

- PSYC 6100 Physiological Psychology** 3-0-3
 An introduction to neuroscience and physiological correlates of behavior is provided. Emphasis is on central nervous system structure and function as related to behavioral and psychological processes.
- PSYC 6500 Special Topics** 1-0-1 to 3-0-3
Prerequisite: Approval of advisor and instructor.
- PSYC 7000 Methods In School Psychology** 2-1-2
Prerequisite: Admission to Graduate Program in the Department. The course is designed to introduce the student to the modern role functions of school psychologists. Historical, current, and future status of psychological services in the schools will be explored. Professional, legal, and ethical issues will be presented for discussion.
- PSYC 7010 Learning and Assessment** 3-0-3
Prerequisite: RSCH 7100. This course assists the inservice educator (teacher, administrator, coach, curriculum supervisor, etc.) to understand learning and assessment as they apply in educational settings.
- PSYC 7020 Conditions Of Learning** 3-0-3
Prerequisite: RSCH 7100 or PSYC 5500. This course is designed to aid the inservice educator in predicting, understanding, and controlling the fundamental principles of learning and human development as they apply to schools. The emphasis is on studying the variables shown by research to affect students and educators in the teaching/learning process.
- PSYC 7030 Measurement And Evaluation** 3-0-3
Prerequisite: RSCH 7100, PSYC 3500 or PSYC 5500. An overview of issues related to assessment, measurement, and evaluation in educational and school counseling settings, including supervised experience in instrument selection, use, and outcomes analysis.
- PSYC 7100 Intellectual Assessment** 3-2-4
Prerequisite: Admission to Clinical/Counseling Psychology or School Psychology. A combination of lectures and supervised practical experiences on conducting psychological evaluations. Primary emphasis on the administration, scoring and interpretation of traditional and process oriented intellectual measures. Additional training on clinical interview and report writing skills as well as functional mastering of selected psychometric instruments.
- PSYC 7110 Personality Assessment** 3-2-4
Prerequisite: PSYC 7100. An introduction to the theory, administration, and interpretation of personality assessment instruments, with primary emphasis on objective measures. Open only to advanced students with adequate background in psychological measurement and theory of personality.
- PSYC 7200 Psychopathology** 3-0-3
Prerequisite: PSYC 7100. Overview of formal psychopathology classification systems of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is

designed to familiarize students with evolving information such as criteria, comorbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

PSYC 7300 Human Development: Conception to Eight Years 3-0-3

Prerequisite: Open to graduate students from any major. The scientific study of age-related changes of children from conception to eight years of age with the development of sensory and perceptual systems, language, and cognition, temperamental styles and personalities, and social processes of primary interests. Implications of biological, psychological, and social risk factors for developmental outcomes in these domains will be reviewed. Up to 20 hours of direct observations of children required.

PSYC 7400 Counseling Theory And Practice 3-0-3

Prerequisite: Admission to Graduate Program in Department. Introduction to major theoretical approaches to counseling and psychotherapy. Theories of personality and the causes of mental illness and emotional distress will be reviewed as frameworks for intervention. Specific case examples will illustrate applications of theory to professional practice.

PSYC 7420 Child Counseling 3-0-3

Prerequisite: PSYC 7200 or PSYC 7400. Theories, methods, and techniques of psychotherapy with children. Emphasis will be placed on a multidimensional view of intervention with children, giving attention to developmental, cognitive, behavioral, affective, organic, educational, social, and environmental issues.

PSYC 7450 Group Counseling 3-0-3

Prerequisite: PSYC 7400. Group dynamics and their importance in the counseling process and counseling outcome are studied. Emphasis is given to the application of various counseling and psychotherapeutic approaches within the group setting.

PSYC 7600 Personnel Selection 3-0-3

Prerequisite: Permission of Instructor. This course addresses personnel selection from predictors to criterion measures of job performance; measurement issues; job and task analyses; and the legal and social context for the process.

PSYC 7610 Performance Appraisal 3-0-3

Prerequisite: Permission of Instructor. Methods, theory, and applications in the measurement of work performance as related to administrative, developmental, and feedback functions.

PSYC 7670 Social Psychology 3-0-3

Prerequisite: Open to graduate students from any major. Integration of classic and contemporary theories, research, and application relating groups, organizations, culture, and society to individual behavior.

PSYC 7690 Professional Issues In I/O Psychology 1-0-1

Prerequisite: Permission of Instructor. Current issues in the provision of I/O services.

PSYC 7791, 7792, 7793, 7794, 7795 School Psychology Practicum 1 hour each

Prerequisite: Admission to School Psychology program.

- PSYC 7820 Career Counseling** **3-1-3**
Prerequisite: Open as an elective to all graduate majors. An introduction to the theories of career choice and to human development processes which influence career choice. Emphasis is placed on the nature and use of educational and occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes lab experiences consisting of administering scoring and interpreting career inventories. Students also learn about computer assisted career development including the Georgia Career Information System.
- PSYC 7900 Pre-Practicum** **3-0-3**
Prerequisite: PSYC 7400 and successful completion of Comprehensive Exams. Advanced course in counseling and psychotherapeutic approaches emphasizing skill development. Extensive role playing in dyads and groups will be critiqued. Basic attending, empathy, and relationship skills will be emphasized as well as specific techniques such as desensitization, contracting, and role reversal.
- PSYC 7961, PSYC 7962 I/O Psychology Practicum I, II** **3 hours each**
Prerequisite: Admission to I/O Program and Advanced standing. Supervised training in an appropriate applied setting.
- PSYC 7971, PSYC 7972 Clinical/Counseling Psychology Practicum I, II** **2 hours each**
Prerequisite: PSYC 7900.
- PSYC 8000 Research Design And Analysis** **3-0-3**
Prerequisite: PSYC 5500 or permission of instructor. Design of experimental and correlational research, using univariate, bivariate, and multivariate techniques.
- PSYC 8020 Advanced Educational Psychology** **3-0-3**
Prerequisite: PSYC 7010 or PSYC 7020 and admission to College of Education Educational Specialist or Doctoral Program or approval of instructor. The course applies the research and theory in educational psychology to practical problems in P-16 school settings. Students will be taught problem-solving processes and learn to apply them through discussion and resolution of a variety of case studies. Students will also develop a specific application to a current significant educational problem.
- PSYC 8030 Humanistic Psychology** **3-0-3**
Prerequisite: Open as an elective to all graduate students. Critical review of humanistic approaches in psychology. Students will learn how human motivation, adjustment and achievement are influenced by positive human relationships, which are characterized by free choice, spontaneity and creativity.
- PSYC 8050 Theories Of Personality** **3-0-3**
Prerequisite: Open to graduate students from any major. Review of theoretical approaches to personality with special emphasis on applications and critical evaluation. Specific issues in personality theory formulation and evaluation will also be discussed.
- PSYC 8100 Child And Adolescent Personality Assessment** **3-0-3**
Prerequisite: PSYC 7110. This course is an advanced, intensive study of the administration and interpretation of personality assessment instruments, with primary emphasis on multimethod, multisource, and multisetting assessment of children and adolescents.

- PSYC 8120 Alternative Assessment** 2-1-2
Prerequisite: PSYC 7100. Alternative methodologies such as portfolio, authentic, curriculum-based, and dynamic assessment will be introduced. Integration of alternative and traditional methodologies will be emphasized. Application to multicultural, non-traditional settings, and to the assessment of special populations such as infants will be addressed.
- PSYC 8130 Computer Based Assessment** 2-1-2
Prerequisite: PSYC 7100. Course content will include technological advances that augment both traditional as well as more recent assessment devices. Development and applications of alternative assessment methodologies such as adaptive testing and intervention-based program development will be examined.
- PSYC 8200 Child Psychopathology** 3-0-3
Prerequisite: PSYC 7200. An intensive study of formal psychopathology classification systems of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, comorbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.
- PSYC 8250 Developmental Psychology** 3-0-3
Prerequisite: RSCH 7100 or PSYC 3500, and Advanced standing. The course is designed to acquaint the student with life span developmental problems, milestones, achievements, and social influences from a psychological perspective. Topics will include, but not be limited to, theory, research methods, biosocial influences, cognition, language, motivation, personality, and socialization processes.
- PSYC 8350 Psychology Of Motivation** 3-0-3
Prerequisite: Advanced standing. Behavioral, cognitive, and physiological bases of motivation in theory and application.
- PSYC 8360 Human Resource Development** 3-0-3
Prerequisite: Advanced standing. Development, administration, and evaluation of strategies and products utilized in the development of human resources in business, industrial, and educational settings.
- PSYC 8370 Human Factors Psychology** 3-0-3
 Human learning, performance, and cognition in the context of human-machine and human-environment systems and interactions.
- PSYC 8400 Special Topics In Applied Psychology** 1-0-1 to 3-0-3
Prerequisite: PSYC 7100, PSYC 7200, and Approval of Instructor and Department Head. Introduction to current advanced topics within the fields of applied psychology. Emphasis will be placed on specific content areas and applications.
- PSYC 8600 Theories Of Learning** 3-0-3
Prerequisite: Advanced standing. A survey of the major historical (and contemporary) theories of learning and the theorists' positions on typical issues of learning, teaching, and counseling.

- PSYC 8610 Behavior Modification** 3-0-3
Prerequisite: PSYC 7020, RSCH 7100, advanced standing, and approval of instructor. The study of changes in human motivation, adjustment, and achievement as a function of the systematic application of principles derived from operant, respondent, and social learning theories. The student will be trained in defining, observing and recording behavior in various environments. Techniques of behavior therapy will be illustrated. Although there is an applied emphasis, a general knowledge of learning theory is recommended.
- PSYC 8800 Legal And Ethical Issues In Psychology** 3-0-3
Prerequisite: Admission to Graduate Program in Department. Review of legal and ethical dilemmas and decisions faced in psychological practice, including research, assessment, teaching, therapeutic intervention, consultation, and court testimony. Emphasis will be placed on a review of professional guidelines and the process of ethical decision-making.
- PSYC 8891, 8892, 8893, 8894 School Psychology Internship I, II, III & IV** 1 hour each
Prerequisite: Advanced standing in the Ed.S. Program in School Psychology.
- PSYC 8999 Thesis** 3-0-3
Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor.

READ: READING EDUCATION

- READ 6010 Teaching of Reading in Middle and Secondary Schools** 3-0-3
 The teaching of developmental and remedial reading in middle and secondary schools. Emphasis will be on developing vocabulary, word recognition, and comprehension skills and motivating reading. Instructional materials appropriate for middle and secondary grade level students will be reviewed in the course.
- READ 6020 Reading in the Content Areas** 3-0-3
 The simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading, and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas.
- READ 6030 Directed Study in Reading** 3-0-3
Prerequisite: Consent of the Department Head An opportunity for intensive individual study in the student's field of specialization or an area of professional interest.
- READ 7000 Trends and Issues in the Teaching of Reading** 3-0-3
 A review of current developments and trends in guiding the reading development of all students with an emphasis on the implementation of effective principles and practices in the classroom.
- READ 7010 Diagnosis and Correction of Reading Difficulties** 3-0-3
 Study of the nature and causes of reading difficulties, procedures for diagnosis, and methods and materials for corrective techniques in the classroom.

- READ 7020 Psychology of Reading** 2-0-2
A study of psychological correlates of reading and psychology bases for instructional methods and materials.
- READ 7030 Research in the Teaching of Reading** 3-0-3
A review of research in the teaching of reading and their implications for classroom practice. Research related to a selected topic/problem in reading education will be reviewed and summarized as part of a research prospectus or grant proposal.
- READ 7040 Emergent Literacy** 3-0-3
Examines current and historical perspectives of language and literacy development and current trends and issues in language and literacy instruction. Emphasis will be placed on the practical application of the theoretical knowledge base to thoughtful decision-making for teaching and assessment of the language and literacy development of children in grades P-3.
- READ 7045 Methods of Teaching Writing to Children** 3-0-3
Strategies of instructing children to write in the narrative, poetic, expository, and persuasive modes. Emphasis is placed on appropriate strategies of using the writing process; addressing the issues of form, function and audience; employing writing as a tool to integrate curriculum; using varied technology appropriately to enhance writing; and assessing writing through multiple approaches.
- READ 7050 Connecting Reading and Writing** 3-0-3
A study of the composing processes involved in reading and writing, and the interconnection of these processes. Emphasis is placed on the application of theory and research to appropriate practices of connecting the reading and writing processes while teaching children, integrating the use of technology in these practices, addressing the needs of children with exceptional and diverse backgrounds, and assessing reading and writing using portfolios.
- READ 7060 Trends in Contemporary Literature for Children and Pre-Adolescents** 3-0-3
Social issues of equity in text and image with regard to gender, race, ethnicity, age, exceptionality, and language diversity in children's literature. Pluralism, social change, curriculum revision, and authoring and publishing trends will be explored through in-depth research of issues in diversity and author-illustrator studies.
- READ 7070 Balanced Reading** 3-0-3
Implementation of balanced reading instruction in classrooms. A rationale will be presented for using a balanced approach to teach reading. The components of a balanced approach will be studied and students will be required to implement these components in their classrooms.
- READ 7080 Teaching Basic Reading to Adults** 2-1-3
A comprehensive study of materials and methods for teaching basic reading to adults. Emphasis on unique needs of the adult who is functionally illiterate. Community programs and teaching an adult are integral parts of the course.
- READ 7090 Internship in Reading** 0-6-3
Directed and supervised classroom experience in the field of reading education.

- READ 7095 Practicum in Corrective Reading** 0-6-3
Supervised corrective teaching of reading to students with reading problems.
- READ 8000 Clinical Diagnosis in Reading** 3-0-3
Prerequisite: READ 7010. **Corequisite:** READ 8010 Advanced study in diagnosing reading difficulties. Students will apply knowledge of the reading process to diagnose reading difficulties. Diagnostic procedures, instrumentation, interpretation and intervention strategies will be emphasized. Students in this course will be given clinical cases to diagnose.
- READ 8010 Correction of Reading Difficulties** 3-0-3
Prerequisite: READ 8000 **Corequisite:** READ 7010 Advanced study in the correction of reading difficulties. Students will apply knowledge of the reading process to correct reading difficulties. The course is designed to give the student skills in techniques of reading correction. Students will be assigned cases for developing appropriate corrective procedures.
- READ 8020 Seminar in the Analysis of Problems in Reading** 3-0-3
Prerequisite: READ 8010 Application of diagnostic and corrective procedures and development of analytic and evaluative skills. Students will demonstrate skill in evaluating their assumptions and practices as well as those of their peers as they apply knowledge of diagnosis and correction to accelerate the reading development of individuals.
- READ 8030 Internship in Reading** 0-6-3
Prerequisite: READ 8020 This capstone experience requires students to apply their knowledge of diagnosis and correction of reading difficulties to accelerate progress of children. Students will demonstrate skill in diagnosing reading strengths and weaknesses and planning and implementing strategies using appropriate reading materials that accelerate progress in reading ability.
- READ 8040 Organization And Supervision of the Reading Program** 3-6-3
A survey on implementing effective school reading programs. Principles of supervising school reading programs will be reviewed. Special emphasis will be given to implementing an effective early intervention program to accelerate reading development.

RSCH: RESEARCH

- RSCH 7100 Research Methodology in Education** 3-0-3
This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.
- RSCH 8000 Advanced Research Methodology** 3-0-3
Prerequisite: RSCH 7100. This course provides a study of quantitative and qualitative methods used to conduct educational and educationally-related research, with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally-related settings.

- RSCH 8730 Mixed Methodologies** 3-0-3
Prerequisite: RSCH 8000. This course provides an in-depth examination of quantitative and qualitative research methodologies and statistical analyses pertinent to educational and educationally-related settings. A focus is placed on the application of field research methods to educational and educationally-related settings.
- RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation** 4-0-4
Prerequisite: RSCH 9820, RSCH 9840, RSCH 9860. Provided is a simulation and field practice in developing and implementing evaluations of educational personnel and programs and educational surveys and needs assessments.
- RSCH 9820 Qualitative Research Methods in Education** 4-0-4
 Study and application of qualitative research methodology in educational settings.
- RSCH 9840 Quantitative Research Methods in Education** 4-0-4
Prerequisite: RSCH 9820. Study and application of quantitative research methodology in educational settings.
- RSCH 9860 Advanced Mixed Methodologies** 4-0-4
Prerequisite: RSCH 9820, RSCH 9840. Examined will be the application of advanced qualitative and quantitative research methodologies in educational settings.
- RSCH 9870 Dissertation Topic Conceptualization** 3-0-3
Prerequisite: RSCH 9800, RSCH 9820, RSCH 9840, RSCH 9860. Research seminar for the development of the doctoral dissertation topic.
- RSCH 9880 Meta-Analysis Techniques in Educational Research** 3-0-3
Prerequisite: RSCH 9820, RSCH 9840, RSCH 9860. The theoretical and meta-analytical literature review techniques used in educational research are the focus of this course.
- RSCH 9999 Dissertation** 3-0-3 to 9-0-9
Prerequisite: LEAD 9870. Investigation and completion of a field-based project on an educational leadership or educational leadership-related issue. May be repeated.

SCHC: SCHOOL COUNSELING

- SCHC 6900 Issues And Trends In School Counseling** 1-0-1 to 3-0-3
Prerequisite: Approval of advisor and instructor. A varied offering of contemporary topics related to School Counseling.
- SCHC 7840 School Counseling in the Elementary School** 3-0-3
Prerequisite: Open as an elective to all graduate majors. Studies in the nature and development of counseling services in the elementary school. Emphasis is given to particular characteristics of the elementary school setting as a unique climate for learning and human development.
- SCHC 7860 School Counseling in the Secondary School** 3-0-3
Prerequisite: Open as an elective to all graduate majors. Studies in the nature and development of counseling services in the secondary school. Emphasis is given to particular characteristics of the secondary setting as a unique climate for learning and human development.

SCHC 7981 School Counseling Practicum I	3-0-3
Prerequisite: PSYC 7900.	
SCHC 7982 School Counseling Practicum II	3-0-3
Prerequisite: PSYC 7900.	
SCHC 7991 School Counseling Internship I	3-0-3
Prerequisite: SCHC 7981 and Graduate Standing.	
SCHC 7992 School Counseling Internship II	3-0-3
Prerequisite: SCHC 7981 and Graduate Standing.	
SCHC 7993 School Counseling Internship III	3-0-3
Prerequisite: SCHC 7981 and Graduate Standing.	
SCHC 8891 School Counseling Practicum I	3-0-3
Prerequisite: Admission to Ed.S. School Counseling Program.	
SCHC 8892 School Counseling Practicum II	3-0-3
Prerequisite: Admission to Ed.S. School Counseling Program.	

SEED: SECONDARY EDUCATION

SEED 7000 Contemporary Issues In Secondary Education	2-0-2
An advanced study of trends and current issues in secondary education.	
SEED 7100 Professional Development Seminar I	2-0-2
The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individualized program of study by identifying appropriate guided electives.	
SEED 7120 Educational Workshop	1-0-1 to 3-0-3
A workshop for study related to specified goals. May be repeated under different titles.	
SEED 7150 Special Topics In Secondary Education	1-0-1 to 4-0-4
A study of specific contemporary issues in secondary education. May be repeated under different topics.	
SEED 7780 Teaching Practicum In Secondary Education	3-0-3
SEED 7800 Professional Development Seminar II	2-0-2
SEED 8100 Professional Development Seminar III	2-0-2
A course focusing on the assessment of individual students' understanding and application of program leadership outcomes. Provides the basis for an individualized program of study by identifying appropriate guided electives.	
SEED 8150 Special Topics in Secondary Education	1-0-1 to 4-0-4
A study of specific contemporary issues in education. May be repeated under different topics.	
SEED 8980 Review of Literature in Secondary Education	3-0-3
Prerequisite: Consent of Department. The writing of a critical review of current research on an approved topic in the area of concentration. A grade of "S" for satisfactory or "U" for unsatisfactory will be assigned.	

SEED 8999 Thesis**3-0-3**

Prerequisite: SEED 8980 and consent of Department, The data collection, analysis, and reporting phase of the Education Specialist research project. A grade of “S” for satisfactory or “U” for unsatisfactory will be assigned. May be repeated.

SOCI: SOCIOLOGY**SOCI 5000 Proseminar: The Discipline of Sociology****2-0-2**

Required of all graduate students admitted to the M.S. degree program who do not have an undergraduate degree in Sociology. Should a student who does not have an undergraduate degree desire to apply for a waiver of the Proseminar course, he or she must complete an Application for Waiver and deliver it to the Head of the Department of Sociology, Anthropology, and Criminal Justice at least one semester prior to the semester for which admission is being sought. Credit is over and above what is required for the M.S. degree. Brief introduction to the history, major theories, research methodologies, and central disciplinary concerns of sociology.

SOCI 5750 Medical Sociology**3-0-3**

An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.

SOCI 6000 Sociology of Mental Health**3-0-3**

Introduces students to the history and causes of mental illness as well as the language of the Diagnostic and Statistical Manual. The relationship between mental illness and the major sociological variables, such as social class, race, gender, age, and marital status will be analyzed. Students will evaluate mental illness from the institutional and client points of view.

SOCI 6130 Social Gerontology**3-0-3**

Prerequisites: Admission to the program. Study of the social phenomenon of the aging process, the life cycle, and patterns which include social roles, medicalization of aging and death, and the values, norms, and beliefs related to this phenomenon. Course work will emphasize the social changes which have occurred as medical technology and science impact on the culture and institutional patterns related to aging and death. Study of the process of dying will include the entire life cycle and new efforts to deal with this complex social phenomenon.

SOCI 6200 Sociology of Organizations**3-0-3**

Prerequisites: Admission to the program. A sociological analysis of complex organizations. Course foci include theories and concepts in such areas as bureaucracy, power, authority, and organizational culture.

SOCI 6300 Seminar in Classical Sociological Theory**3-0-3**

Prerequisite: SOCI 7012. An intensive study of classical sociological theory. Will begin with the intellectual precursors to sociology and then analyze primary works of the major theorists as well as secondary sources.

- SOCI 6400 Studies in Social Institutions** 3-0-3
Prerequisites: Admission to the program. Study of at least one social institution, including how it has changed over time, how variables such as social class, race, age, and sex are structured into the life of any institution.
- SOCI 6500 Studies in Social Inequalities** 3-0-3
Prerequisites: Admission to the program. The study of the systems of stratification (e.g., race, ethnicity, age, gender), and how they impact on individuals and social groups.
- SOCI 6600 Studies in Self, Society, and Culture** 3-0-3
Prerequisite: Admission to the program. An intensive study of how culture, social structure, and institutions impact on the construction of personality and self, and conversely, how individuals act upon social structure and culture.
- SOCI 7011 Sociology in Applied Settings** 3-0-3
Prerequisite: Admission to the program. Exploration of the use of sociology on both the micro and macro levels. Special emphasis is placed on the use of sociological theory and methods to work with clients, organizations, and communities as well as the ethical concerns raised by working with people.
- SOCI 7012 Sociological Theory** 3-0-3
Prerequisites: SOCI 7011. An analysis of contemporary sociological theory. Emphasis on the relationship between theory and research, micro, meso, and macro linkages. Application of theory to understanding social problems and social policy.
- SOCI 7021 Statistical Applications in Sociology** 2-2-3
Prerequisite: Admission to the program. Evaluation of social statistics and data management for applied research problems. Students will use computers to build data files, explore archival datasets, and prepare written analyses of research problems. Students will gain skills in determining which statistics to use for particular research problems and designs, which statistics provide the most practical means for reading and interpreting data, and what computer software is available to facilitate data analysis in sociology.
- SOCI 7022 Research Methods** 2-2-3
Prerequisite: SOCI 7021. Survey of qualitative and quantitative methodologies in the discipline of sociology. Students will develop skills by hands-on data analysis when appropriate.
- SOCI 7050 Class, Gender, and Ethnic Issues in Applied Settings** 3-0-3
Prerequisites: SOCI 7011. An in-depth study of the sensitivities needed by family therapists and other social science practitioners to the issues of social class, gender, and ethnicity. A multicultural perspective is to be developed by each student.
- SOCI 7080 Seminar in Social Gerontology** 3-0-3
Prerequisite: SOCI 6130. An intensive advanced study of issues in Social Gerontology. Examines the physical health, counseling techniques, and social service programs available to the aged, as well as current theories related to sociology and social gerontology.
- SOCI 7100 Issues in Applied Sociology** 3-0-3
Prerequisite: SOCI 4200/6200. Intense study of issues which occur in applied settings, such as power, authority, leadership, social stratification, etc. May be repeated two times for credit.

- SOCI 7150 Sociology of Death and Dying** 3-0-3
Prerequisite: SOCI 6130. A study of the phenomenon of death. Emphasis is on the impact of medical technology on changes in beliefs, attitudes, values, and norms related to the process of dying. Cross-cultural comparisons of rituals and roles related to the process of dying.
- SOCI 7200 Seminar in Organizational Policy and Planning** 3-0-3
Prerequisites: SOCI 6200 and SOCI 7022. Introduction to application of sociological concepts, theories, and methods to assess and evaluate individuals, organizations, policies, and programs. Emphasis is upon giving students hands-on experience with both the tools and procedures used in evaluation and practice and in critically identifying and analyzing issues in an organizational context.
- SOCI 7500 Family Development** 3-0-3
Also offered as MFTH 7500. Application of the developmental approach to the study of the family and the individual, with an emphasis on the family life cycle. Each of the states of family development from courtship to the death of the last mate will be examined.
- SOCI 7800 Sociological Practice** 3-0-3
Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology. Taken twice for credit. Field placement site must be approved by Departmental Coordinator of Sociological Practice. Students will integrate sociological knowledge and practice experience during their placement in a field setting. Major integrative paper will be required.
- SOCI 7999 Thesis** 3-0-3
Prerequisite: Successful completion of comprehensive examination for the M.S. degree in Sociology. Approval of thesis proposal by student's Thesis Committee required prior to enrollment. Taken twice for credit. Student will write an original thesis or article of publishable-quality and orally defend it.
- SOCI 8010 Sociology of Education** 3-0-3
 A study of education as a social institution with an emphasis on an analysis of theory and research relating social factors to academic performance and attitudes.
- SOCI 9010 Sociological Analysis of Education** 3-0-3
 A sociological analysis of education as a social institution and as setting for social interaction, to include such topics such as social stratification, gender, ethnicity, race, social organization, social change, cultural diversity, group dynamics, religion, and leadership. Case studies will be used to emphasize the relationship between sociological theory and educational practices.

SOCIAL WORK

- SOWK 6001 Orientation to Professional Social Work Practice I** 1-0-1
 Required seminar introducing conceptual frameworks, purpose, goals, values, and ethics of social work.
- SOWK 6002 Orientation to Professional Social Work Practice II** 1-0-1
Prerequisite: SOWK 6001. Continuation of SOWK 6001 as applied to the multi-level practice.

- SOWK 6100 Information Technology Lab** 0-2-1
Introduction to varying forms of information technology and their utilization across social work practice settings.
- SOWK 6201 Human Behavior in the Social Environment I** 3-0-3
Presents a multi-theory perspective on human behavior of individuals and families across the life span within the context of the social environment.
- SOWK 6202 Human Behavior in the Social Environment II** 3-0-3
Prerequisite SOWK 6201. Presents a multi-theory perspective on human behavior of groups, organizations and communities within the context of the social environment.
- SOWK 6301 Generalist Practice I Individuals and Families** 2-2-3
An introduction to knowledge of the Problem-Solving approach used in generalist practice with individuals and families within the ecological systems framework.
- SOWK 6302 Generalist Practice II Organizations and Communities** 2-2-3
Prerequisite SOWK 6301. The second course in the foundation practice sequence which presents knowledge of the problem-solving approach with work groups, organizations and communities within the Ecological Systems Framework.
- SOWK 6400 Social Welfare Policy, Problems, and Services** 3-0-3
History of the social work profession and current patterns of the provision of social services. Policy formulation process, policy analysis and change.
- SOWK 6500 Research and Evaluation Methods in Social Work** 3-0-3
Principles, methodologies, technologies and statistical approaches of human service research are introduced. Beginning capabilities in evaluation of social work practice and skill development regarding use of published research are emphasized.
- SOWK 6600 Practicum I** 0-6-3
Co-requisite: SOWK 6610. First semester of supervised practice for the integration of classroom learning in field settings.
- SOWK 6610 Practicum Seminar I** 0-1-1
Co-requisite: SOWK 6600. Seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.
- SOWK 6700 Practicum II** 0-8-4
Co-requisite: SOWK 6710. Second semester of supervised practice for the integration of classroom learning in field settings.
- SOWK 6710 Practicum Seminar II** 0-1-1
Co-requisite: SOWK 6700. Second semester of seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.
- SOWK 7300 Advanced Practice in Rural Areas I Individuals** 3-0-3
Co-requisite: SOWK 7310. Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals in the rural community.
- SOWK 7310 Advanced Practice in Rural Areas II Families** 3-0-3
Co-requisite: SOWK 7300. Advanced seminar which provides theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.

- SOWK 7320 Advanced Practice in Rural Areas III Management** 3-0-3
Prerequisites: SOWK 7300 and SOWK 7310. Provides applications of service management and planning principles and skills essential for social work planners, administrators, supervisors and program developers.
- SOWK 7400 Policy in Rural Areas** 3-0-3
 A continuation of SOWK 6400 that focuses on social welfare policies in rural areas and small communities.
- SOWK 7500 Advanced Research and Program Evaluation** 3-0-3
 Emphasizes the integration of research and advanced generalist social work through evaluation of practice and program evaluation. Advanced statistical concepts are applied to direct practice and five types of program evaluation.
- SOWK 7611 Advanced Social Work Practicum I** 0-8-4
 The first of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.
- SOWK 7612 Advanced Social Work Practicum II** 0-8-4
Prerequisite: SOWK 7611. The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.
- SOWK 7630 Professional Seminar** 2-0-2
 A seminar to facilitate and structure students' transition from graduate school to post-graduation social work practice.
- SOWK 7700 Gerontology** 3-0-3
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Study of aging from a Bio-Psycho-Social perspective within the context of culture and values with an emphasis on healthy aging in rural communities.
- SOWK 7750 Social Work in Child and Family Settings** 2-0-2
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Policy and practice issues are examined in the context of multiple child and family settings. Issues include: abuse reporting, parental rights, delinquency, child custody, support, and divorce.
- SOWK 7760 Social Work Practice with Children and Adolescents** 3-0-3
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Provides an understanding of social work practice with children and adolescents across settings in the context of rural practice.
- SOWK 7800 Social Work Practice in Health Settings** 2-0-2
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Prepares students for advanced rural practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.
- SOWK 7810 Psychopathology and Assessment for Non-Medical Helpers** 3-0-3
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Includes information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-IV.

- SOWK 7820 Issues in Substance Abuse** 3-0-3
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Alcohol and substance abuse issues are examined from the perspective of their individual and cultural impact. Strategies for prevention and treatment are introduced with an emphasis on Bio-Psycho-Social approaches.
- SOWK 7830 Social Work Practice in Mental Health** 2-0-2
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. An advanced seminar on mental health service delivery C past, present and future C in rural environments.
- SOWK 7850 Social Work Practice in Schools** 2-0-2
Prerequisite: Concentration Status for SWK students and permission of department head or other graduate students. Focuses on the issues and laws related to social work practice in the school. Issues related to rural schools are presented.
- SOWK 7860 Grant Writing in Human Services** 3-0-3
Prerequisite: Concentration Status for SWK students and permission of department head for other graduate students. Provides knowledge, skills, and process of grant writing with an emphasis on human services in rural communities.
- SOWK 7870 Social Work Practice with Abusing and Neglecting Families** 3-0-3
Prerequisite Concentration Status for SWK students and permission of department head for other graduate students. An advanced seminar in social work practice with abusing and neglecting families. Content includes current knowledge about causes, dynamics, and interventions related to neglect and abuse of children, elders, spouses and rape victims.

SPAN: SPANISH

- SPAN 6010 Advanced Grammar** 3-0-3
 Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.
- SPAN 6020 Advanced Conversation** 3-0-3
 Intensive approach to spoken Spanish based on contemporary themes.
- SPAN 6110 Spanish Phonetics and Phonology** 3-0-3
 Study of the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.
- SPAN 6210 Survey of Contemporary Hispanic Theater** 3-0-3
 Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of García Lorca, Arlt, Buero Vallejo, Usigli, Villarutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.

- SPAN 6220 Hispanic Women Writers** **3-0-3**
 Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.
- SPAN 6250 Twentieth-Century Spanish Literature** **3-0-3**
 Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.
- SPAN 6260 Latin American Prose: Twentieth-Century Novel** **3-0-3**
 Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 6270 Latin American Prose: Twentieth-Century Short Story** **3-0-3**
 Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 6300 Hispanic Caribbean Literature** **3-0-3**
 Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.
- SPAN 6400 Chicano and U.S. Latino Writers** **3-0-3**
 Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.
- SPAN 6900 Special Topics** **3-0-3**
 Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.
- SPAN 6950 Directed Study** **1-0-1 to 3-0-3**
 Study in area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.
- SPAN 6970 Study Abroad Practicum** **1-0-1**
 Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete

during the study abroad stay, and upon his/her return, the student will make at least six presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish graduate students who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.

SPAN 7011 Don Quijote, Part I 3-0-3

Study of the first volume, published in 1605, of Miguel de Cervantes' *Don Quijote*.

SPAN 7012 Don Quijote, Part II 3-0-3

Study of the second volume, published in 1615, of Miguel de Cervantes' *Don Quijote*.

SPAN 7050 Generation of 1898 3-0-3

Study of representative works of authors of the Generation of '98, including Miguel de Unamuno, Antonio Machado, Ramón María del Valle-Inclán, Pío Baroja, and Azorín.

SPAN 7100 Poetry and Theater of Federico García Lorca 3-0-3

Study of the major works of Federico García Lorca.

SPAN 7200 Novels of Gabriel García Márquez 3-0-3

Study of the major novels of Gabriel García Márquez, their precursors, and their influence on the development of the Latin American narrative.

SPAN 7300 Short Stories and Poetry of Jorge Luis Borges 3-0-3

Study of representative works from the short stories and poetry of Jorge Luis Borges.

SPEC: SPECIAL EDUCATION

SPEC 5000 Individualized/Independent Study 1-0-1 to 3-0-3

Study directed by faculty designed to meet identified, individual needs of students.

SPEC 5010 Student Teaching: Mild Disabilities or Severe Disabilities or Early Intervention 0-5-5

Prerequisite: Consent of the departmental Student Teaching Committee. **Co-requisite:** SPEC 5020. University supervised placement in public school programs for students K-12 with mild or severe disabilities or preschool children with disabilities. The student teacher will assess students, plan and write instructional interventions, deliver instruction, monitor and document student progress, and assume all other classroom duties of the mentoring teacher(s). A minimum of twenty (20) contact hours per week is required in the school for the entire semester. May be taken multiple times. Ten credit hours are required in one of the above areas for certification/licensure recommendation.

SPEC 5020 Student Teaching Seminar: Mild Disabilities or Severe Disabilities or Early Intervention 1-0-1

Prerequisite: Consent of the departmental Student Teaching Committee. **Co-requisite:** SPEC 5010. A forum for discussion and exchange of ideas relating to the responsibilities of professional ethical practices. Topics include direct intervention issues, advocacy, collaboration, diversity, and any others that arise during student teaching. May be taken multiple times. Two hours are required for certification/licensure recommendation.

- SPEC 5030 Single Subject Research in Special Education (Responsive Teaching)** **3-0-3**
 Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.
- SPEC 5040 Applied Research Project** **1-0-1 to 2-0-2**
Co-requisite: SPEC 5010. Planning and implementation of procedures to conduct and write an applied research study based on a need identified in the student teaching classroom setting.
- SPEC 5050 Integrating Technology** **3-0-3**
 An application of the computer and associated hardware and software as it relates to individualized education programs and needs of individuals who require extensive and/or pervasive supports.
- SPEC 5090 Community-based Instruction** **2-0-2**
 A study of the theoretical and practical interventions used to effectively teach students who require extensive and/or pervasive supports to acquire and perform chronologically age-appropriate and functional skills and behaviors in community environments.
- SPEC 5100 Nonaversive Behavior Management** **3-0-3**
 A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with disabilities. This approach focuses on understanding functional assessments, developing and implementing individualized nonaversive behavior support plans.
- SPEC 5120 Issues and Trends in Special Education** **2-0-2**
Co-requisite: SPEC 5040. A study of the current issues and trends in the field of special education related to instruction, advocacy, policy, service delivery, and training. Students will investigate an area of interest based on empirical literature.
- SPEC 5140 Collaborative Roles in Education** **2-0-2**
 A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.
- SPEC 5150 Introduction to Early Intervention** **2-2-3**
 A study of the history and rationale for services to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based practices.
- SPEC 5160 Serving the Young Child with Low Incidence Disabilities** **3-0-3**
Prerequisite: SPEC 5150. An overview of young children with low incidence disabilities (e.g. deaf-blindness, severe multiple disabilities), their unique service delivery needs, behavioral and instructional supports, and coordination of services. Trends and recommended practices will be discussed.

- SPEC 5170 Linking Assessment to Service Delivery** 3-2-4
Prerequisites: SPEC 5150, COMD 5060. A thorough study of the philosophical and practical base of effective assessment and intervention for young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring.
- SPEC 5200 Practicum in Severe Disabilities** 3-0-3
Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5210 Practicum in Mild Disabilities** 3-0-3
Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5120, 5140, 7610, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5220 Practicum in Early Intervention/Special Education** 3-0-3
 A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.
- SPEC 5610 Nature and Needs of Children who are Talented and Gifted** 3-0-3
 A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.
- SPEC 6600 Methods and Materials for Children Who Are Talented and Gifted** 3-0-3
 A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.
- SPEC 6620 Curriculum for Children who are Talented and Gifted** 3-0-3
 This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.
- SPEC 7610 Assessment of Children** 3-0-3
 A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.
- SPEC 7630 Integration of Management and Instruction in the Classroom** 3-0-3
 Students will learn to identify and implement management and instructional strategies which have demonstrated effectiveness. The ability to self-evaluate intervention efficacy will be demonstrated by students.

- SPEC 8010 Readings in Issues of the Education of Children and Youth with Disabilities** 2-0-2
An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.
- SPEC 8020 Characteristics of Effective School Structures for Children and Youth with Disabilities** 3-0-3
An application of the effective schools' literature to programs for children and youth with disabilities in school settings.
- SPEC 8030 Administration of Special Education Programs** 3-0-3
A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.
- SPEC 8040 Developing Professional Training Programs in Special Education** 2-0-2
The study of and development of professional training programs in the field of special education.
- SPEC 8050 Advanced Applications of Technology for Special Education Programs and Research** 3-0-3
The application of computer technology for training other professionals and academic instruction of students with disabilities as well as conducting and disseminating research in special education.
- SPEC 8060 Single Subject Designs for Special Education Research** 2-0-2
An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.
- SPEC 8999 Thesis** 6-0-6
This course is for the development and defense of the thesis prospectus.

VOED: VOCATIONAL EDUCATION

- VOED 7020 History and Philosophy of Vocational Education** 3-0-3
Inquiry into the background, purpose, philosophies, policies, and principles of vocational education. Effects of federal and state legislation. Emphasis is placed on the student's vocational service area.
- VOED 7030 Curriculum in Adult and Vocational Education** 3-0-3
Principles, procedures, and considerations for developing curriculum in adult and vocational education.
- VOED 7100 Current Practices in Training and Development** 3-0-3
Introduction to training and development, organizational development, and human resource development. Emphasis on models of program design, needs assessment, costs, and benefits to the sponsoring corporation or agency; and methods of enhancing human performance.
- VOED 7150 Principles of Adult Education** 3-0-3
Issues relevant to adult education, including history, principles of instruction, barriers to participation, and topics pertaining to the characteristics, interests, abilities, and educational needs of the adult learner.

- VOED 7400 New Vocational Teacher Institute** 3-0-3
Specifically designed for, and limited to, new secondary vocational teachers participating in a summer New Vocational Teacher Institute. Emphasis is on methods of teaching and vocational curriculum development.
- VOED 7420 Advanced New Teacher Institute** 3-0-3
Follow-up course for participants in VOED 7400 or for experienced secondary vocational teachers. Emphasis is on foundations of vocational education and/or classroom management strategies.
- VOED 7500 Organization and Administration of Vocational Education** 3-0-3
Organization of vocational education on the local, state, and national levels; federal and state government roles; and types of vocational/technical programs in education and industry.
- VOED 7530 Supervision of Vocational Programs** 3-0-3
Selection and evaluation of personnel, supervisory techniques, and methods of leadership for leaders in education and industry.
- VOED 7620 Evaluation of Adult and Vocational Programs** 3-0-3
Development and understanding of program evaluation methodology for the purpose of school improvement. Emphasis placed on alternative approaches, models, and practical guidelines.
- VOED 7640 Issues and Trends in Adult and Vocational Education** 2-0-2
Exploration and analysis of recent research and societal developments affecting adult and vocational education. Emphasis is on liability, professional responsibilities, emerging trends, and issues.
- VOED 7680 Improving Instruction in Adult and Vocational Education** 3-0-3
Theory and practical application of various delivery techniques, principles of teaching and learning, and the development of instructional materials.
- VOED 7740 Educators and Industry** 3-0-3
Designed to increase career awareness among educators, students, business and industry, and the community. Interaction among educators, business and industry, and community leaders concerning how to meet the needs of local industry.
- VOED 7850 Vocational Education Internship** 0-0-3
Prerequisite: Permission from instructor.
- VOED 7900 Special Topics In Vocational Education** 3-0-3
Prerequisite: Permission from instructor. Designed for persons interested in exploring topics specific to vocational education. Emphasis given to examining vocational education research as applied to the educational and/or business activity sector.
- VOED 7950 Directed Study in Vocational Education** 3-0-3
Prerequisite: Permission from instructor. Designed for students wishing to pursue individual study and research in vocational education.
- VOED 8100 School-To-Work Implementation** 3-0-3
Designed to provide information of the roles of schools and industry in the school-to-work programs and to introduce the skills necessary for the implementation of a seamless educational curriculum model.

- VOED 8120 Policy Issues in Adult and Vocational Education** 3-0-3
 Provides students with a functional understanding of the political, social, economic, ideological, cultural, and technical issues and influences that contribute to policy formation in the fields of adult and vocational education. Emphasis is placed on a conceptual framework for comprehensive educational policy and planning in the fields of adult and vocational education.
- VOED 8250 Individualizing Instruction in Adult and Vocational Education** 3-0-3
 Study of techniques in individualizing instruction, material preparation, and assessment/evaluation. Emphasis is placed on identifying and accommodating the diverse needs of students and programs.
- VOED 8530 Instructional Supervision in Vocational Education** 3-0-3
 Provides information and experiences for the development of skills related to supervision of instruction in the vocational classroom and laboratory.
- VOED 9400 Adult Learning Strategies** 3-0-3
 Design, development, and implementation of adult learning programs. Particular emphasis will be placed on curriculum models, goals, organization, methodology, career development, and evaluation for adult learners and learning programs.
- VOED 9410 Students With Special Needs in Adult and Vocational Education** 3-0-3
 Focus on the integration of instructional and/or management activities in assisting students with special needs in adult and vocational programs. Emphasis will be placed on regulations, interagency activities, curriculum, transition, assessment, and instruction of learners.
- VOED 9420 Issues in Adult and Vocational Education** 3-0-3
 Emphasis on topics relating to adult and vocational education which are considered to be especially significant to the field because of current research, developments, and legislation.
- VOED 9430 Leadership in Adult and Vocational Education** 3-0-3
 Exploration of theory and development of leadership in adult and vocational education settings. Emphasis will be placed on identifying effective leadership characteristics, expanding leadership skills, and developing a philosophy of effective leadership.
- VOED 9440 Seminar in Adult and Vocational Education** 3-0-3
 Designed for exploring topics specific to adult and vocational education in industry and/or educational settings. Emphasis given to examining research as applied in the public and private sectors.
- VOED 9999 Dissertation in Adult and Vocational Education** 0-0-3