curriculum and instruction specialist candidates with a more comprehensive view of professional education theory and best practices.

Seminars (minimum two hours). This element includes a minimum of two curriculum and instruction seminars. Topics might include academic and professional identity, successful transitions from graduate school to academic and/or alt-academic professions, grant writing, etc.

Research Methods Core (minimum 12 hours). A minimum of 12 credit hours of graduate courses must be completed in the research methods core. The student must demonstrate knowledge and competence with basic descriptive and inferential statistics and various qualitative methods of educational research.

Major Field of Study (minimum 15 hours). Permits the degree candidate to obtain depth in an individual specialty area.

The advisor and/or advisory committee will help select courses to meet both the core program elements and field of study.

For program-specific information on C&I majors offering a Specialist Degree program, please refer to the applicable major-specific sections of this *Graduate Bulletin*.

Doctoral Degree in Curriculum and Instruction (Minimum 65 Hours)

Coursework for the doctoral degree comprises core program-elements that accompany a major reflecting an individual area of expertise/interest. The core program elements are:

Interdepartmental Core (nine hours) in the areas of Curriculum Theory (three hours), Learning Theory (three hours), and Policy Studies (three hours). This element represents an opportunity to gain insights from department faculty external to the School of Teacher Education. Completion of this core simultaneously provides curriculum and instruction doctoral candidates with a more comprehensive view of professional education theory and best practices.

Seminars (minimum two hours). This element includes a minimum of two curriculum and instruction seminars. Topics might include: academic and professional identity, successful transitions from graduate school to academic and/or alt-academic professions, grant writing, etc.

Research Methods Core (minimum 12 hours). A minimum of 12 credit hours of graduate courses must be completed in the research methods core. The student must demonstrate knowledge and competence with basic descriptive and inferential statistics and various methods of educational research.

Dissertation Research (minimum 24 hours). The minimum number of dissertation hours for completion of a doctoral degree is 24 credit hours.

Major Field of Study (minimum 15 hours). Permits the degree candidate to obtain depth in an individual specialty area.

The advisor and/or advisory committee will help select courses to meet both the core program elements and field of study.

Program, Majors, Degrees, and Certificates

The following program, majors, degree levels, and certificates are offered by the School of Teacher Education:

PROGRAM

Curriculum and Instruction (C&I)

MAJORS

Autism Spectrum Disorder M (online/distance learning)

Blindness and Low Vision BS/MS Combined Pathway, M, S

Blindness and Low Vision Studies M (online/distance learning)

Early Childhood Education M, S, D

Early Childhood Special Education M (online/distance learning)

Elementary Education BS/MS Combined Pathway, M, S, D

English Education BS/MS Combined Pathway, M, D

Mathematics Education M, S, D

Reading Education/Language Arts M, S, D

Science Education M, S, D

Second Language Education M, S, D

Social Science Education BS/MS Combined Pathway, M, D

Special Education BS/MS Combined Pathway, M, S, D

Teaching English to Speakers of Other Languages M (online/distance learning)

GRADUATE CERTIFICATES

Autism Spectrum Disorder

Early Childhood Special Education

Teaching English to Speakers of Other Languages (TESOL)

Admission Standards

Students considered for admission to graduate programs in Curriculum and Instruction (C&I) must present a 3.0 grade point average (GPA) for upper-division undergraduate coursework and for doctoral (PhD) programs, a minimum GRE score determined by the department. All applicants to C&I doctoral programs must submit an official GRE score as part of the admission process, unless they apply for, and are approved for, a departmental GRE waiver. Refer to the applicable academic program's online graduate admission application for the waiver request form. Individual majors may have additional requirements for admission. Students should consult the School of Teacher Education for details regarding specific majors.

Educator Preparation Programs

Per policy adopted by the Florida State University Professional Education Advisory Council, students seeking readmission to a state-approved teacher preparation program shall be responsible for meeting the most current course, clinical, and certification requirements set out by that program; readmitted students in these programs will not be 'grandfathered' under the educator preparation requirements in effect at the time of original admission to the major.

Common prerequisites and admission criteria for state-approved teacher preparation programs are subject to revision based on changes in Section 1004.04, Florida Statutes, *Public Accountability and State Approval for Teacher Preparation Programs,* **Board of Education Rule 6A-4.0021,** *Florida Teacher Certification Examinations,* **and State Board of Education Rule 6A-5.066,** *Approval of Educator Preparation Programs.*

Definition of Prefixes

See GRADUATE COURSES for full course listings.

EEX—Education: Exceptional Child-Core Competencies

EMR—Education: Mental Retardation

SCHOOL OF TEACHER EDUCATION

ELEMENTARY EDUCATION

Undergraduate Elementary Education / Graduate Elementary Education / Early Education-Panama City Campus

Combined BS/MS Pathway

Website: https://annescollege.fsu.edu/elementary-ed

This major is a combined BS/MS pathway that culminates in the Bachelor of Science (BS) and the Master of Science (MS) degrees.

This program is designed to prepare individuals for careers as Elementary Education teachers in grades Kindergarten - 6. The program leads to eligibility for a Florida professional certificate in Elementary Education (grades K-6) with endorsements in ESOL and Reading. The program is a Florida state-approved educator preparation program. The graduate portion of the program must be completed to meet the requirements for completion of a state-approved program and to be considered eligible for a Florida professional certificate.

Admission Requirements

New students are admitted in the Fall and Spring terms; students should work closely with an advisor to plan completion of basic requirements around the appropriate timetable. Students planning to enter elementary education must meet the requirements for admission into an Educator Preparation program described in the "Anne Spencer Daves College of Education, Health, and Human Sciences" chapter of this *General Bulletin.*

Acceptance of Transfer Courses

Due to the infusion of competencies in courses across the program leading to endorsements in reading and ESOL, the acceptance of transfer courses toward the undergraduate degree in Elementary Education BS Degree is limited. The only two program courses (or their equivalents) that are eligible for transfer, after review and approval of syllabi by program faculty, are EEX 4070, Including Students with Disabilities in the General Education Curriculum; and EDF 4210, Education Psychology: Developing Learners. Applicants who wish to explore transfer of these courses must provide appropriate course syllabi from other institutions to FSU Elementary Education Faculty for review prior to admission into the program.

Please do not assume that upper-level coursework will transfer for credit towards the Elementary Education BS Degree at Florida State University. Contact the program faculty with questions and/or concerns.

Required Major Courses

Each student preparing to complete the elementary education program must take all program courses as outlined in the FSU Academic Guide, which may be found at https://academic-guide.fsu.edu/education-teaching. These courses are restricted to formally admitted elementary education majors only and must be taken in sequence. Students must complete all undergraduate courses within a given term with a grade of "C" or better. Students must complete all graduate courses taken at the undergraduate level with a grade of "B" or better.

Honors in the Major

The elementary education program offers honors in the major to encourage talented juniors and seniors to undertake independent research as part of the undergraduate experience. For requirements and other information, see the "University Honors Office and Honor Societies" chapter of this *General Bulletin*.

Requirements

Background Check: The state of Florida requires that all school districts initiate a level II (FDLE and FBI) criminal background check of all adults who work in schools. Because all courses in elementary education have a required school field component, it is not possible to pass any of the courses if the student is blocked from entering the Leon County Schools or any other school district in the state. Any student who is not able to document that he/she has been cleared by the end of the second week of classes in the first term enrolled will be required to drop all courses and withdraw from the program.

Professional Behaviors and Dispositions: While enrolled in the elementary education program, the student is expected to demonstrate behaviors and dispositions that conform to the Principles of Professional Conduct for the Education Profession in Florida in State Board of Education Rule, 6A-10.081. The program reserves the right to refuse or discontinue enrollment of any student who violates these expectations or in the judgment of a majority of the faculty does not meet the program standards.

State of Florida Common Program Prerequisites for Elementary Teacher Education

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in Teacher Education. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/215/242.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.

Definition of Prefixes

EDE—Education: Elementary

EDG—Education: General

EME—Education: Technology and Media

LAE—Language Arts and English Education

MAE—Mathematics Education

RED—Reading Education

SCE—Science Education

SSE—Social Studies Education

TSL—Teaching English as a Second Language

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

SPECIAL EDUCATION

Special Education / Graduate Special Education

Combined BS/MS Pathway

Website: https://annescollege.fsu.edu/special-ed

This major is a three-year combined BS/MS pathway that culminates in the Bachelor of Science (BS) and the Master of Science (MS) degree.

This program is designed to prepare individuals for careers as special education teachers in grades Kindergarten - 12. The program leads to eligibility for a Florida professional certificate in Exceptional Student Education (grades K-12) with endorsements in Autism Spectrum Disorders, ESOL, and Reading. The program is a Florida state approved educator preparation program. The graduate portion of the program must be completed in order to meet the requirements for completion of a state-approved program and to be considered eligible for a Florida professional certificate.

Admission Requirements

New students are admitted in the Fall and Spring terms; students should work closely with an advisor to plan completion of basic requirements around the appropriate timetable. Students planning to enter Special Education Teaching must meet the requirements for admission into an Educator Preparation program described in the "College of Education, Health, and Human Sciences" chapter of this General Bulletin.

Required Major Courses

Course requirements for the Special Education Program are outlined in the FSU Academic Guide, which may be found at https://academic-guide.fsu.edu/education-teaching. These courses are restricted to formally admitted Special Education majors and must be taken in sequence. Students must complete all undergraduate courses within a given term with a grade of "C" or better. Students must complete all graduate courses taken at the undergraduate level with a grade of "B" or better.

Definition of Prefixes

EDF—Education: Foundations and Policy Studies

EEX—Education: Exceptional Child-Core Competencies

RED—Reading Education

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

AUTISM-SPECTRUM DISORDER EDUCATION

The Master of Science in Curriculum and Instruction with a major in Autism Spectrum Disorder (ASD)

Website: https://annescollege.fsu.edu/asd

Autism spectrum disorder (ASD) is one of the fastest growing disability categories. The rising prevalence of ASD has also increased the need for professionals with expertise and knowledge of effective practices to best serve individuals with ASD.

The Master of Science in Curriculum and Instruction with a major in Autism Spectrum Disorder (ASD) is designed for professionals who wish to expand and/or update their knowledge of ASD and evidence-based practices to support children and youth with ASD. The master's degree is a 30 graduate credit hour non-licensure program designed for practicing professionals serving individuals with ASD in schools, communities, and agencies. The program course sequence is approved by the Florida Department of Education to meet the specialization for endorsement in Autism Spectrum Disorder.

Note: *This program does not lead to initial teacher certification.* Individuals with teaching certification in any exceptional student education area are eligible for this endorsement upon successful completion of the master's program. All coursework is completed online.

Coursework for the online master's degree in C&I: Autism Spectrum Disorder includes:

EEX 5029 Addressing Misinformation in Special Education

EEX 5075 Foundations of Evidence-Based Practices in Special Education

EEX 5088 Access the General Curriculum for Learners with Extensive Support Needs

EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability

EEX 5248 Positive Behavior Support

EEX 5286 Preparing Individuals for Transition

EEX 5298 Teaching Students with Autism

EEX 5767 Augmentative and Alternative Communication for Learners with Autism Spectrum Disorder

EEX 5708 Teaming with Families, Schools, and the Community

EEX 5303 Capstone in Special Education

Graduate Certificate in Autism Spectrum Disorder

The graduate certificate in Autism Spectrum Disorder (ASD) is a 15 credit hour non-licensure program designed for (1) practicing professionals serving individuals with ASD in schools, communities, and agencies (e.g., teachers, behavior therapists, speech language pathologists, psychologists, counselors, medical professionals, vocational rehabilitation specialists, physical therapists, occupational therapists, childcare providers, administrators, family members), or (2) individuals pursuing a graduate degree with an interest in providing direct service to individuals with ASD. Therefore, current graduate students enrolled in a degree program at FSU and post-bachelor's non-degree seeking students are eligible to apply for the Certificate in ASD.

The ASD certificate program course sequence is approved by the Florida Department of Education to meet the specialization for endorsement in Autism Spectrum Disorder. Individuals with a teaching certification in any exceptional student education area are eligible for this endorsement upon successful completion of the master's program. **Note:** *This program does not lead to initial teacher certification.* For more information, visit https://annescollege.fsu.edu/asd-certificate.

Definition of Prefixes

EEX—Education: Exceptional Child-Core Competencies

EMR—Education: Mental Retardation

Graduate Courses

SCHOOL OF TEACHER EDUCATION

BLINDNESS AND LOW VISION EDUCATION

Blindness and Low Vision / Graduate Blindness and Low Vision

(Combined BS/MS Pathway)

Website: https://annescollege.fsu.edu/visual-disabilities

The objective of the Blindness and Low Vision degree major is to prepare specialists to provide services to individuals who are either blind or have low vision. Following graduation, students are employed in a variety of settings that offer services to children and youth with visual impairments, including as teachers in local and residential schools and at agencies that serve people with visual impairments.

This major is a three-year combined BS/MS pathway that culminates in the Bachelor of Science (BS) and the Master of Science (MS) degree.

The program leads to eligibility for a Florida professional certificate in Visually Impaired (grades K-12). The program is a Florida state- approved educator preparation program. The graduate portion of the program must be completed to meet the requirements for completion of a state-approved program and to be considered eligible for a Florida professional certificate.

Admission Requirements

1. **New students are admitted to the program in the Fall term; students should work closely with an advisor to plan completion of basic requirements around the Fall timetable.** Program applications are available online at https://annescollege.fsu.edu/teacher-ed-admissions. Deadline for Fall consideration is June 1.
2. Previous experience with individuals with disabilities (for example, volunteer work) is helpful but not required.
3. All admission criteria for teacher certification must be met (listed in the "College of Education, Health, and Human Sciences" chapter of this *General Bulletin*).

Requirements

Required Major Courses: Course requirements for the program are outlined in the FSU Academic Guide, which may be found at https://academic-guide.fsu.edu/education-teaching. These courses are restricted to formally admitted Blindness and Low Vision majors and must be taken in sequence. Students must complete all undergraduate courses within a given term with a grade of "C" or better. Students must complete all graduate courses taken at the undergraduate level with a grade of "B" or better.

Definition of Prefixes

EVI—Education: Visually Impaired-Blind

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

EARLY CHILDHOOD EDUCATION

Graduate Opportunities in Early Childhood Teacher Education

Website: https://annescollege.fsu.edu/early-childhood-education

The Early Childhood Education major offers graduate coursework leading to master's, specialist, and doctoral degrees in Curriculum and Instruction. The primary goal of the Early Childhood program is to prepare professionals to work in various early childhood settings including prekindergarten programs, early childhood centers, and Pre-K to grade three in public and private schools.

Master's Degree

The Master of Science (MS) curricula in Early Childhood Education is designed for individuals aspiring to be master classroom teachers of children, birth to age eight (or grade three) in public and private schools, early childhood centers, or similar educational institutions. This program is also for those who have an interest in becoming center directors, curriculum leaders of schools and districts, or educational consultants. The master's degree is also attractive to prospective doctoral candidates in education who are seeking an interdisciplinary program of studies for a master's degree.

Curricula

Two types of programs are offered:

For students who are already certified teachers, 33 credit hours and a comprehensive exam or thesis are required. Coursework includes a core minimum of nine credit hours focusing on the early childhood curriculum, early childhood research, and instructional technology; 21–22 credit hours in early childhood education content; and three credit hours in teaching and learning. Students may write a thesis that will substitute for up to six credit hours of coursework.

For students who do not have teacher certification in early childhood (i.e., PK-3rd grade of Birth to 4), a program like the one above, but with a core of classes focusing on teaching methods. A comprehensive examination is also required for this track. Coursework includes a core minimum of nine credit hours focusing on the early childhood curriculum, early childhood research, and instructional technology; 24–27 credit hours in early childhood methods courses; and three credit hours in teaching and learning. Students in this track also have the option of taking three hours of field lab internship. Although this track is not an initial certification program, graduates are eligible to apply for the Florida Department of Education's Temporary Certificate so that they can begin teaching full time.

Master's Degree in Curriculum and Instruction with a Major in Early Childhood Education (Part-Time/Online)

For information on the online MS program in Curriculum and Instruction with a major in Early Childhood Education, please see the Master of Science Degree in Curriculum and Instruction (Online Program, 30 Hours) section of this *Graduate Bulletin*.

Specialist Degree

The Specialist in Education and Doctor of Philosophy degree programs are designed to prepare individuals for leadership roles in early childhood education (i.e., infancy, preschool, kindergarten, and primary education). Some examples of the broad range of professional roles available to those pursuing these advanced degrees include serving as college or university faculty, staff specialists in public or private school systems, and in governmental or professional organizations.

Curricula

For the specialist degree, each student's committee, based on the curricular needs and career focus of the student, individually designs a 36 credit hour program of studies. Areas of concentration typically include developmental learning, integrated curriculum, or early childhood content and pedagogy. Students are encouraged to write a thesis in lieu of a comprehensive exam, which may substitute for up to six hours of coursework.

Doctoral Degree

The doctoral program is individually planned in conjunction with the major professor and the student's supervisory committee with coursework emphasis in the following areas: research, theory base for childhood education, evaluation, curriculum, instruction, special field experience, practicum, and directed research. Doctoral studies in Early Childhood Education prepare individuals for leadership positions in colleges and universities, local school districts, in-service teacher education for school districts, state departments of education, state and federal government, and educational research and development centers. Since completing a doctoral major in Early Childhood Education requires an intensive commitment, students are encouraged to pursue doctoral study on a full-time basis. Qualified applicants are eligible for financial support, teaching assistantships, tuition waivers, student housing, and consulting opportunities for teacher education centers. A limited number of fellowships and scholarships from the college and University are also available on a competitive basis.

Curricula

The program of study leading to a Doctor of Philosophy in Curriculum and Instruction with a major in Early Childhood Education requires a minimum of 48 credit hours of coursework, 24 credit hours of dissertation credit, and satisfactory completion of a qualifying exam, preliminary exam, prospectus defense, and oral defense of the dissertation. The coursework includes a nine credit-hour core of interdepartmental courses, two one-hour Curriculum and Instruction seminars, 15 credit hours in research design and qualitative and quantitative research methods, and 15 credit hours of early childhood education content. Students study key research in their selected field of study, practice appropriate inquiry methods, and demonstrate the capacity to carry out independent scholarly investigation.

Definition of Prefixes

EEC—Education: Early Childhood

LIS—Library and Information Studies

Graduate Courses

SCHOOL OF TEACHER EDUCATION

EARLY CHILDHOOD SPECIAL EDUCATION

Graduate Opportunities in Early Childhood Special Education

Website: https://annescollege.fsu.edu/early-childhood-special-education

The online Early Childhood Special Education (ECSE) program is a distinct area of pedagogy that pertains exclusively to service delivery for children birth to five years of age in early intervention and preschool programs. There is a clear need for appropriately trained personnel to provide services to and meet the unique needs of young children with developmental delays/disabilities within the context of their families.

The Master of Science in Curriculum and Instruction with a major in Early Childhood Special Education (ECSE) is designed for practicing teachers and other professionals who wish to expand and/or update their knowledge of ECSE and/or to increase their ability to teach young children with developmental delays/disabilities and collaborate with their families. The master's degree is a 30 graduate credit hour non-licensure program. The program course sequence is approved by the Florida Department of Education to meet the specialization for the Pre-Kindergarten Disabilities Endorsement. **Note:** *This program does not lead to initial teacher certification.* Individuals with teaching certification in any exceptional student education area, preschool education, primary education, prekindergarten/primary education, elementary education (K-6), or early childhood education are eligible for this endorsement upon successful completion of the master's program. All coursework is completed online.

Master's Degree in Curriculum and Instruction with a Major in Early Childhood Special Education (Part-Time/Online)

Coursework for the online master's degree in C&I: Autism Spectrum Disorder includes:

EEX 5017 Typical and Atypical Early Development

EEX 5029 Addressing Misinformation in Special Education

EEX 5075 Foundations of Evidence-Based Practices in Special Education

EEX 5088 Access the General Curriculum for Learners with Extensive Support Needs

EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability

EEX 5248 Positive Behavior Support

EEX 5286 Preparing Individuals for Transition

EEX 5298 Teaching Students with Autism

EEX 5767 Augmentative and Alternative Communication for Learners with Autism Spectrum Disorder

EEX 5708 Teaming with Families, Schools, and the Community

Graduate Certificate in Early Childhood Special Education

The 12 graduate credit hour certificate in Early Childhood Special Education (ECSE) focuses on knowledge and skills related to teaching young children (birth to five years of age) with developmental delays/disabilities and collaborating with their families. The ECSE graduate certificate is offered online only. For more information, visit https://annescollege.fsu.edu/early-childhood-special-education-graduate-certificate.

Definition of Prefixes

EEX—Education: Exceptional Child-Core Competencies

EMR—Education: Mental Retardation

Graduate Courses

SCHOOL OF TEACHER EDUCATION

ENGLISH EDUCATION

Undergraduate English Education / Graduate English Education

(Combined BS/MS Pathway)

Website: https://annescollege.fsu.edu/english-ed

Secondary English Education Undergraduate Program

The three-year Combined Bachelor's/Master's Pathway in English Education results in a Bachelor of Science in English Education and a Master of Science in Curriculum and Instruction. This program requires coursework in English, English education, teaching English as a second language, reading, and professional education. Students in English education must complete a minimum of 15 credit hours of English coursework. All upper-division English coursework must be taken at the 3000/4000 level. Courses must include those that focus specifically on these areas: minority American literature, American literature, multicultural literature, Shakespeare, British literature, linguistics, and advanced composition. Students should see an advisor in English education for specific courses satisfying these requirements.

For a complete list of English education Combined Bachelor's/Master's Pathway coursework, please go to: https://academic-guide.fsu.edu/education-teaching.

This program is designed to prepare individuals for careers as English/Language Arts teachers in grades 6-12. The program leads to eligibility for a Florida professional certificate in English (grades 6-12) with endorsements in ESOL and Reading. The program is a Florida state-approved educator preparation program. The graduate portion of the program must be completed in order to meet the requirements for completion of a state-approved program and to be considered eligible for a Florida professional certificate.

Progression to Upper-Division Programs

Students may make application to upper division upon completion of all minimum requirements. Applicants should submit a completed program application to the Office of Academic Services and Intern Support, *2301 Stone Building*. Students affected by this policy are advised to work closely with an advisor to plan completion of CoreFSU Curriculum requirements and program prerequisites.

All applicants must have fulfilled the common program prerequisites, specific program prerequisites, and have satisfied all other criteria for admission to Educator Preparation programs prior to their first term in the program. See the section entitled *Planning Guide to Educator Preparation Programs* under the "College of Education, Health, and Human Sciences" chapter in this *General Bulletin*.

State of Florida Common Program Prerequisites for English Teacher Education

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in English Teacher Education. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/216/243.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.

Definition of Prefixes

LAE—Language Arts and English Education

RED—Reading Education

TSL—Teaching English as a Second Language

Undergraduate Courses

Note: English education majors also must complete coursework offered through the Department of English, the Educational Foundations Program, FSLE Program, and Special Education. Please see the department for details.

Reading and ESOL Competencies Courses

Definition of Prefixes

EAP—English as a Second Language for Academic Purposes

FLE—Foreign Language Education

LIN—Linguistics

TSL—Teaching English as a Second Language

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

READING & LANGUAGE ARTS EDUCATION

Reading and Language Arts / Graduate Reading Education & Language Arts

Website: https://annescollege.fsu.edu/reading-ed

Reading education and language arts is a graduate program offering degrees at the major leading to master's, specialist, and doctoral level degrees in Curriculum and Institution. For more information, refer to the *Graduate Bulletin*. However, the program does offer undergraduate courses that are part of the Educator Preparation curriculum.

For listings relating to graduate coursework, consult the *Graduate Bulletin*.

SCHOOL OF TEACHER EDUCATION

SECOND LANGUAGE EDUCATION

Graduate Opportunities in Second-Language Education Teaching

Website: https://annescollege.fsu.edu/fsle

Curricula in Second Language Education lead to the Master of Science (MS), the Specialist in Education (EdS), and the Doctor of Philosophy (PhD) in Curriculum and Instruction with a major in foreign and second language education. International applicants must provide evidence of a passing TOEFL score: 80 on the Internet-based test and 550 on the paper-based version; MELAB minimum score: 77. Native English-speaking (US domestic) applicants shall hold an earned baccalaureate degree.

In the Second Language Education program, students will have the opportunity to participate in research and investigate issues related to language pedagogy and curricula, second language acquisition, program development, individual differences in language development, and other issues in instructed language learning and teaching.

Master's Degree

The 33 graduate credit-hour master's program in Curriculum and Instruction with a major in Second Language Education is sequenced over one calendar year. Within the Second Language Education (SLE) major there are two tracks: a non-thesis track and a thesis-track. Both tracks share a common core of courses. The non-thesis track master's degree is completed by coursework alone. The thesis track requires students to write and defend a thesis in their final term, meet all College and all University requirements for thesis-track master's degrees, including Manuscript Clearance requirements.

The program offers courses that equip students with cutting-edge knowledge of language teaching theory, as well as practical skills used in teaching additional/world languages at different levels based on the latest developments in the field of language teaching. Within the Second Language Education (SLE) major the course of study provides rigorous professional training to pre-service and current teachers and practitioners. It consists of courses in education theory and research as well as pedagogy courses specific to the subject area (i.e., the teaching and learning of additional languages). Students can also go on to pursue a Ph.D. in Second Language Education or Applied Linguistics.

Note: This program is no longer accepting students into the thesis track master's.

Master's Degree in Curriculum and Instruction with a Major in Foreign and Second Language Education (Part-time/Online)

The Master of Science Degree delivered online is designed for practicing teachers with an interest in further professional qualifications. For information on the online MS program in Curriculum and Instruction with a major in Second Language Education, please see the Master of Science Degree in Curriculum and Instruction (Online Program, 30 Hours) section of this *Graduate Bulletin*.

Specialist Program

The specialist in education (EdS) is an advanced master's degree. Applicants to the EdS program must already hold a master's degree in an area of Second Language Education or related field. The purpose of this program is to expand the applicant's skills and knowledge in his/her current area of preparation or to extend skills and knowledge to another area of Second Language Education. Program details will be decided upon by candidates in consultation with their supervisory committee comprised of a major professor and at least two other members. All candidates must pass a comprehensive examination at the completion of coursework. As part of this program, the student may elect to write a thesis, complete supervised research, pass comprehensive exams, or defend a portfolio or final project.

Doctoral Program

The doctoral program (PhD) in Curriculum and Instruction with a major in Second Language Education is a comprehensive program designed to prepare students to serve as researchers, teacher educators, college instructors, as well as curriculum specialists, state testing specialists, and instructional materials designers. Doctoral program graduates are specifically prepared to become university professors, researchers, and leaders in the field. The program prepares students in core areas: curriculum theory, learning theory, policy studies, research methods, and curriculum and instruction, in addition to subject-related knowledge and research skills. Degree candidates will be required to pass a diagnostic examination in the form of a research proposal at the end of their second term of study and a preliminary examination at the completion of the program of study (prior to writing and defending a prospectus of proposed research to be conducted for the dissertation). Official programs of study are constructed individually between doctoral students and their advisors.

Definition of Prefixes

EAP—English as a Second Language for Academic Purposes

FLE—Foreign Language Education

LIN—Linguistics

TSL—Teaching English as a Second Language

Graduate Courses

SCHOOL OF TEACHER EDUCATION

TESOL

Graduate Opportunities in Teaching English to Speakers of Other Languages (TESOL)

Website: https://annescollege.fsu.edu/tesol-ms

Curricula in Teaching English to Speakers of Other Languages (TESOL) lead to the Master of Science (MS) in Curriculum and Instruction with a major in Teaching English to Speakers of Other Languages (TESOL).

A graduate certificate in Teaching English to Speakers of Other Languages (TESOL) is also offered.

Master's Degree in Curriculum and Instruction with a Major in Teaching English to Speakers of Other Languages (TESOL) (Online)

The 33 graduate credit-hour master's program in Curriculum and Instruction with a major in Teaching English to Speakers of Other Languages (TESOL) is an online program that provides rigorous professional training to pre-service and current teachers and practitioners of English as a foreign (EFL) or second language (ESL). The program offers courses that equip students with cutting-edge knowledge of language teaching theory, as well as practical skills used in teaching ESL and EFL courses at different levels based on the latest developments in the field of language teaching. Our TESOL online program prepares students for careers in ESL and EFL teaching, language assessment, teacher training, materials development, program administration, education consulting, and publishing. Students can also go on to pursue a Ph.D. in Second Language Education or Applied Linguistics. The core faculty in our TESOL online program are renowned scholars whose research is published in top journals and whose expertise spans a wide range of areas such as instructed second language acquisition, task-based teaching, research methods, and individual differences in language learning.

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

The Teaching English to Speakers of Other Languages (TESOL) graduate certificate is a 12 graduate credit hour program designed for individuals who want to teach English as a foreign language overseas or who are interested in working with adult English language learners in the United States. The TESOL Graduate Certificate is offered to degree-seeking graduate students from any major, and it is also available to non-degree seeking students. The certificate is comprised of a required methods course, two TSL course electives, and a field practicum experience. More information is available on the TESOL certificate website: https://annescollege.fsu.edu/tesol-certificate.

Definition of Prefixes

EAP—English as a Second Language for Academic Purposes

FLE—Foreign Language Education

LIN—Linguistics

TSL—Teaching English as a Second Language

Graduate Courses

SCHOOL OF TEACHER EDUCATION

MATHEMATICS EDUCATION

Mathematics Education / Graduate Mathematics Education

Undergraduate students with an interest in teaching mathematics at the middle or secondary levels should pursue the FSU-Teach program track.

For listings relating to graduate coursework, consult the *Graduate Bulletin*.

Definition of Prefix

MAT—Mathematics Teaching

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

FSU-TEACH SECONDARY SCEINCE OR MATH EDUCATION

FSU-Teach Program in Secondary Science or Mathematics Teaching

Website: https://fsu-teach.fsu.edu

Co-Directors: Dr. Sherry Southerland, Dr. Abria Harris; **Core Faculty**: Andrews-Larson, Jaber, Southerland; **Clinical Faculty**: Chalfant, Harris, Kelso, Rose, Skrob-Martin

The FSU-Teach program offers a fully integrated undergraduate curriculum with concentration areas in middle and secondary science or mathematics education. The FSU-Teach program is directed by. Sherry Southerland and Dr. Abria Harris of the Anne Spencer Daves College of Education, Health, and Human Sciences; contact Dr. Southerland at ssoutherland@fsu.edu or Dr. Abria Harris at ajharris@fsu.edu for further details.

The program is a **double-major only** curriculum requiring students to complete a primary major in one of the sciences (biology, chemical science, computer science (BA), environmental science, geosciences, or physical science) or in mathematics in addition to a second major in Secondary Science or Mathematics Teaching (SSMT). Each of the STEM discipline areas has special tracks (designated by "/FSU-Teach"), enabling students to complete both of the majors in four years (120 hours), or they may complete the normal discipline area track and the SSMT major with the understanding that they may exceed the excess credit-hour threshold and be subjected to the excess credit surcharge (https://registrar.fsu.edu/records/excess_hours). Students may begin taking courses in the program as soon as they matriculate at FSU. After completion of the first two prerequisite courses, SMT 1043 and SMT 1053, during the term of enrollment in the first early core course, students will purchase Via, an assignment-tracking platform. Students with a 2.5 cumulative GPA who have 1) completed the first two prerequisite courses (SMT 1043 and SMT 1053) and the early core coursework (before SMT 4301), 2) earned 18 hours of the FSU CoreFSU Curriculum, 3) have been certified to upper division, must apply for formal admission to Educator Preparation and the required second major (SSMT). Juniors or seniors will apply once adequate progress in courses in the primary major is achieved. Application deadlines are November 1 and July 1. At formal admission to Educator Preparation, students will have completed or achieved: SMT 1043 and SMT 1053, the common-course prerequisites for the respective content-area major, and a 2.5 GPA.

Note that FSU-Teach majors are exempt from the statewide pre-education common core of EDF X005, EDG X701, and EME X040. Application for the student teaching internship is submitted upon achievement of passing scores on the appropriate Florida Teacher Certification Exam (FTCE) comprised of a 4-section General Knowledge Exam, a Subject Area Exam in the appropriate certification coverage and a Professional Education exam. The program is structured to allow matriculation at multiple entry points for students at different stages of their undergraduate enrollments (freshman through senior). The program encourages all students with qualifying science or mathematics coursework to explore teaching by taking the SMT 1043 and SMT 1053 prerequisite courses and have their *in-state* tuition reimbursed with a course grade of "C–" or better. The following courses are ALSO required for graduation: ISC 3402, ISC 3523C, and MAT 3503 (for mathematics majors).

In summary, graduation from the FSU-Teach program requires successful completion of a term-long student teaching internship in a Florida public school, completion of both sets of coursework requirements for the double-major curriculum, achievement of passing scores on subsections of the FTCE by July 1 if student teaching in the Fall term or November 1 if student teaching in the Spring term, and retention of a cumulative GPA of 2.5 or better in both majors.

This major is designed to prepare individuals for careers as math or science teachers in grades 6-12. The program leads to eligibility for a Florida professional certificate in one of the appropriate certification coverage areas: Biology (grades K-6), Chemistry (grades 6-12), Earth/Space Science (grades 6-12), Mathematics (grades 6-12), Physics (grades 6-12). The program is a Florida state-approved educator preparation program. All requirements must be met in order to complete the state approved program and be eligible for a Florida professional certificate.

Computer Skills Competency

All undergraduates at Florida State University must demonstrate basic computer skills competency prior to graduation. As necessary computer competency skills vary from discipline to discipline, each major determines the courses needed to satisfy this requirement. Undergraduate majors in Geosciences/FSU-Teach and Environmental Sciences/FSU-Teach satisfy this requirement by earning no less than a "C–" in ISC 3523C. Undergraduate majors in Biology/FSU-Teach satisfy this requirement by earning no less than a "C–" in BSC 2010L or ISC 3523C. Undergraduate majors in Chemical Sciences/FSU-Teach satisfy this requirement by earning no less than a "C–" in CHM 3120L or ISC 3523C. Undergraduate majors in Mathematics/FSU-Teach satisfy this requirement by earning no less than a "C–" in COP 3014 or ISC 3313. Undergraduate majors in Physical Science/FSU-Teach satisfy this requirement by earning no less than a "C–" in COP 3014, ISC 3313, or PHZ 4151C. Undergraduate majors in Computer Science-Math/FSU-Teach satisfy this requirement by earning no less than a "C-" in COP 3014 or COP 3363.

State of Florida Common Program Prerequisites for FSU-Teach Program in Secondary Science or Mathematics Teaching

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in FSU-Teach Program in Secondary Science or Mathematics Teaching. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/1233/3530, https://cpm.flvc.org/programs/1236/3533, https://cpm.flvc.org/programs/1234/3531, and https://cpm.flvc.org/programs/1235/3532.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.

Definition of Prefixes

ISC—Interdisciplinary Science

MAT—Mathematics

SMT—Science or Mathematics Teaching

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

SCIENCE EDUCATION

Science Education / Graduate Science Education

Undergraduate students with an interest in teaching science at the middle or secondary levels should pursue the FSU-Teach program track.

Definition of Prefix

SCE—Science Education

Undergraduate Courses

SCHOOL OF TEACHER EDUCATION

SOCIAL SCIENCE EDUCATION

Social Science Education / Graduate Social Sciences Education

(Combined BS/MS Pathway)

Website: https://annescollege.fsu.edu/social-science

Admission Requirements

Students accepted into the social science Educator Preparation program must have completed: (1) the CoreFSU Curriculum requirements summarized in the "Undergraduate Degree Requirements" chapter of this *General Bulletin*; (2) the state of Florida common program prerequisites for social sciences described earlier in this section; and, (3) the requirements for admission into an Educator Preparation program described in the "College of Education, Health, and Human Sciences" chapter of this *General Bulletin*.

This program is designed to prepare individuals for careers as social science teachers in grades 6-12. The program leads to eligibility for a Florida professional certificate in Social Science (grades 6 - 12). The program is a Florida state-approved educator preparation program. The graduate portion of the program must be completed in order to meet the requirements for completion of a state-approved program and to be considered eligible for a Florida professional certificate.

Curriculum for Teachers of Secondary Social Science

Students preparing to teach secondary school social science must complete 36 credit hours as follows: three credit hours of economics, three credit hours of geography, three credit hours of American government, nine credit hours of American history, six credit hours of world history, three-credit hour course in a non-European history and nine credit hours of additional social science coursework. The 36 credit hours may include courses in history and social science taken for CoreFSU Curriculum and those taken to meet the state of Florida common program prerequisites for admission to the upper division major. All courses must be passed with a minimum grade of "C".

Professional education requirements and prerequisites for student teaching are available online at https://academic-guide.fsu.edu/education-teaching. Prior to admission to student teaching, students must achieve an overall GPA of 2.5 or higher and earn a grade of "C" or better in each of the social science education (SSE) courses.

Background Check: The state of Florida requires that all school districts initiate a level II (FDLE and FBI) criminal background check on all adults who work in schools. Courses in Social Science Education have a required school component. Thus, it is not possible to pass these courses if the student is blocked from entering Leon County Schools.

Professional Behaviors and Dispositions: While enrolled in Educator Preparation programs, the student is expected to demonstrate behaviors and dispositions that conform to the Principles of Professional Conduct for the Education Profession in Florida in State Board of Education Rule, 6A-10.081. The programs reserve the right to refuse or discontinue enrollment of any student who violates these expectations, or in the judgment of a majority of the program faculty, does not meet the program standards.

Progression to Upper-Division

Students may submit an application to the upper division upon completion of all minimum requirements. Applicants should submit a completed program application to the Office of Academic Services and Intern Support, *2301 Stone Building*. Students affected by this policy are advised to work closely with an advisor to plan completion of CoreFSU Curriculum requirements and program prerequisites.

All applicants must have fulfilled the common program prerequisites, specific program prerequisites, and have satisfied all other criteria for admission to Educator Preparation programs prior to their first term in the program. See the section entitled *Planning Guide to Educator Preparation Programs* under the "College of Education, Health, and Human Sciences" chapter in this *General Bulletin*.

Computer Skills Competency

All undergraduates at Florida State University must demonstrate basic computer skills competency prior to graduation. As necessary computer competency skills vary from discipline to discipline, each major determines the courses needed to satisfy this requirement. Undergraduate majors in all middle and secondary education programs except FSU-Teach satisfy this requirement by earning no less than a "C–" in EME 2040.

State of Florida Common Program Prerequisites for Social Science Education

The Florida Virtual Campus (FLVC) houses the statewide, internet-based catalog of distance learning courses, degree programs, and resources offered by Florida's public colleges and universities, and they have developed operational procedures and technical guidelines for the catalog that all institutions must follow. The statute governing this policy can be reviewed by visiting https://www.flsenate.gov/Laws/Statutes/2021/1006.73.

FLVC has identified common program prerequisites for the degree program in Social Science Education. To obtain the most up-to-date, state-approved prerequisites for this degree, visit: https://cpm.flvc.org/programs/348/282.

Specific prerequisites are required for admission into the upper-division program and must be completed by the student at either a community college or a state university prior to being admitted to this program. **Students may be admitted into the University without completing the prerequisites but may not be admitted into the program.**

Definition of Prefixes

EDF—Education: Foundations and Policy Studies

RED—Reading Education

SSE—Social Science Education

Undergraduate Courses

Undergraduate Courses

APK 2001. Medical and Scientific Terminology (3). Prerequisites: PET 3322 or BSC 2085. This course is the study of medical and scientific terminology, the language of medicine that focuses on prefixes, suffixes, word roots and their combining forms by review of each body system and specialty area. Emphasis is on word construction, usage, comprehension, pronunciation, and spelling. In addition, students gain information regarding anatomy and physiology, pathology, diagnostic/surgical procedures, pharmacology, scientific equipment and instruments, and abbreviations.

APK 3110C. Applied Exercise Physiology (4). Prerequisite: PET 3322. This course studies the nature of muscular, metabolic, cardiovascular, and respiratory adjustment to acute and chronic exercise.

APK 3113. Methodology of Strength and Conditioning (3). Corequisite: ATR 1810. This course covers topics involving the development of speed, strength, power, and endurance, and explores specific methods of strength and conditioning.

APK 3164. Eating Disorders and Body Image (3). Prerequisite: HUN 1201. This course presents current science based information on the prevention, contributing factors, characteristics and treatment of eating disorders, dieting and body image. Diverse populations with eating disorders, cultural and societal emphasis on thinness, and the role of the media are addressed.

APK 4400. Sport Psychology (3). This course explores selected psychological theories and applications relevant to sport and exercise behavior.

APK 4401. Introduction to Exercise Psychology (3). This course is designed for students interested in the psychosocial issues related to exercise behaviors. The course introduces both the theories and practices inherent in the field of exercise psychology. In addition, this course covers intervention strategies to promote exercise behaviors and long-term adherence to a physically active lifestyle.

APK 4403. Performance Psychology (3). This course is designed for students interested in the psychosocial issues related to performance (e.g., music, dance, military, etc.). The course introduces both the theories and practices inherent in the field of performance psychology. In addition, it covers intervention strategies used in order to combat several mental performance issues. EDF 4210. Educational Psychology: Developing Learners (3). This course is designed to introduce students to concepts of human development, learning, and motivation as foundations for the planning and implementation of classroom instruction. Students are expected to acquire and use theoretical knowledge to inform decisions about strategies for helping learners develop, learn, and achieve.

ATR—Athletic Training

ATR 1800. Introduction to Athletic Training (1). (S/U grade only.) Prerequisites: 2.5 GPA and BSC 2010, BSC 2010L, CHM 1045, CHM 1045L, HUN 1201, MAC 1105, MAC 1114, and MAC 1140. This course offers an introduction to the sports medicine healthcare professions of AT, PT, PA, and MD and others. This course provides the framework for formal application to the Athletic Training Degree Program.

ATR 1810. Athletic Training Clinical I (1). (S/U grade only.) Prerequisite: ATR 1800. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. The techniques employed in this course reflect those presented in the lecture and laboratory course taken the previous term.

ATR 2020. First Aid (2). This course includes adult CPR, child CPR, and first aid. In addition, OSHA recommendations, blood borne pathogen precautions, and injuries are discussed.

ATR 2820. Athletic Training Clinical II (1). (S/U grade only.) Prerequisite: ATR 1810. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in the lecture and laboratory courses taken the previous term.

ATR 3012C. Orthopedic Assessment--Upper Extremity (3). Prerequisite: ATR 2820. In this course, athletic training students examine the following topics included in this course: clinical orthopedic anatomy; evaluation; and assessment and special test protocols for the shoulder, elbow, forearm, wrist, hand, finger, eye, face, nose, throat, mouth, teeth, cervical spine, head, and neck.

ATR 3102. Athletic Training I (3). Prerequisite: ATR 1800. This course covers basic topics and issues pertaining to athletic training as established by the National Athletic Trainer's Association. Treatment and rehabilitation of athletic injuries will be introduced.

ATR 3112. First Responder (3). Prerequisite: Instructor permission. This course allows students to develop basic emergency medical skills and knowledge that enables them to assist people who sustain accidental injury or who suffer a sudden illness. This course covers all the information from the United States Department of Transportation (DOT) First Responder National Standard Curriculum.

ATR 3132. Kinesiology (3). Prerequisite: PET 3322. This course introduces basic physical concepts as they apply to human movement. Emphasis is placed on structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to sport skills, injury assessments, fitness activities, and rehabilitative exercises.

ATR 3213C. Orthopedic Assessment--Lower Extremity (3). Prerequisite: ATR 2832. In this course, athletic training/sports medicine students examine the following topics included in this course: clinical orthopedic anatomy; evaluation; and assessment and special test protocols for the foot, toes, ankle, knee, pelvis, thigh, thoracic and lumbar spine, and gait analysis.

ATR 3312C. Therapeutic Exercise/Rehabilitation (3). Prerequisite: ATR 3832. In this course, athletic training/sports medicine students examine the various exercise and rehabilitation topics including the following: concepts of healing; evaluation and assessment techniques; range of motion and flexibility; goniometric measurement; manual therapy techniques; muscle strengthening; plyometrics; proprioception; posture; ambulation and ambulation aids; core stabilization; aqua therapy; joint rehabilitation protocols; and spine rehabilitation protocols.

ATR 3512. Administration of Athletic Training Programs (3). Prerequisite: ATR 4842. This course explores the aspects of athletic training organization and administration. Topics include program management, human resource management, athletic insurance, risk management, ethical considerations, pre-participation physical exams, and facility design.

ATR 3802. First Responder Practicum (1). (S/U grade only.) Prerequisite: ATR 3112. This course is designed to emphasize patient assessment and care procedures at the first-responder level. The skills learned in the didactic First Responder course are refined with actual patient encounters by assisting crew members of the First Responder Unit.

ATR 3832. Athletic Training Clinical III (1). (S/U grade only.) Prerequisite: ATR 2820. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in the lecture and laboratory courses taken the previous term.

ATR 3942r. Sports Medicine Practicum (0-6). (S/U grade only.) Prerequisite: ATR 1800. This course is designed for athletic training students to investigate and research athletic training special topics through individual study and seminars. Enrollment is allowed by permission of the athletic training curriculum coordinator.

ATR 4302C. Therapeutic Modalities (3). Prerequisites: ATR 1800. This course trains students in common modalities employed by sports medicine. Where applicable, modalities of treatment will examine biophysical principles, effects of treatment, application techniques, and indications and contraindications to treatment. Safety is emphasized during instruction and practical experience.

ATR 4502. Athletic Training Professional Development (3). (S/U grade only.) Prerequisite: ATR 4852. This course covers the cognitive, affective, and motor skills required to perform athletic-training techniques in practice, non-traditional settings. Techniques reflect those presented in previous athletic-training administration lecture/lab courses. This course prepares students for the Board of Certification (BOC) examination and provides information on how the BOC examination is developed and scored.

ATR 4842. Athletic Training Clinical IV (1). (S/U grade only.) Prerequisite: ATR 3832. This course offers a study of the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in the lecture and laboratory courses taken the previous term.

ATR 4852. Athletic Training Clinical V (1). (S/U grade only.) Prerequisite: ATR 4842. This course covers the cognitive, affective, and motor skills required to perform athletic-training techniques in practice settings. Techniques reflect those presented in previous the orthopedic assessment/lower and the therapeutic exercise/rehabilitation lecture/lab courses.

ATR 4862. Athletic Training Clinical VI (1). (S/U grade only.) Corequisite: ATR 4932. This course is designed as a capstone for advanced-level students who intend to enter the profession of athletic training. Students are evaluated on cognitive, affective, and motor skills - all required to perform athletic training techniques in practice settings. Additional content includes oral, practical, and written examinations; professional-development activities; and a research project. All students enrolled in this course must show proof of current membership in the National Athletic Trainers' Association (NATA).

ATR 4932. Issues in Sports Medicine (3). Prerequisite: ATR 1810. This course addresses advanced issues relevant to athletic training and sports medicine. Current topics include athletic training administration, athletic training pharmacology, advanced assessment techniques, orthopedic surgical observation, and general medical conditions.

CHD—Child Development

CHD 2220. Child Growth and Development: The Foundation Years (3). This course is the study of children from birth through middle childhood.

CHD 3213. Social and Emotional Development (3). Prerequisite: CHD 2220. This course covers history, theory, research methods, and findings in human social and emotional development in infancy to adolescence. Students develop practical knowledge to guide children, parenting, and policy. Content includes temperament; attachment; emotional, moral, and self-development; family and peer relationships; schooling; media; gender differences; aggression; and social withdrawal.

CHD 3243. Contexts of Adolescent Development (3). This course examines the developmental process related to cognitive, physical, and psychosocial growth from pre-to late adolescence and the reciprocal influences of various contexts in which youth are embedded, such as families, peer groups, schools, and communities. It is encouraged that students take CHD 2220 prior to enrollment.

CHD 3472. Child Guidance (3). This course allows students to learn principles of positive guidance to apply in guiding children during early childhood, middle childhood, and adolescence in a variety of natural contexts, including home and school.

CHD 4537. Parenting (3). Prerequisites: CHD 2220, FAD 2230, FAD 3334, and CHD 3243. This course is a comprehensive review of contemporary theory and research in parenting. The course is organized developmentally, focusing on the emerging needs, responsibilities, and skills required by parents at progressive stages of their children's development.

CHD 4615. Public Policy: Child and Family Issues (3). Prerequisite: FAD 2230, and FAD 3220. This course provides an overview of theory and implementation of public policies relating to children and families at the state and federal levels. Students explore ways that families contribute to and are affected by social problems, and how families can be involved in policy solutions. Students learn about roles professionals can play in building and interacting with family policy.

CHD 4630. Methods of Studying Families and Children (3). Prerequisite: Admission to the major. This course examines research methods, concepts, principles, and issues in studying families and children.

CHD 4905r. Directed Individual Study in Child Development (1-3). May be repeated to a maximum of nine credit hours.

CHD 4944r. Internship in Family and Child Sciences (1-12). (S/U grade only.) Prerequisite: FAD 4805 or instructor permission. This course consists of supervised practical experience in various professional settings serving children, youth, and families, including hospitals, education facilities, human service agencies, and government agencies. May be repeated to a maximum or 12 credit hours; repeatable within the same term.

CLP—Clinical Psychology

DEP—Developmental Psychology

DIE—Dietetics

DIE 3005. Introduction to Dietetics (1). (S/U grade only.) This course is an introduction to dietetics, the professional opportunities for registered dietitians, the importance of public policy, and the role of the American Dietetic Association in dietetics education and practice.

DIE 4243. Medical Nutrition Therapy I (3). Prerequisites: HUN 1201, PET 3322, PET 3322L, HUN 3403. This course presents how diet, nutrition, and functional foods can help promote health, control weight, and manage chronic diseases. This course includes guidelines for client assessment, nutritional diagnosis, intervention, education, monitoring and evaluation.

DIE 4244. Medical Nutrition Therapy II (3). Prerequisites: HUN 1201, HUN 3403, PET 3322, PET 3322L, and DIE 4243. Corequisites: DIE 4244L and HUN 3226. This course is the second of a two-course sequence. Course material covers the pathophysiology of diseases and nutrition therapy in the treatment and prevention of acute disease states and includes guidelines for client assessment, nutritional diagnosis, intervention, education, and monitoring.

DIE 4244L. Medical Nutrition Therapy II Laboratory (1). Prerequisites: BCH 3023C, BSC 2085, DIE 4243, HUN 3224, PET 3322, and PET 3322L. Corequisites: DIE 4244 and HUN 3226. This laboratory covers the application of the principles of nutrition in the treatment and prevention of specific diseases.

DIE 4310. Community Nutrition (3). Prerequisites: DIE 3005 and HUN 1201 with a grade of "B–" or better. This course explores the planning, implementation, and evaluation of nutrition programs in the community; public nutrition policy formulation.

EAP—English as a Second Language for Academic Purposes

EAP 1850. Academic English Skills for International Students (3). (S/U grade only.) This course assists international students improve their academic English and communication skills for success at FSU. Students enhance their overall English skills and become familiar with academic and cultural expectations as well as resources available to them at FSU.

EDA—Educational Administration

EDE—Elementary Education

EDE 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

EDE 4907r. Directed Field Experiences (1-3). (S/U grade only.) Corequisites: Blocks I, II, or III. This course requires participation in a public school classroom with University supervision. May be repeated to a maximum of 12 credit hours, to be taken in the following manner: at least one hour in Block I, one hour in Block II, and two hours in Block III.

EDE 4943r. Student Teaching in Elementary Education (9-12). (S/U grade only.) Prerequisites: EDE 4316 and MAE 4310. This course provides teacher candidates with a controlled transition to the role of professional educator; provides a laboratory setting in which critical teaching behaviors may be systematically developed and demonstrated; provides the elementary education faculty and the profession with an opportunity to assess the development and the needs of the teacher candidate; and provides a situation in which the remaining needs can be met. May be repeated to a maximum of 12 credit hours.

EDE 4970r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total, but may be repeated to a maximum of 12 credit hours.

EDF—Foundation and Policy Studies in Education

EDF 1005. Introduction to Education (3). This course offers students a broad view of education from historical, cultural, psychological, political, social, and philosophical perspectives. Includes lectures, discussions, and field experience.

EDF 1051r. Preparing Educators (0). (S/U grade only.) This course engages students in activities designed to facilitate preparation for state tests required for entrance to teacher certification programs.

EDF 2082. Introduction to International Development in Education (3). This course constitutes a basic overview of international development work in the education sector in societies of Asia, Africa, the Middle East and Latin America. The course explores different approaches to international development and how these shape and influence educational improvement initiatives in countries of the Global South.

EDF 2085. Teaching Diverse Populations (3). This course examines the complexity of the full range of human groupings and cultural perspectives, as well as the complex relationships among them. Students gain self-understanding in becoming culturally conscious participants in the global community through examining the differences between individuals and peoples, comparing cultures within the global community, and investigating diversity within Florida populations in general and school community populations in particular.

EDF 4423. Methods of Educational Research (3). This course surveys selected types of educational research and appropriate related techniques, with an emphasis on criteria of validity.

EDF 4430. Classroom Assessment (3). This course prepares prospective teachers for activities related to assessing students, including establishing validity evidence, enhancing generalization of observations, using traditional and alternative assessment strategies, interpreting and using data to improve achievement, and utilizing assessment in the process of learning.

EDF 4791r. Transition to Graduate School (1-3). Prerequisite: EDF 4663. This course explores and prepares undergraduate students for graduate education. Through course readings, one-on-one mentorship, and academic and professional preparation, students learn how to be successful in a graduate degree program.

EDF 4861. Education Abroad: Access, Equity, and Opportunity (3). (S/U grade only.) This course provides an introductory investigation of a variety of topics in counseling psychology and education and includes real-life, hands-on experiences related to counseling in other countries.

EDF 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

EDF 4906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EDG—General Education

EDG 4410. Classroom Management and Legal Issues (3). Prerequisites: MAE 4326, RED 4310, and TSL 4080. Corequisite: EDE 4907. This course is designed to provide specific knowledge and opportunities to apply skills in preparation for entering the education profession. Topics include classroom management, classroom routines, organizing for instruction, planning for instruction, effective communication, knowledge of legal and ethical responsibilities of teachers, and safe learning environments.

EDH—Higher Education

EDH 4663. Bridge to Graduate School (1-3). This course allows students to explore and prepare for graduate education. Through course readings, one-on-one mentorship, and academic and professional preparation, students learn how to translate their experiences into a graduate or professional school application portfolio.

EDH 4932r. Special Topics in Higher Education (1-3). This is a special topics course designed to assist students in learning about the foundations of higher education, student affairs, and public policy in higher education.

EDP—Educational Psychology

EEC—Early Childhood Education

EEC 4301. Early Childhood Education Foundations (3). This course introduces students to ECE primary education and provides a background of ECE theory and research to be used for determining education practices.

EEC 4400. Parents as Teachers (3). This course is an examination of the need and importance of parental involvement in the education of young children. Includes strategies for promoting home/school interactions.

EEC 4604. Techniques of Child Study and Authentic Assessment (3). In this course, students investigate and utilize data collection techniques/instruments to acquire information about young children.

EEC 4907r. Observation and Participation in Early Childhood Education (2). (S/U grade only.) This course offers students direct experiences with young children, organized in such a way that they have opportunities to put into practice those insights, principles, and understandings gained in the theory courses. May be repeated to a maximum of eight credit hours.

EEC 4943. Student Teaching in Early Childhood Education (6-10). (S/U grade only.)

EEX—Education: Education: Exceptional Child-Core Competencies

EEX 3601. Applied Behavior Analysis for Special Educators (3). Corequisite: EEX 3831. This course is an introduction to behavioral principles and procedures useful for managing the behavior of students with handicaps. For majors only.

EEX 3831. Practicum in Direct Observation (1). Corequisite: EEX 3601. This course employs direct observation and recording techniques for analysis of classroom management strategies.

EEX 4012. Foundations of Special Education (3). This introductory course includes classic and contemporary readings in the field of special education. An overview of how society has responded to the various conceptualizations of human exceptionality is presented. Students are introduced to the trends and people that formed the foundation of contemporary special education. Current policies and practices are also examined.

EEX 4070. Including Students with Disabilities in the General Education Curriculum (3). This course provides participants with the knowledge and skills to include students with disabilities in the general education curriculum by adapting instruction and assessment procedures and processes.

EEX 4201. Typical and Atypical Development and Learning (3). This course examines typical and atypical learning and development throughout the lifespan.

EEX 4212. Educational Assessment for Students with Disabilities (3). This course is designed to provide an opportunity for students to develop performance skills in the administration of formal and informal assessment instruments and processes.

EEX 4223. Individualized Educational Planning (3). This course provides students with the opportunity to demonstrate effective use of diagnostic skills. For majors only.

EEX 4250. Individualized Reading Instruction for Students with Disabilities (3). This course reviews methods for teaching reading to individuals with disabilities.

EEX 4251. Teaching Mathematics to Learners with Disabilities (3). In this course, instructional methods and curriculum to teach mathematics to students with disabilities are examined.

EEX 4253. Access to the General Education Curriculum for Individuals with Moderate/Severe Disabilities (3). This course examines methods for teaching functional reading and life skills to individuals with disabilities.

EEX 4291. Characteristics and Education of Learners with Autism Spectrum Disorder (3). This course examines the characteristics and etiology of autism spectrum disorders (ASD), and effective intervention strategies for individuals with ASD. Additionally, the focus is on assessing and addressing the core challenges of learners with ASD (e.g., language, social communication, repetitive behaviors, and behavior regulation) using evidence-based practices in school settings. Students learn to identify and implement assessment and intervention strategies based on learner strengths and needs.

EEX 4486. Differentiated Instruction for Students with Exceptionalities (3). This course is designed to provide future teachers with the knowledge and skills needed to meet the diverse learning needs of students found in today's classrooms.

EEX 4487. Social Studies and Science Curriculum for Special Educators (3). This course provides an overview of and foundation for teaching science and social studies to learners with disabilities (P-12). Students develop knowledge and skills in using a variety of instructional methods and materials appropriate for providing access to the general education science and social studies curriculum for learners with disabilities.

EEX 4605. Classroom Management for Special Educators (3). This course provides class participants with the knowledge and skills to effectively manage the behavior of learners with disabilities within a classroom setting. Course content is organized around the Pyramid Model that includes three tiers of behavior management based on principles of positive behavior support 1) Universal supports, 2) Prevention, and 3) Intervention.

EEX 4613. Positive Behavior Support (3). This course provides students with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior supports. Emphasis is placed on understanding the communicative function of challenging behaviors, the teachings of new skills that make the challenging behavior unnecessary, and the prevention of the reoccurrence of challenging behaviors.

EEX 4751. Collaboration with Families, Schools, and the Community (3). This course provides the knowledge and skills necessary for collaborating with families, other professionals, and community members.

EEX 4770. Study of Human Exceptionality (3). This course increases learner knowledge and awareness of the characteristics and needs of people with exceptionalities, and acquaints learners with the resources, issues, and trends related to appropriately meeting these needs.

EEX 4834. Introductory Practicum in Special Education (1). This practicum provides experience with individuals with a range of disabilities. This course also provides participants with experience with different special education service delivery models in a variety of grade levels ranging from K to 12.

EEX 4842. Practicum in Severe Cognitive Disabilities and/or Autism Spectrum Disorder (1). This course provides teacher candidates with field work experience teaching K-12 students with severe cognitive disabilities and/or autism spectrum disorder. The practicum provides experience in developing, implementing, and evaluating functional and academic skills for K-12 students with these disabilities.

EEX 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

EEX 4930r. Special Topics in Special Education (1-3). In this course, topics vary from term to term. May be repeated to a maximum of nine credit hours.

EEX 4941. Practicum in High Incidence Disabilities (1). This practicum provides experience with individuals with high incidence disabilities.

EME—Technology and Media Education

EME 4905r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours. MHS 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours. May be repeated within the same term. PET 4171. Philosophy and Ethics of Coaching (3). This course introduces essential concepts and knowledge concerned with the discipline of ethics as it relates to the extensive and evolving demands of managing and coaching sports and activities.

EVI—Education: Visually Impaired-Blind

EVI 4011. Introduction to Visual Disabilities (3). This course is designed to provide an overview of the population of people who have visual impairments and the role of specialized service providers. Special attention is given to the effects of visual impairment on development and learning.

EVI 4110. Assessment of Students with Visual Impairments (3). This course introduces basic concepts, principles, and procedures of assessment and applied behavior analysis in the practice of providing services to students with visual impairments, their families, and educational personnel.

EVI 4121. Anatomy and Diseases of the Eye for Blindness Professionals (3). This course introduces prospective teachers of students with visual impairments, orientation and mobility specialists, and rehabilitation teachers to the anatomy and physiology of the human eye, the visual mechanism, its embryologic development, and various eye pathologies. Particular emphasis is placed on the impact of these eye pathologies on the visual functioning of the individual.

EVI 4211. Literary Braille (3). In this course students develop skills in the preparation of materials for blind students in the literary braille code using a braillewriter. Interlining and proofreading are emphasized.

EVI 4212. Nemeth Code and Supporting Math Instruction for Students with Visual Impairments (3). Prerequisites: EVI 4011, EVI 4211, and EVI 4254. This course enables students preparing to be teachers of blind school-age children to support the instruction of mathematics skills. Topics include the foundation of the acquisition of mathematics skills, the Nemeth Code, adaptations of mathematics diagrams and structures, instruction in the abacus, and strategies for teaching mathematics skills to students with visual impairments.

EVI 4220. Introduction to Orientation and Mobility (3). This course provides future teachers of students with visual impairments and rehabilitation teachers with an appreciation for and a realistic understanding of the problems inherent in the orientation and mobility experienced by visually impaired individuals. Stresses techniques for teaching O/M in indoor environments.

EVI 4230. Educational Management of Students with Visual Impairments (3). Prerequisites: EVI 4211, EVI 4212, and EVI 4312. This course provides participants with the knowledge and skills necessary to manage the successful integration of students with visual impairments into the general education environment. Legal, ethical, and safety issues related to the education of students with visual impairments are explored. In addition, students are assisted as they prepare for their student teaching experience.

EVI 4250. Teaching Social and Career Skills to Students with Visual Impairments (3). Prerequisites: EVI 4011 and EVI 4254. This course provides participants with the knowledge and skills necessary to design and implement instructional activities to increase the development of social and career skills in children with visual impairments. Emphasis is placed on infusing these skills into everyday activities, educational instruction, and collaboration with families and communities to improve student outcomes.

EVI 4254. Teaching Independent Living Skills to Students with Visual Impairments (3). This course is designed to provide students planning to be teachers of students with visual impairments with the techniques and instructional tools to safely teach independent living skills, including the skills associated with food preparation, household management, personal grooming, clothing care, and health management.

EVI 4311. Teaching Reading and Writing to Students with Visual Impairments (3). Prerequisites: EVI 4011, EVI 4211, and EVI 4314 or EVI 5316. This course prepares future educators with strategies and techniques necessary for determining the mode of reading and for teaching reading and writing skills to students with visual impairments.

EVI 4312. Classroom Accommodations for Students with Visual Impairments (3). Prerequisites: EVI 4011 and EVI 4212. Corequisite: EVI 4314. This course provides participants with the knowledge and skills necessary to successfully integrate students who are visually impaired in the core education environment. Students learn to adapt classroom materials, collaborate with general education personnel, and develop direct teaching strategies that enhance the optimum functioning of a learner with a visual impairment.

EVI 4314. Low Vision (3). Prerequisite: EVI 4121. This course prepares prospective teachers of students with visual impairments, orientation and mobility specialists, and rehabilitation teachers for facilitating the visual functioning of individuals with low vision. Students learn the basics of optics and how to conduct functional vision evaluations, to modify environments, and to teach the effective use of low vision devices.

EVI 4324. Assistive Technology for Students with Visual Impairments in the Schools (3). Prerequisite: EVI 4211. Corequisite: EVI 4314 or EVI 5316. This course prepares participants in the Visual Disabilities course of studies in the assessment and use of assistive technology for students with visual impairments.

EVI 4330. Methods for Learners with Visual Impairment and Additional Disabilities I (3). Prerequisite: EVI 4121. This course introduces pre-service teachers of students with visual impairment (TVIs) to working with learners who have multiple disabilities in addition to visual impairment, including deafblindness. Course participants learn causes and educational implications of concomitant visual and additional disabilities and principles of applied behavior analysis, which transformed education for this unique group of learners.

EVI 4331. Methods for Learners with Visual Impairment and Additional Disabilities II (3). Prerequisite: EVI 4330. Corequisite: EVI 4312. This course is designed to prepare pre-service teachers of students with visual impairment (TVIs) to apply PK-12 student educational records and field observations to recommend instructional and programmatic decisions for learners who have disabilities in addition to visual impairment, including learners who are deafblind, based on assessment data.

EVI 4940. Student Teaching in Visual Disabilities (12). (S/U grade only.) Prerequisite: EVI 4230. In this course, student teachers instruct students with visual disabilities for one semester within a public school or residential school setting, full-time and under the supervision of an experienced, certified teacher of students with visual impairments.

FAD—Family Development

FAD 2230. Family Relationships: A Life Span Development Approach (3). In this course, students will explore the interpersonal relationships over the life space with the family unit. Students will gain an understanding of basic social and behavioral concepts and principles in this course. The course emphasizes the developmental tasks, structural changes, and relational processes within families. Students will use social and behaviors science methodologies to explain these patterns and trends. By the end of the course, students will understand some of the complexities influencing interpersonal relationships in families.

FAD 3220. Individual and Family Life Span Development (3). This course devotes attention to all stages of human development and the aging process. For students to fully understand human behavior, the development issues of an individual at all ages must be understood, including the influence of various social, cultural, and environmental contexts. Students become familiar with development from the prenatal period through end of life.

FAD 3343. Contexts of Adult Development and Aging (3). This course provides students with a critical understanding of both the theoretical and the interdisciplinary nature of aging, the aging process (physical, cognitive, social-emotional), and challenges of adulthood as a period of the lifespan. Further, this course focuses on critical issues in aging while strategically focusing on writing and communicating aging issues for the Human Sciences field.

FAD 3432. Stress and Resilience in Individuals and Families (3). Prerequisite: Major status or instructor permission. This course provides undergraduate majors with an introduction to family-based, stress-focused mini-theories. The course provides a framework for understanding the differences between family patterns when families are centered on growth related themes and when they are pre-occupied with a variety of stressor events.

FAD 4265. Family Diversity (3). Prerequisites: CHD 2220, FAD 2230, FAD 3343, and CHD 3243. This course is designed to expose students to the diversity of families by race, ethnicity, social class, and structures in an ego-systemic context.

FAD 4451. Human Sexuality Education (3). This course examines sexuality through the lifespan regarding relationship issues and health concerns and provides training for professionals and parents in sexuality education.

FAD 4455. Family Life Education (3). This course provides information and techniques needed to facilitate and evaluate home, school, and community relations through the lifespan.

FAD 4601. Foundations of Counseling (3). This course introduces students to the counseling process. Students explore the salient features of counseling and helping relationships. The course also covers specific theoretical orientations and therapy models that have influenced the counseling profession. Students learn basic counseling skills that can be applied within a number of social service settings.

FAD 4805. Practicum in Family and Child Science (6). Prerequisites: Major status, at least four additional major courses, and FAD 4932 (completed the semester before enrolling in FAD 4805). This course is designed to provide students with experiences in a community setting serving children, youth, and families and the opportunity to apply course material to the work environment.

FAD 4905r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of nine semester hours.

FAD 4910r. Honors in the Major Research (1-6). Prerequisites: Upper division students with an overall GPA of 3.5; instructor permission. In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six (6) credit hours total but may be repeated up to a maximum of twelve credit hours in total.

FAD 4932r. Pre-Professional Development (3). Prerequisites: Major status and senior standing. This course is designed to expose students to career opportunities in FCS and professional/ethical behavior and to prepare them for placement in agencies/organizations serving individuals and families. May be repeated to a maximum of six credit hours.

FAD 4936r. Special Topics: Family or Housing (3-9). Prerequisite: Instructor permission. In this course, each topic may be taken only once. May be repeated to a maximum of nine semester hours.

FLE—Foreign Language Education

FLE 3033. Introduction to Teaching Foreign/Second Languages (3). This course is designed to meet the needs of those teaching second languages abroad and pre-service teachers in K-12 foreign/second language education by developing an understanding of current theories of second language learning through exploration of relevant research. Opportunities are provided for students to use the theoretical base in the design of classroom lessons.

FOS—Food Science

FOS 3026. Foods (3). Prerequisites: CHM 1032 and HUN 1201 with a grade of "B-" or better. This course is an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Management and service of food.

FOS 3026L. Foods Laboratory (1). Corequisite: FOS 3026. This course is an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Management and service of food.

FOS 4114C. Food Science (4). Prerequisites: CHM 2200C, FOS 3026, and FOS 3026L. This course discusses the chemistry of foods and their behavior during processing. Assessment of food quality.

FOS 4209. Food Safety and Quality (3). Prerequisites: FOS 3026 and HUN 1201, or departmental permission. In this course, topics include food spoilage and food poisoning, food-borne pathogens, food laws and regulations, HACCP and safe food handler practices, with an emphasis on current issues related to the quality and safety of food.

FSS—Food Service Systems

FSS 4135. Institutional Food Economics (3). Prerequisites: DIE 3005, ECO 2000 or ECO 2013, FOS 3026 and FOS 3026L. This course discusses cost analysis, cost containment, organizational structure, food laws, and food and beverage procurement in health care settings.

FSS 4312. Food Service Management (3). Prerequisites: DIE 3005, FOS 3026, FOS 3026L, and HUN 1201. This course focuses on managerial concepts and administration concerns involved with institutional food production.

HEE—Home Economics Education

HEE 4912r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total but may be repeated up to a maximum of 12 credit hours in total.

HOE—General Home Economics

HSC—Health Sciences

HSC 4711. Wellness/Health Risk Reduction (3). In this course the emphasis is on positive lifestyle practices to reduce one's risk for disease and for the maintenance of health and vitality. Topics include health behavior, stress, psychological health, chronic diseases, sexually transmitted infections, immunology, and psychoactive substance use and abuse.

HUN—Human Nutrition

HUN 1201. The Science of Nutrition (3). This course focuses on the elements of nutrition and factors influencing the ability of individuals to maintain good nutrition status.

HUN 2125. Food and Society (3). This course examines the impact of society on human food ways, role of food and nutrition in national development and global politics. For nonmajors.

HUN 3224. Intermediary Metabolism of Nutrients I (3). Prerequisites: CHM 2200C and HUN 1201 with a grade of "B-" or better. This course is part of a two-term sequence emphasizing the physiochemical role of carbohydrates, lipids, and proteins in metabolic pathways; their integration and regulation; bases for determining requirements for energy- yielding nutrients and energy and dietary standards; cell growth and body composition.

HUN 3226. Intermediary Metabolism of Nutrients II (3). Prerequisites: BCH 3023C or HUN 3224; BSC 2086 or PET 3322; and HUN 1201 with a grade of "B-" or better. This course is part of a two-term sequence emphasizing the physiochemical role of vitamins, minerals, and water in metabolic pathways; their integration and regulation; bases for determining requirements for vitamins, minerals, and water and dietary standards; nutrition surveys and evaluation of nutrition status.

HUN 3403. Life Cycle Nutrition (3). Prerequisite: HUN 1201. This course examines nutrition during pregnancy, lactation, and growth from infancy to the elderly. Effects of nutrition on mother and child. Interrelationships of diet, nutrition, emotional development, behavior, stress and aging.

HUN 3934r. Special Topics in Food and Nutrition (3-6). Prerequisite: HUN 1201 with a grade of "B-" or better. This course focuses on topics in community nutrition, food science and technology, and developmental and metabolic aspects of nutrition. May be repeated to a maximum of six credit hours as content changes.

HUN 4362. Functional Foods and Human Health (3). Prerequisite: HUN 1201. This course focuses on what makes a food or a food product functional, chemistry, bioavailability, and health benefits of various functional foods.

HUN 4905r. Directed Individual Study (1-3). May be repeated to a maximum of six credit hours.

HUN 4913r. Honors in the Major Research (1-6). In this course, students accepted into the Honors in the Major program complete an original research or creative project in their major area of study. This course must be repeated at least twice to complete a minimum of six credit hours total but may be repeated up to a maximum of twelve credit hours in total.

HUN 4941r. Nutrition Practicum (1-4). (S/U grade only.) Prerequisites: HEE 4054 and a 2.5 GPA. This practicum consists of supervised field experience with a selected government or non-government agency at the local or state level. May be repeated to a maximum of four credit hours.

IDS—Interdisciplinary Studies

IDS 2341. Relationship Status: It's Complicated - Understanding and Influencing Intimate Relationships (3). In this course students examine how to build and maintain key relationships through understanding themselves and critical relationship process. These key relationships include intimate relationships (dating/marriage partners, children, parents) and professional relationships (clients, coworkers, supervisors). Course content emphasizes the importance of making purposeful choices in building and maintaining personal and professional relationships.

IDS 2321. The Blindness Experience (3). In this course, students explore blindness, talk with people who are intimately familiar with blindness, and experience adventure under blindfold. Students explore society's reaction to blindness, probing its roots, and take a closer look at how views of blindness are shaped when experienced through the lenses of gender, race, class, religion, and ethnicity. Through blindfold experiences, students have opportunities to learn about braille and the activities of daily life necessary for achieving independence. Through writing, students explore their own reactions and thoughts of blindness, and reflect on the many questions that arise from delving deeper into the blindness experience.

IDS 2510. Questioning What We Know: Teaching and Learning Mathematics and Science in the 21st Century (3). This course offers an introduction to pressing issues in mathematics, science, and mathematics and science education. Students engage in critical thinking regarding effective teaching and learning of mathematics and science today and into the future.

IDS 3495. Sport: Conscience Meets Commerce (3). The course will use philosophical perspectives to critically analyze segments of the sport industry through ethical and socially responsible lenses. The course focuses on the decision-making process across sport sectors and positions.

IDS 3496. Exploring the World of Sport (3). This course provides students with a general understanding of the sport management field. Through the course, students learn about the breadth of the sport industry, the different areas which comprise the industry, and the prospective employment opportunities in sport management.

ISC—Interdisciplinary Sciences

ISC 3402. Historical, Social, and Critical Perspectives of Disciplinary Engagement in STEM (3). This course features philosophical, historical, and critical perspectives on STEM disciplines through pursuing answers to the following questions: How have the big ideas in STEM disciplines developed? What counts as productive engagement in STEM? How is participation in STEM encouraged/discouraged through in schooling and society? What instructional models broaden participation of students, particularly those traditionally marginalized in STEM?

ISC 3523C. Research Methods (3). Prerequisites: SMT 1043 and SMT 1053. In this course, students learn appropriate scientific research methods for several types of research questions. Using the inquiry method of learning, they develop a research question and an experiment to answer it, and then use statistical techniques to analyze their resulting data.

LAE—Language Arts and English Education

LAE 3331. Teaching Literature and Drama in High Schools (3). Prerequisite: Admission to English Education program. This course explores recent adolescent literature, resources and methods for teaching literature in high schools, and uses of creative dramatics in teaching literature and language skills.

LAE 3333. Teaching Writing and Language in High Schools (3). Prerequisite: Admission to the English Education program. This course focuses on attitudes, materials, and procedures for teaching written composition, language, and grammar; planning instruction and evaluating student writing.

LAE 4314. Language Arts and Literature in the Elementary School (3). The course introduces fundamental concepts and questions about oral and written language as it relates to classroom instruction and assessment and provides students with opportunities to practice strategies and techniques for planning, teaching, and assessing literacy. Covers a wide range of literature, as well as the writing process and concepts to develop extensive vocabulary, listening, viewing, and speaking. Children's literature supports effective instructional planning and implementation for literacy development in a print/language rich environment.

LAE 4323. Adolescent Literacy and Young Adult Literature (3). Prerequisites: LAE 3331, LAE 3333, TSL 4080, completion of all English Education admission requirements, including prerequisites, GPA, and FTCE General Knowledge exam. Corequisites: RED 4335, TSL 4081. This course seeks to explore ways in which young adult literature meets many of the needs of secondary school students. Students immerse themselves in the literature of young adults in order to enjoy it as a reader, recommend it to students and colleagues, and implement it within the middle school and high school curriculum.

LAE 4332. Applied English Linguistics for Teachers (3). This course is for prospective middle and high school teachers and deals with contemporary approaches to English linguistics taught in Florida public secondary schools: grammar, usage, dialectology, diction (vocabulary development), semantics, and lexicography. Linguistic content is related to contemporary theories of learning.

LAE 4335. Assessment in English/Language Arts (3). This course examines the role of assessment in secondary English/Language Arts classrooms. Students gain an understanding of how to design and implement different types of classroom-based assessments focusing on oral language, reading, and writing. The course discusses data collection, analysis, and reporting.

LAE 4863. Enhancing Teaching Through Technology (3). Prerequisite: EME 2040 or equivalent. This course surveys the issues and uses of technology to improve the teaching and achievement of students in the classroom. The course includes the most current instructional technology methods available to teachers.

LAE 4905r. Directed Individual Study (1-3). May be repeated to a maximum of twelve semester hours.

LAE 4941. Methods and Observation/Participation in Middle/Secondary English (3). Prerequisites: LAE 3331 and LAE 4323. Corequisite: LAE 4360. This field study course offers a series of observation and participation activities designed to provide the English education undergraduate with pre-student teaching classroom experiences. This course is to be taken during the final semester of coursework, with LAE 4360.

LAE 4942. Student Teaching in Secondary School English (12). (S/U grade only.) Prerequisites: All English LAE, TSL, and EDF requirements. This course is an internship in secondary English.

LDR—Leadership Studies

LDR 2101. Leadership Theory and Practice (3). This course is designed to inspire, teach, and engage students in the process of learning leadership. The course introduces students to leadership theory and helps them understand their unique role in leadership on campus, in their academic discipline, and within our larger society.

LDR 2116. Leadership in the Digital Age (3). This course focuses on addressing leadership in the 21st century in the face of emerging technology, social media communication platforms and global change. The course also introduces leadership online through the lens of positive social change. Using the social change model, students are challenged to take their activity to better their local and global communities.

LDR 2160. Peer Leadership (3). This course develops potential campus student leaders and improves overall peer leadership efficacy. Students gain a deeper understanding of themselves and appreciation for the diversity of others. This course also provides an opportunity for students who are preparing for campus leadership and mentoring roles.

LDR 2162. Leadership in Groups and Communities (3). This course is designed to inspire, teach, and engage students in the process of learning leadership within the context of working with groups and communities. This course helps students develop the skills necessary in order to be effective in the leadership process and to practice these skills within their community. The course is highly interactive, with student participation and outside class involvement as critical components to the learning process.

LDR 2190. Emotionally Intelligent Leadership (3). This course is a theory-to-practice course focusing on the role of emotional intelligence (EI) in leadership knowledge, skills, and development. Students are introduced to Emotionally Intelligent Leadership (EIL) theory and consider the role of EI in the context of individual and team leadership development.

LDR 2210. Leadership Through Intergroup Dialogue (3). This course enables students to explore different aspects of their identities in reference to power and privilege, and how that influences leadership.

LDR 2213. Leadership for Social Justice (3). This course introduces students to theoretical frameworks in the field of social justice. Through these theories, the notions of privilege, oppression, power and difference are explored. Attention is given to specific social justice issues related to gender, sexual orientation, race, religion, ability, age, and class. Students examine social justice in the context of leadership and come to understand their unique role in creating social change on campus, in their academic discipline, and within our larger society.

LDR 2218. Leadership and Well-being (3). This course is an interactive, dynamic, theory-to-practice course focusing on learning leadership and well-being theory; acquiring leadership knowledge, skills, and values; attaining personal and community health knowledge, skills, and values; and integrating leadership and wellness values to understand community and civic health concepts.

LDR 2231. Global Leadership (3). This course helps students develop the skills necessary to interact globally whether at home or abroad. It leads students to develop a sense of curiosity for diverse cultures and understanding the various behaviors, attitudes, and emotions which are found globally and impact our daily lives. The knowledge gained about global leadership allows students to recognize and respect cultural differences and be able to maneuver situations more accurately as well as gain insight and understanding of recent world leaders.

LDR 2241. Black Male Leadership (3). This course introduces the study of leadership and leadership efficacy as it relates to Black males, using text and outside readings, activities, and a variety of assignments. Students in this course are introduced to and discuss some of the social, psychological, and cognitive realities of Black males in America.

LDR 2242. Gender and Leadership (3). This course is an exploration of the intersections of the complex social construct of gender and the intricacies of enacting leadership. This course considers the experiences of women, trans*, genderqueer, and men leaders as well as concepts of gender expression and the intersectionality of identities as influencers on leadership access and practice.

LDR 2243. Latinx Leadership Development (3). This course is a theory-to-practice, interactive and identity-based leadership course discussing and analyzing components of Latinx Leadership Development. This course explores the historical and cultural aspects of Latinx culture and how it intertwines with leadership development, learning, and practice.

LDR 2290. Leadership and Sustainability in Action (3). This course is designed to introduce students to the concept of leadership and action related to sustainability. It looks at the interconnectedness and complexity of the three pillars of sustainability (environment, economic, and social) as well as discusses the development of the leadership skills needed to create social change. In conjunction with class discussions and readings, students develop a personal sustainability plan to help align passion and values into active practice.

LDR 2325. Leadership and Empowerment (3). The course includes critical conversation about leadership literature, theory, and class discussions that will provide a foundation for new perspectives of leadership, with the focus on follower empowerment.

LDR 2560. Leadership in Film (3). This course initiates a thoughtful consideration of the nature of leadership as depicted in film. Film provides unique insights to investigate character and motive, as well as culture, allowing students to access meaning and significance through theoretical, analytic and dialogic inquiry.

LDR 3200. Leadership and Ethics (3). This course helps students become ethically engaged citizens and logical thinkers. The course assists students in identifying and examining ethical leadership as it relates to values, authenticity, context, controversy, and dilemmas.

LDR 3215. Leadership and Change (3). This advanced undergraduate leadership course examines the change process and prepares leaders who are effective in working with individuals, groups, and organizations in leading and managing change. This is an interactive theory-to-practice course, focused on leadership as a change process.

LDR 3221. Contemporary Issues in Leadership (3). This course explores current issues in the campus, local, and global community and analyzes how leadership is being enacted. Students learn leadership theory and to identify and critically think about how it is displayed, especially within the context of current issues.

LDR 3263. Leadership Experience (3). Prerequisites: LDR 2101, LDR 2162, and LDR 3215 or instructor permission. This experiential-based course offers participants an opportunity to put into practice the knowledge, theory, and skills they have learned in previous courses in the Certification program. Students select and create an experience, complete an experiential learning contract for the course, and do extensive reflection on their experience throughout the course.

LDR 4105. Leadership and Complexity (3). This final course in the Certificate in Leadership Studies builds upon the leadership literature, theory and experience foundation created in the previous certificate courses. This course provides opportunities for analysis of student's experiential opportunity, advanced theory to practice work, and development of personal leadership theory and integrated learning plan.

LDR 4404. Student Affairs Leadership (3). This course offers practical information and activities designed to familiarize students with theories, organizational structures, and issues/trends/challenges of the student affairs profession. It is designed to provide students an opportunity to gain knowledge in the theory and practical application of student affairs, with an emphasis placed on leadership development, problem solving, and career exploration.

LDR 4931r. Special Topics in Leadership (3). Undergraduate leadership courses serve students from various majors across campus. Since leadership is interdisciplinary and multidisciplinary, opportunities for leadership learning not only draw from various disciplines but informs practice in numerous contexts.

MAE—Mathematics Education

MAE 4114. Learning Progressions in Elementary Mathematics (3). Prerequisite: MAE 4326. This course equips future teachers of K-6 mathematics with the Mathematical Knowledge that is necessary to effectively teach challenging topics in the K-6 curriculum. The course focuses on matters of Specialized Content Knowledge and Knowledge of Content and Students.

MAE 4310. The Teaching of Elementary School Mathematics (3). Prerequisites: MAE 4326, and MAE 4144. This course develops specific instructional techniques to maximize success in the child's learning of mathematics.

MAE 4326. How Children Learn Mathematics (3). Prerequisite: Block I. Corequisite: Block II. This course focuses on children's development of mathematical content and on the development of mathematics curriculum from children's viewpoints. Technology as a tool for learning mathematics is included in the course.

MAT—Mathematics

MHS—Mental Health Services

MHS 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours. May be repeated within the same term.

PCO—Psychology for Counseling

PEL—Physical Education Activities (General): Object Centered, Land

PEL 1002r. Introduction to Outdoor Games (1). (S/U grade only.) This course offers an introduction to outdoor games (field games such as cricket, lacrosse, and frisbee). Students become familiar with basic rules of the sports covered, as well as, improving individual and team skills.

PEL 1004r. Introduction to Indoor Games (1). (S/U grade only.) This course offers an introduction to indoor games (court games such as dodgeball, kickball, etc.). Students become familiar with basic rules of the activities covered, as well as, improving individual and team skills.

PEL 1111r. Bowling (1). (S/U grade only.)

PEL 1121r. Golf (1). (S/U grade only.)

PEL 1131r. Introduction to Billiards (1). (S/U grade only.) This course is designed for students to learn the basic rules of and skills required to play the game. Class meetings take place in Crenshaw Lanes. Students are responsible for demonstrating progression advancement in their personal billiards skills throughout the term.

PEL 1211Lr. Softball (1). (S/U grade only.) Students learn the rules and fundamentals of slow pitch softball. Students perform and practice throwing, pitching, fielding, and batting techniques.

PEL 1321r. Volleyball (1). (S/U grade only.)

PEL 1330. Pickleball (1). (S/U grade only.) This course is designed to provide students with the opportunity to gain knowledge, strategies, and skills in the fundamentals of pickleball at the recreational level.

PEL 1341r. Tennis (1). (S/U grade only.)

PEL 1511r. Soccer (1). (S/U grade only.)

PEL 1621r. Basketball (1). (S/U grade only.)

PEL 1646r. Flag Football (1). (S/U grade only.)

PEL 1650. Ultimate Frisbee (1). (S/U grade only.) Ultimate Frisbee is an exciting, non-contact team sport played by thousands the world over. It mixes the best features of sports such as soccer, basketball, and football into a demanding game. Students are instructed in the three basic throws and defensive strategies. The majority of the class time is spent practicing these skills in scrimmages.

PEM—Physical Education Activities (General): Performance Centered, Land

PEM 1001. Esports and Exergaming (1). (S/U grade only.) This course utilizes an interactive gaming system to introduce new methods of participating in sporting games to students. The course provides students with the opportunity to participate and gain knowledge of multiple sports and activities interactively within the comfort of an open classroom. This innovative method of introducing interactive sports aims to create a lifetime connection between the students and physical activity, whether through interactive participation or involving oneself with the actual sport or activity.

PEM 1121. Stretch and Relaxation (1). (S/U grade only.) In this course students are introduced to basic stretching principles and techniques. The course also introduces students to several relaxation methods and provides them with practical experience in both areas.

PEM 1131r. Basic Weight Training (1). (S/U grade only.)

PEM 1141r. Aerobic Conditioning (1). (S/U grade only.)

PEM 1148. Fitness Walking (1). (S/U grade only.) This is a beginning-level fitness-walking course developed to increase the physical strength and overall health of participants. Students are slowly introduced to a walking program appropriate for them. Intensity of the program increases as the student's skill level and endurance increases. No previous experience or knowledge is necessary.

PEM 1164. Dancesport (1). (S/U grade only.) Dancesport is a competitive form of Ballroom and Latin American dancing. This course focuses on Latin Dance. Students are introduced to information and techniques of Dancesport.

PEM 1171r. Aerobic Dance (1). (S/U grade only.)

PEM 1404. Self-Defense for Women (1). (S/U grade only.) This course introduces students to techniques, principles, and philosophies of self-defense, grounded in martial arts disciplines. The content focuses on the Basic Rape-Aggression-Defense (RAD) skills.

PEM 1405r. Self-Defense/Martial Arts (1). (S/U grade only.)

PEM 1406. Advanced Self-Defense/Martial Arts (1). Prerequisite: PEM 1405. This course examines advanced self-defense tactics/ techniques and considerations that may be useful for various types of encounters perpetrated against individuals beyond the Basic R.A.D. (Rape-Aggression-Defense) skills taught in PEM 1405. This advanced course is designed to serve as an extension of the basic program and taught in component block supplements to the Basic R.A.D. Systems Training.

PEM 1461r. Introduction to Fencing (1). (S/U grade only.) This course offers an introduction to Olympic Fencing, including rules, history, and equipment. Beginning with safety practices, students attain a basic orientation of fencing rules and an overview of competitive fencing. The class focuses on fundamental footwork and movement as well as basic equipment use.

PEM 1462. Intermediate Fencing (1). (S/U grade only.) Prerequisite: PEM 1461. This course provides for the development of intermediate skills for Olympic Sport fencing for those who have completed an introductory fencing course, or who otherwise have prior fencing experience.

PEM 1952. Circus Activities (1). (S/U grade only.)

PEO—Physical Education Activities (Professional): Object Centered, Land

PEO 2013. Sports Officiating (2). Prerequisites: PET 4300 and PET 4302C. Course Description not on file

PEO 2340. Theory and Practice of Tennis (2). This course is designed to provide students with the necessary knowledge and skills to coach team tennis. The students learn the principles of coaching/teaching and begin to develop their coaching philosophy.

PEO 2624. Theory and Practice of Basketball (2). This course studies teaching and coaching techniques in basketball including current trends and offensive and defensive systems.

PET—Physical Education Theory

PET 1081. Living-Learning Center Colloquium (1). (S/U grade only.) This course explores different aspects of the transition to college life. The emphasis is on topics related to wellness, and activities address the health and development of individuals, families, and communities. The course is limited to the College of Human Sciences Reynolds Hall students.

PET 3102. Introduction to Exercise Sciences (1). (S/U grade only.) This course introduces students to fields of study and careers in areas of exercise physiology, motor behavior, athletic training, health and fitness, and physical therapy. Students examine preparation for careers, including the role of various accrediting organizations. Current professional issues are discussed. This course is open to non-majors.

PET 3322. Functional Anatomy and Physiology I (3). Prerequisites: CHM 1045 and HUN 1201. Corequisite: PET 3322L. The first part of a two-term sequence, this course covers the functional anatomy and physiology of the skeletal, muscular, cardiovascular, respiratory, digestive, urinary, and endocrine systems, as well as part of the nervous system.

PET 3322L. Functional Anatomy and Physiology I Laboratory (1). Prerequisites: CHM 1045 and HUN 1201. Corequisite: PET 3322. The first part of a two-term sequence, this lab covers the functional anatomy and physiology of the skeletal, muscular, cardiovascular, respiratory, digestive, urinary, and endocrine systems, as well as part of the nervous system.

PET 3323C. Functional Anatomy and Physiology II (4). Prerequisite: PET 3322. This course is a continuation of a two term sequence of functional anatomy and physiology which includes the integumentary, nervous, lymphatic, immune and reproductive systems.

PET 3361. Nutrition and Sports (3). PET 3361 Prerequisites: HUN 1201 (B- or greater) and PET 3322 This course studies the effects of sports training upon individual nutrient stores and requirements. The effects of nutrient intake upon sports performance.

PET 3932r. Special Topics in Wellness and Exercise Science (3-6). This course discusses topics in wellness, health promotion, exercise physiology, biomechanics and motor behavior. Consult instructor. May be repeated as content changes to a maximum of six credit hours. May be repeated within the same.

PET 4051. Human Movement Studies (3). This course explores the developmental, biomechanical, and motor learning principles affecting human movement. Emphasis is on movement assessment in field-based settings.

PET 4076. Physical Dimensions of Aging (4). This course deals with the quality of life and individual differences as we age; physical decline of physiological systems (cardiovascular, muscular, joints, bone, neuromuscular); health, exercise, and well-being; and the pathology of aging. Assists students in developing an understanding of the physical aspects of aging to apply to setting such as physical therapy, sports medicine, and health and fitness programs in hospitals and retirement communities.

PET 4171. Philosophy and Ethics of Coaching (3). This course introduces essential concepts and knowledge concerned with the discipline of ethics as it relates to the extensive and evolving demands of managing and coaching sports and activities.

PET 4551. Exercise Testing and Prescription (3). Prerequisite: APK 3110C. This course examines techniques of evaluation for physical fitness and health with a particular emphasis on aerobic capacity, flexibility, strength, and body composition and to design, implement, and administer programs for developing physical fitness and lifestyle changes.

PET 4763. Coaching for Human Performance (3). The purpose of this course is to understand and evaluate human performance across the lifespan. Coaches need to understand what goes into how the body functions so they can shape their coaching practice to meet the athletes where they are and facilitate peak performance.

PET 4765. Principles and Problems of Coaching (3). This course covers the study of vital sociopsychological aspects of coaching.

PET 4941. Athletic Coaching Internship (3). Prerequisite: PET 4765 The purpose of the course is to gain experience observing and working in a professional athletic coaching and sports setting.

PET 4948r. Practicum in Exercise Sciences (1-6). (S/U grade only.) Prerequisites: A 2.75 GPA, ATR 2020 or equivalent, APK 3011C, and instructor permission. This course consists of supervised field experience in exercise physiology or motor control. May include research, athletic training, or, community fitness projects. May be repeated with permission of the instructor. May be repeated to a maximum of six credit hours with permission of the instructor.

PSB—Psychobiology

PSY—Psychology

RCS—Rehabilitation Counseling Services

RED—Reading Education

RED 4241. Using Assessments to Inform and Differentiate Reading Instruction (3). Prerequisites: RED 4310 and RED 4510. This course prepares pre-service teachers to differentiate reading instruction for learners with a range of reading profiles including typically developing learners, English language learners (ELLs), and learners with and at risk for reading disabilities (e.g., dyslexia).

RED 4310. Foundations of Reading (3). Prerequisite: EDF 1005. This course prepares pre-service teachers to teach beginning reading skills to a wide range of learners and to include the foundations of quality reading instruction addressing Florida Reading Endorsement Competencies 1 and 2.

RED 4335. Literacy Across the Content Areas (3). This course introduces pre-service teachers to the role of literacy in the content areas. Students develop the knowledge, skills, and attitudes needed to meet the literacy needs of students.

RED 4510. Reading for Understanding (3). Prerequisite: RED 4310. This course develops in depth knowledge of the underlying processes involved in reading for understanding and addresses several indicators required for the Florida Reading Endorsement (Competencies 1 & 2). This course focuses broadly on developing comprehension, oral language, and fluency skills and builds capacity to implement effective research-based reading instruction to meet the needs of a wide range of learners, including those of varying abilities and English Language Learners.

RED 4541. Literacy Assessment (3). This course provides a foundation in assessment with an emphasis on literacy/reading and is required for the Florida Reading Endorsement (Competencies 1-3). Throughout the course, students are taught to select and administer appropriate formal and informal assessments to inform reading instruction that meets the needs of all learners. Grounded in the principles of research-based reading instruction and the Reading Endorsement Guiding Principle that teaching reading for understanding is an ongoing systematic, problem solving process, students will implement and analyze assessments, and select appropriate instruction/interventions based on the collected data.

RED 4941. Reading and ESOL Reading Practicum (3). Prerequisites: RED 4241, RED 4310, RED 4510, RED 4541, or special permission. This course is a culminating practicum and addresses several indicators required for the Florida Reading Endorsement (Competencies 4 & 5). In this culminating practicum, students apply their broad knowledge of reading to address the needs of learners with differing reading profiles to develop a comprehensive, scientifically based reading plan for a classroom. The plan includes a method to engage in systematic assessment and problem solving to effectively differentiate instruction. Students apply scientifically based instructional practices to support all learners. This course emphasizes the principles of research-based reading instruction and the Reading Endorsement Guiding Principle that teaching reading for understanding is an ongoing systematic, problem solving process. Students implement and analyze assessments, select and implement appropriate instruction/intervention based on the collected data, and monitor student progress.

SCE—Science Education

SCE 4891. Introduction to the Nature of Science and Scientific Inquiry for Elementary Teachers (3). Corequisite: EDE 4907. This course is designed for elementary education majors. The course is an introduction to the science process skills, inquiry skills, and a 21st century view of the nature of science within the context of science content.

SCE 4892. Problem-Based Science Learning for Elementary Teachers (3). Prerequisite: SCE 4891. This course provides an advanced application of science process and inquiry skills and a 21st-century view of the nature of science within the context of biological and Earth/space science content for the elementary school. Students extend and expand their understanding of science content and the inter-relatedness of various science disciplines, process and inquiry skills, and nature of science through engaging in problem-based learning activities.

SCE 4905r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

SDS—Student Development Services

SDS 3340r. Introduction to Career Development (1-3). This course focuses on the principles and practices of career planning and management, including use of self-assessment, career resources, and employability skill guides. May be repeated to a maximum of three credit hours.

SDS 3802r. Experiential Learning (0). (S/U grade only.) This course focuses on engaging students to “try on” a professional environment through an experiential learning opportunity. Experiential learning occurs through a variety of activities including internships, field work, service learning, projects, undergraduate research, fellowship, leadership, clinical experience, co-op, and practicum. Experiential learning assists students in identifying and strengthening skills needed to succeed in their intended career field. The course also focuses on how student’s experiences can put theory into practice within their intended post-baccalaureate work settings. Through goal setting, reflection and self-evaluation, this course facilitates professional growth. May be repeated to a maximum of six completions.

SDS 3940r. Experiential Learning Abroad (3). (S/U grade only.) This course focuses on engaging students to "try on" a professional environment through an internship abroad at one of FSU International Program's Study Centers.

SDS 4481. Communication and Human Relations (3). This course focuses on the relevant dimensions of helping relationships and the development of effective communications skills in a diverse world.

SLS—Student Life Skills (Learning)

SLS 1004. Academic Success in STEM (1). This course facilitates academic success and promotes retention in STEM. The course focuses on the development and application of study skills, career plans, scholastic expectations, and connections to peers, faculty, and opportunities at a research university.

SLS 1010Lr. Learning Support Lab for Mathematics (1). (S/U grade only.) Corequisites: MGF 1106, MGF 1107, or MAC 1105 This course facilitates academic success and satisfactory completion of the co-requisite course (MGF 1106, MGF 1107, or MAC 1105). The focus is on development and application of math study skills as applied to the co-requisite course material for students identified as needing more support. May be repeated to a maximum of three credit hours.

SLS 1122. Strategies for Academic Success (1). This course offers a positive intervention to facilitate academic success and to promote retention for first-time-in-college students who are in academic difficulty after their first term of full-time enrollment at Florida State University. Focus is on the development of study skills required for college-level work as well as on the identification and minimization of barriers that impede individual student achievement.

SLS 1131. Transitioning Into College for Special Populations (0-1). (S/U grade only.) This course is designed to assist new college students from specialized populations with acclimation and transition into the college context. The course focuses on the "transitioning into" aspect of college with an understanding that the student has prior experiences that frame their approach and perspective on college and its purpose.

SLS 1203. Introduction to Exploration for Academic Majors (1). This course invites students in the exploratory major to examine or evaluate major and career opportunities through analysis of their values, interest, and skills. Students explore the three fundamental components of Florida State University’s exploratory program: Self Exploration, Major Exploration, and Career Exploration. Students apply thoughtful introspection, critical reasoning, disciplined thinking, and objective analysis as they research majors and ask questions that promote disciplined thinking that ultimately results in selecting a major confidently.

SLS 1261. Academic Transition, Success, and Development for Student-Athletes (3). (S/U grade only.) This course explores the methods and strategies to successfully transition to Florida State University. The course focuses on academic success strategies, character development, leadership, time management/social pressures, social responsibility, and financial literacy.

SLS 1511r. Special Topics in Student Life Skills (1). This special topics course assists students with transition to college, including success in a major, developing career plans, and honing essential skills. The course emphasizes connections to peers, faculty, and opportunities that prepare students for the future. May be repeated to a maximum of two credit hours.

SLS 2150r. Transitioning Through College (0-1). (S/U grade only.) This course is designed to assist continuing college students with the development of an intentional college life. The course focuses on the "transitioning through" aspect of college with an understanding that the student possesses expertise, exploration is essential, and the student experience is dynamic and unique.

SLS 2206. Chart Your Course: Navigating Your FSU Experience (0-1). (S/U grade only.) This course invites first-year students to experience the many opportunities Florida State University has to offer and chart their own course to a successful college experience. Students explore their own identities and values, engage with campus resources, and apply college success strategies to effectively navigate their transition to FSU.

SLS 3140. Academic Success for Transfer Students (1). This course helps transfer students improve their academic outcomes. The course focuses on development and application of skills necessary for navigating the increased scholastic expectations of a large research university.

SLS 3207. Exploring Mindset, Motivation, and Majors (1). In this course, students delve into the intricate world of mindset, motivation, and academic majors. Through a series of interactive activities, discussions, and introspective exercises, students gain valuable insights into their personal growth mindset, intrinsic and external motivations, and unique strengths.

SLS 3360. Life after Sport: Road Map to Professional Development (2). (S/U grade only.) This course provides the tools to cultivate meaningful transition skills, enhance business & professional acumen, and ensure students are aware of the path to career opportunities outside of professional sports.

SLS 3407. Strategies for Veteran Success (0-1). (S/U grade only.) This course is designed as a proactive measure to facilitate the transition from military service to college with the ultimate goal of promoting student veteran retention, graduation, and job placement. The purpose of the course is to facilitate development of study and life management skills that are critical to success in an environment that is structured to encourage personal connections with fellow student veterans as well as campus resources.

SLS 3513r. New Perspectives: Strategies for Academic Recovery (1). This course guides the discovery and development of key skills for personal and academic success as well as the use of the campus resources that support them. The in-person class format uses hands-on activities, self-assessments, discussions, self-reflections, guest presentations, and peer mentoring to support students' development of new perspectives, skills, and academic recovery.

SLS 3606r. Transitioning Beyond College (0-1). (S/U grade only.) This course is designed to assist continuing college students with the reflection of their college experience in preparation for post-graduation success. The course focuses on the “transitioning beyond” aspect of college with an understanding that the student is entering a different phase of emerging adulthood.

SLS 3717r. Peer Learning Assistance (0-1). This course is a learning opportunity for students interested in exposure to issues regarding targeted peer learning assistance. This course provides training in various areas related to peer learning assistance and is applicable across disciplines. May be repeated to a maximum of one credit hour.

SMT—Science or Mathematics Teaching

SMT 1043. Step 1: Inquiry Approaches to Teaching (1). This course allows students to explore teaching as a career with in-state tuition paid. Following an introduction to the theory and practice behind excellent inquiry-based mathematics and science instruction, students teach lessons in pairs to obtain firsthand experience in planning and implementation.

SMT 1053. Step 2: Inquiry-Based Lesson Design in Science/Mathematics (1). Prerequisite: SMT 1043. In this course, students continue developing the lesson-plan skills learned in SMT1043 as they become familiar with exemplary middle-school science curricula. After observing a lesson being taught in a local school-district classroom, students work alone or in pairs to plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

SMT 3100. Knowing and Learning in Science and Mathematics (FSU-Teach) (3). Prerequisites: SMT 1043 and SMT 1053, or instructor permission. This course focuses on knowing and learning in secondary science and mathematics as understood from a multidisciplinary perspective. The primary goal of this course is not simply to offer a general survey of theories of scientific and mathematical knowing and learning, but also to provide students with the opportunity to identify theories of knowing and learning and to employ these theories in their own practice of science and mathematics teaching.

SMT 4301. STEM Classrooms and Communities (3). Prerequisites: SMT 1043, SMT 1053, and SMT 3100. This course explores the role of content, pedagogy, curriculum, and technology in promoting learning and impacting STEM learning. Topics cover discourse in the classroom, management, task alignment, and classroom learning opportunities as well as assessment methods for understanding student learning.

SMT 4664. Project Based Instruction (FSU-Teach) (3). Prerequisites: SMT 1043, SMT 1053, and SMT 3100. Corequisite: Successful completion of or current enrollment in SMT 4301. This course integrates the major themes in the FSU-Teach program: infusion of technology in representation, analysis, modeling, assessment, and contextualization of the content; field-based experiences; as well as equity in an intellectually challenging culminating experience before students start teaching. Students must complete this course prior to enrolling in the Apprentice Teaching course and the seminar course (SMT 4945 and SMT 4930) of the FSU-Teach program.

SMT 4665r. Model Lessons Seminar (1). (S/U grade only.) This course includes weekly class sessions featuring invited instructors delivering model science and mathematics lessons followed by post instructional discussions revolving around the lesson's learning objectives, subject area, instructional strategies, assessments, and learning outcomes. May be repeated to a maximum of two credit hours.

SMT 4930. Apprentice Teaching Seminar (FSU-Teach) (1-4). (S/U grade only.) Prerequisites: SMT 1043, SMT 1053, SMT 3100, and SMT 4301. Corequisite: SMT 4945. In this seminar, objectives and course activities serve to support the Apprentice Teaching coursework and are repeated here. Teacher candidates meet as a seminar group for weekly ninety-minute sessions during the semester. FSU-Teach students enrolled in the five hour SMT 4945 must take this corequisite, variable credit seminar.

SMT 4945. Apprentice Teaching (FSU-Teach) (5). (S/U grade only.) Prerequisites: SMT 1043, SMT 1053, SMT 3100, and SMT 4301. Corequisite: SMT 4930. This course allows students to participate in teaching science and/or mathematics in secondary schools as their capstone field experience for the FSU-Teach (SMMT) major in the sciences and mathematics. The focus of this capstone experience is the synthesis and translation of the content and pedagogical knowledge learned in the program to the secondary classroom. This course contains signature assessments that must be successfully completed in order to earn an Institutional Recommendation for certification.

SOW—Social Work

SPM—Sports Management

SPM 4004. Issues in Sport Management (3). This course introduces students to the major topics, trends, problems and issues involved in athletics and sport management.

SPM 4011. Sport History (3). This course provides a survey of significant time periods beginning with the Ancient Greeks and ending with the current society. The survey reviews sport issues and practices across time, aiming to inform students about the role of sport in our current society.

SPM 4012. Sport in Society (3). This course covers the role of sports in the United States, focusing on sports as social and cultural phenomena. Focus is on the relationships between sports and social variables such as race and gender, social institutions such as education and family, as well as social issues such as drug use and violence.

SPM 4013. Cross-Cultural Sport (3). This course approaches sport through a variety of global perspectives and cultural lenses. Students are exposed to different national contexts, histories, leagues, and governing bodies, as well as the social, cultural, political, and economic imperatives organizing sport and its management, including global mega-events (e.g., Olympics, World Cup) and national structures (e.g., Barclay's Premier League).

SPM 4014. Sport and Literature (3). This course uses literary theory to critically analyze and interpret a series of popular sport-related novels. The course focuses on the role that literature in general, and sport-based books in particular, has played in promoting and challenging structures of gender, nationalism, sexuality, race, social class, and ability in the United States and Western society more generally.

SPM 4015. Sport and Film (3). This course allows students to use film and media studies theory to critically engage in and interpret a series of popular sport-related films. By the end of the course, students are 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 formations of gender, sexuality, nationalism, race, social class, and ability in Western society.

SPM 4020r. Current Issues in International Sport (3). This course is a discussion of current issues impacting the international sport industry. The course includes site visits and discussions of issues that industry professionals in international settings face.

SPM 4025. Diversity in Sport (3). This course examines the role and impact that ethnicity, racism, gender, and other diversity topics have had on sport, while providing students with an opportunity to develop an understanding and appreciation for diversity in sport.

SPM 4104. Facility and Event Management (3). In this course, students learn the factors involved in obtaining, running, and managing athletic events. They also learn the guidelines for designing, constructing, maintaining, scheduling, and managing an athletic facility.

SPM 4124. Human Resource Management in Sport (3). This course offers an introduction to the basic elements of human-resource management in sport organizations.

SPM 4154. Introduction to Sport Management (3). This course introduces the diverse field of sport management. Topics cover career opportunities within the sport industry, as well as knowledge relevant to the management, marketing, legal, and financial operations of sport organizations.

SPM 4204. Ethics in Sport (3). This course is designed to examine major moral/ethical issues within sport. Students are introduced to critical thinking regarding ethical issues in sport and learn to use moral reasoning to make ethical decisions in sport.

SPM 4304. Event and Special Projects (3). This course deals with topics and issues involved in the promotions and marketing of sporting events. The course is an examination of the evolution of large scale corporate marketing strategies.

SPM 4320. Sport Sales (3). (S/U grade only.) Prerequisites: MAR 3400 and MAR 4415 The course provides students with opportunities to learn about sales activities in the sport industry. Students participate in script training, perform role play scenarios, and complete sales-related projects.

SPM 4505. Sport Finance (3). This course introduces financial strategies related to sport entities and organizations.

SPM 4514. Entrepreneurship in Sport (3). Through this course, students are introduced to the foundational elements that encompass theoretical and practical knowledge within the topic of entrepreneurship. In addition, discussions pertaining to challenges that arise for professionals within sport organizations are highlighted for problem solving.

SPM 4604. Sport Governance (3). In this course, topics and issues discussed involve the organizational theory, behavior and structure of various sport organizations. The evolution of power and political activity engulfing sport organizations is also examined as well as concepts on leadership and management related to the sport industry. The course also includes an outside project that enhances the student's understanding of a selected sport organization and its event.

SPM 4630r. International Sport Venues (3). This course is a study of the design and management of international sport venues. Topics include design, marketing, facility image, and media and public relations, among others. This course includes site visits and discussions of issues and challenges that venue managers face. May be repeated to a maximum of six credit hours; may be repeated within the same term.

SPM 4703. Introduction to Sports Analytics (3). This course introduces students to the analytical techniques and quantitative methods that are being used to inform various decisions in the sport industry.

SPM 4705. Applied Data Analytics in Sport Management (3). SPM 4705 Prerequisites: SPM 4703 (C- or better) This course equips students with analytics skills and strategic mentalities to respond to the sport industry's demand for individuals who apply data science to solve business problems and challenges.

SPM 4723. Legal Issues in Physical Education (3). This course introduces students to the legal structures, major laws, regulations and precedents in law in sport and physical education.

SPM 4905r. Directed Individual Study (1-3). (S/U grade only.) This course enables undergraduate study of a research problem. Students work with faculty supervision to complete an independent project pertaining to a particular topic of interest. May be repeated to a maximum of 12 credit hours as topics vary. May be repeated within the same term.

SPM 4911r. Undergraduate Thesis (1-3). (S/U grade only.) This course employs a thesis project which must be an original research project utilizing methods appropriate to the nature of the project. In this course, work completed in the thesis stage includes prospectus development and approval, project completion, and defense. May be repeated to a maximum of six credit hours.

SPM 4931r. Special Topics in Sport Management (3). This course offers an analysis of selected topics in the sport-management field. May be repeated to a maximum of 12 credit hours.

SPM 4941r. Practicum in Sport Administration (3). This course provides opportunities for practical experience in various areas of sport management. The practicum is intended to provide students with work experience in a sport organization. May be repeated to a maximum of nine credit hours; repeatable within the same term.

SPM 4951. Sport Service Social Change (3). This is an experiential learning course where students use sport-based activities to serve a specific population in the local community. Through their experience and course reading, students increase their knowledge of social issues, social change, and the role of sport in both.

SPS—School Psychology

SSE—Social Studies Education

SSE 3321. Teaching History in the Middle and Secondary School (3). This course examines methodological approaches to the teaching of United States and world history. Students explore the chronological and thematic organization of history courses, primary sources, and narrative in the teaching of history. A focus is on the development of historical cognition.

SSE 4004. Teaching Citizenship (3). Prerequisite: SSE 4042. This course helps students explore the methods and goals of teaching for citizenship in social studies. Students have the opportunity to explore what teaching for citizenship means in different contexts, to incorporate citizenship education into different social studies subject areas (e.g., history, geography, economics, government, etc.), and to consider how existing curriculum and strategies help the aim of teaching for citizenship.

SSE 4042. Teaching Social Studies as a Profession (3). This course is intended to help students assess teaching social studies from an external perspective. Students have the opportunity to explore what becoming a social studies teacher means; to assess the organizational structure of teaching as a career and profession; to examine social attitudes about education and the work of teachers; and to consider what it means to think about teaching as social justice work.

SSE 4113. Elementary School Social Studies (3). Prerequisites: Block I and II. Corequisite: Block III. This course discusses the content, applications, and materials associated with the social sciences from grades K-6.

SSE 4194. Developing a Global Perspective (3). Prerequisites: EDG 4321 and SSE 4362. This course examines theory and practice in global education and the integration of global perspectives into curriculum and pedagogy in social sciences and social studies education. The course also evaluates major issues and controversies embedded in the field, and enables students to critique scholarship, analyze controversies, and propose ideas for integrating global perspectives in curriculum and instruction.

SSE 4362. Fundamentals in Teaching Social Studies (3). This course explores rationale for social studies instruction and an examination of traditional social science instructional methods.

SSE 4664. Inquiry in Teaching Social Studies (3). Prerequisites: EDG 4321 and SSE 4362. This course provides theory and practice in discovery, problem solving, and inquiry teaching of social science.

SSE 4783. Classroom Assessment for Social Studies Education (3). This course provides an understanding of the subject-specific approaches to classroom assessment in social studies education and prepares preservice teachers to select, plan, and design a range of assessments for their teaching objectives.

SSE 4904. Directed Independent Study (1-3). (S/U grade only.) This course allows students to study individually, under the direction of a faculty member. Topics vary and are usually selected on an individual basis. Hours may vary.

SSE 4940r. Field Study in Social Education (1-3). (S/U grade only.) Prerequisites: EDG 4321 and SSE 4362. This course is a participant observation field study course in an education setting to be arranged with the instructor. May be repeated to a maximum of three credit hours.

SSE 4944. Student Teaching in Social Science Education (12). (S/U grade only.) Prerequisites: SSE 4362 and SSE 4664. This course is a fifteen week, off-campus student-teaching experience in Florida schools, supervised by University faculty in social science education.

TSL—Teaching English as a Second Language

TSL 4080. Applied ESOL Instruction in PK-12 Classrooms (3). Prerequisite: TSL 4251. In this course, pre-service teachers apply research, best practices, evidence-based strategies, and assessments to content area lesson design for multilingual PreK-12 learners in mainstream classrooms. Teacher candidates apply methodologies appropriate to support academic language development, oral proficiency, literacy skills, and content instruction for English learners.

TSL 4081. Teaching English as a Second Language (3). In tis course, students develop practical competence for teaching English as a foreign or second language. The course focuses on topics and practices which improve students' practical knowledge of evidence-based methods, techniques, and procedures for teaching language skills and domains in a variety of foreign and second language settings.

TSL 4144. Foreign/Second Language Curriculum and Materials (3). This course allows students to review L2 learning stages and contemporary curricular designs that pertain to teaching second/foreign languages. Student learn to analyze and evaluate existing curricula, materials and technology, and participate in the process of developing original units and materials.

TSL 4251. Methods in Teaching English Language Learners in PK-12 Classrooms (3). This course is designed for pre-service teachers and focuses on how to teach multilingual PreK-12 learners in mainstream classrooms. Pre-service teachers will be introduced to lesson planning and instructional techniques for English Language Learners.

TSL 4324. ESOL Instruction in the Content Areas (3). This course focuses on the theory and application of second-language learning and teaching strategies for limited English-proficient students in subject matter classes. The course also satisfies META requirements for all teachers of LEP students except primary language arts instructors. This course is appropriate for renewal of all certification coverage.

TSL 4341. Grammar Instruction for Foreign and Second Language Teachers (3). This course builds the foundation of knowledge of grammatical concepts for foreign and second language pedagogy. Grammar teaching is often at the heart of foreign and second language education.

TSL 4441. Second Language Testing and Evaluation (3). This course is designed to acquaint students with principles of second language assessment and standardized testing, to inform them of general principles of second language test construction and administration, including traditional and nontraditional assessments, and to provide practical experiences in preparing valid items and analyzing tests.

TSL 4520. Second Language Acquisition and Cross-Cultural Communication for Teachers (3). This course provides teacher candidates with information related to second language acquisition and cross-cultural communication to prepare them to work with linguistically and culturally diverse learners in K-12 settings. Students explore the relationships between language and culture and focus on methods for fostering understanding between different cultural and subcultural groups.

TSL 4662. Foundations of Second Language Acquisition (3). In this course, students explore key theories, debates, and controversies within the field of Second Language Acquisition through reading and critically evaluating relevant research. The course is organized around issues such as the age of acquisition, learning contexts, cross-linguistic influences, cognitive aspects of language learning, and learner factors (e.g., motivation, aptitude).

TSL 4941. Practicum in Multilingual/Multicultural Education (4). Prerequisites: FLE 3033 and acceptable oral-proficiency interview score. This course explores practical techniques for classroom instruction of basic foreign language skills, teaching intermediate and advanced levels, use and construction of foreign language tests, techniques of planning, classroom management, ethics, and school law.

TSL 4945r. Associate Teaching in English as a Second Language (2-10). (S/U grade only.) May be repeated to a maximum of ten credit hours.

Graduate Courses

ADE—Adult Education

ADE 5083. Human Resource Development (3). This course offers a comprehensive survey of the structure and function of human-resource development in organizations. Focus is on alternative perspectives, professional roles and competencies, as well as on the organizational features affecting Human-Resource Development operations and programs.

ADE 5189. Staff Training and Development (3). This course covers the theory and practice of training and staff development based on the design and use of experiential instructional interventions meant to enhance individual, group, and organizational efforts. This course introduces students to the key concepts, principles, and processes that drive the staff training and development function and to enable them to improve their related analytical and technical skills.

APK—Applied Kinesiology

APK 5121. Sport and Exercise Psychology for Coaches (3). This course focuses on the theoretical and practical knowledge needed in coaching various sports, emphasizing critical thinking and application of scientific findings.

APK 5111C. Advanced Exercise Physiology (3). This course studies the physiological effects of acute and chronic physical exercise.

APK 5139L. Advanced Exercise Physiology Laboratory (1). Corequisite: APK 5111C. This course provides students with the skills and knowledge for practical application of advanced laboratory techniques to examine human performance physiology. This allows students to predict and enhance human performance associated with exercise training and cardiorespiratory fitness.

APK 5166. Supplements in Exercise (3). Prerequisites: Admission into a program within the Department of Nutrition and Integrative Physiology, or instructor permission. A basic background in exercise physiology and human metabolism/bioenergetics is required. This course provides an immersion into the theoretical and applied background for why nutritional supplements can positively, and negatively, impact health, performance, and many physiological processes. The regulation, marketing, and testing of nutritional supplements are also covered due to the unique aspects of these areas for nutritional supplements as compared to food and drugs.

APK 5177. Strength and Power Training for Sport Performance (3). This course is designed to meet specific competencies needed for students pursuing a career in strength and conditioning. The focus is on learning the proper execution and technique for various multi-joint exercises that develop strength and power. Attention is given to honing students' ability to implement these training exercises safely and effectively in others.

APK 5404. Sports Psychology (3). This course provides an introductory graduate survey of sport psychology topics and research.

APK 6178. Human Physiology I (3). Prerequisites: Admission into a graduate program within the Department of Nutrition and Integrative Physiology, or instructor permission. Basic background in anatomy and physiology is required. This course is the first of a two-part series providing an intense, comprehensive overview of major human organ systems' structure and function in both diseased and non-diseased states. As one's understanding of physiology is foundational to research or practice in health sciences, students must understand how properly functioning organ systems are critical for human well-being.

APK 6179. Human Physiology II (3). Prerequisites: Admission into a graduate program within the Department of Nutrition and Integrative Physiology, or instructor permission. Basic background in anatomy and physiology is required. This course improves student understanding of how cells, tissues, and organs function in both an independent and coordinated manner so this foundational knowledge can further support students' research endeavors.

APK 6410. Group Dynamics in Sport (3). This seminar is designed to provide an overview and perspective of the area of group dynamics in sport from a theoretical, empirical, and practical level.

APK 6412. Sport and Exercise Psychology Ethics (3). This course consists of in-depth elaboration on current important professional issues related to ethics in sport and exercise psychology. The issues presented and discussed in class consist of book chapters, the American Psychological Association (APA) and the Association of Applied Sport Psychology (AASP) Codes of Ethics publications.

APK 6935r. Seminar in Health, Nutrition, and Food Science (1). This course builds research and presentation skills focusing on various aspects of nutrition, food, physiology, and other areas of basic/applied sciences.

APK 8945r. Exercise Physiology Internship (1-9). (S/U grade only.) Prerequisites: APK 5111C, PET 5553, and instructor permission. This course consists of supervised field experience in applied exercise physiology with emphasis on corporate and adult fitness, cardiac rehabilitation, or hospital based wellness programs.

ATR—Athletic Training

CHD—Child Development

CHD 5266. Advanced Child Development (3). This course is a survey of contemporary child development research literature.

CHD 5617. Professional Development in Family and Child Sciences (1). Prerequisite: Graduate standing. This course is designed to introduce graduate students in Family and Child Sciences to professional development topics in the field of family and child sciences.

CHD 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of nine credit hours.

CHD 5912r. Supervised Research (1-3). (S/U grade only.) A maximum of three hours may apply to the master's degree.

CHD 5915. Methods of Research I (3). Prerequisite: A graduate statistics course such as EDF 5401 or equivalent. This course explores research design, with emphasis on the development of a thesis or dissertation prospectus. Includes a laboratory to practice data-analysis applications.

CHD 5942r. Supervised Teaching (1-3). (S/U grade only.) A maximum of three hours may apply to the master's degree.

CHD 6261. Theories of Child Development (3). Prerequisites: Graduate courses in child development, psychology, counseling, or family studies, as well as instructor permission. This course is a review of current theories of child development.

CHD 6264. Assessment Techniques for Children and Families (3). Prerequisites: Background in child and family study, as well as instructor permission. This course examines current child and family assessment techniques. Psychometric characteristics of measurements are reviewed.

CHD 6636. Development of Social Withdrawal, Inhibition, Shyness, and Anxiety from Childhood to Young Adulthood (3). Prerequisite: CHD 5266 or instructor permission. This course covers multi-disciplinary theoretical and empirical research on social withdrawal, inhibition, shyness, and anxiety in childhood, adolescence, and young adulthood. Content includes temperament, genetic vulnerability, parenting, developmental trajectories, social cognition, peer relations, cross-situational continuity and change, risk and resilience, internalization, and prevention.

CHD 6980r. Dissertation (1-24). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

CHD 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

CLP—Clinical Psychology

CLP 6169. Adult Development and Psychopathology (3). Prerequisite: Clinical psychology majors only. This course offers theoretical and empirical perspectives on the biological and psychosocial aspects of psychopathology. Includes issues of definition classification, diagnosis, etiology, as well as treatment implications in the context of human development.

DEP—Developmental Psychology

DEP 5068. Life-Span Human Development (3). This course discusses central theories and topics in developmental psychology across the life span, focusing especially on the implications of developmental theory and empirical research on counseling and other helping professions.

DEP 5070. Child & Adolescent Development (3). This course demonstrates that being an effective school psychologist depends on many factors, including the ability to ensure that students participate in services that are appropriate for their developmental levels. The course teaches students to learn to conceptualize children's development from multiple theoretical perspectives and translate current scientific findings in order to address complex issues that arise in the school setting.

DIE—Dietetics

DIE 5248. Advanced Medical Nutrition Therapy (3). Corequisite: Admission to Dietetics Internship Program (needs Internship Director's permission to enroll). This course offers a presentation and discussion of current topics in the field of dietetics and health care, including discussion of novel concepts and applications in dietetics. Methods in nutritional assessment are reviewed. Also, core competencies expected of entry-level dieticians are reviewed and completed.

DIE 5935. Current Topics in Dietetics (3). (S/U grade only.) Prerequisite: DIE 5248. Corequisite: Admission to Dietetics Internship Program (requires Internship Director's permission to enroll). This course offers a presentation and discussion of current topics in the field of dietetics and health care; dissemination and discussion of novel concepts and applications in the practice of dietetics; review of methods in nutritional assessment; and review and completion of core competencies expected of entry-level dietitians.

EAP—English as a Second Language for Academic Purposes

EAP 5838r. English Pronunciation for International Teaching Assistants (3). (S/U grade only.) This course is designed to help non-native English speakers improve pronunciation skills in order to become more competent and confident speakers of English; it provides learners with an understanding of the phonetic and phonemic structure of English and includes extensive speaking and listening practice. The course helps students develop an awareness of specific pronunciation features of North American English consonant and vowel sounds. Features of English rhythm and stress patterns are also analyzed and practiced. May be repeated to a maximum of nine credit hours.

EAP 5845r. Academic Writing for International Graduate Students (3). (S/U grade only.) This course is designed to help international graduate students develop the skills they need to become successful writers in their academic careers. The course covers strategies to organize and develop ideas, navigate word and grammar choices particular to academic written English, avoid plagiarism and properly use citation and reference styles. May be repeated to a maximum of nine credit hours.

EAP 5855r. Academic English and Communication Skills for International Graduate Students (3). In this course, international graduate students improve their academic English and communication skills for success in a graduate program at FSU. Students enhance their overall English skills, analyze differences in academic and cultural expectations, and learn about resources available to them at FSU. May be repeated to a maximum of six credit hours.

EAP 5860. Advanced English Practice for International Educators (3). (S/U grade only.) This is an orally based individualized course in English as a second language, designed to provide practice in diagnosed problem areas.

EDA—Educational Administration

EDA 5069. Ethics in Educational Leadership (3). This course examines educational leaderships as an ethical endeavor; covers the assumptions, values, and beliefs that inform school practice and policies; discusses systemic constraints to educational leadership; and also covers social-justice concerns in education.

EDA 5107. Educational Leadership and Change (3). This course is designed to teach aspiring educational leaders how to lead change in an educational setting. Students are exposed to comprehensive tools that are grounded in research that lead to the transformation of schools.

EDA 5191. Leadership for Diversity (3). This course integrates DOE requirements of ESOL Standards for School Administrators with a) an understanding of the Consent Decree, accountability and equity issues related to LEP students; b) an understanding of compliance with federal and state regulations; and c) an understanding of cultural proficiency in the school environment.

EDA 5192. Educational Leadership (3). This course covers basic leadership theories, motivation, group dynamics, planning, and change processes in educational settings. The course emphasizes knowledge, analysis, and applications that draw from multidisciplinary perspectives, including organizational analysis, psychology, anthropology, and sociology.

EDA 5219. Resource Management for Educational Leaders (3). This course examines public education as an economic institution, emphasizing the relationship between the purposes of schooling and the human and fiscal-resource allocation role of the principal. The principal's role in selected strategies and techniques in critical thinking and problem solving as applied to school improvement are presented. Procedures involved in school funding are examined, as well as the role of the principal in implementing statutes, audits, procedures, and policies. Recruitment, selection, retention of school personnel, and collective bargaining are examined as they relate to state and federal law.

EDA 5231. Applications of Policy (3). This course explores the roots of the educational process, the role of different stakeholders in policy formation and implementation, and applications of these educational policies in schools for the purpose of improving teaching and learning.

EDA 5232. Legal Aspects of Public School Administration (3). This course is designed to enable students to identify and apply legal principles that place limits on authority, define individual and corporate liability and inform standards of educational practice in public school settings. It emphasizes knowledge, analysis, and application that explores a range of leadership competencies, including concept formation, organizational sensitivity, problem solving and decisiveness. The course includes readings offering an overview of key legal and ethical issues for school administrators and case scenarios designed for small group and individual analysis.

EDA 5242. School Finance (3). This course examines public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. The social-economic-political context in which public finance decisions are evolved and their relationship to current educational issues.

EDA 5288. The Politics of Education (3). This course is an introduction to the study of the nation's largest social institution, public education. Using concepts based in the discipline of political science, the course explores how ideologies, institutions, and social groups have interacted to shape formal schooling in the United States. Class discussions and readings focus on the distribution of power and leverage in the political process of American society and the utilization of communication and analytic skills by educational administrators and policy analysts.

EDA 5423. Data Driven School Improvement (3). This course builds expertise in using data for a variety of school-improvement purposes, including instructional decision-making in grades K-12. Collaborative action-research skills are developed to solve school-based problems.

EDA 5501. The Assistant Principal (3). This course provides an overview of research on the position of the K-12 Assistant Principal. The course addresses issues of role ambiguity, socialization, ethics, discipline, instruction, and various aspects of personnel management.

EDA 5503. The Principalship (3). Prerequisites: Admission to the Educational Leadership & Administration online Masters/Specialist programs. This course provides a systemic approach to leadership and management roles, responsibilities, opportunities, and challenges of school principals and other administrators. This course also serves as term one of the two-term internship. Through readings, Signature assessments, group activities, discussions, simulation activities, and research projects.

EDA 5504. Instructional Leadership (3). Prerequisite: Admission to the Educational Leadership and Administration Online Masters/Specialist Programs. This course is designed to provide an understanding of how school leaders engage in instructional leadership by hiring, developing, supporting, evaluating, and retaining diverse, effective, and caring instructional personnel with the capacity to promote the academic success and well-being of all students.

EDA 5507. Planning Effective Instruction (3). This course explores the components and relationships that make up effective classroom instruction. Working on the assumption that effective classroom instruction is a necessary foundation for student achievement, school leaders need to know how to coach and monitor teachers use of effective instructional practices.

EDA 5508. Teacher Leadership Development (3). This course is based on the increasingly important role of a school leader in identifying and developing teacher leaders in K-12 schools. School leaders need to be able to work with teacher teams effectively and to cultivate the talents of teachers as leaders in various aspects of school life. This course explores how school leaders can be prepared to successfully operationalize these dynamics.

EDA 5569. State Education Policy (3). This course examines the development of education policy through the state legislature, state boards of education, and the state budgeting process. Emphasizes eclectic research methods in the conduct of limited scope educational policy studies at the state level.

EDA 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of five credit hours.

EDA 5931r. Special Topics in Educational Administration (3). This course content varies to provide opportunity to study current issues in educational administration and topics not offered in other courses. May be repeated as topics vary to a maximum of 12 credit hours.

EDA 5941r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDA 5942. Practical Experiences in Educational Leadership (3). This practicum course's primary purpose is to provide students an experiential orientation into the components for fulfilling certification requirements in Educational Leadership/Administration toward Level I Educational Leadership Certification. The practicum provides the infrastructure that bridges leadership practice with leadership theory as students acquire the skills, knowledge, and dispositions to make a positive impact on improving schools and student achievement.

EDA 5945. Practicum in Educational Leadership I (1). This course integrates Department of Education requirements of experiential learning through field experiences, school-based mentoring from an expert in the field, and the Florida Leaders Web site for professional development for aspiring school leaders.

EDA 6061. Educational Administration and Organizational Practice (3). This course provides an introduction to educational administration and organizational practice for graduate students interested in education and policy. The course is composed of a social-systems model of which critical elements such as structure, motivation, culture and politics are covered. Opportunities and constraints for schools are explored along with key administrative processes and contemporary research on the effectiveness of schools.

EDA 6068. Education Policy to Practice for Educational Practitioners (3). This course provides a broad overview of the field of K-12 educational policy. Students will learn central theories that have been used to understand the goals and mechanisms of different state and federal policy efforts aimed at improving schools and schooling.

EDA 6101. Organizational Theory (3). This course is an overview of organizational concepts and theories to enable the advanced graduate student to develop alternative bases for utilizing organizational theory in future study and practice within educational settings.

EDA 6102. Perspectives on Leadership Theory (3). This course examines traditional and non-traditional education leadership theories, including analyses of purposes and meanings inherent in formal and informal perspectives.

EDA 6105. Laboratory of Practice I (3). Prerequisite: EDF 6474. This course re-introduces students to key concepts/foundations of research design relevant to their dissertation. Students continue revisions on Chapter 1 of their dissertation and conduct an audit of their local context and/or organization.

EDA 6108. Laboratory of Practice II (3). This course facilitates students' ability to engender original thinking and research on important educational issues as they relate to issues of human rights and social justice in local and global contexts.

EDA 6110. Laboratory of Practice III (3). In this third and final Laboratory of Practice course, students revise and finalize their preliminary exam manuscripts and supplemental materials, including IRB applications. As part of this process, students conduct a pilot study testing instruments or protocols that they may use to collect data.

EDA 6207. Leadership for School Renewal (3). This course assists students in developing catalytic leadership for creating a vision description of total quality school/school district and a strategic plan for realizing that vision.

EDA 6425. Literature Review for Educational Research (3). Prerequisite: EDF6486 This course is designed to guide advanced doctoral students through the research process, including identifying and developing a research interest, refining research questions, and writing a review of the literature.

EDA 6930r. Seminar in Literature, Research and Professional Writing (1-3). This course is a weekly seminar on current educational problems. May be repeated to a maximum of nine credit hours.

EDA 6968. Diagnostic Exam (0). (P/F grade only.) This diagnostic exam appraises the student's ability to pursue the EdD doctoral degree and to facilitate advising in the development of the student's program of studies. The diagnostic exam is taken during the second term or after a doctoral student has completed nine to 12 credit hours of EdD coursework.

EDA 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. This course consists of research on the dissertation topic. A minimum of 24 credit hours is required. May be repeated within the same term.

EDA 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours. May be repeated within the same term. May be completed two times.

EDA 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EDA 8967r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDA 8985r. Dissertation Defense (0). (P/F grade only.)

EDE—Elementary Education

EDE 5225. The Elementary School, K-6 (3). This course examines the foundations for establishing an elementary school program, including the nature of knowledge, social issues, child development, and content development.

EDE 5227. The Integrated Curriculum in the Elementary and Middle School (3). This course analyzes the reasons for integrating the curriculum and teaches how to implement an integrated approach in the elementary and middle schools.

EDE 5266r. Current Issues and Trends in Elementary Education (3). This course is designed for students to perform a critical analysis of a number of issues and trends important to the public elementary school. May be repeated to a maximum of nine credit hours.

EDE 5324. Promoting Thinking in the Elementary School (3). This course is an analysis of thinking processes of elementary-aged children and interventions to enhance thinking. Special emphasis given to critical thinking, creative thinking, moral thinking, problem solving, and decision making.

EDE 5511. Organization for Classroom Instruction in the Elementary School (3). This course is an analysis and critique of current organizational patterns related to teaching in the elementary school.

EDE 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EDE 5910r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDE 5940r. Supervised Teaching (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDE 5941. Internship in Elementary Teaching (9-12). (S/U grade only.) Prerequisite: SCE5215. This culminating internship provides teacher candidates the opportunity to demonstrate mastery of the state-approved teacher preparation standards in a classroom setting, focusing on the areas of planning, instructional delivery, assessment, professional growth, and ethical behavior.

EDE 5942r. Elementary Teaching Field Practicum (3). Prerequisite: EDE 5225. This course provides teacher candidates with the opportunity to participate in an elementary classroom, focusing specifically on curriculum design and instruction, classroom management and discipline, and assessment. May be repeated to a maximum of six credit hours.

EDE 6805. Perspectives of Teacher Professional Development (3). This course is for advanced graduate students preparing for leadership positions associated with professional development of teachers at pre-service, induction, and in-service levels. Model programs are viewed from historical, sociological, psychological, philosophical, and anthropological perspectives.

EDE 6937. Advanced Research Seminar in Elementary Education (3). (S/U grade only.) Prerequisites: EDF 5400; EDF 5402; and EDF 5481 or equivalent. This seminar is to assist students to master tasks required for a prospectus of a dissertation.

EDE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

EDE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

EDE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EDE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDE 8985r. Dissertation Defense (0). (P/F grade only.)

EDF—Education: Foundations and Policy Studies

EDF 5089. Black and Latino Education: History and Policy (3). This course explores factors that have impeded academic achievement at the K-12 and university levels, in addition to examining programs that foster success. This course provides an understanding of the history and socio-economic context of the educational experience of African-Americans and Latinos, the two largest minority groups in the United States.

EDF 5300. Motivation and Emotion (3). This graduate-level seminar provides students with information to understand underlying processes of humans' motivations and emotions.

EDF 5400. Basic Descriptive and Inferential Statistics Applications (4). This course prepares students to both read and write papers containing basic statistical analyses. Topics covered include descriptive statistics, basic plots and graphing, hypothesis testing, confidence intervals, correlational techniques, and introduction to the general linear model.

EDF 5401. General Linear Model Applications (3). Prerequisite: EDF 5400. In this course, topics included are general linear model applications including multiple regression, ANOVA, ANCOVA, aptitude-treatment-interaction analysis, and other techniques.

EDF 5402. Advanced Topics in Analysis of Variance Applications (3). Prerequisite: EDF 5400 or equivalent. This course explores topics such as multiway ANOVA, covariance, repeated measures designs, nested designs, and generalizability theory.

EDF 5404. Bayesian Data Analysis (3). Prerequisite: EDF 5000. Corequisite: EDF 7418. This course provides students with practice in applying Bayesian methods for linear, generalized linear, and hierarchical linear models to educational data sets. The class covers using both the EM and MCMC algorithms in R and Stan. The course emphasizes interpretation of results and writing summaries of analyses.

EDF 5406. Multivariate Analysis Applications (3). Prerequisite: EDF 5401. This course examines design and analysis of research studies with multiple independent and dependent variables including path analysis, confirmatory factor analysis, and exploratory factor analysis.

EDF 5409. Structural Equation Modeling (3). Prerequisite: EDF 5406. This course considers rationale, mathematical theory, and application of structural equation modeling (SEM). Techniques include SEM with non-normal and categorical data, structural regression models, multiple-sample SEM, equivalent models, and longitudinal growth curve models.

EDF 5414. Introduction to Large Data Sets (3). This course focuses on identifying, managing, analyzing, and interpreting findings from existing large databases specific to the field of education. Students are introduced to the major existing databases and given the opportunity to analyze these data using Stata, a statistical software package popular in the social sciences.

EDF 5419. Missing Data Analysis (3). Prerequisites: EDF 5401. This course prepares students to analyze data sets with missing values using linear statistical models (i.e., regression, analysis of variance, analysis of covariance, etc.). This course covers models for missing data, situations in which listwise and pairwise deletion strategies do and do not provide unbiased estimates, single and multiple imputation methods, and Bayesian computation (expectation maximization--EM--algorithm and Markov chain Monte Carlo--MCMC).

EDF 5431. Classroom Assessment (3). This course prepares prospective teachers for activities related to assessing students including establishing validity evidence, enhancing generalization of observations, using traditional and alternative assessment strategies, interpreting and using data to improve achievement, and utilizing assessment in the process of learning.

EDF 5432. Measurement Theory I (3). Prerequisite: EDF 5400 or equivalent. This course is an introduction to test theory; mathematical bases for operational procedures; practical applications of theory.

EDF 5434. Item Response Theory (3). Prerequisite: EDF 5400 or equivalent. This course covers the theory, principle, and techniques of a modern measurement theory, which is called item response theory (IRT).

EDF 5435. Theory of Scaling and Equating (3). Prerequisites: EDF 5401 and EDF 5434. This course introduces the basic theory and applications of scaling and equating for educational and psychological testing (e.g., achievement test, questionnaire, and attitude survey) for master and doctoral students.

EDF 5442. Inquiry and Measurement for Practitioners (3). This foundational course addresses inquiry and measurement concepts for master's students. It focuses on inquiry to support data-based decision making processes related to learning and human performance.

EDF 5448. Scale and Instrument Development (3). Prerequisites: EDF5400, and EDF5431 or EDF5432. This course provides the skills essential to conceptualizing, designing, producing, administering, and interpreting educational and psychological scales and instruments. Focuses upon measures of achievement, aptitude, attitude, and interest.

EDF 5449. Survey Research Methods (3). This course introduces the design, use, and analysis of questionnaires for data collection; significant research questions and strengths and weaknesses of various methodologies are discussed. Hands-on practice in questionnaire design.

EDF 5456. Introduction to Categorical Data Analysis (3). Prerequisite: EDF 5400 or instructor permission. This course introduces statistical methods for binary, ordinal, and nominal categorical data and frequency data for students and applied researchers in social sciences. The course covers the concepts of logit modeling and loglinear modeling in the generalized linear modeling framework and applications of those modeling with real data.

EDF 5461. Introduction to Program Evaluation (3). This course is an overview of current evaluation theory and models; emphasis on role evaluation in needs assessment and planning phase of program development.

EDF 5462. Evaluation of New Educational Programs and Practices (3). Prerequisite: EDF 5461. This course is an advanced level seminar on the theoretical and pragmatic aspects of program evaluation. Students begin with an overview and understanding of evaluation theoretical roots and the philosophical premises shaping evaluation theory. This leads to further understandings about the application of different research designs to the practice of evaluation, as presented in evaluation cases.

EDF 5464. Qualitative Research and Evaluation Methods (3). This course explores the foundations and basic methodological approaches to qualitative research in education (and, more broadly, the social sciences).**EDF 5481. Methods of Educational Research (3).** This course is a survey of selected types of educational research and appropriate related techniques; emphasis on criteria of validity.

EDF 5481. Methods of Educational Research (3). This course is a survey of selected types of educational research and appropriate related techniques; emphasis on criteria of validity.

EDF 5484. Educational Data Analysis (3). Prerequisite: EDF5401. This course provides students with practice in applying linear and generalized linear models to educational data sets. The focus is not on specific methods, but rather on identifying which methods are appropriate for a given data sets, interpreting the results and writing up reports summarizing the results.

EDF 5492. Applied Research Methods in Learning Design and Performance Technology (3). This course is a survey of applied research methods commonly used to support problem-solving in learning design and performance technology contexts.

EDF 5498. Single Case Design Research for Educators (3). Prerequisite: EDF 5481 or equivalent. This course prepares students for conducting teacher action research using single case research designs (SCRD) in educational settings. Salient features of SCRD and the advantages and disadvantages of this research methodology are discussed. Students build competence in creating and analyzing high quality single case design studies to investigate the effectiveness of instructional interventions.

EDF 5517. History of Education in The United States (3). This course examines the evolution of public and private schooling in the United States from the Spanish and British colonial eras to the modern reform period of the late 20th century. It includes the social history of American teachers, and a critical examination of issues surrounding race, ethnicity, social class and gender in the development of formalized structures of schooling.

EDF 5519. History of Higher Education (3). This course provides an in-depth overview of the history of higher education in the role of higher education in society over the last two centuries, the expansion of higher education in the twentieth century to include various groups such as women, African-Americans, and the working-class; tensions between the traditional, liberal arts curriculum and multicultural offerings; and governmental roles in the transformation of modern higher education.

EDF 5543. Introduction to Philosophy of Education (3). This course is a survey of contemporary approaches to philosophy of education, such as neo-pragmatism, post-structuralism, feminist theory, critical theory, existentialism and analytic philosophy, emphasizing their perspectives on current educational problems and practices and their methods of investigation.

EDF 5548. Philosophy of Teaching and Learning (3). This course introduces the comparative analysis of conceptions of teaching and learning in competing philosophies of education and their implications for education in a culturally diverse democratic society.

EDF 5551. Social Philosophies and Education (3). This course examines social and political philosophies such as liberalism, communitarianism, functionalism, critical theory, pragmatism and feminism and their implications for educational policy and practice in a democratic society.

EDF 5612. Anthropology of Education (3). This course focuses on the applications of anthropology in the study of education. Focuses on transmission of culture; cultural factors that promote and inhibit in-school learning; bilingualism and language policy; factors affecting development and policy in education.

EDF 5624. Economics of Education (3). This course applies basic economic theory and methods to policy issues arising in schools and universities, including both domestic and international settings. Examples of specific issues include the supply and demand for education, the external benefits of education, the labor market for educators, and the effect of market competition on the performance of educational institutions.

EDF 5625. Education and Economic Development (3). This course explores the relationship between education and economic development, especially in the developing world. Students examine theoretical and empirical arguments for human-capital theory, as well as alternative viewpoints challenging the human-capital perspective. Students also evaluate empirical evidence regarding the most effective and efficient educational inputs in developing countries.

EDF 5626. Economic Evaluation of Education Programs (3). This course examines how economics can be used to improve resource decisions made by administrators and policy makers. It provides theory and applications of cost-effectiveness and cost-benefit analysis.

EDF 5630. Sociology of Education (3). EDF5630,P,Y,**EDF5630,P,Y,** This course introduces students to the sociology of education designed for graduate-level students. Examines empirical evidence related to current educational problems and related issues in educational practice and policy.

EDF 5641. Introduction to Policy Studies in Education (3). This course provides an introduction to the concept and practice of policy in the field of education with special focus on the use of social knowledge in policy formation. It highlights policy as a multidisciplinary field of study.

EDF 5649C. Applied Education Policy Analysis (3). Prerequisite: EDF 5400. This course builds on students' introductory knowledge of basic statistics, economics and education policy. The course specifically teaches graduate students how to apply theory to research, policy, and evaluation issues with a focus on P-20 education policy analysis.

EDF 5652. Policy Development in Education (3). This course explores the United States' policymaking process in all its stages including problem identification, agenda setting, policy formation, policy adoption, implementation and evaluation. In so doing, it surveys a broad range of K-12 and postsecondary education policies.

EDF 5656. Design and Management of International Development and Education Projects (3). Prerequisite: EDF5850. This course takes students hands-on through the process of project design and explores the practical "how to" issues involved in managing projects in international educational development. Course content includes the development of actual proposals for projects by students, including the development of technical narrative and implementation plans, monitoring and evaluation plans, staffing and management sections, organizational capacity statements and budgets.

EDF 5681. Urban and Rural Schools (3). This course examines education within the context of urban and rural school settings.

EDF 5706. Gender and Education in Comparative Perspective (3). This course explores the relevance of gender to various aspects of education including formal, nonformal, and informal education. Research and issues from various regions of the world are included for analysis. Students develop their ability to analyze gender in educational settings and to incorporate gender analysis into educational planning in a variety of contexts.

EDF 5743. Foundations of Education (3). This course provides an overview of the social, cultural, philosophical, political, historical, and economic foundations of education. It examines the relationship between schools and the society in which they exist. Students examine the influences of culture, history, and economy on educational beliefs, policies, and practices.

EDF 5850. International Development Education (3). This course is an overview of the roles of education in national development and in promoting social, economic, and cultural improvement. Emphasis given to less developed countries and "Third World" communities at home.

EDF 5853. Comparative Education (3). This course examines what may be learned from comparisons of educational policy and practice among different countries and cultures around the world and how to go about comparative education research most effectively. Objectives are that students discover what may be learned from comparison of teaching, learning, and educational administration in different settings and practice good methods of comparative research.

EDF 5867. Education Abroad: Advanced Access, Equity, and Opportunity (3). (S/U grade only.) This course introduces and investigates a variety of topics in counseling psychology and education. It includes real-life, hands-on experiences related to counseling in other countries.

EDF 5887. Multicultural Education (3). Prerequisite: Graduate standing. This course offers an introduction to the history and philosophy of educational policies and practices that respond to the realities of cultural diversity in the United States and abroad.

EDF 5906r. Directed Individual Study (1-3). (S/U grade only.) This course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member. May be repeated to a maximum of 30 credit hours.

EDF 5907r. Directed Individual Study (1-3). (S/U grade only.) Course topics vary. May be repeated to a maximum of nine credit hours; repeatable within the same term.

EDF 5910r. Supervised Research (1-9). (S/U grade only.) This course provides students with an opportunity to work on a research project(s) under the supervision of a professor. May be repeated to a maximum of 18 credit hours.

EDF 5911r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours; may be repeated within the same term.

EDF 5916. Research Proposal Writing (1). Corequisite: EDF 5481. This course provides the opportunity to develop a written research proposal (including literature review) and to select and specify the appropriate research design and data collection methods to answer one's research questions.

EDF 5920r. Measurement and Statistics Colloquium (0). (S/U grade only.) This course provides an introduction to the skills needed for success in graduate study in psychometrics, including writing, reading academic papers, research ethics, and presentation skills. Students in the Measurement & Statistics Master's and Doctoral programs are expected to enroll in every term (except summer) in which they are registered.

EDF 5922r. Educational Psychology Colloquium (0-1). (S/U grade only.) This course is an introduction to the skills needed for success in graduate study in educational psychology, including writing, reading academic papers, research ethics, and presentation skills. This course may be repeated to a maximum of 15 credit hours.

EDF 5935r. Special Topics in Foundations of Education (1-3). This course offers topics not covered in regular courses; e.g., advanced quantitative research, Black and Latino education, economics and education, religion and diversity in public education, school choice policy issues, and urban educational policy. Offered on a student demand basis. Topics deal with policy and research issues in the foundations of education. May be repeated to a maximum of 12 credit hours.

EDF 5940r. Supervised Teaching (1-4). (S/U grade only.) A maximum of three hours may apply to the master's degree. No limit on the doctoral degree; may be repeated within the same term.

EDF 5941. Institutional Research Practicum (3). (S/U grade only.) Prerequisite: EDH 5055. This course is the capstone course for the Certificate in Institutional Research. In this course, students use theory and knowledge from previous courses in the Certificate Program to address a practical issue or problem in Institutional Research.

EDF 5942r. Field Laboratory Internship (1-8). (S/U grade only.) This course provides a real-world opportunity for students to strengthen their competence in communication, analysis, design, technology, evaluation, management, personal and interpersonal skills. May be repeated to a maximum of eight credit hours.

EDF 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required. May be repeated to a maximum of six credit hours; may be repeated within the same term.

EDF 5973r. Specialist in Education Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required. May be repeated to a maximum of six credit hours; may be repeated within the same term.

EDF 6057. Large-Scale Assessment (3). Prerequisites:EDF5432; EDF5434 This course prepares students to work on large-scale assessment programs. Students gain familiarity with all aspects of the program including item development, field-testing, test construction, scaling, equating, vertical linking, standard setting and generating technical reports.

EDF 6413. Advanced Topics in Structural Equation Modeling (3). Prerequisite: EDF 5409. This course considers several advanced techniques in structural equation modeling (SEM). Techniques include applications of Monte Carlo (simulation) studies to tackle methodological issues in SEM, Bayesian approaches to SEM, mixture modeling, and SEM with multilevel data.

EDF 6417. Computer Assisted Qualitative Data Analysis (3). Prerequisites: EDF 6475, EDF 6476, EDF 6479, or another course in qualitative methods. This course focuses on using computer assisted qualitative data analysis software (CAQDAS) for the analysis, interpretation, and reporting of qualitative data collected during research. Students utilize a variety of approaches to qualitative data analysis by applying them to observations, interviews, visual images, and/or documents.

EDF 6455. Data Use in Education Settings (3). This course introduces theoretical and practical application of data-driven decision making for educational leaders from the school-building level to the state level. This class focuses on how to collect, analyze, review, and present data and information to educational decision makers.

EDF 6471. Quasi-Experimental Data Analysis (3). This advanced course prepares students to conduct quasi-experimental methods appropriate for education policy analysis.

EDF 6474. Foundations of Practice Models (3). Prerequisite: EDF 6485. This course introduces students to different Dissertation-in-Practice research models that are applicable for investigating a problem of practice situated within an educational organization.

EDF 6475. Qualitative Methods in Educational Research (3). This course introduces methods of data collection: qualitative, participant observation, and ethnographic interviews. Attention is given to strengths and shortcomings for use in educational research and evaluation.

EDF 6476. Advanced Qualitative Research Seminar (3). Prerequisite: EDF 5464 or EDF 6475. This course explores the theoretical and pragmatic aspects of qualitative research. It is intended for students who already have a foundation in qualitative methods and are planning to use this methodological approach in their dissertation research. Students develop a "conference-ready" research paper that draws on a set of existing qualitative data and different theoretical perspectives.

EDF 6477. Qualitative Data Analysis for Educational Research (3). Prerequisite: EDF 5464. This class explores the foundations of data analysis in qualitative research; students review and practice various techniques for data coding, analysis, and triangulation. In this course, students build upon the work that they did in Qualitative Research and Evaluation Methods.

EDF 6479. Qualitative Data Analysis (3). Prerequisite: EDF 5464 or EDF 6475. This course focuses on the analysis, interpretation and reporting of qualitative data collected during interpretive research.

EDF 6480. Applied Quantitative Methods for Educational Practitioners (3). This course focuses on applied statistics in the social sciences and how to use these tools to construct research reports specific to education. The goal of the course is for students to be more comfortable working with applied statistics and begin to apply the skills acquired to their own research.

EDF 6482. Experimental and Quasi-Experimental Research Design (3). This advanced course develops skills necessary to plan high quality research and be a discriminating consumer of existing research. The course covers both randomized experiments and non-randomized quasi-experiments, exploring the implications of the design for causal conclusions which could be drawn from the data.

EDF 6485. Professional Learning for Educational Practitioners I (3). This course develops student's identities as scholarly practitioners through identifying individual research interests and preparing participants for continued studying applied education research.

EDF 6486. Applied Research Methods in Educational Leadership and Policy (3). This course introduces students to the role that educational and empirical research, in particular, can play in solving educational problems.

EDF 6493. Professional Learning for Educational Practitioners II (3). This course introduces students the critical components of practice-based research in the formats of program evaluation, action research, and policy analysis.

EDF 6499. Discourse and Conversation Analysis (3). This course prepares students to use discourse and conversation analysis techniques in their research.

EDF 6558. Seminar on John Dewey's Educational Philosophy (3). This course is an advanced seminar providing coverage of Dewey's educational thought. Studies Dewey in the context of American pragmatism and educational progressivism.

EDF 6576. Policy to Practice: District, School, and Classroom Policy Implementation (3). This course focuses on the implementation of educational policy at the district, school, and classroom levels. The course covers the central theories that have been used to understand the goals and mechanisms of different state and federal policy efforts aimed at improving schools and schooling; reviews research on how districts, schools, and teachers in classrooms respond to state and federal policies; and also covers three different "cases" representing dominant trends in educational policy, providing a multi-level perspective on how state and federal policies shape district, school, and classroom practices.

EDF 6619. Advanced Qualitative Data Analysis (3). Prerequisites: EDF 6475 and EDF 6476. This doctoral seminar covers approaches to qualitative data analysis and writing. It introduces students to the logics undergirding data analysis as well as different steps, strategies, and approaches that researchers use as they collect, organize, analyze and write their findings.

EDF 6648. Policy Analysis in Education (3). Prerequisite: EDF 5641. This course provides a comprehensive study of the policy analysis process. It illuminates and clarifies theoretical concepts in policy analysis through the discussion of cases and issues pertinent to the field of education.

EDF 6666. Teacher Policy and Reform (3). This course introduces teacher policy and reform topics based on theoretical and empirical literature in the U.S. and global contexts. The roles and influences of policy actors at global, national, sub-national (state/province), and local levels are discussed, and policy assumptions, contexts, designs, implementations, and outcomes are examined.

EDF 6683. Family Support for Learning (3). This course addresses the theories, current research, and research methods associated with the multiple influences families have on students' educational achievement, with particular attention to issues of development and diversity.

EDF 6755. Theory and Practical Issues in Education (3). Prerequisites: EDP 5216 or EDP 5053. This course is designed as a synthesis for some of the most important themes relevant to learning, cognition, and instruction, including theoretical and practical issues in education related to lifespan development, human cognition, theories of learning and instruction, motivation and emotion, and family support for children. The goal of this course is to consider the implications of these issues.

EDF 6865. Promoting Literacy in International Settings (3). This course discusses the core issues in literacy policy globally, with a particular focus on low- and middle-income countries. The course also covers the role of literacy in promoting other development outcomes, such as health and women's empowerment.

EDF 6912r. Preliminary Research (1-3). (S/U grade only.) This independent study course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member. This course may be repeated up to 18 credit hours.

EDF 6937r. Seminar in Advanced Research Problems (1-3). This seminar course focuses on current research topics regarding ethics as well as developing the rudiments for constructing students individual instructional philosophy. Students utilize a variety of research materials to investigate traditional schools of thought and academic theory. May be repeated to a maximum of 15 credit hours; repeatable within the same term.

EDF 6960. Diagnostic Examination (0). (P/F grade only.) This diagnostic exam appraises the student's ability to pursue the doctoral degree and to facilitate advising in the development of the student's program of studies. The diagnostic exam is taken during the second term or after a doctoral student has completed nine to 12 hours of coursework.

EDF 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of ninety-nine credits; may be repeated within the same term.

EDF 6981r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Course topics are subject to student's dissertation topic and research.

EDF 7418. Multilevel Modeling (3). Prerequisite: EDF 5401. This course introduces multilevel models, which allow for (and account for) the dependency present in nested data (e.g., students nested within classrooms; or schools, or repeated measures, nested within subjects). Students learn about a variety of multilevel or hierarchical models appropriate for a broad range of applications.

EDF 7489. Meta-Analysis (3). Prerequisites: EDF5400 and either EDF 5401 or EDF 5402. This course covers conceptual issues and analysis methods relevant to research reviews and quantitative synthesis methods. Students are introduced to the issues and controversies in the area of research synthesis and to a set of quantitative procedures for summarizing sets of related studies.

EDF 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours.

EDF 8965r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours. May be taken up to two times; may be repeated within the same term.

EDF 8966r. Master's Comprehensive Examination (0). (P/F grade only.) May be repeated up to ten times; may be repeated within the same term.

EDF 8967r. Master's Comprehensive Examination (0). (P/F grade only.) May be repeated up to ten times; may be repeated within the same term.

EDF 8969r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDF 8970r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDF 8976r. Master's Thesis Defense (0). (P/F grade only.)

EDF 8979r. Specialist in Education Thesis Defense (0). (P/F grade only.)

EDF 8985r. Dissertation Defense (0). (P/F grade only.) May be taken up to six times; may be repeated within the same term.

EDF 8987r. Dissertation Defense (0). (P/F grade only.) May be taken up to six times; may be repeated within the same term.

EDG—General Education

EDG 5206. Teachers as Curriculum Decision Makers (3). This course explores the challenges of curricular design from the institutional role of the teacher and analyzes how a teacher can become an effective contributor in curricular deliberation within the settings of schools and school districts.

EDG 5208. Foundations of Teaching (3). This course is for master's students seeking alternative or regular certification who do not have an undergraduate degree in a teaching field. This course provides the essential elements needed to succeed in a classroom.

EDG 5339. Making Sense of Data to Inform Instruction (3). This course is designed to support educators in exploring the concepts underlying the use of data to inform instructional strategies. The course provides an understanding of accountability systems and the wide range of data collection tools and supports the development of educators' skills in basic data analysis procedures, data interpretation, and application of these interpretations to shape instructional practice in classrooms and other educational settings.

EDG 5342. Analyzing and Refining Teaching (3). Prerequisites: EDG 5206, EDG 5339, EDG 5345, EDG 5709, and EME 5050. This course assists teachers in identifying their own theoretical framework for instruction and using this framework to closely examine their own practice through the use of data collected from that practice. The course is designed to support teachers' synthesis of the theories, techniques, technology, and approaches introduced throughout the program into a coherent theoretical framework to be used to refine teachers' instructional practice.

EDG 5345. Using Assessments in the PK-12 Classroom to Differentiate Instruction (3). The course explores the wide range of formats (e.g., diagnostic, formative, and summative) of useful classroom assessments utilized across a variety of academic disciplines, grade levels, and student abilities. Focus is on how these assessment tools can inform learners' cognitive resources and instructional practices that can be used to differentiate instruction.

EDG 5365. Practitioner Research in Schools and the Community (3). This course introduces participants to teacher action research to enable them to design and conduct research focused on their own practice. Students learn to analyze and critique research related to applied educational studies conducted in school and community settings.

EDG 5465. Grounded Theory Analysis (3). This course focuses on collecting and analyzing qualitative data using a grounded theory approach, a specific form of qualitative data analysis. Students analyze data and develop a theoretical model that is grounded in qualitative data.

EDG 5709. Culturally Responsive Teaching for Equitable Instruction (3). This course addresses culturally responsive teaching and how it can be used to improve the academic performance of culturally and linguistically diverse learners including those living in poverty as well as those with differing family structures. Participants explore how their increased awareness about race, culture, and student background can be used to create more effective instructional practices.

EDG 5940r. Student Teaching (9). (S/U grade only.) This culminating internship field experience provides student teachers with an opportunity to demonstrate their abilities to design and implement instruction, to assess student outcomes based on data collected, to use data to inform instructional decisions, to establish positive learning environments where all students are valued, and to demonstrate a professional growth mindset.

EDG 5972r. Capstone Defense (0). (S/U grade only.) In this course, students examine and reflect upon the knowledge, abilities, and educational effectiveness through data collected from their practice and the subsequent interpretations and applications using the theoretical and methodological tools introduced in the program. Through their portfolio, students are provided the opportunity to synthesize and reflect upon their experiences.

EDG 6008. Academic and Professional Identity (1). (S/U grade only.) This course examines current issues related to the acculturation of doctoral students and the formation of their academic and professional identities. For doctoral students, their 'academic' professional identity is situated within the higher education academic community and play an integral role in their well-being and productivity.

EDG 6009. Successful Transitions: Graduate School to Academic and/or Alt-Academic Professions (1). (S/U grade only.) Prerequisite: EDG 6008. This course examines current issues related to making the transition from doctoral candidate to professional positions. Students investigate career options for and expectations of academic and/or alternative academic positions. Students explore aspects of the application, interviewing, and hiring process.

EDG 6015. Grant Writing for Educational Research (3). This course provides participants with the knowledge and skills to prepare competitive education-related grant applications to government and private sources.

EDG 6068. Current Trends and Issues in Teaching and Teacher Education (3). This course examines current trends and issues related to the practice of teaching and teacher preparation. The course will also examine the influence of these trends and issues on the professional development of practicing teachers. Students will investigate the contextual pressures on the work of teachers.

EDG 6221. Curricular Theory (3). This course focuses on theoretical concepts underlying significant curricular developments past and present; model development in curricular theory.

EDG 6362. Instructional Systems Research Seminar (3). This course heightens students' awareness of the critical issues in instructional systems. It examines how research methodologies have been used to study these issues, explores how research programs and theories are progressively honed, and defines programmatic areas of disciplined inquiry.

EDG 6363. Research on Learning, Instruction, and Performance Systems (3). This course provides students with hands-on experience applying research methods to address problems and answer questions in instructional systems and learning technologies (ISLT).

EDG 6369. Critiquing Educational Research (1). (S/U grade only.) This course provides participants with the knowledge and skills to critique and synthesize empirical research relative to teacher education and student learning. Standards developed by education professional organizations and governmental entities will be utilized.

EDG 6950. Writing for Publication (3). This doctoral-level course provides students with the knowledge and skills to further develop their academic writing ability. Course topics include practical considerations for scholarly writing, tools for productive writing, and constructing a cogent argument. Students are asked to track their daily writing and share drafts of their writing with peers for ongoing feedback.

EDG 6964r. Doctoral Diagnostic Examination (0). (P/F grade only.) This diagnostic examination is taken after a doctoral student has completed or is in the process of completing 18 credit hours of coursework. The exam is an assessment used to appraise the student's research aptitude and readiness to continue pursuing a doctoral degree.

EDH—Higher Education

EDH 5005. Sociology of Higher Education (3). This seminar course covers higher education at multiple levels.

EDH 5041. Intentional Interventions (3). This course is designed to explore techniques and resources available to support and assist higher education and student affairs practitioners in counseling and advising individuals and groups in contemporary colleges and universities.

EDH 5042. Student Success In College (3). This course examines the theories and research on student success and explores effective policies, programs, and practices that can be adopted to promote student success in higher education.

EDH 5045. Student Development Theories for College Student Personnel Work (3). This course discusses young adult development tasks, college student and adult development theory, and application of theories by student affairs and higher education professionals.

EDH 5046. Diversity, Equity, and Inclusion in Higher Education (3). This course is designed to increase students' knowledge about and capacity to operate within the diverse society in which they live through critical reflection, dialogue, and self-exploration in relation to the world around them. Students will learn about multicultural issues and acquire the skills necessary to work effectively with people from diverse backgrounds.

EDH 5051. Higher Education in America: Basic Understandings (3). This course examines the history, philosophy, policies, practices, and problems of America's community colleges, senior colleges, and universities.

EDH 5054. The American Community College: History and Development (3). This course is designed to introduce students to the philosophy and historical evolution of the American Community College. The focus is on the social, economic, political, and educational forces that influence the community college, as well as the programs, services, and current issues.

EDH 5055. Introduction to Institutional Research (3). This course provides an introduction to institutional research as a discipline in higher education. Course content is addressed within the context of organizational, administrative, political and ethical issues in institutional research. Practical experience with research databases and insights from current practitioners in the field are integrated into the course content.

EDH 5068. Outcomes of Undergraduate Education (3). This course develops a historical and theoretical foundation for conceptualizing outcomes of undergraduate education. The course considers theoretical, technical, and policy issues in the assessment of these outcomes.

EDH 5078. Outcomes Assessment in Higher Education I: Study Design (3). This course prepares students to assess and evaluate postsecondary education outcomes. Students learn to define and identify specific outcomes of higher education, both inside and outside of the classroom. Outcomes related to students, faculty, student services, institutions, and state and federal policy issues are discussed and evaluated in the course.

EDH 5079. Outcomes Assessment in Higher Education II: Analysis & Dissemination (3). Prerequisite: EDH 5078. This course trains higher education professionals primarily undertaking research in the form of assessment. The course places attention on applications of educational research and assessment within the context of the practice of higher education **EDH 5305. College Teaching: Instruction in Higher Education (3).** This course examines classroom and individualized instruction including objectives-oriented instruction, evaluation, student motivation, and media utilization in the college curriculum administration.

EDH 5309. Technology in Higher Education (3). The course guides higher education professionals through theoretical perspectives and practical complexities related to the increasing use of technology in higher education, using the lenses of professional identity and student learning and success. Technology in Higher Education focuses on addressing technology and higher education leadership in the 21st century, specifically in the face of emerging technology, social media communication platforms and fast pace global change.

EDH 5362. Leadership Teaching and Learning in Higher Education (3). Leadership education is an integral part of student development. Higher Education administrators are often asked to develop co-curricular and curricular programs to develop future leaders. Theory-to-practice guides this course where students are introduced to leadership theory and pedagogical practices for leadership education and leadership learning.

EDH 5405. Legal Aspects of Higher Education (3). This course is a comprehensive analysis of legal concepts, procedures, and considerations relevant to higher education.

EDH 5406. Ethical Leadership in Higher Education (3). This course allows students to build on and integrate moral reasoning skills with professional leadership skills by analyzing ethical problems in situated contexts that future higher education policy makers and administrators often face. Central to this course is the acquisition of skills and knowledge that allows for (1) introspective and reflective examination of the relationship between moral values, beliefs and decision making; (2) critical application of professional expertise and moral judgment in situated practice; and (3) identification of ways theoretical frameworks, leadership models and practice, and educational policies help to frame the role of higher education as contributor to the public good.

EDH 5504. College and University Institutional Advancement (3). This course provides an overview of comprehensive institutional advancement including planning, institutional relations, educational fund-raising, alumni, government relations, foundations, and corporate relations.

EDH 5506. College and University Business Administration (3). This course addresses the enterprise of college and university business administration in the United States and the roles and responsibilities it plays in the overall higher educational process. Students are introduced to emerging trends and challenges faced by practitioners and also gain an understanding of how finance and business administration departments affect different consistency groups on and off campus. Departments explored include Police, Information Technology, Human Resources, Contracts and Grants, Facilities, Environmental Health and Safety, Purchasing and Auxiliary Enterprises.

EDH 5507. College and University Budgeting (3). This course facilitates development of the knowledge and skills needed to become a constructive participant in a college or university budgeting process. Students are exposed to representative institutional budgets and budgetary processes, the budget's role in policy making, the broader economics and political context of budgeting, the role of institutional culture in the budgeting process, and budgetary planning for reallocation and retrenchment.

EDH 5630. Capstone in Higher Education (3). This course analyzes the development and operation of programs and projects at the unit level in American higher education. Particular attention is given to the financial and planning aspects of program management.

EDH 5632. College and University Presidency (3). This course allows participants to examine the role of the college and university president by addressing this complex leadership role from a variety of perspectives. Case studies, theoretical constructs, and empirical research are surveyed to discover key themes and unique characteristics of institutional presidents in a range of postsecondary institutional forms and organizational cultures. The instructor's goal is to facilitate understanding of the role and responsibilities of the college and university president, the structures and processes that influence and are influenced by the institutional president, and the diversity of stakeholders to which the president is linked.

EDH 5639. Management in Higher Education (3). This course provides theoretical grounding in management and link theory to practice and introduces students to performance competencies related to essential management skills in organizing, planning, and understanding their work environment. Students have an opportunity to utilize management tools and techniques for decision making, structuring and coordinating work groups, and for implementing change in higher-education organizations.

EDH 5645. Data Driven Decision Making for Institutional Researchers (3). This course provides an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This course focuses on how to collect, analyze, review, and present data and information to decision makers.

EDH 5646. Data Mining (3). This course introduces the basic theories and practice of data mining, a process which allows for large amounts of data to be analyzed in a sequential and logical process.

EDH 5647. Data Analysis for Institutional Research (3). Prerequisite: EDF 5400. This course focuses on key functions in Excel and SPSS for an IR office. In particular, students learn pivot tables, t-tests, regression, and commonly used formulas in Excel. Assignments are in Excel and replicated on SPSS so that students could perform the analysis in either software. Using institutional research data from IPEDS or other data sources, students learn how to complete and interpret an analysis that is appropriate for an IR office and campus stakeholders. Access to SPSS is required and is the student's responsibility. A prerequisite to this course is a basic understanding of statistics as statistics is not taught.

EDH 5664. Politics of Higher Education (3). This course introduces students to the systematic study of the relationship between political actors, institutions, and processes and higher education policy outcomes in the American political system, with special emphasis on the American states–an area of emerging interest to many social scientists. Likewise, students are introduced to some of the major policy issues and problems facing state and federal governments. A primary purpose of the course is to help students develop the capacity to conduct independent scholarship on public policy, politics and higher education policy.

EDH 5906r. Directed Individual Study (1-3). (S/U grade only.) Course topics vary. May be repeated to a maximum of nine credit hours; repeatable within the same term.

EDH 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDH 5931r. Special Topics in Higher Education (1-3). In this course, content varies to provide opportunity to study current issues in higher education and topics not offered in other courses. May be repeated as topics vary to a maximum of 12 credits; repeatable within the same term.

EDH 5941r. Field Laboratory Internship (1-8). May be repeated to a maximum of 12 credit hours.

EDH 5942r. Internship (1-8). (S/U grade only.) May be repeated to a maximum of 12 credit hours. Doctoral candidates.

EDH 5943r. Supervised Teaching (1-4). (S/U grade only.) This course is designed to provide an opportunity for graduate students to engage in experimental teaching situations under the guidance of a faculty member. May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EDH 5944r. Internship (1-8). (S/U grade only.) Prerequisite: Master's candidacy. May be repeated to a maximum of 24 credit hours. May be repeated within the same term.

EDH 5946. Internship in College and Community College Teaching (3). Prerequisite: Approval of area in which internship is to be completed. Supervised teaching in lower-division college courses.

EDH 5971r. Master's Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

EDH 6040. Research on College Students (3). This course is designed to cover major areas related to the research on college students and discuss the challenges in conducting such types of research. The first part of the course reviews the major theories and conceptual frameworks related to college students, from transition to, experience in, and outcomes of college. The second part discusses methodological issues and other challenges in conducting research on college students.

EDH 6059r. Proseminar in Higher Education and Education Policy (0). (S/U grade only.) This proseminar is designed to address key aspects of the doctoral curriculum and advising issues including the selection of an advisor, the doctoral committee, programs of study, the need for Scholarly Engagement for doctoral students, and the transition points in the doctoral process, e.g. courses to take, research requirements, the proposal defense, dissertation defense, and graduation.

EDH 6064. Women in Higher Education: A Historical Perspective (3). This seminar course explores the role and activities of women in American higher education, beginning in the 1800's. It begins with an exploration of women's exclusion from higher education and the gradual inclusion of women over time. Viewing the role of women in higher education from a historical perspective brings to light new ways of thinking about colleges and universities as well as new ways to think about women.

EDH 6067. International Perspectives in Higher Education (3). This course introduces learners to the international and comparative dimensions of higher education. Various topics covered in this course include comparison of higher education systems and the historical roots of the similarities and differences; comparison of the major participants in higher education across nations, with a special focus on the academic professoriate and college students; exchange of people and ideas in the global age; and salient policy issues in higher education from a global perspective, such as access and finance, accountability and quality assurance, and the emergence of entrepreneurial universities.

EDH 6081. Leading Change in Higher Education (3). This course focuses on leadership and change theory with application to the higher education context. Elements of organization culture, transitional theory, application of change strategies, rational and strategic planning, current characteristics of higher education in regard to the overall vision and future of higher education, and traditional human and organizational processes is discussed.

EDH 6085. Social Justice in Higher Education (3). This course explores issues surrounding various social identities, examines epistemologies that attempt to explain the role these identities play in higher education settings, and critically analyzes previous and existing higher education policy and practice to greater understand the influence of social justice, diversity, and multiculturalism on higher education.

EDH 6401. Public Policy in Higher Education (3). This course gives graduate students a greater understanding of the process of public policymaking and the impact of public policy on higher education. Topics include the interaction between the states and the federal government and the interconnections between K-12 and higher education.

EDH 6505. Finance in Higher Education (3). Prerequisite: EDH 5051. This seminar examines major issues in the financing of higher education in the United States, including major policy issues in higher education finance; the roles of the federal government and states; and institutional budgeting and financial management.

EDH 6635. Organization and Governance of Higher Education (3). This course, through case studies, contemporary research, and concepts drawn from the literature of organizational theory, introduces students to management and leadership in higher education and theoretical models applicable to these institutions. Students examine the organizational structure and culture of higher education and the functional attributes of administrative roles, processes of decision making and models of governance and policy-making internal and external to colleges and universities.

EDH 6935r. Seminar: Literature, Research, and Professional Writing in Higher Education (3). (S/U grade only.) This course is the capstone for the doctoral research sequence. The focus of the course is on issues related to the development and refinement of the doctoral dissertation prospectus, including problem statement, literature review, and research design and method. May be repeated to a maximum of six credit hours.

EDH 6936. Seminar in Student Development Theories (3). This course gives doctoral students an opportunity to examine leading theories of college student development and the research literature supporting these theories. Students develop the ability to critique and evaluate student development theories and apply theory in higher education settings.

EDH 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

EDH 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

EDH 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EDH 8976r. Master's Thesis Defense (0). (P/F grade only.)

EDH 8985r. Dissertation Defense (0). (P/F grade only.)

EDP—Educational Psychology

EDP 5053. Introduction to Educational Psychology (3). This course surveys major theories with respect to students' learning, motivation, individual differences in abilities, and development of cognitive and social skills as they apply to educational settings.

EDP 5216. Theories of Learning and Cognition in Instruction (3). This course focuses on the applications of prominent contemporary theories of learning, cognition, and information processing to instructional settings.

EDP 5217. Principles of Learner Motivation (3). This course examines the study of theories and concepts of human motivation. The primary emphasis is on the motivation to learn and techniques for stimulating and sustaining learner motivation.

EDP 5285. Group Processes in Instruction (3). This course examines the theory, research, and practice in interpersonal interaction, group dynamics, and management of group processes in the classroom and school setting. Topics include group development, leadership, conflict management, organizational dynamics, values.

EDP 5901r. Directed Individual Study (1-12). (S/U grade only.) This course provides students with an opportunity to gain expertise in their specific topic area and enhance their understanding either through library research, applied experience, or empirical research. May be repeated to a maximum of 18 credit hours and may be repeated within the same term.

EDP 5917r. Supervised Research (1-9). (S/U grade only.) This course provides students an opportunity to work on a research project(s) under the supervision of a professor. This course may be repeated up to 18 credit hours or nine instances of enrollment, but a maximum of six hours may apply to the master's degree.

EDP 5920r. Educational Psychology Colloquium (0-1). (S/U grade only.) This course provides an introduction to the skills needed for success in graduate study in educational psychology, including writing, reading academic papers, research ethics, and presentation skills. This course may be repeated to a maximum of 15 total credit hours.

EDP 5935. Topics in Educational Psychology (3). This course surveys major theories with respect to students' learning, motivation, individual differences in abilities, and development of cognitive and social skills as they apply to instructional decision making. The course components enable students to put research into practice and balance theoretical and practical perspectives of students' learning and teachers' practices.

EDP 5940r. Supervised Teaching (1-4). (S/U grade only.) A maximum of three hours may apply to the master's degree. No limit on the doctoral degree. Repeatable up to 16 credit hours.

EDP 5970r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours are required.

EDP 5971r. Specialist in Education Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

EDP 6540r. Preliminary Research (1-18). (S/U grade only.) This independent study course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member.

EDP 6902r. Directed Individual Study (1-12). (S/U grade only.) This is an independent study course that provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member.

EDP 6930r. Special Topics in Educational Psychology (3). This course is an in-depth investigation of a variety of topics in educational psychology with different topics offered each year.

EDP 8960r. Masters Comprehensive Examination (0). (P/F grade only.) This comprehensive examination gives students an opportunity to reflect on the competencies acquired in the program and to provide evidence of acquired skills by preparing a professional portfolio consisting of various work products, deliverables, and other artifacts completed in their courses, internship, and other settings.

EDP 8961r. Specialist in Education Comprehensive Examination (0). (P/F grade only.) The comprehensive examination gives students an opportunity to reflect on the competencies they acquired in the program and to provide evidence of their acquired skills by preparing a professional portfolio consisting of various work products, deliverables, and other artifacts completed in their courses, internship, and other settings.

EDP 8973r. Specialist in Education Thesis Defense (0). In this course, students present and explain their research to a committee.

EDP 8981r. Dissertation Defense (0). (P/F grade only.) This course may be repeated up to six times and within the same term.

EEC—Early Childhood Education

EEC 5263. Thematic Curriculum and Direct Instruction for Young Children (3). This is one of three courses designed to provide theory/research bases for the development of curriculum and practices for educating children age 3 to grade 3. The course focuses on thematic curriculum and direct instruction.

EEC 5269. Curriculum and Play for Young Children (3). This is one of a three-course series designed to provide theory/research bases for the development of appropriate curriculum and practices for educating children age 3 years to grade 3. The course focuses on active learning through play.

EEC 5305. Methods and Experiences with Young Children and Families (3). This course provides direct experiences in working with young children and families and requires seminar attendance and field placement with young children.

EEC 5405. Teachers and Parents: Partners in Education (3). This course focuses on the effects of parental involvement on children's educational development and achievements; designing/implementing strategies for enhancing parent-teacher partnership in education.

EEC 5605. Techniques of Classroom Management and Child Study (3). This course identifies and analyzes theories, programs, and essential components in classroom management. Explores techniques for classroom teachers to use in developing a child study with emphasis on educational implications.

EEC 5615. Issues and Trends in Early Childhood Education (3). This course identifies issues and trends in the area of early childhood education and addresses possible causes and relationships.

EEC 5665. Historical and Theoretical Bases of Early Childhood Education (3). This course compares, analyzes, and synthesizes the different philosophical and psychological theories that form the foundation of early childhood education programs and practices. It also studies the historical events that influenced the direction and nature of the care and education of young children.

EEC 5671. Research in Early Childhood Education (3). This course comprehensively investigates the field through surveying, delineating, searching, and synthesizing research in early childhood education.

EEC 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EEC 5911r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EEC 5935r. Special Topics in Early Childhood Education (1-3). This course provides an in-depth examination of topics related to early childhood. May be repeated to a maximum of nine credit hours.

EEC 5942r. Supervised Teaching (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

EEC 5944. Student Teaching in Early Childhood Education (6-10). (S/U grade only.)

EEC 5947. Field Laboratory Internship (1-8). (S/U grade only.)

EEC 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

EEC 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy.

EEC 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

EEC 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EEC 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EEC 8976r. Master's Thesis Defense (0). (P/F grade only.)

EEC 8978r. Specialist in Education Thesis Defense (0). (P/F grade only.)

EEC 8985r. Dissertation Defense (0). (P/F grade only.)

EEX—Exceptional Child-Core Competencies Education

EEX 5017. Typical and Atypical Early Development (3). This course focuses on typical and atypical development in the early years (birth through 8 years). Particular attention is paid to factors influencing development and the impact of disabilities and biomedical risk factors on learning, development, and behavior. Recent research and its implication for evidence-based practices is a major component of the course.

EEX 5029. Addressing Misinformation in Special Education (3). This course teaches students how to think critically about the data and models that constitute evidence used to support the use of interventions aimed at improving educational outcomes for learners with special education needs.

EEX 5075. Foundations of Evidence-Based Practices in Special Education (3). This course introduces participants to the scientific concepts and principles underlying evidence-based practices in special education. The course emphasizes application of practices with individuals with disabilities in natural contexts.

EEX 5087. Middle and Secondary Curriculum for Learners with Disabilities (3). This course assists participants to develop curricular planning skills for middle and high school students with disabilities. Emphasis is placed on evidence-based instructional strategies appropriate for teaching middle and high school students receiving special education services.

EEX 5088. General Curriculum Access for Learners with Extensive Support Needs (3). This course focuses on strategies for developing curricular priorities for students with extensive support needs, including ways to link instruction to state standards in reading, math, writing, science, and other content areas. the course places emphasis on evidence-based practices that allow the K-12 individual with extensive support needs to access the general education curriculum.

EEX 5089. Adaptations and Accommodations for Students with Disabilities (3). This course provides information regarding adaptations and supports that enhance the education of children and youth with learning and behavior challenges. Emphasis is placed on procedures that adapt the general education curriculum.

EEX 5095. Teaching Learners with Autism Spectrum Disorder (1). This course provides a comprehensive overview of autism spectrum disorder (ASD). The impact the characteristics of ASD have on student participation and learning in the general education curriculum, and adaptations to enhance and support learning while emphasizing individual goals and objectives are addressed.

EEX 5210. Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability (3). This course provides students with an understanding of the core features associated with and diagnostic criteria used to identify autism spectrum disorder (ASD) and intellectual disability (ID). Students learn a transdisciplinary framework for the assessment process, and develop the skills necessary to identify, design, and administer assessments used to build appropriate, assessment-driven educational plans.

EEX 5225. Assessment of Students with Disabilities (3). This course provides students with competency in the assessment of students with disabilities. In addition to exploring issues related to assessment, the course focuses on the administration and interpretation of formal instruments and informal assessment procedures.

EEX 5235. Instructional Environments: Ethical, Legal, Safety, and Classroom Management Considerations (3). This course is designed to provide participants with the knowledge and skills necessary to organize the physical, social, and instructional environment of a classroom that includes a heterogeneous group of learners.

EEX 5237. Methods for Teaching Students with Low Incidence Disabilities (3). This course offers an overview of curriculum and instructional needs of students with low incidence disabilities.

EEX 5239. Assessment and Methods in Early Childhood Special Education (3). This course focuses on the formal and informal evaluation techniques and individualized instruction for young children with disabilities. The course provides class participants with the knowledge and skills to develop, implement, and evaluate evidence-based, developmentally appropriate intervention for preschool children who are developmentally delayed, are at risk for developmental delay,

EEX 5246. Mathematics for Students with Disabilities (3). This course equips teachers to address the needs of learners with high incidence disabilities in grades K-12 when teaching mathematics skills. Methods and techniques learned are appropriate for a variety of classroom settings. Emphasis is placed on accommodation, supports, and modifications needed to access the general education mathematics curriculum.

EEX 5248. Positive Behavior Support (3). This course provides participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior supports. Course content is organized around the Pyramid Model that includes three tiers of behavior management based on principles of positive behavior support (PBS).

EEX 5258. Advanced Reading Instruction for Students with Disabilities (3). This course examines methods for assessing and teaching reading skills to individuals with disabilities.

EEX 5259. Literacy for Learners with Disabilities (3). This course introduces the major reading components of scientifically-based reading research as applied to learners with disabilities: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additional topics include models of typical and atypical reading development and principles and practices of differentiated instruction.

EEX 5267. Differentiating Mathematics Instruction in Middle and High School (1). This course provides an overview of the purpose and rationale for differentiated instruction in middle and high school mathematics classes. Classroom strategies for differentiating mathematics and ways to relate initial assessments (diagnostic) and assessment for learning (formative) to these strategies are examined.

EEX 5286. Preparing Individuals for Transition (3). This course focuses on planning and implementing appropriate transitional services for youths with disabilities in the public schools.

EEX 5298. Teaching Students with Autism (3). This course provides teacher candidates with the knowledge needed to develop effective communication, social, and language assessments and interventions for individuals with autism spectrum disorder. Emphasis is placed on establishing appropriate learning goals and implementing research-based instructional methods to maximize each learner's progress and access to the general education curriculum. An overview of the characteristics of autism spectrum disorders (ASD) is provided.

EEX 5303r. Capstone in Special Education Research (3). This course engages students in applied research and inquiry related to a socially significant problem of practice that impacts the education of individuals with disabilities. May be repeated to a maximum of six credit hours.

EEX 5456. Program Development for Young Children with Disabilities (3). This course focuses on issues related to providing comprehensive services to young children with disabilities. Emphasis is placed on topics surrounding the development and evaluation of developmentally appropriate programs, family-focused intervention, providing services in normalized settings, and the utilization of evidence-based practices for children birth to age five years who are developmentally delayed, are at risk for developmental delay, or who have a specific disability.

EEX 5466. Universal Design for Learning (1). This course examines Universal Design for Learning (UDL) as a framework for addressing the educational needs of K-12 learners. Elements of UDL to be discussed include teaching content in multiple formats so that all students can access it, providing students with various ways to demonstrate their learning, and stimulating students' interests and motivation for learning in a variety of ways.

EEX 5704. Early Childhood and Elementary Education Curriculum for Special Educators (3). This course provides special educators with knowledge of general early childhood and elementary curriculum. Emphasis is placed on evidence-based supports, modifications, and accommodations to allow the child with disabilities to access the general education curriculum.

EEX 5708. Teaming with Families, Schools and the Community (3). This course provides students with the knowledge and skills to collaborate and team with professionals from a variety of disciplines in the schools and other community agencies, to include family members in the collaboration process, and to support families of children with disabilities throughout the life cycle.

EEX 5765. Introduction to Special Education Technology (3). This course introduces the way technology (specifically computers) is used with special education students.

EEX 5767. Augmentative and Alternative Communication (AAC) for Learners with Autism Spectrum Disorder (3). This course provides students with knowledge of best practices in facilitating communication and learning of children and youth with complex communication needs including those with autism spectrum disorder (ASD) and other developmental disabilities in school settings. This course focuses on the use of assistive technologies including augmentative and alternative communication (AAC) to enhance student participation in social and academic learning opportunities. Emphasis is placed on effective assessment and instruction for AAC and other assistive technology users.

EEX 5835. Advanced Practicum in Special Education (3). The course provides experience developing, implementing, and evaluating lesson and intervention plans for learners with disabilities. Additional content includes designing, implementing, and evaluating large and small group activities; evaluating learning environments; and working with a team of professionals and instructional assistants.

EEX 5836r. Practicum with Students with Autism Spectrum Disorder and Severe Intellectual Disabilities (1-3). This course provides participants with experience developing, implementing, and assessing intervention programs for learners identified as having autism spectrum disorder. May be repeated to a maximum of three credit hours.

EEX 5841r. Field Laboratory Internship in Special Education (9). (S/U grade only.) This course is the culminating internship for all Special Education Teaching (SET) majors. Student teachers are supervised by a qualified cooperating teacher of Exceptional Student Education and a University supervisor from the University. Student teachers gradually assume responsibility for all facets of classroom life, including (but not limited to) planning, instruction, assessment, classroom management, and communication with other educational stakeholders. May be repeated to a maximum of 18 credit hours.

EEX 5863r. Supervised Teaching (1-4). (S/U grade only.) A maximum of three hours may apply to the master's degree.

EEX 5906r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours. Not offered Summer term.

EEX 5911r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three hours may apply to the master's degree.

EEX 5920. Pre-Student Teaching Seminar (1). (S/U grade only.) This course prepares students for student teaching. Paperwork requirements, as well as professional behavior and ethics, are covered.

EEX 5931r. Special Topics in Special Education (1-3). This course is an investigation of a variety of topics in special education. May be repeated to a maximum of nine credit hours; repeatable within the same term.

EEX 5940r. Practicum in Early Childhood Special Education (3). This practicum gives experience working with atypical infants, toddlers, preschoolers, and their families. May be repeated to a maximum of six crdit hours.

EEX 5943r. Practicum in Transition (3). In this practicum, students are given an opportunity to directly apply their skills in one of several transitional programs in the schools or the community. May be repeated to a maximum of nine credit hours.

EEX 5971r. Thesis (1-6). (S/U grade only.) A minimum of six crdit hours are required.

EEX 5973r. Specialist in Education Thesis (1-6). (S/U grade only.) A minimum of six credit hours are required.

EEX 6301r. Seminar: Research Problems in Special Education (1). This seminar focuses on current research topics drawn from broad areas associated with special education. May be repeated to a maximum of six credit hours.

EEX 6341. Critical Review of Special Education Research (3). This course is an analysis and synthesis of research areas relating to exceptional individuals.

EEX 6342. Seminar: Readings in Education, Training, and Treatment of Exceptional Individuals (3). This course is a comprehensive study of special education literature in a variety of areas.

EEX 6426. Research and Practices in Special Education Personnel Development (3). This course is a study of professional preparation of individuals serving exceptional individuals.

EEX 6935r. Doctoral Seminar in Special Topics (1-3). This course is an investigation of a variety of topics in special education. May be repeated to a maximum of three credit hours; may be repeated within the same term.

EEX 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Repeatable to 12 credit hours; may be repeated within the same term.

EEX 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

EEX 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

EEX 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

EEX 8976r. Master's Thesis Defense (0). (P/F grade only.)

EEX 8985r. Dissertation Defense (0). (P/F grade only.)

EME—Technology and Media Education

EME 5050. Teaching and Technology (3). This course is designed to address current technology research and learning theory, instructional design and product development, information access and delivery issues, and pragmatic ideas for integrating educational technology in the classroom. Emphasis is on applying technology applications as an effective tool in teaching and learning.

EME 5077. Mobile Learning (3). This course addresses issues related to design, development, and implementation of mobile solutions for learning and performance support.

EME 5078. Design of Online & Digital Adaptive Learning (3). This course is designed to guide students to develop and implement online and digital adaptive learning technologies by understanding and applying the interdisciplinary principles of instructional design, learning technologies, human computer interaction, and learning analytics. The course reviews the design theories of adaptive and personalized learning and examines how instructional designers and educators can leverage digital culture, emerging technologies, and data science to design or develop online and digital adaptive learning products and environments.

EME 5250. Open Learning and Open Educational Resources (3). This course addresses the historical and social context of open learning and open education resources (OER), and engages students directly in the design, development, and implementation of open learning experiences and resources.

EME 5456. Online Pedagogy and Design (3). This course presents various approaches to both synchronous and asynchronous online learning, online class activity design, and online class management. It prepares students to design and deliver their own online classes.

EME 5457. Introduction to Distance Learning (3). This course provides an overview of the foundations of distance learning and on-line educational programs. It examines the design and technologies necessary for quality interactive education at a distance.

EME 5601. Introduction to Instructional Systems (3). This course is an overview of systems theory applied to instructional systems development and includes principles and procedures for developing total instructional systems. In the course, students learn about the systematic approach to instructional design, the contexts in which this approach is applied, and the roles instructional systems professionals in the instructional design and performance improvement processes.

EME 5602. Technology & Design (3). This course focuses on developing the visual design, multimedia, graphic design, and technology skills that are foundational to instructional design and development. Students will learn to apply theory and principles to the development of instructional media using popular software programs.

EME 5603. Introduction to Systematic Instructional Design (3). This course is an introduction to systematic design of instruction. Includes practical experience in developing and evaluating instructional materials.

EME 5608. Trends and Issues in Instructional Design (3). This course is an overview of the field of instructional technology. Includes historical perspective, research findings, and current issues and trends.

EME 5614. Design of Learning Games (3). This course is designed to guide students to design and prototype learning games by understanding and applying the interdisciplinary principles of game design, psychology of play, education, and cognitive science.

EME 5632. Qualitative Inquiry for Instructional Design & Technology (3). In this class, students learn about types of qualitative inquiry commonly done in the instructional design and technology field. Students develop skills for collecting and analyzing data in face-to-face and digital settings.

EME 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

EME 5910r. Supervised Research (1-3). (S/U grade only.) This course provides students an opportunity to work on a research project or projects under the supervision of a professor. A maximum of six credit hours may apply to the master's degree.

EME 5930r. Special Topics in Instructional Systems & Learning Technologies (3). This course is an investigation of various topics in instructional systems and may be repeated to a maximum of nine credit hours.

EME 5940r. Supervised Teaching (1-4). (S/U grade only.) This course may be repeated up to a maximum of 18 credit hours. Unlimited credits may count toward the doctoral degree, but a maximum of three hours may be applied to the master's degree.

EME 5942r. Field Laboratory Internship (1-8). (S/U grade only.) This internship provides students an opportunity to apply the skills and knowledge obtained in courses to a real-world project for an actual client. The main goal of the internship is for students to strengthen their competence in communication, analysis, design, technology, evaluation, management, personal and interpersonal skills.

EME 6060. Collaborative Research in Instructional Systems & Learning Technologies (3). In this class, students learn to conduct research in collaborative teams. The focus is on gaining hands-on experience with a specific focus on issues related to how collaborative teams function during the research process.

EME 6064. Application of Research Methods in Learning Design & Performance Technology (3). This course provides students with hands-on experience applying research methods associated with learning design and performance.

EME 6356. Learning and Web Analytics (3). This course addresses the collection and use of data for decision making and assessment in learning and human performance contexts. Students get hands-on experience with small data sets and learn how big data sets are collected and used.

EME 6357. Evaluation of Instruction and Training in HPT (3). This course focuses on the evaluation of training and instruction through a systemic analysis of the organization sponsoring the training program. The course provides the knowledge and skills for conducting an HPT-based evaluation of training systems. Students actively participate in discussions, presentations, synthesis of materials, and the writing of papers.

EME 6403. Designing for Online Collaborative Learning (3). Prerequisite: EME 5601. This course teaches strategies and techniques for designing instructional activities for distance learning based on theories and principles of collaborative learning.

EME 6414. Web 2.0-Based Learning and Performance (3). This course focuses on how the widespread use of social networking/media have influenced learning and human performance. Additionally, the course covers how instructional learning experiences and performance supports might be designed to take advantage of participatory culture.

EME 6415. Development of Computer Courseware (3). This course focuses on procedures for the systematic design and production of computer-based instruction. Includes practice in computer-based course development.

EME 6476. Internet Based Inquiry (3). This course focuses on two key issues related to the Internet and research: (1) Conducting research on online settings and (2) Using Internet-based tools to support data collection and analysis.

EME 6507. Development of Multimedia Instruction (3). In this course, students practice basic instructional systems design principles in active and digital learning environments. The course focuses on the design, development, implementation/distribution, and assessment of multimedia-based learning experiences systems.

EME 6631. Managing Instructional Development (3). Prerequisite: EME 5601. This course is an introduction to procedures for managing instructional development projects and organizations. Includes project and organizational design and development, staff development, and leadership principles.

EME 6632. Instructional Systems Inquiry Project Design & Management (1). (S/U grade only.) This course explores issues related to the design and management of inquiry-based projects focused on instructional systems problems of practice. The course uses a project-based approach.

EME 6635r. Seminar in Advanced Instructional Systems Problems (3). Prerequisites: EDG 6362 and EDF 5489. This course is only offered periodically and addresses special topics that are not covered in other courses. May be repeated to a maximum of six credit hours.

EME 6636. A Systems Approach to the Management of Change (3). This course discusses performance interventions in terms of changes in organizational environment, structure, processes, and workforce performance. The course examines the issues surrounding planning, implementing, sustaining, and evaluating changes that result from instructional and non-instructional interventions which target the overall improvement of organizational performance.

EME 6665r. Synthesis, Analysis, and Argumentation in Instructional Systems Research (3). Prerequisite: EDG 6362. This course covers tools, techniques, and procedures for finding, synthesizing, analyzing, and summarizing research related to past and ongoing relevant topics in Instructional Systems. May be repeated to a maximum of six credit hours.

EME 6677. Advanced Instructional Design and Development (3). Prerequisites: EDP 5216 and EME 5603. This advanced course explores theory and research that serve as the foundation for current and emerging instructional design (ID) practice. The course is aimed at graduate students who have already mastered basic knowledge and skills related to instructional design and learning theory.

EME 6691. Performance Systems Analysis (3). This course is an introduction to human-performance technology (HPT) and familiarizes students with HPT theoretical foundations and practical methodology through a performance systems analysis (PSA) project. The course covers systems thinking, systematic processes involved in conducting a PSA, as well as PSA models and their application for identifying performance gaps and recommending solutions.

EME 6694. Academic Publishing in Instructional Systems & Learning Design (3). This course addresses the academic publishing process and prepares Instructional Systems and Learning Design students to disseminate the results of their research at conferences and through academic journals and books.

EME 6697. Entrepreneurship, Consulting, and Leadership in Learning Design & Performance Technology (3). This course addresses entrepreneurship, consulting, and leadership skills that are needed by learning design and performance technology professionals.

EME 6920r. Learning Design and Performance Technology Colloquium (1). (S/U grade only.) This colloquium addresses timely issues related to practice and inquiry in the field of learning design and performance technology. Ethics, standards, and cases are explored. May be repeated to a maximum of three credit hours.

EME 6931. Seminar in Advanced Instructional Systems Problems (3). Prerequisite: EME 6476. This seminar addresses data analysis and reporting skills needed by learning design and performance technology professionals. The focus is on gaining hands-on experience with data analysis, visualization, and reporting. To engage in course assignments, students will draw upon data sets they previously collected in EME 6476 with IRB approval. The seminar is intended for students in the online EdD program in Learning Design and Performance Technology.

EME 6985r. Dissertation (1-4). (S/U grade only.) Prerequisite: Admission to Doctoral Candidacy. This course may be repeated up to 12 credit hours and may be repeated within the same term.

EME 8960r. Masters Comprehensive Examination (0). (P/F grade only.) The comprehensive examination gives students an opportunity to reflect on the competencies acquired in the program and to provide evidence of skills by preparing a professional portfolio consisting of various work products, deliverables, and other artifacts completed in their courses, internship, and other settings.

EME 8961r. Preliminary Doctoral Exam (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours. May be repeated up to two times.

EME 8980r. Dissertation Defense (0). (P/F grade only.) Course topics are subject to student's dissertation topic and research. May be repeated up to six (6) times.

EVI—Visually Impaired/Blind Education

EVI 5018. PK-12 Students with Visual Impairments: Assessment Strategies (3). This course provides students with competencies in the comprehensive assessment of children with visual impairments for the purpose of determining eligibility for educational services, designing individualized instruction, and identifying accommodations. Students refine skills to assess functional vision, learning media, and performance across the areas of the Expanded Core Curriculum (ECC) using a variety of assessment methods, tools, and adapted materials.

EVI 5019. Foundations of Rehabilitation Teaching of the Blind (3). This course presents an overview of the rehabilitation teaching profession and provides practical experience in the basic procedures of rehabilitation teaching. Students develop and apply assessment tools, training plans, and evaluation instruments within an andragogical model.

EVI 5131. Teaching Individuals with Deafblindness (3). Prerequisites: EVI4011, EVI4211, EVI4121, EVI4110, EVI4312, and EVI4314. This course teaches students skills and knowledge to teach deaf-blind/multisensory impaired individuals. It is designed to provide knowledge related to the education of children with multiple impairments involving sensory loss. The course will include a historical perspective, pathology, the sensory systems and their relation to development and intervention strategies, and professional issues.

EVI 5205. Program Planning and Management of Students with Visual Impairments (3). Prerequisites: EVI 4312 and EVI 4314. This course provides participants with the knowledge and skills necessary to manage the successful integration of students with visual impairments in the general education environment.

EVI 5221. Applied Methods of Orientation and Mobility (3). Prerequisites: EVI 4121, EVI 4220, and EVI 4314 or EVI 5316. This course explores the methods and strategies for teaching independent travel techniques to learners with visual impairments. The course presents and discusses methods, strategies, and information related to the teaching of independent travel skills. Emphasis is on travel within indoor environments.

EVI 5222. Advanced Orientation and Mobility (3). Prerequisites: EVI 4121, EVI 4220, EVI 4314 or EVI 5316, and EVI 5221. This course covers methods in general navigation and environmental awareness for learners with visual impairments. Travel skills and techniques are gained while working under simulated conditions in various environments, through the use of existing sensory modalities and appropriate mobility techniques. Emphasis is on travel within the outdoor environments.

EVI 5226. Developmentally Appropriate Orientation and Mobility (3). Prerequisite: Instructor permission. This course provides the student with knowledge identifying developmentally appropriate orientation and mobility skills for young children ages birth to five. In addition, the students are able to assess and plan for orientation and mobility interventions for this age group.

EVI 5227. Teaching Orientation and Mobility to Individuals with Unique Health Considerations (3). Prerequisites: EVI 4220, EVI 5221, and EVI 5226. Corequisite: EVI 5222. This course teaches future orientation and mobility specialists unique and creative strategies for teaching the alternate skills that are necessary for individuals who are blind and have additional disabilities to be safe, efficient travelers. The course also emphasizes how to apply critical thinking and problem solving to conditions not covered specifically in this course that may arise in one's practice as a professional in the field of visual impairment.

EVI 5228. History and Theory of Orientation and Mobility (3). This course provides a structured, in-depth study of the current body of knowledge in orientation and mobility. Through a review of the literature, students examine readings to support their preparation and professional certification in Orientation and Mobility.

EVI 5229. Foundational Elements of Orientation and Mobility (3). The purpose of this course is to provide an overview of orientation and mobility services and the role of related personnel in orientation and mobility screening, assessment, and instructional planning.

EVI 5245. Expanded Core Curriculum for Students with Visual Impairments (3). This course prepares certified teachers with in-depth understanding and knowledge of and strategies to assess and provide instruction in the Expanded Core Curriculum, a unique curriculum designed to teach children who are blind or visually impaired due to their lack of incidental learning.

EVI 5255. Methods of Independent Living of the Blind (3). This course is designed to teach students techniques of daily living for persons with vision loss, methods of writing lesson plans for the adaptive techniques, and opportunities to teach the skills learned in class.

EVI 5310. Teaching Students with High Intensity Needs and Visual Impairments (3). Prerequisite: EVI 5316 or EVI 5367. This course introduces students to the techniques and strategies necessary for meeting the needs of students with visual impairments who have additional disabling conditions. The course places emphasis upon working with both blind and low vision students who have cognitive impairments. Students develop skills in observation, assessment, learning, and instruction of these complex students.

EVI 5313. Supporting Literacy Skill Acquisition in Visual Impairments (4). Prerequisites: EVI 4314 and EVI 5316 or EVI 5368. This course focuses on the strategies teacher of student use to identify appropriate reading medium and teach literacy skills to students with visual impairments. The course addresses knowledge and skills in teaching braille reading and writing skills, using functional vision assessments in combination with learning media assessments, and supporting literacy learning of children with low vision who use print.

EVI 5315. Teaching Communication Skills to Visually Impaired Adults (3). This course has a threefold purpose. Students develop skills in reading, writing and teaching Braille to adults. Students learn adaptive techniques of communication in money management, handwriting, use of tape recorders, and management of print materials. The third area addressed in this course trains students to assess the communication needs of individuals with low vision, in order to work with them more effectively.

EVI 5316. Low Vision (3). Prerequisites: EVI 4121 or EVI 5367. This course prepares prospective teachers of students with visual impairments, orientation and mobility specialists, and rehabilitation teachers for facilitating the visual functioning of individuals with low vision. Students learn the basics of optics and how to conduct functional vision evaluations, to modify environments, and to teach the effective use of low vision devices.

EVI 5317. Unified English Braille (3). This course teaches students preparing to be teachers of blind students (both adults and children) to read and write literary braille and to interline students' work carefully.

EVI 5318. Special Methods of Working with Preschoolers with Visual Impairments (3). Prerequisites: EVI 4011 and EVI 4121. In this course, participants develop the knowledge and skills necessary to effectively provide intervention services to the families of infants, toddlers and preschoolers with visual impairments. Activities center on conducting assessments, working with families, and designing and implementing interventions.

EVI 5319. Communication and Emergent Literacy for Young Children with Visual Impairments (3). This course offers the knowledge of communication and emergent literacy for young children (birth to age five) who are visually impaired or have other disabilities. The course prepares students to assess and plan for communication, language development, and literacy interventions for this age group.

EVI 5325. Technology for Individuals with Visual Impairment (3). This course is designed to acquaint students with a variety of electronic hardware and software alternatives that are utilized by individuals with visual impairments to access information in school, home and vocational environments. This course includes lecture, demonstration, peer-teaching and hands-on activities.

EVI 5326. Accessible Materials and Environment for Students with Visual Impairments (3). Prerequisites: EVI 5316 and EVI 5317. This course provides students preparing to become teachers of students with visual impairments with the specialized skills necessary to facilitate access to classroom activities and materials for learners who have visual impairments. Specific emphasis is placed on the compensatory skills domain of the Expanded Core Curriculum for Blind and Visually Impaired Youths (ECC), and how to acquire, adapt, and create accessible materials and environments for learners who have visual impairments.

EVI 5327. Access to Learning Media for Students with Visual Impairments (3). Prerequisite: EVI 4221 or EVI 5317. This course prepares future teachers of students with visual impairments to provide instruction to students with visual impairments in the expanded core curriculum areas of assistive technology and compensatory access. Future teachers of students with visual impairments also learn to provide accommodations to allow student access to the core academic curriculum and work with the educational team to ensure access to the core and expanded core curricula.

EVI 5332. Social and Vocational Implications of Recreation and Leisure for Visually Impaired (3). This course is designed to demonstrate the physical, psychological, social, and vocational purposes of recreation and leisure activities within education and rehabilitation programs for persons with visual impairments.

EVI 5346. Aging and Vision Loss (3). Prerequisite: Instructor permission. This course explores the physical and psychosocial issues encountered by aging adults with severe vision impairment and examines strategies for living with a visual impairment in a changing/aging body in a world designed for sighted and younger people. The course incorporates fundamental principles of gerontology, health, and rehabilitation of the older adult with issues related to visual impairment. In addition, each student is asked to enhance his or her knowledge, attitudes, and perceptions about vision loss and aging people with visual impairments.

EVI 5355. Issues of Blindness in Society (3). This course examines the many issues related to being blind in a society predicated on the presumption that people can use vision to manage societal demands. The losses unique to visual impairment are explored, and students are provided with instructional strategies to assist individuals in living with visual impairment in a world designed for sighted people.

EVI 5367. Characteristics and Causes of Visual Impairment (3). This course introduces prospective teachers of students with visual impairments, orientation and mobility specialists, and vision rehabilitation therapists to the anatomy and physiology of the human eye, the visual mechanism, its embryologic development, and various eye pathologies. Emphasis is placed on the impact of these eye pathologies on the visual functioning of the individual.

EVI 5368. Clinical and Functional Implications of Visual Impairment (4). This course prepares teachers to assess and interpret the functional visual abilities of students with visual impairments. Topics include the parts of the eye and visual system, most common eye conditions and diseases, and the effect of various impairments on day-to-day visual functioning of students in grades pre-kindergarten through twelfth. Instruction includes strategies used to assess and increase visual efficiency in individuals with low vision including the use of effective accommodations and a variety of optical and non-optical tools.

EVI 5371. Foundations of Teaching Students Who Have Visual Impairments (4). This course provides teachers who are certified in other subject areas with an introduction to the specialized skill set necessary when planning and/or delivering effective instruction to students with visual impairments in grades PK-12.

EVI 5374. Advanced Methods for Learners with Visual Impairments and High Intensity Needs (3). Prerequisites: EVI 4110 or EVI 5018; and EVI 4330 or EVI 5310. This course prepares pre-service teachers of students with visual impairment to assess and design effective instruction for learners who have cognitive and multiple disabilities in addition to visual impairment.

EVI 5375. Braille Codes and Mathematics Instruction for Students with Visual Impairments (3). Prerequisite: EVI 4211 or EVI 5317. This course prepares future teachers of students with visual impairments to support the instruction of mathematics skills in students through the use of adapted materials, collaboration with instructional personnel, and inclusive strategies. Topics to be covered include the Nemeth Code, Unified English Braille (UEB) Math, accommodations to access to math materials, and the use of the Cranmer abacus.

EVI 5931r. Seminar in Visual Disabilities (1-3). This seminar covers current topics in the field of visual disabilities. May be repeated to a maximum of three credit hours and may be taken within the same term.

EVI 5935. Studies in Research on Individuals with Visual Impairment (3). This course is designed to familiarize students with the published literature related to providing services to individuals with visual impairments and to furnish students with a basic knowledge of the purposes of research in this field, common design strategies, research and analysis tools used, and methods for analyzing the quality of published research.

EVI 5942. Student Teaching in Visual Disabilities (12). Prerequisite: EVI 5018. In this course, student teachers teach students with visual disabilities for one semester within a public school or residential school setting, full-time and under the supervision of an experienced certified teacher of students with visual impairments.

EVI 5943. Practicum in Orientation and Mobility (2). Prerequisite: EVI 4220. This course provides students in the program of Orientation and Mobility with fieldwork experience observing and teaching students/clients with visual disabilities. Practicum students are exposed to a wide range of teaching experiences under the direct supervision of an experienced O&M instructor. To facilitate the learning process, the student is provided an opportunity to observe and teach in different areas, including a variety of simple as well as advanced O&M skills, with a variety of students/clients.

EVI 5945r. Internship in Orientation and Mobility (3-12). Prerequisites: EVI 4220, EVI 5221, and EVI 5222. In this course, student instructors teach orientation and mobility skills in public school, residential school, and rehabilitation settings for a minimum of 300 service hours to students with visual disabilities. They do so full-time and while under the supervision of an experienced, certified orientation and mobility specialist. May be repeated to a maximum of 12 credit hours.

EVI 5946r. Internship in Rehabilitation Teaching of Adults with Visual Disabilities (3). (S/U grade only.) Prerequisites: EVI 5019 and EVI 5255. In this course, interns teach rehabilitation skills within a federal, state, or private not-for-profit agency to adults with visual disabilities. They do so under the supervision of an experienced, Certified Vision Rehabilitation Therapist (CVRT).

FAD—Family Development

FAD 5261. Families in Crisis (3). Prerequisite: Background in family or instructor permission. This course discusses theoretical consideration of persistence and change in families with special attentions to critical transitions in family development.

FAD 5263. Advanced Family Studies (3). Prerequisites: Graduate standing, background in child and family studies or instructor permission. This course surveys contemporary research in family studies.

FAD 5481r. College Teaching in Family Sciences (2-3). (S/U grade only.) This course prepares students to teach in the area of family sciences in a higher education setting. It focuses upon units of study, evaluation, procedures, teaching models and strategies. May be repeated to a maximum of three semester hours.

FAD 5618. Legal, Ethical, and Professional Issues in Marriage and Family Therapy (3). This course builds the foundation for ethical and legal concerns relevant to the practice of Marriage and Family Therapy. The course assists students in developing personal and professional guidelines for the ethical practice of MFT within the context of existing professional practice standards and governing laws. Students confront and analyze dilemmas and issues pertinent to the responsible practice of therapy.

FAD 5620. Advanced Human and Lifespan Development (3). This course provides an overview of the major human developmental theories throughout the life course within the family, social, and cultural context and serves as a foundation for client assessment and case conceptualization. Individual and family development are viewed as mutually interactive processes affected by biology/genetics, gender, race, ethnicity, acculturation and religion. The development of the individual is traced chronologically and factors influencing development are explored concurrently from each theoretical orientation.

FAD 5621. MFT Theories I: Modernist Models (3). Prerequisite: FAD 5625 with a grade of B- or better. This course builds a foundation in modernistic theoretical models of marital and family therapy, including systemic, structural, strategic, intergenerational, contextual, behavioral, and experiential therapies. The fundamental concepts and propositions of each theory are introduced and translated into concrete strategies for clinical application and practice. This course is key in preparation for licensure exams.

FAD 5622. MFT Theories II: Postmodern Models of Family Therapy (3). Prerequisites: FAD 5621 and FAD 5625, both with a grade of B- or better. This course introduces students to theoretical concepts and methods of intervention in family therapy using postmodern models informed by a social constructionist lens. Postmodern models and associated clinical approaches include narrative therapy, solution-focused therapy, and collaborative language systems.

FAD 5623. Marriage and Family Therapy Theories III: Couples Therapy (3). Prerequisites: FAD 5621 and FAD 5622, both with a grade of B- or better. This course provides orientation and structure necessary for conducting effective couples therapy from a systemic framework. Emphasis is placed on assessing qualities of couple relationships and subsequent treatment of presenting concerns from a contextual perspective, emphasizing diversity in culture, gender, and sexuality. The course examines domestic violence, infidelity, substance abuse, physical health issues, and major psychiatric disorders.

FAD 5625. Introduction to Systems Theory (3). This course is an introduction and overview of Systems Theory as applied in the field of Marriage and Family Therapy. The course covers original formulations of general systems theory, communication systems, chaos theory, and cybernetics, and subsequent translations of those ideas into family systems theory used in therapeutic contexts. Focus is on family metaphors, patterns, interaction, and communication to describe human behavior and relationships. Readings and concepts are also applied to students' family of origin to enhance "self-as-therapist" development.

FAD 5630. Systemic Assessment and Treatment Planning in Marriage and Family Therapy (3). Prerequisite: FAD 5667. This course establishes students' foundation in clinical assessment, diagnosis, and treatment planning in MFT. It elaborates on the theoretical assumptions and values underlying alternative assessment techniques, and how those assessments move to diagnosis and development of treatments for major mental health issues and other presenting concerns. The course also covers risk assessment and crisis intervention.

FAD 5661. Group Psychotherapy (3). In this course students learn theoretical concepts and methods of systemically oriented group psychotherapy. Students develop core competencies in fundamental skills and approaches used in group psychotherapy. The role of contextual factors in group therapy are examined. Students participate in experiential group work to develop skills to propose and plan group psychotherapy.

FAD 5665. Substance Use Theory and Techniques (3). This course prepares students to apply a systemic perspective with clients presenting with substance use and addiction. Students learn systemic assessment skills and empirically supported interventions to address substance use disorders. It emphasizes sensitivity to individual, social, and cultural diversity, as well as the alternative forms of substance use including co-occurring psychiatric and substance use disorders.

FAD 5667. Psychopathology, Diagnosis and Systemic Treatment (3). This course familiarizes students with diagnostic procedures using the DSM-5, while challenging students to understand and evaluate each mental health disorder from a broader, societal perspective. Emphasis on psychiatric diagnostic classification systems, particularly in the context of treatment and collaborative relationships with other medical and mental health providers.

FAD 5680. Marriage and Family Therapy Capstone (3). Prerequisites: FAD 5621, FAD 5622, FAD 5623, and FAD 5625, all with a grade of B- or better. This course provides advanced marriage and family therapy (MFT) students with the opportunity to demonstrate a cumulative understanding and integration of core theoretical knowledge and clinical competence in the field of MFT. Assignments integrate major theoretical approaches, ethical guidelines, multicultural awareness, and research methods. Supervision evaluations and professional development feedback will also be included as a measure of clinical competency and professional readiness.FAD—

FAD 5700. Applied Research in Human Sciences (4). Miscellaneous Requirements: Graduate standing and knowledge of basic algebra. This course provides an introduction to the use of statistical inference and data analysis for students majoring in human sciences, using unique examples and datasets that are discipline specific. Laboratory experiences emphasize the use of various analytic techniques.

FAD 5705. Qualitative Research in Family and Child Science (3). Prerequisite: CHD 5915. The course prepares students to critically engage with qualitative research, conduct qualitative studies, and incorporate qualitative components in research involving mixed methods regarding family systems, children, and other relational systems. This course focuses on narrative research, with additional investigation of ethnographic and case study research.

FAD 5900r. Readings in Family and Child Sciences (3). In this course topics vary, and each topic may be taken only once.

FAD 5906r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of nine credit hours.

FAD 5912r. Supervised Research (1-3). (S/U grade only.) A maximum of three credit hours may apply to the master's degree.

FAD 5934r. Seminar in Family and Child Sciences (1-9). Prerequisite: Background in child and family studies at the graduate level or instructor permission. In this seminar topics vary, and each topic may be taken only once.

FAD 5942r. Supervised Teaching (1-3). (S/U grade only.) A maximum of three credit hours may apply to the master's degree.

FAD 5944r. Internship-Family/Child (1-12). Prerequisites: Family relations/child development majors only. Corequisite: Graduate standing. This course consists of supervised practical field experiences in various professional settings related to family/child development including human services, agencies, hospitals, educational facilities, and government.

FAD 5970. Special Project (3). (S/U grade only.) Prerequisite: Master's degree student. This course is open to course option master's degree students who are near completion of their course requirements. Permission of major professor required.

FAD 5971r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

FAD 6266. Diversity Considerations for Family Research and Practice (3). This course examines human development and family processes within diverse contexts. Specifically, students focus on the impact of systems of oppression and privilege on developmental and family processes, discuss best practices for research and therapy, and critically review theory for inclusion of individuals and family from diverse groups.

FAD 6436. Theories of Family Sciences (3). Prerequisites: Graduate standing, background in child and family studies, as well as instructor permission. This course is a review of current theories in family studies.

FAD 6605. Advanced Clinical Marriage and Family Therapy Theory (3). Prerequisite: Admission to the Marriage and Family Therapy Program; or introductory knowledge of systemic family therapy approaches and instructor permission. This course is an in-depth, advanced study of traditional and contemporary theories within the field of marriage and family therapy (MFT).

FAD 6606. Supervision in Marriage and Family Therapy (3). Prerequisite: Passage of Clinical Comprehensive Examination in Marriage and Family Therapy. This course teaches the fundamentals of marital and family therapy supervision through didactic presentation, supervised experience of actual supervisory practice, and reflective interaction. This course meets the specifications required for the Approved Designation of the American Association of Marriage and Family Therapy.

FAD 6610. MFT Social Justice and Diversity (3). Prerequisite: Admission to the Marriage and Family Therapy Program. This course is an in-depth, advanced study of theory, research, and intervention best-practices for couples and families in the context of today's society, with an emphasis on cultural awareness to prepare students as researchers and clinicians to work effectively with diverse populations within the field of marriage and family therapy (MFT).

FAD 6701. Advanced Longitudinal Modeling in Family Science (3). Prerequisite: FAD 5700 or equivalent. This course focuses on a structural equation modeling approach for analyzing longitudinal data in family science. Topics include longitudinal designs, missing data, latent growth curve model, longitudinal confirmative factor analysis, longitudinal panel model, and longitudinal mediation and moderation.

FAD 6706. Intervention Research in Family and Child Sciences (3). Prerequisite: CHD 5915 or equivalent course. This course examines the efficacy and effectiveness of interventions in Family and Child Sciences. This course covers many of the complex decisions that investigators must make in designing, implementing, interpreting, and reporting intervention research.

FAD 6916. Outcome Research in Marriage and Family Therapy (3). Prerequisite: Admission to Marriage and Family Therapy Program or instructor permission. This course is designed to provide students with an overview of psychotherapy outcome research in general and in marriage and family therapy (MFT) outcome research in particular.

FAD 6917. Research Methods in Family and Child Sciences (3). Prerequisite: At least one graduate-level research course, doctoral students only, statistics, and instructor permission. This course is an overview of research methods currently in use in studying individuals, families, and children.

FAD 6930r. Special Topics: Marital and Family Therapy-Topics Vary (3-9). Prerequisites: Doctoral student standing and instructor permission. Each topic may be taken only once. May be repeated within the same term to a maximum of nine credit hours.

FAD 6935r. Special Topics: Family and Child Development (Topics Vary) (3-9). This course is an in-depth exploration of contemporary topics and issues. Repeatable for up to nine hours.

FAD 6940r. Practicum in Marital and Family Therapy (1-5). (S/U grade only.) Prerequisite: Doctoral student in marriage and family therapy program. May be repeated to a maximum of 21 credit hours.

FAD 6980r. Dissertation (1-24). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 24 credit hours; may be repeated within the same term.

FAD 8944r. Internship in Marriage and Family Therapy (1-12). (S/U grade only.) Prerequisite: MFT major status. Corequisite: FAD 8964. This internship provides supervised practical field experience in various professional settings related to couple and family therapy, including human services, agencies, hospitals, educational facilities, and government. may be repeated to a maximum of 12 credit hours. S/U grade only.

FAD 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) May be repeated within the same term.

FAD 8976r. Master's Thesis Defense (0). (P/F grade only.)

FAD 8985r. Dissertation Defense Examination (0). (P/F grade only.)

FLE—Foreign Language Education

FOS—Food Science

FOS 5205. Food Safety and Quality (3). Prerequisites: HUN 1201 and FOS 3026, or departmental approval. This course covers topics such as food spoilage, food poisoning, food-borne pathogens, food laws and regulations, as well as HACCP and risk management. Emphasis is placed on current issues related to the safety and quality of food.

FOS 5424. Food Preservation (3). Prerequisites: Biochemistry and microbiology. This course focuses on fundamental considerations in the preservation of foods by freezing, canning, dehydration, ionizing radiations, etc.

FOS 5930r. Seminar in Food and Nutrition Sciences (1). This course consists of student and faculty presentations on research and developments in food science and nutrition.

FOS 5936. Selected Topics in Food Science and Technology (3). Prerequisites: FOS 4114C and biochemistry. This course is an investigation of current research related to selected topics in food science and technology.

FOS 6351C. Physical and Chemical Techniques in Food and Nutrition (3). Prerequisite: HUN 5802L. Recommended prerequisite: Analytical chemistry. This course provides an experimental approach to food and nutrition research, and it may involve the study of foods, humans, or animal models and a variety of specialized instruments.

FOS 6930r. Seminar in Food and Nutrition Sciences (1). This seminar consists of student and faculty presentations on research and developments in food science and nutrition.

FSS—Food Service Systems

HEE—Home Economics Education

HOE—General Home Economics

HOE 6366. Research Best Practices in Human Sciences (2). Prerequisite: Graduate standing. This course covers the areas of responsible conduct of research in the human sciences and the management principles for sponsored research.

HSC—Health Sciences

HUN—Human Nutrition

HUN 5242. Carbohydrates, Fats, and Proteins (3). Prerequisite: Biochemistry or HUN 3224. This course focuses on topics such as metabolism, physiological action, and interrelationships of carbohydrates, proteins, and lipids.

HUN 5243. Vitamins and Minerals (3). Prerequisite: Biochemistry or HUN 3226. This course focuses on topics such as biochemical functions, physiological actions, and metabolism of the vitamins and minerals. Fundamental concepts underlying human nutrition.

HUN 5297. Eating Disorders, Body Image and Healthy Weight Maintenance (3). This course presents current science based information about nutrition, dieting, eating disorders, and body image.

HUN 5625. Nutrition Counseling and Wellness (3). Prerequisite: Admission to the Nutrition and Food Science major, admission to the Sport Nutrition major, or instructor permission. This course provides an overview of counseling theories and techniques with practical application to nutrition conditions and related problems.

HUN 5802. Research Design and Methodology (2). This course focuses on topics such as basic research terminology, principles and techniques in movement science, nutrition and food science including library materials and writing techniques.

HUN 5802L. Research Design and Methodology Laboratory (1). Prerequisite: Chemistry. This laboratory focuses on techniques in the areas of physiology and biochemistry as related to nutrition and metabolism, exercise physiology, and food science.

HUN 5906r. Directed Individual Study (1-9). (S/U grade only.) (S/U grade only) May be repeated to a maximum of nine credit hours.

HUN 5910r. Supervised Research (1-3). (S/U grade only.) A maximum of three credit hours may apply to the master's degree.

HUN 5930r. Food and Nutrition Seminar (1-4). This course involves doctoral student presentations concerning research in the nutritional sciences. May be repeated to a maximum of four credit hours.

HUN 5938r. Special Topics in Nutrition (3). This course involves readings and discussion in special areas such as nutrition in aging, energy metabolism and obesity, and world food problems.

HUN 5971r. Thesis (3-6). (S/U grade only.) Course Description not on file

HUN 6248r. Advances in Nutrition and Food Science (3-12). Prerequisites: HUN 5242, HUN 5243, and FOS 5936. This course explores current topics in proteins, carbohydrates, lipids, minerals, or vitamins. May be repeated to a maximum of 12 credit hours. May be repeated within the same term.

HUN 6780. Nutrigenomics and Epigenetics (3). This course discusses basic molecular mechanisms regulating the expression of metabolic/protective genes by dietary components known as nutritional genomics and its impact in human diseases, aging and longevity. Students learn the basics of gene regulation by epigenetic modifications and posttranslational modifications affecting protein expression and function.

HUN 6906r. Directed Individual Study (1-9). (S/U grade only.) (S/U grade only) May be repeated to a maximum of nine credit hours.

HUN 6911r. Supervised Research (3-5). (S/U grade only.)

HUN 6930r. Food and Nutrition Seminar (1). This course consists of student and faculty presentations on research and developments in food science and nutrition.

HUN 6940r. Supervised Teaching (1-3). (S/U grade only.)

HUN 6980r. Dissertation (2-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours. May be repeated within the same term.

HUN 8945r. Supervised Field Experience (1-12). (S/U grade only.) Prerequisites: DIE 5248, HUN 5242, HUN 5243, and instructor permission. This course consists of supervised experience in applied dietetics. May be repeated to a maximum of 24 credit hours in a two-year period to meet CADE requirements for the Dietetics Internship.

HUN 8964r. Preliminary Doctoral Examination (0). (P/F grade only.)

HUN 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

HUN 8976r. Master's Thesis Defense (0). (P/F grade only.)

HUN 8985r. Dissertation Defense Examination (0). (P/F grade only.)

IDS—Interdisciplinary Studies

ISC—Interdisciplinary Sciences

LAE—Language Arts and English Education

LAE 5297. Teachers as Writers (3). Prerequisite: LAE 5368. This course helps pre-K–16 teachers improve their writing with the goal of obtaining skills and techniques they can share with their own students.

LAE 5336. Applied Linguistics for Teachers of English (3). This course is designed to enhance student knowledge of how we perceive and use language. Topics covered include: the history of English as a language, the ways we produce spoken language (physically, instinctually, and intellectually), the ways that language is represented in popular culture, and the arguments and justifications given regarding popular and traditional approaches to teaching language and grammar.

LAE 5348. Teaching Multiliteracies (3). This course addresses the field of new literacy studies and identifies how emerging understandings of literacy can support the development of literacy practices in academic settings. Students examine the attributes of multiliterate learners and focus on how to develop those attributes through a variety of academic and popular culture texts.

LAE 5364. A Survey of British Literature for English Teachers (3). This course provides those seeking a graduate English-education degree with the opportunity to develop an understanding of the scope of British literature. Participants explore historical, political, and social events that influenced the creation of literature from the Anglo-Saxon era to the present post-modern period.

LAE 5368r. Classroom Management and Methods of Planning and Instruction in Secondary English (3-6). This course offers a careful consideration of the role of the secondary-school teacher of English, paying special attention to effective classroom management, planning for instruction, and assessment of student learning. May be repeated for a maximum of six credit hours.

LAE 5637r. Problems and Trends in English Education (3-6). This course examines the history of English as a school subject; current developments, issues, and research in the teaching of English.

LAE 5645. Pedagogy and Popular Culture (3). This course is designed to address current trends and texts in digital popular culture, and how popular culture affects students, teachers, 21st century literacies, and lesson planning.

LAE 5696. Participatory Culture in Literacy and Learning (3). This course explores the characteristics of participatory culture and the ways people can utilize these characteristics in education to enhance literacy and learning. Additionally, the course examines the cultural and social practices of collaboration, appropriation, and recirculation utilized in new media environments.

LAE 5736. Written Composition in the Secondary School: Theory and Research (3). This course focuses on rhetorical and psychological approaches to the writing process; prewriting, invention, and revision; problems of the basic writer; evaluation of writing and writing skills; current research.

LAE 5748r. Teacher Action Research: Studies in Teaching Writing I (3-6). This course is designed for practicing preK-16 teachers who are interested in designing and implementing a research study of their own classroom instruction so as to improve the writing of their students. May be repeated to a maximum of six credit hours.

LAE 5865. Teaching Media Literacy (3). This course is designed to address the field of media literacy and equip practicing teachers with the knowledge and pedagogies needed to promote media literacy. Students are provided with tools to cultivate their own literacy as well as to teach for media literacy, which supports other literacies, learning, and digital citizenship

LAE 5908r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

LAE 5932r. Special Topics in English Education (1-3). This course is an investigation of topics of current concern to English teachers, supervisors, and teacher trainers. May be repeated to a maximum of 12 credit hours.

LAE 5940r. Field Laboratory Internship (1-8). (S/U grade only.) May be repeated to a maximum of eight credit hours.

LAE 5941. Practicum in Secondary English (3). Prerequisites: LAE 5368. This course consists of class meetings as well as a 60-hour field experience for each teacher candidate. The course convenes formally twice per week for the first five weeks, and once per week thereafter. The remainder of the course is devoted to field work in multiple assigned local secondary schools.

LAE 5945r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three hours may apply to the master's degree.

LAE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

LAE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

LAE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

LAE 8985r. Dissertation Defense (0). (P/F grade only.)

LDR—Leadership Studies

MAE—Mathematics Education

MAE 5146. School Mathematics Curriculum (3). Prerequisite: Instructor permission. This course establishes a theoretical perspective and then major curriculum projects are examined and critiqued. Reform movements are considered in light of historical events and the current social climate.

MAE 5318. The Topics and Teaching of Elementary School Mathematics (3). Prerequisite: Admission to a graduate degree program in Elementary Education or special permission. This course provides in-depth examination of topics related to mathematics learning, mathematics teaching strategies, and mathematics curriculum development in elementary school mathematics.

MAE 5337. Seminar on the Teaching of Algebra (2). Course Description not on file

MAE 5338. Seminar on the Teaching of Geometry (2). Course Description not on file

MAE 5641r. Special Topics in Mathematics Education (2-3). This course covers innovative topics or specific assistance related to classroom topics in the teaching of mathematics. May be repeated to a maximum of eight credit hours.

MAE 5658. Using Technology in the Teaching of Mathematics (3). Prerequisite: One course in computers/technology or instructor permission. This course explores the uses of various technologies in mathematics classes, demonstrated through hands-on activities and experiences.

MAE 5691. Mathematics Learning and Teaching (3). Prerequisite: Instructor permission. This course introduces students to those theories of learning that have been historically influential, or which have the potential to be currently influential, in the learning and teaching of mathematics.

MAE 5865. Using History in the Teaching of Mathematics (3). This course examines the historical origins and evolution of key mathematics concepts. Topics are chosen from number systems, numeration, computation, number theory, algebra, geometry, analytic geometry, and calculus.

MAE 5908r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

MAE 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three hours may apply to the master's degree.

MAE 5942r. Field Laboratory Internship (1-8). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

MAE 5946r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

MAE 5971r. Thesis (1-6). (S/U grade only.) This course has a minimum of six credit hours required.

MAE 5973r. Specialist in Education Thesis (1-6). (S/U grade only.) For this course a minimum of six credit hours is required.

MAE 6148. Curriculum in Mathematics Education (3). This course is designed to provide students the opportunity to develop an initial theoretical framework in which to analyze mathematics curricula from a philosophical and psychological basis.

MAE 6797. Advanced Seminar on Research in Mathematics Education (3). This course is an in-depth study of research in mathematics education. It covers the development of research models for the investigation of specific types of research problems in mathematics education.

MAE 6938r. Doctoral Seminar in Mathematics Education (1-3). Prerequisite: Instructor permission. This course is an in-depth study of a topic in this field. Course topics currently include learning teacher education and curriculum. May be repeated to a maximum of 12 credit hours.

MAE 6939. Seminar in Mathematics Teacher Education (3). Prerequisite: Instructor permission. This course examines issues in mathematics teacher education at both the pre-service and in-service levels from theoretical and practical perspectives.

MAE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Course Description not on file

MAE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

MAE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

MAE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

MAE 8976r. Master's Thesis Defense (0). (P/F grade only.)

MAE 8978r. Specialist in Education Thesis Defense (0). (P/F grade only.)

MAE 8985r. Dissertation Defense (0). (P/F grade only.)

MAT—Mathematics

MHS—Mental Health Services

MHS 5007. Foundations of Mental Health Counseling (3). This course provides a history and overview of the counseling profession, including ethical and legal issues, controversies in the field, and the impact of contemporary problems on mental health problems.

MHS 5010. Foundations of School Counseling (3). This course is an introduction to the field of school counseling with an emphasis on historical foundations, role and function, legal and ethical issues, and standards of practice. It provides a theoretical and practical orientation to applied counseling practice in the schools.

MHS 5060. Psychosocial and Multicultural Aspects of Counseling (3). This course examines the relationship among psychological, social, environmental, disability, and multicultural factors as they pertain to understanding human behavior.

MHS 5070. Psychopathology Across the Lifespan (3). This course provides a broad overview of psychopathology across the lifespan. The course focuses on observation, description, epidemiology, conceptualization, etiology, and treatment of the major DSM-5 disorders.

MHS 5125. Individual and Group Counseling Theories (4). This course presents an overview of individual and group counseling skills for students in helping professions and surveys important basic counseling skills and techniques in individual and group counseling.

MHS 5225. Intellectual and Psychoeducational Assessment for Health Service Providers (4). This course focuses on direct assessments commonly provided by Health Service Psychologists (HSPs) for the purposes of conducting comprehensive, psychoeducational assessments. Including the administration and interpretation of cognitive, academic, adaptive, and executive functioning assessments.

MHS 5338. College and Career Readiness for School Counselors (3). This course examines the school counselor's role in college and career readiness for students in P-12 settings.

MHS 5340. Foundations of Career Development (4). This course examines the career development of individuals and the process of career counseling and guidance.

MHS 5341. Career Development Program Design and Evaluation (3). This course examines contemporary career interventions and strategies for program development and implementation.

MHS 5400. Introduction to Counseling Theories and Techniques (4). This course examines traditional theories of personality and counseling, as well as how to translate theory into effective practice. Students develop basic counseling skills that include an awareness of self and a capacity to use ones self in the counseling process.

MHS 5415. School, Family, and Community Partnerships (3). This course examines the role of school-family-community partnerships in P-12 educational settings.

MHS 5435. Theories and Fundamentals of Family Therapy (3). This course provides students with theories and models of intervention related to working with families and family systems.

MHS 5511. Group Counseling: Theory and Practice (3). Prerequisites: MHS 5400. This course covers introductory group leader training with theoretical and experiential components. It introduces students to the theory, research, and practice of group counseling and psychotherapy.

MHS 5635. School Counseling Program Development and Planning (4). Corequisite: SDS 5820. This course provides students with knowledge and learning experiences of developing, evaluating, and implementing a comprehensive school counseling program in a school setting.

MHS 5801r. Practicum in Counseling (1-4). Prerequisite: MHS 5400. This course provides intermediate training in counseling through direct client counseling, role play, instruction, and observation. May be repeated to a maximum of 16 credit hours.

MHS 5860r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

MHS 5905r. Directed Individual Study (1-3). (S/U grade only.) This course provides students with a self-directed learning opportunity focused on a specific area of interest and is negotiated with the supervising faculty member. May be repeated to a maximum of 21 credit hours within the same term.

MHS 5915r. Supervised Research (1-4). (S/U grade only.) This course provides students an opportunity to work on a research project or projects under the supervision of a professor. May be repeated to a maximum of 21 credit hours.

MHS 6064. Affective and Cognitive Aspects of Behavior (3). This course covers historical, theoretical, empirical, and methodological issues regarding the development of affect and cognition and their relation to behavior and learning. The course focuses heavily on how research in this area applies to clinical and school-based practice in assessment and intervention.

MHS 6220. Individual Appraisal in Counseling (3). Prerequisite: MHS 6805. This course allows students to acquire skill in use and interpretation of selected instruments and techniques for individual assessment. This course is intended to educate emerging psychologists, counselors, and therapists in construction, evaluation, selection, administration, scoring, interpretation, and reporting.

MHS 6229. Psychometrics and Assessment in Health Service Psychology (3). Prerequisites: MHS 5060, SPS 5176, or equivalent. This course focuses on the integration of psychometrically sound assessment methods (objective and subjective) in making diagnostic and intervention decisions. Students learn a multi-method approach to critically analyze assessment results as well as use these results as part of a problem-solving approach to client care.

MHS 6300. Theories of Vocational Behavior (3). This course covers meaning of work, theories of vocational behavior, and career development consultation.

MHS 6401. Evidence-based Counseling/Psychotherapy (3). Prerequisite: MHS 5400 or equivalent. This course covers the nature of theory and instruction in a variety of counseling theories. Emphasis is placed on counseling-research literature and evidence-based practice.

MHS 6410. Behavior Management: Principles and Applications (3). This course provides understanding of behavior patterns of children and adolescents and develops effective strategies for behavior management.

MHS 6450. Substance Abuse and Addictions Counseling (3). This course is designed to provide graduate students with an overview of theories, concepts, and issues related to the etiology, assessment, diagnosis, and treatment of persons with addictions and substance use disorders.

MHS 6466. Trauma & Crisis Intervention (3). This course provides students with a survey of the complexity of crisis situations, as well as theories of and models of intervention when working with clients during and after traumatic events and crises. The course discusses traumatic experiences including but not limited to grief, suicide, and natural and man-made disasters.

MHS 6600. Ethical, Legal, and Professional Issues in Counseling (3). This course provides a framework for examining legal and ethical issues in counseling as well as a focus on standards, credentialing, accreditation, and professional issues relevant to the counseling field.

MHS 6715. Design and Critical Review of Research in Counseling (3). This course covers the conceptualization of counseling problems in researchable terms; critical review of published counseling research.

MHS 6720. Introduction to Health Services Psychology Profession (3). This doctoral seminar presents an introduction to professional issues relevant to counseling and school psychology, including topics such as values, current trends, basic therapeutic skills, stress management, and burnout prevention.

MHS 6721. Professional Development Seminar in Advocacy and Ethics for Health Services Psychology (3). Prerequisite: MHS 6720. This doctoral seminar provides an in-depth look at ethical standards and advocacy specific to the field of counseling and school psychology.

MHS 6803. Seminar in Clinical Supervision, Consultation, and the Law (3). Prerequisite: MHS 6805. This seminar provides students with exposure to standards of practice in professional psychology, to ethical and legal issues in the provision of psychological services, and to clinical supervision and consultation.

MHS 6805r. Advanced Group or Individual Counseling Practicum (1-4). This course is intensive practice in counseling, consisting of closely supervised practical experience and critique of students practice. May be repeated to a maximum of 16 credit hours.

MHS 6820r. Counseling Internship (3-6). (S/U grade only.) This course is field counseling experience in a planned setting. May be repeated to a maximum of 18 credit hours.

MHS 6930. Diversity Seminar in Health Service Psychology (3). Prerequisites: MHS 5060 and SPS 5176, or equivalent. This doctoral seminar immerses students in diversity-related content intended to facilitate the continued development of their multicultural awareness, knowledge, and skills towards an understanding of intersectionality, social justice, and advocacy.

MHS 6938r. Special Topics in Counseling Psychology (3). This course is an in-depth investigation of a variety of topics in counseling psychology with different topics offered each year. May be repeated to a maximum of nine credit hours; repeatable within the same term.

MHS 6946r. Field Practicum in Counseling Psychology and School Psychology (2). (S/U grade only.) Prerequisite: MHS 6805. This practicum provides students with an opportunity to integrate theory and practice in the delivery of psychological services relevant to their career goals. Students completing the course enhance their competencies in assessment, intervention, or both. May be repeated to a maximum of 21 credit hours.

MHS 6970r. Thesis (3-6). (S/U grade only.) A minimum of six credit hours is required.

MHS 6971r. Master's Thesis Defense (0). (P/F grade only.)

MHS 6973r. Specialist in Education Thesis (3-6). (S/U grade only.) A minimum of six credit hours is required.

MHS 7962r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

MHS 8960r. Master's Comprehensive Examination (0). (P/F grade only.)

MHS 8961r. Preliminary Doctoral Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours.

MHS 8980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Repeatable to a maximum of 12 credit hours; repeatable within the same term.

MHS 8981r. Dissertation Defense (0). (P/F grade only.)

PCO—Psychology for Counseling

PCO 5095. Computer Applications in Counseling Psychology and other Human Services (3). This course examines the effective application of computer technology in counseling psychology with an emphasis on mental health, education, and rehabilitation.

PEL—Physical Education Activities (General): Object Centered, Land

PEM—Physical Education Activities (General): Performance Centered, Land

PEO—Physical Education Activities (Professional): Object Centered, Land

PET—Physical Education Theory

PET 5054C. Motor Skill Learning (3). This course focuses on research and theory of learning, performance, and related factors as applied to motor skills.

PET 5077. Physical Dimensions of Aging (4). This course deals with the quality of life, individual differences as we age, physical decline of physiological systems (cardiovascular, muscular, joints, bone, neuromuscular), health, exercise, and well-being, and the pathology of aging. The course assists students in developing an understanding of the physical aspects of aging to apply to settings such as physical therapy, sports medicine, and health and fitness programs in hospitals and retirement communities.

PET 5175. Philosophy and Ethics of Coaching (3). In this course, students are introduced to and analyze the essential concepts and knowledge concerned with the discipline of ethics as it relates to the extensive and evolving demands of managing and coaching sports and activities. Students utilize a variety of research materials to investigate traditional schools of thought and academic theory regarding ethics and how they pertain specifically to the profession of coaching. Students use these processes to integrate their individual philosophy of coaching within an ethical framework.

PET 5212. Helping Relationships in Sport Psychology (3). This course provides an understanding of helping processes, including consultation and counseling theories; basic listening, interviewing, assessment, and consulting/counseling skills; and helper and client characteristics and behaviors that influence professional helping relationships.

PET 5216. Applied Sport Psychology (3). This course focuses on the theoretical knowledge and practical skills needed to design and implement a mental skills training intervention with a client operating in a domain requiring performance under pressure.

PET 5222. Cognitive Processes in Sport Psychology (3). Prerequisite: PET 5216. In this course, cognitive processes (decision making, attention memory, etc.) are studied, with an emphasis upon explaining and optimizing sport-related behavior.

PET 5235. Motor Learning for Coaches (3). This course offers coaches a better understanding of the processes underlying the learning and performance of skill movements. Focus is on how humans learn skilled actions and how the principles of motor performance and learning can be useful in coaching. Topics cover theories and principles explaining motor behavior and psychological factors related to and/or affecting motor-skill acquisition or performance.

PET 5250. Sociology of Sport and Cultural Foundations of Coaching (3). The purpose of the course is to understand and evaluate how society affects sport and sport affects society. Students learn the theoretical perspectives of the sociology of sport and are able to apply them to various sociological and cultural situations within coaching.

PET 5255. Social Bases of Physical Activity (3). This course examines the socio-cultural foundations of play, games, sport, and physical activity.

PET 5261. Cultural and Ethnic Diversity for Sport Psychology Consulting (3). This course is designed to meet the K8 course requirement for the Certified Mental Performance Consultant (CMPC) credential offered by the Association for Applied Sport Psychology (AASP). It examines the influence of cultural and ethnic differences on the delivery of sport psychology.

PET 5367. Nutrition and Exercise Performance (3). This course covers the immediate and long term effects of nutrition on exercise performance. Effects of acute and chronic exercise on nutrient requirements.

PET 5389. Strength Program Development for Competitive Athletes and Sport (3). Prerequisite: Admitted to the Sports Sciences Major of the MS in Exercise Science or instructor permission. This course explores the scientific basis and development of sports related fitness. Emphasis on muscle strength, endurance, speed, power, agility, and flexibility in competitive athletes. Various styles of programming and methods used to elicit specific adaptations are emphasized. This course meets specific guidelines and competencies for strength and conditioning professionals.

PET 5392. Coaching for Human Performance (3). This class introduces the underlying theories and mechanisms that pertain to human performance. Students learn about the fundamental elements of strength and conditioning training, nutrition, and the physiology of the body during exercise to help inform their coaching practice

PET 5530. Understanding and Conducting Research in Sports & Coaching (3). This course covers the fundamental and foundational elements of research as it pertains to the coaching and sports field.

PET 5553. Cardiorespiratory and Anthropometric Evaluation and Development of Exercise Programs (3). Prerequisite: APK 5111C. This course is designed to examine techniques of cardiovascular, respiratory, and anthropometrical evaluation with a particular emphasis on aerobic capacity and body composition and to design, implement, and administer exercise programs for developing physical fitness.

PET 5751. Sports Fitness Testing and Evaluation for Competitive Athletes and Sport (3). Prerequisite: Admitted to the Sports Sciences Major of the MS in Exercise Science or instructor permission. This course includes development of knowledge, skills, and abilities in selecting, administering and evaluating sports related fitness tests for competitive athletes. This course meets specific guidelines and competencies for strength and conditioning professionals.

PET 5603. Psychology of Sport Injury (3). This course provides an examination of psychological theories and applied considerations related to athletic injuries and the subsequent rehabilitation of the physically active.

PET 5735. Advanced Coaching (3). This course covers key topics pertaining to coaching, from developing a coaching philosophy to managing a team effectively. Topics include the eight domains of coaching competencies, thus addressing the National Standards for Sport Coaches.

PET 5769. Theory and Practice of Athletic Coaching (3). Students gain knowledge in a variety of sub disciplines associated with coaching and how they fit within the structure of the discipline as a whole. Students are able to understand the importance of science and education as it pertains to coaching.

PET 5855. International Perspectives of Coaching (3). In this course, students learn how coaching occurs internationally and how to apply that knowledge to their own coaching practices through the integration of new communication strategies, teaching techniques, and program development.

PET 5856. Coaching 360: Athletes, Helping Skills, & Disabilities (3). The purpose of this course is to teach athletic coaches basic helping/counseling skills and to expose coaches to techniques that may help athletes with disabilities.

PET 5930r. Seminar in Movement Sciences (1). This course involves a number of student and faculty presentations concerning research, and developments in exercise physiology, motor learning/control, and the movement sciences.

PET 5935. Seminar in Sports and Coaching (3). In this course, students will investigate topics outside typical sports disciplines and conversation. Upon completing the course, students are expected to explore new sports and topics that might crossover, develop transferable leadership skills, and reflect on how alternative coaching methods can be used effectively.

PET 5940. Athletic Coaching Mentorship (3). In this course, students develop their coaching skills by gaining practical experience by observing and working in professional athletic coaching and sports settings.

PET 5945r. Sports Sciences Practicum (3). Prerequisite: Admitted to the Sports Sciences Major of the Master of Science degree in Exercise Science. This course is comprised of supervised practicum experiences in a sports science setting. Emphasis is on developing skills and abilities of a strength and conditioning specialist through practical application of knowledge from previous or current course work, while learning new related principles or concepts.

PET 6213. Emotions and Emotional Regulation in Sport and Performance Settings (3). In this course, students examine key information (i.e., pertinent theories, theoretical models and frameworks, current empirical research) to expand the theoretical knowledge of emotions and emotion regulation.

PET 6217. Stress and Motor Performance (3). This course emphasizes the importance of stress within motor performance. It examines various physiological, cognitive, and behavioral correlates of psychologically induced stress as well as contemporary treatment modalities for managing stress.

PET 6240. The Self in Sport and Exercise Settings (3). This course examines how the "self" is a major focus of research in sport and exercise psychology. A variety of theoretical foundation will be considered in this course as well as investigations evaluating the associated conceptual contentions on cognition, affect, and behavior in sport and exercise settings.

PET 6280. Enhancing Human Functioning (3). In this course, students attain a broad understanding of the factors contributing to, and mechanisms underlying, enhanced human functioning, with a focus on the relation of this research and theory to sport and performance psychology concepts and practices.

PET 6317. Skeletal Muscle Structure and Function (4). Prerequisite: APK 3110C or equivalent level of exercise physiology course. This course covers the morphology and physiology of skeletal muscle, including the adaptations that occur in response to physical activity, disuse, and aging.

PET 6365. Exercise and the Cardiorespiratory System (4). Prerequisite: Advanced exercise physiology. This course studies the cardiorespiratory system during exercise and the adjustments within the system to exercise training and other stressors.

PET 6386. Environmental Aspects of Exercise (3). This course focuses on the effects of temperature, altitude, and air pollution on exercise performance. Offered alternate years.

PET 6387. Endocrinology in Health and Exercise (3). Prerequisite: APK 5111C or equivalent level of Exercise Physiology course. This course is an in-depth examination of the physiological principles and mechanisms of endocrinology as related to exercise and overall health. Students gain an understanding of the endocrine organs, hormone classifications, and detailed mechanisms of action for selected hormones. The influence of exercise and disease on acute and chronic human endocrine function is investigated. In addition, the role of chemical mediators and nutrition in coordinating the function of the endocrine system is investigated.

PET 6388. Exercise and Disease (3). Prerequisite: APK 3110C. This course in exercise and chronic diseases is designed to provide students with an understanding of recent advances in exercise physiology for clinical populations. Specific topics addressed include pathophysiology of disease process, clinical considerations, and exercise rehabilitation in clinical populations. Particular emphasis is placed on the acute and chronic physiological responses to exercise in healthy older individuals and patients with diabetes, obesity, coronary heart disease, chronic heart failure, hypertension, stroke, and peripheral arterial disease.

PET 6930r. Seminar in Movement Sciences (1). This course consists of doctoral student presentations concerning current research and developments in exercise physiology and motor learning/control. May be repeated to a maximum of four credit hours.

PET 6931r. Advanced Topics (1-4). This course integrates facts, principles, and theories into a practical philosophy in the area of specialization of instructor teaching the course any given term. May be repeated to a maximum of 12 credit hours.

PSB—Psychobiology

PSB 5066. Biological Bases of Learning and Behavior (3). This course is an overview of human biological development and its influence on learning and behavior with an emphasis on disorders of learning and development. PSY 5605. History and Systems of Psychology (3). This course covers the philosophical and scientific antecedents of modern psychology and the history of psychology as an independent scientific discipline.

PSY—Psychology

RCS—

RCS 5250. Assessment in Counseling (3). This course offers an understanding of assessment approaches used with counseling clients.

RED—Reading Education

RED 5337. Literacy Across the Content Areas (3). This course applies the reading process to the secondary school curriculum. Diagnostic procedures and instructional strategies useful in developing school reading programs. This course introduces students to the role of literacy in the content areas. Educators develop the knowledge, skills, and attitudes needed to meet the literacy needs of students.

RED 5695. Policy and Leadership in Reading (3). This course examines the role of reading research in state and federal policy initiatives and discusses the challenges and potential solutions to implementing these policy initiatives in schools.

RED 5865. Leadership Practicum in Reading and Language Arts (3). This practicum is designed to provide individualized practicum experiences in educational agencies for advanced graduate students in reading and language arts.

RED 5906r. Directed Individual Study (1-3). May be repeated to a maximum of 12 credit hours.

RED 5911r. Supervised Research (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

RED 5945r. Supervised Teaching (1-5). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three credit hours may apply to the master's degree.

RED 5947. Seminar and Practicum in Reading and Language Arts (3). (S/U grade only.) This course is designed to provide field-based experience in public settings in conjunction with an on-campus seminar. Core readings are discussed.

RED 6747. Theory and Research in Reading (3). Prerequisite: RED 5147. This course helps students develop broad knowledge of the research in reading and the ability to critically analyze and interpret studies in the field of reading.

RED 6938r. Doctoral Seminar in Reading and Language Arts (3). This course provides doctoral students with knowledge on current trends and issues in the field of reading education. Specifically, the seminar includes consideration of theoretical and empirical perspectives; integration of research, practice, and policy; and multi-disciplinary perspectives. May be repeated to a maximum of 12 credit hours.

RED 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be taken to a maximum of 12 credit hours; may be repeated within the same term.

RED 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

RED 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

RED 8985r. Dissertation Defense (0). (P/F grade only.)

SCE—Science Education

SCE 5140. Curriculum in Science Education (3). This course provides opportunities for students to develop both a practical and theoretical basis to analyze science curricula. The course focuses on the utilization of philosophical and psychological foundations to analyze current curriculum materials available for science classes.

SCE 5215. Conceptual Learning in Elementary School Science (3). This course provides opportunities to acquire knowledge and skills related to planning and implementing a science program for elementary school children.

SCE 5332. Methods for Teaching Science in Secondary Schools (3). This course provides an opportunity for prospective secondary-science educators to learn more about learning, teaching, curriculum development, and assessment in science. Requires thirty hours of field work in a local secondary school.

SCE 5336. Rigorous and Equitable Science Teaching (3). This course examines rigorous and equitable science teaching and how it leads to deeper learning. Students study the current state of the research on rigorous, responsible, and equitable science teaching and discuss the implications of their practice.

SCE 5340. Teaching and Learning Science (3). This course provides opportunities for students to examine predominant psychological models of human cognition, the evolving nature of science knowledge, and the role of the teacher in assisting students to learn science with understanding.

SCE 5545. Teaching Science in Diverse Classrooms (3). This course examines the implications of "science for all," with a particular emphasis on the interactions of students' culture and the culture of science. This examination is followed by a description of instructional congruence and its role in helping all students move toward scientific literacy. The course culminates with the identification of practices that allow for cultural congruence and the application of these practices in the design and enactment of an instructionally congruent unit of science teaching.

SCE 5642. Science Teaching and Education Policy (3). This course assists pre-service and in-service science teachers in understanding the issues associated with science education and policy from a historical and futuristic perspective.

SCE 5740. Research Methods in Science Education (3). This course is a comprehensive survey of research methodology used in studying science education. Students develop skills in interpreting both qualitative and quantitative studies, with particular emphasis placed on qualitative methodologies.

SCE 5895. Disciplinary Engagement in Science (3). This course examines the nature of scientific knowledge and how the particular actions involved in scientific inquiry influence the characteristics of the knowledge it produces. The course also examines the role of the nature of science knowledge in a broader scientific literacy with an explanation of how to support students in constructing that knowledge.

SCE 5905r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of twelve credit hours.

SCE 5910r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

SCE 5935r. Special Problems in the Teaching of Secondary School Science (1-3). May be repeated to a maximum of nine credit hours.

SCE 5943r. Field Laboratory Internship (1-8). (S/U grade only.) May be taken to a maximum of eight credit hours in a single term. May be taken to a total maximum of 16 credit hours.

SCE 5946r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

SCE 5949r. Field Lab Internship (1-3). This course assists teachers in updating and improving content knowledge, pedagogical knowledge, and pedagogical content knowledge with structured guidance by faculty. May be repeated to a maximum of nine credit hours.

SCE 6346. Teacher Learning and Professional Development in STEM (3). In this course, students explore issues around professional learning for ambitious teaching in Science Technology Engineering, and Mathematics (STEM). The focus is on research that investigates how best to promote teachers' learning around ambitious instructional practices. The current state of the research on professional learning is studied.

SCE 6395. Science Teacher Education (3). This course investigates sources of teacher knowledge and explores strategies for improving science teacher performance. Common approaches to staff development are studied and analyzed and innovative approaches are developed and evaluated in terms of theory and research on teaching.

SCE 6742. Modeling the Mind (3). This course explores several research traditions and influential approaches to modeling cognition within STEM education research, starting with unitary models of mind (such as misconceptions and framework theory) to focusing more extensively on resource-based models (such as the knowledge-in-pieces framework), interactional accounts, dynamic system theory, and issues of power and ideology in learning. Students examine the theoretical models' main features and underlying assumptions, engage in critical analysis of accounts of cognition, compare and contrast across models, and analyze evidence to support or challenge the models.

SCE 6761r. Research, Recent Developments, and Current Issues in Science Education (3-5). May be repeated to a maximum of ten credit hours.

SCE 6895. Science Studies and Science Education (3). In this course, students examine philosophical issues such as the nature of scientific knowledge, the ways in which formal scientists and citizen scientists produce and interrogate knowledge, and how scientific knowledge is positioned and debated within different communities.

SCE 6980r. Doctoral Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

SCE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

SCE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

SCE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

SCE 8985r. Dissertation Defense (0). (P/F grade only.)

SDS—Student Development Services

SDS 5040. Student Personnel Work in Higher Education (3). This course is a review of current policies and practices of selected areas of student personnel and selected administration.

SDS 5624. The American College Student (3). This course is a developmental study of contemporary college student and the campus climate.

SDS 5804. Practicum in Student Personnel Work (3). This course provides opportunities for supervised practical experience in college student personnel work.

SDS 5806r. Experiential Learning (0). (S/U grade only.) This course focuses on engaging students to "try on" a professional environment through completion of an experiential learning opportunity. Experiential learning occurs through a variety of activities including: internships, field work, service learning, projects, research, fellowship, leadership, clinical experience, co-op, practicum, etc. May be repeated up to five (5) times. SDS 5820r. Counseling Internship (4-18). (S/U grade only.) Prerequisite: MHS 5801. This course offers field practical experience in a planned setting. May be repeated to a maximum of 18 credit hours.

SLS—Student Life Skills (Learning)

SMT—Science or Mathematics Teaching

SMT 5305. Classroom Interactions (3). This course is centered around a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding in science and mathematics.

SOW—Social Work

SOW 5153. Human Sexuality (3). This course surveys issues and attitudes associated with human sexuality. It is primarily intended for social workers and other helping professionals who currently work with clients or plan to in the future. Using a biopsychosocial perspective, emphasis is placed on the social, cultural, familial and individual differences in sexual and reproductive attitudes, values, and behavior.

SPM—Sports Management

SPM 5021r. Global Sport Venues (3). This course gives students opportunities to tour sport venues, meet international sport managers, attend events, and discuss current and future issues surrounding venue and event management in the international sport industry.

SPM 5022r. Global Issues in Sport Management (3). This course gives students opportunities to identify and discuss current issues that are prevalent in the sport industry at the international level.

SPM 5027. Diversity in Sport (3). This course examines the role and impact that ethnicity, racism, gender, and other diversity topics have had in the world of sport. Students are introduced to the realities of bias and prejudice that exist and perpetuate within sport, while seeking to foster understanding and appreciation for diversity in sport.

SPM 5102. Research Methods in Sport Management (3). This course covers methods and techniques used in physical education research, including the use of library materials and writing techniques.

SPM 5106. Facility Management in Sport (3). This course studies sport/multi-purpose public assembly facility management. The course includes design, planning processes, funding, construction, and maintenance.

SPM 5116. Strategic Management for Sport Organizations (3). This course examines the fundamentals of strategic management theory that are important for effective leadership in the sport industry.

SPM 5117. Sport Leadership (3). This course provides students with a critical overview of theory and research in leadership within the field of sport management. Focusing on such topics as ethical leadership and strategic vision to group dynamics and diversity, the course examines the ways in which different leadership approaches, skills, and dynamics influence a sport organization. The course also focuses on translating academic literature in the field to practical/industry settings.

SPM 5158. Athletic Administration (3). This course is designed provide information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators.

SPM 5159. Challenges in Sport Management (3). Through this course students learn about challenges facing managers in the sport industry. Students have the opportunity to critically examine these challenges, formulate effective argumentation, and provide recommendations. Through the course students develop the ability to think critically and pose solutions by applying a variety of ethical and philosophical decision-making skills.

SPM 5206. Sport Sponsorship and Sales (3). This course examines the relationship between sport, corporate sponsorship, and strategies for selling sponsorship packages.

SPM 5308. Marketing Sport (3). This course focuses on topics and issues involved in the marketing of sport and sport services. Particular attention is given to how a sport product is distinct from other products and services. The course includes an in-depth study of sport-consumer psychology.

SPM 5327. Advanced Applications of Sports Analytics (3). Prerequisite: SPM 5708. This course introduces students to advanced methods of data scraping, data manipulation, data analysis, and data visualization. These methods are then applied to practical problems and projects relevant to key segments of the sport industry.

SPM 5350. Athlete Recruitment (3). This advanced course deals with the collegiate recruiting of athletes. Topics cover all facets of recruiting, including evaluation, compliance, technology, visits, commitments, and issues.

SPM 5405. Sport and the Media (3). This course examines the unique role and impact of the media on the sport industry. Identification of the grand spectrum of activities and mediums comprising the media is explored. The ever-growing role of print, radio and television broadcast, and the Internet are investigated. This course also orients students to the academic and professional literature accessible in the field of sport management.

SPM 5508. Fiscal Management in Sport (3). This course covers principles and factors involved in the fiscal management of athletic/sports programs. The course also addresses purchasing, budgeting, risk management, operational procedures, and auditing guidelines.

SPM 5605. Sport Governance (3). This course applies a variety of organizational behavior topics to sport organizations, preparing students who wish to occupy administrative roles in the sport industry.

SPM 5708. Applied Topics in Sports Analytics (3). This course teaches students to apply statistical techniques to sports data in order to make practical recommendations to sport industry personnel in a variety of settings.

SPM 5726. Issues in Sport Law (3). This course is an integration of the various areas involved within sports pertaining to the legal liability of coaching, facility management, and risk management.

SPM 5906r. Directed Individual Study (1-3). (S/U grade only.) This course allows students to work with faculty supervision to complete an independent project pertaining to a particular topic of interest. May be repeated to a maximum of twelve semester hours. May be repeated within the same semester.

SPM 5907. Professional Development in Sport (3). This course provides an in-depth examination of the sports industry from the perspectives of leadership, personal relations, networking, industry research, and internships. Students conduct industry analyses, interview selected industry professionals, engage with case study research, and produce a personal action plan and portfolio.

SPM 5912r. Supervised Research (1-4). (S/U grade only.) This course allows students to work with faculty supervision to complete research pertaining to a particular topic of interest. May be repeated to a maximum of sixteen semester hours.

SPM 5940r. Field Laboratory Internship (1-8). (S/U grade only.) This course allows students to work with faculty supervision to complete a field experience pertaining to a particular topic of interest. May be repeated to a maximum of sixteen semester hours as content changes with instructor permission.

SPM 5942r. Supervised Teaching (1-4). (S/U grade only.) This course allows students to work with faculty supervision to complete supervised teaching pertaining to a particular course. May be repeated to a maximum of sixteen semester hours as topics vary.

SPM 5947r. Practicum in Sport Management (3-12). This course provides students the opportunity for practical experience in various areas of sport management. An open forum is established so as to provide an insight into various related topics. May be repeated to a maximum of twelve (12) credit hours when topics change.

SPM 5971r. Thesis (1-6). (S/U grade only.) In this course, students enroll for thesis credit while working on a thesis project, culminating in the production of a thesis. May be repeated to a maximum of twelve semester hours.

SPM 6006. Organizational Theory in Sport (3). Prerequisites: EDF 5400 and SPM 5102. This doctoral seminar focuses on organizational theory in sport administration settings and prepares students to teach and research in the area of human resources and organizational theory of sport.

SPM 6007. Leadership & Organizational Behavior in Sport (3). Prerequisites: EDF 5400 and SPM 5102. This doctoral seminar focuses on leadership styles and theories of organizational behavior in the sport setting and prepares students to teach and research in these areas.

SPM 6017. Globalization, Development, and Sport (3). This course offers an interdisciplinary examination of the globalization of sport. By contrasting local and global dimensions, students examine the social, cultural, technological, and economic structures that constitute, and are constituted by the expanding sports industry. Using theories from a number of disciplines, students in this course consider issues and problems related to the globalization of sport.

SPM 6046. Theorizing Sport: Critical Perspectives (3). In this seminar, students explore how politics, culture, and economics shape and are shaped by various forms of sport and physical activity (e.g., team sports, leisure, and exercise). Students gain deep insights into how these systems historically and currently influence bodily conduct in organized sport and physical activity.

SPM 6190. Managing Sport for Health and Well-Being Promotion (3). In this course, students explore how sport engagement, as one type of health behavior, affects health and well-being at the individual, community, and society levels and how to manage and promote/motivate sport engagement effectively to maximize positive health/well-being outcomes.

SPM 6309. Seminar in Sport Marketing (3). In this course, emphasis is on discussion and critical analysis in sport marketing theory, research, education, and current issues relative to social, cultural, political, and ethical issues in sport marketing.

SPM 6507. Seminar in Sport Finance (3). This course assists doctoral students in understanding the theory, concepts, and frameworks of sport finance research. Includes a discussion of major financial frameworks related to and outside of sport and prepares those aspiring to teach undergraduate sport-finance courses.

SPM 6517. Fundraising in Sport (3). This course introduces students to the "art" and "science" of fundraising, an endeavor about people, personalities, and personal relationships. The assigned readings give students the tools needed to successfully engage in fundraising for profit and/or nonprofit organizations.

SPM 6700. Seminar in Sport Management Research (3). This course examines research methods frequently utilized in sport management. Students critically evaluate published research and learn to conceptualize, design, and conduct empirical research.

SPM 6707. Applied Research Practices in Sport Management (3). Prerequisite: SPM 6700. This course provides an intensive survey of relevant research and professional practices in the broadly defined field of sport management. The course emphasizes practical issues related to planning, conducting, and interpreting research relevant to the behavioral aspects of sport. The primary purposes of the course are to provide students with the skills to (1) successfully develop active research agendas, (2) identify sources of external funding, (3) coordinate large-scale research projects, (4) evaluate research, and (5) refine writing and analytical skills.

SPM 6728. Advanced Law in Sport and Physical Activity (3). This course provides an in-depth analysis of the aspects of law encountered in contemporary practice and business of sport. Students gain expertise in the practice of sport (negligence, intentional torts, and product liability) and the business of sport (contract, business organizations, employment, labor law, antitrust, intellectual property, sales, and taxes).

SPM 6735. Applied Statistics in Sport Management I (3). Pre- or corequisite: EDF 5401. This course is designed to introduce students to various multivariate statistical methods, and the application of multivariate statistics to research problems in sport management.

SPM 6746. Qualitative Inquiry in Sport and Physical Culture (3). This seminar introduces students to theories, methods and philosophies of qualitative inquiry in sport and physical culture, including cultural studies, ethnography, narrative inquiry, researcher subjectivity, and the politics of evidence. Students develop an in-depth understanding of the art and practice of interpretation as it relates to qualitative approaches to research in sport management and related fields.

SPM 6755. Effective Instruction in Sport Management (3). The purpose of this course is to explore philosophies, strategies, methods, and challenges associated with instruction in the Sport Management discipline. Through this exploration, students are expected to use this body of work to inform their Sport Management teaching, leadership, and scholarship in the Sport Management discipline.

SPM 6931. Seminar in Strategic Management in Sport (3). In this seminar, students examine the history and development of general-strategy research and some of its underlying themes, including the role of top managers; the central concern for the success, failure, and relative performance of firms; the need to match internal characteristics of the firm with the external environment; and the dualities of process/content and formulation/implementation.

SPM 6932r. Advanced Topics: Sport Leadership (3). This course provides students with a critical overview of theory and research in leadership within the field of sport management. Focusing on such topics as ethical leadership and strategic vision to group dynamics and diversity, the course will examine the ways in which different leadership approaches, skills, and dynamics influence a sport organization. The course will also focus on translating academic literature in the field to practical/industry settings.

SPM 6933. Seminar in Sports Analytics & Economics (3). This course prompts critical examination and discussion of sports analytics research, primarily focusing on the ways in which sports data can be used to test theories in labor market and behavioral economics and optimize the decisions and operations of key agents in the sport industry.

SPM 6967. Qualifying Examination (0). (P/F grade only.) This course is the qualifying examination to be taken after a doctoral student has completed eighteen to twenty-four hours of course work. The exam is an assessment of a student's ability to continue in the program.

SPM 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. Students enroll in dissertation credit once they have passed the preliminary examination and are admitted to candidacy. May be repeated to a maximum of 36 credit hours.

SPM 8946. Sport Management Capstone (1). (P/F grade only.) Prerequisites: Completion of at least 24 credit hours in master's degree program and at least 20 hours of community service (10 sport-based and 10 not sport-based). The Sport Management program equips students with the knowledge, skills, and abilities to work in the diverse sport industry, related service organizations, and academic institutions. The course assists students in articulating and presenting the knowledge and skills they have learned and developed through the degree program through the preparation of a professional portfolio.

SPM 8968r. Preliminary Examination (0). (P/F grade only.) This preliminary examination determines if students have mastered the content area of sport management and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the preliminary examination, students are admitted to candidacy and may begin taking dissertation hours.

SPM 8969r. Comprehensive Examination (0). (P/F grade only.) This course is a comprehensive examination to be taken during the term in which a student plans to graduate and requires the student to apply the knowledge acquired throughout the completion of sport management courses. May be repeated once.

SPM 8976. Thesis Defense (0). (P/F grade only.) Students enroll for thesis defense in the term in which they plan to graduate.

SPM 8985. Dissertation Defense (0). (P/F grade only.) Students enroll in dissertation defense in the term in which they plan to defend their dissertation.

SPS—School Psychology

SPS 5055. Foundations of School Psychology (3). This course introduces students to the field of school psychology including foci on role and function, historical perspectives, and legal, ethical, and professional standards issues. Provides an orientation to the nature of schooling and the relationship of schools to society and culture.

SPS 5176. Psychoeducational Issues for ELL & Diverse Learners (3). This course provides skills needed to provide psychological services to diverse and English language learners in an educational setting.

SPS 5191. Assessment of Intelligence (4). Prerequisite: Admittance to the M.S/Ed.S School Psychology program or the Ph.D. Combined School and Counseling Psychology program. This course is an overview of assessment of intelligence and cognitive functioning including foci on theories of intelligence; assessment instruments and approaches; disorders related to cognitive functioning; and assessment of adaptive behavior. Practice administration of assessment instruments with activities related to interpretation and reporting of assessment data are included.

SPS 5192. Psychoeducational Assessment and Intervention (4). Prerequisite: SPS 5191. This course assesses educational problems utilizing standardized and non-standardized approaches, including foci on assessment of achievement and learning, preschool children, special populations, and assessment-based development of educational objectives and plans. The course includes activities related to collection, interpretation and reporting of assessment data.

SPS 5193. The Assessment of Socio-Emotional Problems in Children and Adolescents (3). Prerequisites: SPS 5105 and SPS 5191. This course focuses on activities related to the collection, interpretation, and reporting of assessment data of emotional, social, and behavioral problems in children and adolescents.

SPS 5205. Consultation In the Schools (3). This course offers instruction and supervised experience in providing consultation to educators who are teaching students with behavioral and/or academic difficulties. Content includes an introduction to indirect models of service delivery, theories of consultation, consultative models, the process of consultation, systems-level consultation, and ethics.

SPS 5615. Counseling Children and Adolescents (3). Prerequisite: Instructor permission. This course is an overview of counseling strategies used with children and adolescents and their parents and families.

SPS 5945r. Practicum in School Psychology (1-6). (S/U grade only.) This course involves supervised experience in the delivery of school psychological services in schools and related settings. May be repeated to a maximum of 12 credit hours.

SPS 6948r. Internship in School Psychology (3-6). (S/U grade only.) This course is an advanced supervised field experience in the delivery of school psychological services in an approved setting. May be repeated to a maximum of six credit hours.

SSE—Social Studies Education

SSE 5195. Developing a Global Perspective (3). Prerequisites: EDG 5208 and SSE 5367. This course examines theory and practice in global education and its integration into curriculum and pedagogy in social sciences and social studies education. The course also evaluates major issues and controversies embedded in the field, and enables students to critique scholarship, and propose ideas for integrating global perspectives in instruction.

SSE 5367. Fundamentals in Teaching Social Studies (3). Pre- or corequisite: EDG 5208. This course explores the rationale for social science instruction and examines traditional social science instructional methods.

SSE 5386. Goals and Methods for the Teaching of History (3). This course is a survey of the major approaches to the study of history linked to the goals of history instruction in general education, with attention to various methods for teaching history.

SSE 5615. Problems in Teaching Elementary School Social Studies (3). This course identifies problems, their investigation, and application of findings to instruction.

SSE 5665. Inquiry in Teaching Social Studies (3). Prerequisites: EDG 5208 and SSE 5367. This course provides theory and practice in discovery, problem solving, and inquiry teaching of social science.

SSE 5720. Shaping Social Studies Teaching and Learning through Technology (3). This course examines how technology can enhance or hinder teaching social studies subject areas in middle and high school classrooms. The course provides students with opportunities to explore educational technology that specifically enhance social studies teaching objectives.

SSE 5907r. Directed Individual Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

SSE 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three credit hours may apply to the master's degree.

SSE 5937r. Special Topics in Social Science Education (3). This course is an analysis of selected topics in social science education. May be repeated within the same term to a maximum of nine credit hours.

SSE 5943r. Field Laboratory Internship (1-8). The emphasis of this course is on the reflective practice of teaching, classroom management, and professionalism to prepare students to assume the full responsibilities of teaching in a secondary classroom.

SSE 5946r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five semester hours. A maximum of three credit hours may apply to the master's degree.

SSE 5947. Internship for Graduate Students (1-10). (S/U grade only.) Course Description not on file

SSE 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

SSE 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

SSE 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

SSE 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

SSE 8985r. Dissertation Defense (0). (P/F grade only.)

SYP—Social Processes

SYP 5105. Theories of Social Psychology (3). This course examines the major theoretical orientations in contemporary social psychology. Special attention is given to perspectives such as symbolic interactionism, social learning theory, expectation states/status characteristics theory, emotions work theory, and Goffman's dramatization theory.

TSL—Teaching English as a Second Language

TSL 5005. Applied ESOL Instruction in Mainstream Classrooms (3). Prerequisite: TSL 4251. In this course, pre-service teachers apply research, best practices, evidence-based strategies, and assessments to content area lesson design for multilingual PreK-12 learners in mainstream classrooms. Lessons apply methodologies appropriate to support academic language development, oral proficiency, literacy skills, and content instruction for children whose first language is not English.

TSL 5142. Curriculum Design and Materials Development in Foreign and Second Language Education (3). This course begins with a review of L2 learning stages and of contemporary curricular designs that pertain to teaching foreign/second languages. Students learn to analyze existing curricula, materials and technology, and participate in the process of developing original units and materials.

TSL 5250. Applied Linguistics in Foreign/Second Language Teaching (3). This course builds an understanding of the systematic nature of language that serves second and foreign language educators' needs in their classroom practice. Using a cross-linguistic approach, this course examines language as a system, and treats the various elements and sub-disciplines of language as patterned and interlinked, comparing and contrasting a variety of languages, learners, and speakers of those languages.

TSL 5325. English to Speakers of Other Languages (ESOL) Instruction in the Content Areas (3). This course is designed to prepare non-ESOL teachers to instruct English language learners in public school content areas (i.e., science, math, social studies) and non-content areas (i.e., art, physical education). Emphasis is on language-sensitive instructional planning and delivery, adaptation of instructional materials for enhanced comprehension, testing and placement of students, and cross-cultural awareness. It satisfies the teacher certification requirements for content area teachers. It is not part of the ESOL Endorsement required of primary language providers.

TSL 5345. Methodologies for Teaching Foreign and Second Languages (3). This course develops students' understanding of the field of foreign and second language education and the connections between theory and practice. Through this course, students become familiar with principles, practices, and classroom methodologies for teaching foreign and second languages in various educational settings.

TSL 5350. Pedagogical Grammar for Foreign and Second Language Teachers (3). This course builds foundational knowledge of grammatical concepts for foreign and second language pedagogy. Grammar teaching is often at the heart of foreign and second language (FSL) education.

TSL 5351. Form-Focused Instruction (3). This course is an overview of the research on form-focused instruction, the substantive area of foreign and second language education that includes any attempt to address linguistic forms in the second or foreign language classroom.

TSL 5377. Reading in Foreign Language Instruction (3). This course takes place against a backdrop of current theories, issues, and research in first and second language reading. In the course, students select from a range of reading approaches to develop reading units and activities for specific kinds of learners, including those with low literacy and L2 proficiency.

TSL 5440. Foreign/Second Language Testing and Evaluation (3). This course acquaints students with principles of second language assessment at the classroom and program levels and standardized testing. This course informs students of general principles of second language test construction and administration, including traditional and nontraditional assessment, and provides practical experiences in preparing valid items and analyzing tests.

TSL 5525. Cross-cultural Communication for Foreign/Second Language Teachers (3). This course provides the foreign/second language educator with information related to cross-cultural communication. Students explore the relationship between language and culture and focus on methods for fostering understanding between different cultural and subcultural groups.

TSL 5640. Seminar: Research in Second Language Learning and Teaching (3). This course is a comprehensive overview of second language learning and learners. Additionally, students examine the major theories and concepts associated with second language acquisition in naturalistic, classroom, and laboratory settings.

TSL 5660. Introduction to Second Language Acquisition (3). This course explores the key theories, debates, and controversies within the field of Second Language Acquisition through reading and critically evaluating relevant research.

TSL 5908r. Directed Individualized Study (1-3). (S/U grade only.) May be repeated to a maximum of 12 credit hours.

TSL 5915r. Supervised Research (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours. A maximum of three hours may apply to the master's degree.

TSL 5930r. Seminar: Current Issues in Teaching TSL (1-3). This seminar is designed to be taken at the end of a student's program of study. It focuses on contemporary issues in teaching ESL/EFL important to one's professional understanding and participation in the field. The course is repeatable when different topics are listed for consideration. May be repeated to a maximum of nine credit hours.

TSL 5931r. Seminar: Special Topics in Applied Linguistics (2-3). This course addresses any topic relevant to the broader field of multilingual/multicultural education and may be repeated to a maximum of 12 credit hours.

TSL 5940r. Field Laboratory Internship (1-8). (S/U grade only.) May be repeated to a maximum of eight credit hours.

TSL 5944. Foreign and Second Language Education in Practice (3). This course develops students' practical competence for teaching a foreign or second language (L2). The course focuses on topics and practices which improve students' practical knowledge of evidence-based methods, techniques, and procedures for teaching language skills and domains in a variety of foreign and second language settings. Students integrate theoretical perspectives with practice in in-class teaching demonstrations, development of lesson plans and original materials, and class observation, evaluation and management.

TSL 5947r. Supervised Teaching (1-4). (S/U grade only.) May be repeated to a maximum of five credit hours.

TSL 5972r. Thesis (1-6). (S/U grade only.) A minimum of six credit hours is required.

TSL 6371. Task-Based Language Learning and Teaching (3). This course examines the foundation for task-based language learning and teaching (TBLT) and contemporary issues at the core of TBLT, with a particular emphasis on current directions in research. The course focuses on research and practice in TBLT, and covers topics of needs analysis, curriculum, instruction, task design, teachers, learners, assessment, and program evaluation.

TSL 6641. Research Issues and Designs in Second Language Education (3). This course provides doctoral students with opportunities to become familiar with major issues in research in the field, to develop skills in the critical reading of research in several areas (L2 learning, teaching, policy, assessment, curriculum) and to begin extensive reading in their own areas of interest.

TSL 6661. Individual Differences and the Psychology of the Language Learner (3). This course examines the conceptual and empirical contribution of individual differences to theory and practice in second and foreign language (L2) learning. It provides the competencies necessary to design and conduct empirical research on learner-specific factors underlying the different levels of individual success and attainment in L2 education.

TSL 6665. Instructed Second Language Acquisition (3). Prerequisites: TSL 5000. The course is an introduction to the methods, findings, and theoretical issues in research on instructed second language acquisition, with a focus contemporary research and perspectives.

TSL 6980r. Dissertation (1-12). (S/U grade only.) Prerequisite: Admission to doctoral candidacy. May be repeated to a maximum of 12 credit hours; may be repeated within the same term.

TSL 8964r. Preliminary Doctoral Examination (0). (P/F grade only.) This course determines if students have mastered the content area and are prepared to plan and conduct independent and scholarly research. Upon successful completion of the course, students are admitted to candidacy and may begin taking dissertation hours.

TSL 8966r. Master's Comprehensive Examination (0). (P/F grade only.)

TSL 8968r. Specialist in Education Comprehensive Examination (0). (P/F grade only.)

TSL 8976r. Master's Thesis Defense (0). (P/F grade only.)

TSL 8985r. Dissertation Defense (0). (P/F grade only.)