Degree Requirements

Each program of study specifies the number of semester hours of graduate course work required, elective courses, practica, comprehensive examinations, portfolio, project, and/or thesis requirements. Specific degree requirements are listed on program sheets available from departmental offices or departmental websites.

A thesis option in most MA or MEd programs (check departmental descriptions) may be elected. Appropriate thesis topics range from basic to applied to action research, and approaches vary from historical to descriptive to experimental, both qualitative and quantitative. Thesis programs typically require a minimum of 30 credit hours, approval of the thesis proposal by the student’s graduate advisor and thesis committee, and an oral examination over the thesis topic. The committee is appointed by the graduate dean from nominees submitted by the student’s advisor.

Candidates not choosing to do a thesis are expected to complete a portfolio, comprehensive examination, or project, depending on specific program requirements. The Degree Requirements section of the Graduate Catalog for each department lists any specific non-thesis requirements.

To remain in good standing in a graduate degree program requires a grade point average of at least 3.00 in all courses on the student’s WSU Plan of Study and in all graduate work taken at WSU. Demonstrated suitability for professional practice, as determined by faculty, is also a consideration for remaining in good standing in graduate programs leading to advanced certificates, licenses, or other endorsements indicating advanced professional practice or achievement.

Financial Assistance

Some financial assistance to support graduate study is available, including federal traineeships, assistantships, and Wichita State University fellowships. Full degree status is required to receive financial assistance.

Applications for graduate program admission must be submitted by departmental deadlines to be eligible for student loans and scholarships.

Initial Teacher Licensure

Both undergraduates and degree/Non-degree graduate students may pursue initial licensure as a teacher (Pre K-12 schools) through Wichita State University. Interested individuals should contact the Office of Education Support Services in the College of Education, (316) 978-3500, to inquire about teacher education as a graduate student.

Counseling, Educational, and School Psychology

Graduate Faculty

Professors: Linda Bakken, Randolph A. Ellsworth (associate dean), W.C. Joseph Mau, James J. Rhatigan (senior vice president), Charles A. Romig, Marlene Schommer-Aikins

Associate Professors: Ruth A. Hitchcock, Nancy A. McKellar

Assistant Professors: Abiola Dipeolu

Degrees and Areas of Specialization

The Department of Counseling, Educational, and School Psychology offers programs leading to the Master of Education (MEd) in counseling, the MEd in educational psychology, and the Specialist in Education (EdS) in school psychology.

Master of Education Requirements

The Master of Education (MEd) in counseling and in educational psychology may be earned under a thesis or non-thesis option. The non-thesis option in counseling requires 46 credit hours of course work and a written comprehensive examination. The thesis option in counseling requires 54 credit hours of course work plus an oral examination over the thesis. For state licensure recommendation in professional school counseling, 46 credit hours are required under the non-thesis plan and 54 credit hours are required under the thesis plan.

The MEd in educational psychology may be earned under a thesis or non-thesis option. The non-thesis option requires 36 credit hours of course work and a written comprehensive examination. The thesis option requires 32 credit hours of course work plus an oral examination over the thesis.

Candidates for the non-thesis MEd in educational psychology and in counseling are required to pass a written comprehensive examination in their major area. Within the first three weeks of the semester in which students take the exam, an Application for Comprehensive Examination should be filed with the department office. Applications will not be accepted if submitted less than two weeks prior to the scheduled examination.

Applications for admission to the MEd in counseling and educational psychology are reviewed when they become complete throughout the year. Candidates who apply are considered in the order in which their applications are completed until all openings are filled.

Admission Requirements

Counseling

In addition to the general requirements, students seeking admission to the counseling program are required to have a 3.000 grade point average based upon the last 60 credit hours of course work (including any post-bachelor’s graduate work). They must also submit: (a) names, addresses, and telephone numbers of three people to serve as references; (b) a statement of professional goals; (c) a resume; and (d) evidence of completion of 9 credit hours of undergraduate psychology, plus 6 additional undergraduate hours in the behavioral sciences.
Admission to the MEd program in counseling does not require the teaching license. For those students whose career goals include school counseling in Kansas, in order to be recommended for a conditional license as a school counselor, a student must have a valid Professional-level teaching license. They must also have been admitted to and completed the MEd in counseling degree program at the 46-credit-hour non-thesis level or at the 54-credit-hour thesis level.

Educational Psychology
To be considered for admission to the MEd in educational psychology, students must provide their grade point average for the most recent 60 credit hours of undergraduate course work; Graduate Record Examination scores (verbal and quantitative); Graduate Record Examination writing assessment score; a resume; names, addresses, and phone numbers of three people to provide letters of reference; a statement of professional goals; and a statement of research interests. Undergraduate grade point average for the most recent 60 credit hours of undergraduate course work; Graduate Record Examination writing assessment score; a resume; names, addresses, and phone numbers of three people to provide letters of reference; a statement of professional goals; and a statement of research interests. The Graduate Record Examination (GRE) and grade point average (GPA) will be evaluated using the following index:

\[
\text{GPA} + \left( \frac{\text{GRE Verbal} + \text{GRE Quantitative}}{400} \right)
\]

Ordinarily, applicant’s scores on this index will equal or exceed 5.5. This index of 5.5 could be achieved by a student who attained a combined verbal and quantitative score on the GRE of 1,000 and a B average over the last 60 credit hours of undergraduate course work.

Specialist in Education Requirements
The Specialist in Education (EdS) in school psychology requires 39 credit hours of course work beyond the MEd. The degree is awarded upon completion of course work and practica. For full licensure in school psychology, students must apply for a conditional license, register for a 4-credit-hour post-specialist internship, and complete the full-time, one-year internship in a public school.

Applications for admission to the EdS in school psychology are reviewed when they become complete throughout the year. Candidates who apply are considered in the order in which their applications are completed until all openings are filled.

Admission Requirements
School Psychology
Students who have completed a master’s degree in educational psychology, counseling, or a directly related area may apply for admission. Students must provide transcript; undergraduate grade point average for the last 60 credit hours; Graduate Record Examination scores (verbal and quantitative); Graduate Record Examination writing assessment score (unless applicant already completed a master’s thesis); a resume; names, addresses, and phone numbers of three people to provide letters of reference; a statement of professional goals; and a statement of research interests. Undergraduate grade point average (GPA) and Graduate Record Examination (GRE) scores will be evaluated using the following index:

\[
\text{GPA} + \left( \frac{\text{GRE Verbal} + \text{GRE Quantitative subtests}}{400} \right)
\]

Ordinarily, applicant’s scores on this index will equal or exceed 5.5. The GPA and GRE index of 5.5 could be achieved by a student who attained combined verbal and quantitative scores on the GRE of 1,000 and a B average (3.000) over the last 60 credit hours of undergraduate course work.

Following admission to the EdS program, each student will meet with a faculty advisor to determine whether prerequisite requirements have been met or how remaining prerequisites can best be met. All students must complete the introductory professional issues course at WSU, and all students must have either completed a thesis as part of their master’s program or prepare a thesis equivalent as part of the EdS program. A thesis equivalent differs from a thesis only in procedures for enrollment and in form of recognition. Faculty will apply all thesis criteria for advisement, proposal review, human subjects review, and final oral examination.

Endorsement Requirements
School Counseling
The school counseling endorsement program requires 32 credit hours of course work. For state licensure recommendation, students must have five years of full-time teaching experience. Applicants must have a minimum 3.000 grade point average for the last 60 hours of course work (including post-bachelor’s graduate work). They must submit: (a) evidence of a current teaching certificate; (b) evidence of completion of a master’s degree in a related field; (c) names, addresses, and telephone numbers of three people to serve as references; (d) a statement of professional goals; (e) a resume; and (f) evidence of completion of 9 credit hours of undergraduate psychology, plus 6 additional hours in the behavioral sciences.

State Licensure Programs
The Department of Counseling, Educational, and School Psychology provides degree programs and coursework that lead to State of Kansas certification endorsement in the following areas:

- School Counselor
- School Psychologist

Counseling, Educational, and School Psychology (CESP)

Courses for Graduate/Undergraduate Credit

CESP 701. Introduction to Educational Research (3). An introduction to research in education. Includes (1) a survey of current educational research, (2) the nature of research methodology, (3) the preparation of research reports, and (4) criticism of current research.

CESP 704. Introduction to Educational Statistics (3). An introduction to statistics, including measures of central tendency, measures of variability, correlation, chi square, t test, correlated t test, one-way ,two-way analysis of variance, and simple regression.

CESP 707. Child Abuse and Neglect (1). This course is cross-listed as PSY 968. Acquaints students with the etiological factors, potential indicators, consequences, reporting procedures, and treatment strategies associated with child abuse and neglect. Covers DSM-IV diagnostic categories associated with abuse and neglect.

CESP 728. Theories of Human Development (3). Describes what developmental theories are, what they do, where they come from, how they work, and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of human development. Focuses on those theories which helped shape the way we currently view human development as well as significant new perspectives which may shape the way we view it in the future. Prerequisites: CESP 334, PSY 334 or equivalent, and CESP 701 or equivalent, or instructor’s consent.

CESP 750. Workshops (1-6).

CESP 752. Special Studies in Education (1-3). For students with personnel and guidance interests. May emphasize different preslected areas during a semester. Repeatable with advisor’s consent. Prerequisite: instructor’s consent.

CESP 781. Cooperative Education (1-3). Provides a work-related placement that integrates theory with a planned and supervised professional experience. With advisor approval, a maximum of 4 credit hours may count to meet degree requirements. May be repeatable for credit with a maximum of 4 hours counting toward a graduate degree. Offered Cr/NCr only.

Courses for Graduate Students Only

CESP 802. Introduction to Interviewing Techniques (1). SU/grade only. A laboratory approach to an examination of the counselor’s role in the counseling process. Helps the prospective counselor develop basic interviewing skills as a foundation for more advanced techniques used in the counseling process. Prerequisite: counseling major or departmental consent.

CESP 803. Counseling Theory (3). This course is cross-listed as PSY 969. A study of selected theories of counseling. Prerequisite: admission to counseling or school psychology program or instructor’s consent.

CESP 804. Principles and Philosophy of Counseling (3). This course is cross-listed as PSY 971. The development of a guidance philosophy, including a study of the helping relationship and the services that are part of school, agency, and
other institutional settings. Prerequisite: admission to counseling program or instructor’s consent.

CESP 808. School Psychology Professional Issues (3). Examines roles and functions of school psychologists within the context of historical foundations of the profession. Uses lecture, discussions, observations in schools, and presentations by field-based school psychologists to acquaint students with the kinds of problems with which school psychologists typically work, the methods they employ to deal with problems, social systems in which these endeavors occur, and professional issues that shape and characterize the profession.


CESP 815. Career Development (3). For master’s-level students interested in assisting students and adults in career development and related concerns. Covers (1) career development of individuals across life span, (2) sources and organization of information, (3) assessment designs and career intervention techniques, and (4) career decision-making/planning processes. Includes hands-on experience with a variety of assessment methods and intervention techniques and theory-based career decision-making strategies for career interventions. Prerequisites: CESP 803 or 804 or instructor’s consent.


CESP 820. Learning Theory and Instruction (3). Applications of some major learning theories and learning principles. Prerequisite: CESP 701 or departmental consent.

CESP 821. Multicultural Issues in Counseling (3). This course is cross-listed as PSY 971. Students acquire knowledge and skills that enable them to offer help to individuals in a multicultural environment. Focuses include developing a sense of the student’s own cultural identity, increasing sensitivity to cultural differences in help-seeking attitudes and behaviors, and understanding how the potential sources of cultural misunderstanding, biases, and prejudice may affect their counseling effectiveness. Prerequisites: CESP 701, 803 or 804, or instructor’s consent.

CESP 822. Assessment in Counseling (3). Survey and study of standardized tests and their application in counseling, emphasizing their selection, use, and interpretation. Studies the basic concepts pertaining to the interpretation of psychological tests and inventories, including basic measurement theory and the factors involved in the selection of tests. Prerequisites: CESP 701 and 704; CESP 803 or 804.

CESP 823. Experimental Design in Educational Research (3). Focuses on the use of inferential statistics for various experimental designs. Parametric topics covered include t-test, one-way and factorial analysis of variance and covariance (with and without repeated measures), post-hoc comparisons, and simple and multiple regression. Also covers selected non-parametric statistics. Develops all statistics through practical application with computer programs. Prerequisite: CESP 704 or instructor’s consent.

CESP 824. Techniques of Counseling (3). This course is cross-listed as PSY 972. Examines and practices techniques of counseling through simulated counseling situations and extensive examination of counseling case studies. Prerequisites: CESP 728, 802, 803 (or concurrent enrollment), 804, 821, 822, or departmental consent.

CESP 825. Group Counseling Techniques (3). This course is cross-listed as PSY 973. Examines different kinds of groups, group selection, communication patterns in groups, and issues to be addressed in group settings. Prerequisites: CESP 728, 803 (or concurrent enrollment), 804, and counseling major or departmental consent.

CESP 835. Psychopathology and DSM-IV (3). Introduction to psychopathology for graduate students preparing for careers in school psychology, counseling, and related professions. Mental disorders occurring in children as well as adults are studied. The Diagnostic and Statistical Manual of Mental Disorders (DSM) is used as the diagnostic system for understanding psychopathology. Assessment procedures, prevention programs, and treatment/intervention approaches are considered for the mental disorders studied. Prerequisite: CESP 728 and 840 (school psychology students only), or department permission.

CESP 837. Family Issues in Counseling (2). This course is cross-listed as PSY 974. Teaches basic family processes and how they impact the growth and development of children and adolescents. Covers family systems theory, the family life cycle, cultural and social influences on families, healthy family functioning, the impact of substance abuse on the family, and the unique challenges faced by single parent and blended families. Presents basic family assessment and therapy techniques. Prerequisite: graduate standing.

CESP 840. Psychology of Exceptional Children (3). Study of the conceptual and theoretical formulations, empirical evidence, and research concerning behavioral characteristics of exceptional children.

CESP 845. Professional School Counseling (3). The role of school counselors in providing counseling, guidance and consultation services to students, staff, and parents in PreK-12 settings will be covered in this course. Prerequisites: Admission of the Counseling degree program, CESP 803, CESP 804 or department consent.

CESP 852. Special Studies (1-4). Covers specific topics identified by the department in consultation with institutions or groups of graduate students. Course procedures vary according to topic. Repeatable. Prerequisite: instructor’s or departmental consent.

CESP 853. Law, Ethics, and Multicultural Issues for School Psychologists (3). For school psychology students and practicing school psychologists. Covers issues of legislation, litigation, professional ethics, and cultural diversity that impact the practice of school psychology. Prerequisite: admission to the school psychology program or instructor’s consent.

CESP 855. Individual Intelligence Assessment (3). This course is cross-listed as PSY 967. Use of individual tests for assessment of intelligence. Examines the nature of intelligence, theory, administration and interpretation of selected individual intelligence tests, and critical issues related to the assessment of intelligence. Includes case simulation and practice activities. Prerequisites: CESP 822 and instructor’s consent.

CESP 856. Counseling Practicum (3). Supervised practice in counseling. Requirements include at least 60 hours applied experience. Repeatable for credit. Prerequisites: CESP 824 within the last calendar year, CESP 815 (or concurrent enrollment), 825, 845, 857 (or concurrent enrollment), practicum coordinator’s consent, and counseling major, or departmental consent.

CESP 857. Professional and Ethical Issues (3). Study of major ethical, legal, and professional issues in counseling, including those issues related to diagnosis and treatment of mental illness using the DSM-IV. Prerequisites: CESP 803, 821, 822, or instructor’s consent.

CESP 858. Diagnostic Testing (3). An in-depth examination of the assessment process. Studies the theory and uses of individual assessment techniques for evaluating the learning difficulties of preschool and school-aged children. Emphasizes planning the assessment, interpreting and integrating assessment data, proposing relevant interventions, and communicating assessment findings to others. Prerequisites: CESP 822, 855, and instructor’s consent.

CESP 859. School-Based Interventions (3). Focuses on planning, implementing, monitoring, and evaluating interventions in the school setting with students who are experiencing academic and/or behavioral problems. Prerequisite: CESP 822 or departmental consent.


CESP 862. Presentation of Research (1-2). A project submitted in thesis manuscript form. Repeatable for a maximum of 2 hours of credit. Prerequisite: CESP 860.

CESP 867. Practicum in Group Guidance and Counseling Methods (3). Supervised practice in group guidance and counseling. Repeatable for 3 hours of additional credit. The second practicum must be in a different area or have a different focus from that of the first. Prerequisites: CESP 825, 856, and instructor’s consent.

CESP 875-876. Master’s Thesis (2-2). Prerequisite: CESP 860.
CESP 890. Special Problems (1-3). Directed reading and research under the supervision of a graduate instructor. Prerequisite: departmental consent.

CESP 914. Consultation Techniques (3). Intensive study of the literature in counseling, school psychology, social psychology, and administration that provides a basis for consultation techniques in the interpersonal context of school and work settings.

CESP 934. Personality Assessment (3). Focuses on theory and interpretation of instruments representing three major approaches to personality assessment: projective techniques, behavioral techniques, and personality inventories. Includes alternative personality assessment approaches and reviews of personality theory and psychopathology.Includes supervised experience. Prerequisites: CESP 822, 855, post-master's standing or last 6 hours of master's program, and instructor's consent.

CESP 946. Practicum in School Psychology (3 or 6). Supervised practice in providing school psychological services to children in school, clinical, or community agency settings. Requires at least 300 hours applied experience per 3 hours of credit. Repeatable for a maximum of 6 hours. Prerequisite: departmental consent.

CESP 947. Internship in Counseling (2). The internship is a placement appropriate to the intern's career objectives in a position within an agency, institution, or school. The student and university supervisor develop goals and objectives that enhance the student's level of professional functioning. Repeatable up to 6 hours of credit.

CESP 977. Internship in School Psychology (2). Supervised experience as a school psychologist in a school or agency setting. Requires at least 600 hours of applied experience. Repeatable for a maximum of 4 hours. Prerequisites: CESP 946 and departmental consent.

CESP 990. Special Problems in Counseling and School Psychology (1-3). Directed problems in research for EdS students under supervision of a graduate instructor. Prerequisites: CESP 701 and instructor's consent.

Master of Education Requirements
The Master of Education (MEd) in educational leadership is a 33-credit-hour non-thesis program. Students pursuing licensure as building leaders must complete this program in its entirety. A comprehensive written examination is required. In addition to program completion, passing the State of Kansas required Praxis II (test code 1010) Test is a requirement for state licensure.

Admission Requirements
Educational Leadership
Applicants must have a minimum 3.000 grade point average in their last two years (60 hours) of college coursework from accredited institutions. In addition, applicants must have validated strengths on the multiple indicators listed below.
1. Official transcripts of all college-level work completed and indication of a degree conferred.
2. Three Reference Report Forms from supervisors and/or professional peers of which at least one must be from a supervisor that attests to the applicant's potential as a building administrator.
3. Evidence of certification for a role in the public/private schools and at least one year of accredited experience.
4. A resume or curriculum vita of educational and professional experience.
5. A brief statement of professional goals related to completion of the master's degree and/or certification as a public school administrator.
6. A letter signed by a building principal indicating he or she is willing to serve as the student's mentor and will allow the student to fulfill the practicum requirements of the program.

Endorsement Requirements
District Leadership License
Applicants must have a minimum 3.250 grade point average for the first 30 hours of graduate coursework leading to a master's degree from an accredited institution. In addition, applicants must have validated strengths on the multiple indicators listed below.
1. Official transcripts of all college-level work completed and indication of a degree conferred.
2. Minimum GPA of 3.250 for graduate coursework leading to the master's degree.
3. Submission of scores on The School Superintendent Assessment (SSA). The SSA is based on ISLLC standards regarding knowledge, performance, and dispositions necessary for a district-level leader. Scores from the SSA are advisory only and are used to help faculty monitor progress in the program.
4. Master's degree from an accredited institution.
5. Three years of accredited experience in a school district.
6. Statement of Purpose: A 500 word statement that discusses your leadership experience (formal/informal; professional/non-professional). The applicant must be specific as to leadership experience, detailing the goals and outcomes of his/her leadership experience. The statement of purpose will be analyzed for evidence of leadership ability and writing skill.
7. At least three letters of recommendation from people who have supervised the applicant or in either an employment or community service capacity and who can comment on the applicant's intellectual ability, creativity, initiative, sensitivity to others, and leadership potential.

Doctor of Education
The Department of Educational Leadership offers courses leading to the doctoral degree in educational leadership (EdD).

Admission Requirements
Students applying for admission to the EdD program must have completed graduate work equivalent to the master's degree in education at a regionally accredited institution.
Applicants must have a minimum grade point average of 3.500 on a 4.000 scale for all graduate-level hours and an acceptable score on the three general tests of the GRE taken within the past five years. In addition, applicants must have validated strengths on the multiple indicators listed below:
1. Official transcripts of all college-level work completed and indication of a degree conferred.
2. Completion of coursework leading to a district leadership license and three years of accredited experience in an educational organization. (NOTE: The licensure requirements are undergoing review and may change in the near future. Please contact the department for current information.)
3. At least three letters of recommendation from supervisors and/or professional peers that attest to the applicant's potential for success as an educational leader.
4. A current resume or curriculum vita of educational and professional experience.
5. A brief, one-page statement of professional goals related to the completion of the doctoral degree in educational administration.

Degree Requirements
Completion of requirements includes core courses, a minimum of 15 dissertation hours, final examinations, and an approved dissertation.
The five-member dissertation committee will include at least two university professors holding graduate faculty membership, one visiting practitioner, and an outside department graduate faculty member who will serve as the graduate dean's representative.

State Licensure Programs
The Department of Educational Leadership provides degree programs and coursework that lead to State of Kansas certification endorsement in the following areas:
- Building Leadership (requires completion of the MEd program)
- District Leadership
Educational Leadership (EL)

Courses for Graduate/Undergraduate Credit

EL 750. Experienced Administrator's Workshop (1-6). Offers a variety of administrative topics.

EL 752. Special Studies in Educational Administration and Supervision (1-3). Group study in a prescheduled specialized area of educational administration and supervision. Repeatable for credit with departmental consent. Prerequisite: departmental consent.

Courses for Graduate Students Only

EL 803. Introduction to Educational Leadership, Team-Based Collaboration, and Inquiry Process (3). Participants engage in self-assessment and readiness for becoming a school administrator. Includes discussing and learning issues and techniques for measurement in the cognitive, affective, and psychomotor domains. Also reviews the basics of educational research, the nature of research methodologies, and methods for the preparation of research reports. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 805. Practicum: School Opening I (1). Participants prepare to open their school for the fall semester with their principal/mentor; participate in an inquiry project in their local school; and read and critique current research literature and analyze how that research can assist in their school. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 813. Seminar: Introduction to Educational Leadership and School Finance (3). Discuss educational philosophy, personal goal-setting, and educational administration models. Includes (a) an examination of educational foundations and the major theories of administration and application to specific problems, and (b) an overview of administration of the school district, especially problems involving the community and staff. Examine theoretical concepts related to financial planning and building resources. Review knowledge necessary to plan and organize work groups, projects, and the resources necessary to carry out day-to-day functional activities of school. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 815. Practicum: Introduction to Educational Leadership and School Finance (0). Spend time in schools identifying how major theories of administration apply to specific problems in the school and how the school interacts with the district and the community. Apply financial planning concepts to the school setting and manage the day-to-day financial and other resources allocation to schools. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 823. Seminar: Interpersonal Relations and Supervision (3). Examines the theoretical concepts of building relationships through effective interpersonal skills. Includes development of interpersonal skills that lead to success in collaborating and supervising staff and development of community relations to enhance support of schools. Studies formative evaluation concepts focusing on performance issues related to actual teaching situations and the teacher's guided analysis of these issues. Examines processes involved in the development of interpersonal skills. Engages in simulated exercises to acquire interpersonal skills desirable for group collaboration and communication. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 825. Practicum: Staff and Community Relations (3). Apply concepts of building relationships through effective interpersonal skills. Includes development of interpersonal skills that lead to success in collaborating and supervising staff and development of community relations to enhance support of schools. Studies formative evaluation concepts. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 828. Financial Management in Sport (3). This course is designed to provide the prospective sport manager with an overview of the major financial issues concerning the sport industry. The concepts of resource acquisition and financial management will be examined and applied to the problems faced by sport and leisure organizations today, primarily at the college and professional levels, with some attention to commercial recreational enterprises.

EL 830. Practicum: School Closing (1). Engage in closing the school year with a principal/mentor. Prerequisites: admission to the MEd in educational administration or instructor's consent.

EL 831. Diversity and Social Justice (3). This course examines the role of school leadership in an increasingly complex and diverse society. Students will investigate diversity in its various forms including race, ethnicity, language, gender, socioeconomic status, disability, and religious beliefs. Students will analyze inequities within societal, institutional, and personal frameworks and engage in problem solving toward socially equitable educational practices and inclusive learning communities. Prerequisite: EL 825.

EL 832. Practicum: School Opening 2 (1). For a second time, prepare to open a school for the fall semester with a principal/mentor, and participate in an inquiry project in the local school. Read and critique current research literature and analyze how that research can assist in the school. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 833. Seminar: School Law and Personnel Management (3). Examine concepts related to staffing issues, including selection and recruitment, certification, orientation, staff development, evaluation, transfer and dismissal, and retirement. Cover general concepts of law, interpretations of statutes and court decisions affecting education, and the legal responsibilities of school personnel and professional negotiations. Prerequisites: admission to the MEd in educational administration or instructor's consent.

EL 835. Practicum: School Law and Personnel Management (3). Apply the concepts related to selection, recruitment, certification, orientation, staff development, evaluation, transfer, dismissal, and retirement. Apply general legal concepts and statutes to various situations and personal/professional liability. Prerequisites: admission to the MEd in educational administration or instructor's consent.

EL 843. Seminar: Curriculum and Learning Theory (3). Examine theoretical concepts related to curriculum philosophies and developmental processes. Examine recent programs and proposals as well as curriculum development at the building and school system levels. Review techniques of program evaluation and major learning theories and principles. Prerequisite: admission to the MEd in educational administration or instructor's consent.

EL 852. Special Studies in Educational Administration and Supervision (1-3). Group studies in new materials, new research, or innovations in advanced educational administration and supervision areas for practicing administrators or advanced students. Repeatable for credit with departmental consent. Prerequisite: departmental consent.

EL 855. Practicum: Post Graduate I (2). The first of two postgraduate courses for building-level administrators to continue learning with a mentor and faculty supervisor. Provides the graduate building-level leader a chance to communicate and seek guidance during the early phase of building leadership. The major topics outlined for this course may also be accomplished during the second post-graduate course. Prerequisites: licensure as a building-level administrator.

EL 865. Practicum: Post Graduate II (2). The second of two postgraduate courses for building-level administrators to meet state-level licensure expectations following the completion of a building-level leadership licensure program. Provides the opportunity to continue learning with a mentor and faculty supervisor and a chance to communicate and seek guidance during the early phase of building leadership. The major topics outlined for this course may also be addressed during the first post-graduate course. Prerequisites: completion of a building-level leadership program, successful completion of the School Leader's Licensure Assessment (Praxis 1010) test, and conditional school leadership licensure.

EL 884. School Plant and Facilities (3). Planning new educational facilities based upon educational programs. Includes the evaluation of existing schools, remodeling, and operation and maintenance of present school plant. Prerequisite: master's degree or instructor's consent.

EL 890. Special Problems in Administration I (1-4). Directed problems in research for master's students primarily under supervision of a graduate instructor. Prerequisite: instructor's consent.

EL 947. Post Program District Level Internship (3-3). A two-semester course designed for individuals who have a conditional leadership certification license and a full-time position...
in a district level program. The course focuses on the performance expectations of district-level administrators as identified in the ISLLC standards and KSDE certification guidelines. The student works under the guidance of a mentor, who, together with the university clinical supervisor, assesses the intern's performance level. Prerequisites: completion of district level certification program, conditional leadership license from KSDE, and must be currently in a district level position.


EL 956. District-Level Personnel Administration (3). This course is designed for those students preparing to become district-level school administrators in general and school superintendents in particular. The course focuses on the selection, retention, development, and evaluation of the panoply of personnel that comprise a typical school district. Particular emphasis is placed on hiring practices, staff development, conflict resolution, and contract management. Prerequisite: Admission into the district-level certification program.

EL 963. Politics and Power in Education (3). An examination of the interaction of society and the school as it relates to administrative processes. Studies systems of control, social class, power structure, human relations, and group dynamics. Prerequisite: instructor's consent.

EL 964. Administration & Supervision of Special Education (3). Provides district-level administrators with understanding of federal and state laws that apply to students with exceptionalities and information related to the legal, instructional, and administrative aspects of special education. Covers the mobilization of community resources to support quality education for all children. Addresses practical ethical dimensions of district-level leadership by providing a framework for reflection and deliberation. Explores the various ecological contexts of the family, school, and community. Prerequisite: admission to district-level program.

EL 966. Introduction to Educational Research and Academic Writing (3). The course will introduce students to ethical standards of educational research, the various research traditions and methodologies employed in the conduct of educational research. Students will learn to conduct a literature review using both library and online search tools, to discriminate among the types of published works available, to critically read research and related literature, and to develop an understanding of academic writing conventions and expectations, and develop facility with APA 5 style. Prerequisite: admission to the EdD program in EL.

EL 970. Advanced Administrative Theory Seminar (5). Examines the relationship between theory and practice in educational administration. Participants consider various theoretical frameworks for empirical studies, program designs, and organizational implementation efforts, and take initial steps toward an integration of those frameworks. Class activities require the application of the constructs and propositions considered to an on-going analysis of school-related problems and the conceptualization of action programs for addressing such problems. Prerequisite: admission to the EdD program in EL.

EL 971. Decision-Making and Problem-Solving Seminar (5). Focuses on approaches to identifying, clarifying, and solving various problems in elementary and secondary education. Decision-making and problem-solving models are reviewed, critiqued, and applied. Prerequisites: admission to the EdD program; EL 970 and 981, concurrent enrollment in EL 982.

EL 972. Administrative Leadership Seminar (5). Facilitates in-depth investigations of research relevant to leadership theory and practice. Activities include clarifying and developing personal leadership skills; identifying, fostering, and supporting the leadership skills of others; and conducting observations of leaders in action. Prerequisites: admission to the EdD program; EL 970 and 971, and concurrent enrollment in EL 986.

EL 981. Applied Inquiry Seminar I (3). Provides doctoral students with an introduction to field-based inquiry/problem-solving strategies; begins the development of field-based problems/issues; and provides practice in field research design, implementation, and reporting. Prerequisite: admission to the EdD program in EL.

EL 982. Applied Inquiry Seminar II (3). Continues EL 981 and provides opportunities for more sophisticated and complex field-based studies. Prerequisite: admission to the EdD program in EL.

EL 983. Applied Inquiry Seminar III (3). Continues EL 981 and 982. Focuses on the development of individualized research plans leading to small group or individual field-based experiences in the second year of doctoral study. Prerequisite: admission to the EdD program in EL.

EL 986. Field-Based Research I (3). This is the first in a sequence (Fall, Spring, Summer) that provides opportunities for field work leading to the EdD dissertation proposal. Prerequisites: admission to the EdD program; EL 981, 982, 983, and concurrent enrollment in EL 972.

EL 987. Field-Based Research II (3). Follows EL 986 and continues field-based research activities and development of dissertation proposals. Prerequisites: admission to EdD program, EL 986.

EL 988. Field-Based Research III (1). Follows EL 986 and 987 and culminates the field-based sequence. Prerequisites: admission to EdD program; EL 986 and 987.

EL 989. Advanced Research Methods in Educational Administration (3). Prepares students to examine research design techniques appropriate for use in educational administration and specifically for doctoral dissertations. Includes qualitative and quantitative research methodology, statistical tools and techniques for analysis of data, and examination of software designed to assist researchers in educational administration. Prerequisites: EL 981, 982, 983, and 986.

EL 990. Special Problems in Administration (1-4). Directed problems in research for specialist and doctoral degree students under supervision of a graduate instructor. Prerequisite: instructor’s consent.

EL 992. Superintendent/Internship (3-9). Two-semester course designed primarily for individuals who are completing course work to obtain certification as a district-level administrator. Focuses on the role expectations of district-level administrators and includes field experiences designed to emphasize knowledge and skill in administrative practices and procedures. Work is designed for each student’s projected administrative interest. Students must file an application for this terminal course.

EL 999. Dissertation Research (1-6). Taken concurrently with EL 986, 987, and 988 for 6 credits each semester during the last year of enrollment. Provides students with dissertation proposal and dissertation advisement and may be taken for 1-6 credits per term for a maximum of 24 credits. Up to 17 credits may be counted toward program completion. Prerequisites: admission to EdD program in EL and required doctoral course work.

Curriculum and Instruction (CI)

Graduate Faculty

Professors: Jeri A. Carroll, Jon M. Engelhardt (dean), Dennis J. Kear
Associate Professors: Mara Alagic, Peggy Anderson, Frances Clark (graduate coordinator for MEd in Special Ed.), Kay Gibson (Graduate Coordinator for MEd in CI), Linda Mitchell, Tylwa Sherman, Johnnie Thompson, Catherine Yeotis
Assistant Professors: Alan Aagaard, Connie Doyle, Judith Hayes, Peggy Jewell, Dalphia Pierce, Anh Tran, Candace Wells

Degrees and Areas of Specialization

The Department of Curriculum and Instruction offers courses of study leading to the Master of Education (MEd) in curriculum and instruction and the MEd in special education (adaptive, early childhood, functional, and gifted). For those already holding a teaching certificate or license, C&I offers endorsements in Reading, ESOL, Library Media, and special education areas (adaptive, functional, and gifted). For those licensed in elementary education, an early childhood unified endorsement is also available.

Admission Requirements

In addition to the Graduate School admission requirements, students seeking the MEd in curriculum and instruction must meet both of the following criteria:

1. Show potential to do graduate work by meeting one or more of the following:
Master of Education Requirements

The Master of Education (MEd) in curriculum and instruction is a 36-credit hour program. Students must complete either a thesis option or a portfolio option. A site-based delivery model includes 24 hours of instruction at a site off campus, offered one night a week, two semesters each for two years. Students also complete a 12-hour area of specialization, specifically tailored to their needs and interests. In the campus-based delivery model, students complete 17 credit hours of required courses in curriculum and instruction, research and research problems. They also complete 12 hours in a self-selected area of specialization, 3 hours in a course related to their particular thesis or portfolio project, and 4 hours of thesis or portfolio work.

The MEd in special education may be earned under a thesis or research portfolio option. Each option requires completion of 9 hours of prerequisite courses (taken at a graduate or undergraduate level) and 33 credit hours of coursework, practical experience, a written comprehensive examination, and the culminating experience (i.e., thesis or research portfolio).

Graduate Certificate in Educational Technology

This program offers information- and communication-technology training to educators who wish to advance their knowledge of information technology in education; integrate technology into classroom instruction; and use technology for communication and professional productivity. While providing documentation that educators have achieved some expertise in the information- and communication-technology area, it can assist those seeking such positions as technology coordinator in a school. The 15 hours of courses or workshops cover basic skills, integrating information- and communication-technology skills and subject matter-specific topics to address the changing needs of educators.

Courses for Graduate/Undergraduate Credit

CI 501. Professional Writing for Educators (1-3). Helps students learn the writing skills, techniques and typical procedures required for developing manuscripts for possible publication in the field of education. Addresses manuscripts for a variety of publication outlets.

CI 505. Science, Technology, and Society (1). Will investigate the relationships between science and technology, and the effects of both on our past and present society/culture.

CI 541. Desktop Publishing I (3). Desktop publishers control the entire publishing process, from creation and typesetting to printing and distribution, with equipment from the desktop. Word processing on the personal computer and laser printing are the two technological achievements that make possible a desktop publishing revolution. Stresses type design, harmony, legibility, copy fitting, and layout fundamentals.

CI 542. Desktop Publishing II (3). An intermediate-level course which enhances, enriches, and develops further skills and techniques used in desktop publishing. Students select software packages in which they need additional depth toward master-level. Prerequisite: CI 541.

CI 603. Foundations of Early Childhood Unified (2). Provides an introduction to working with young children (including those developing normally, those at risk due to environmental and biological issues, and those with special needs), their families, and professionals in community schools, agencies, and programs. Emphasizes professional development, positive dispositions, early childhood learning environments, and early childhood professional standards. Examines the ECU professions, characteristics of good teaching, the nature of teacher education, and basic historical and philosophical foundations of ECU education. Prerequisites: CI 271 and 272.

CI 611. Collaboration/Teaming: Families, Professionals & Community Members (3). Provides students with the dispositions, experiences, knowledge, and skills required of professionals who work in collaboration/teams with families, professionals in educational and developmental settings, and paraprofessionals. Prerequisites: CI 271 and 272.

CI 614. Assessment & Methods: Infants, Toddlers, and Families (3). Provides knowledge, skills, and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development of services, supports, and accommodations for infants/toddlers (birth through age 2) and their families. Includes competencies within both the early childhood and early childhood special education fields. Prerequisite: CI 603.

CI 615. Learning and Reading Strategies (3). Students are provided with the understanding of the development of learning and reading strategies and explore instructional approaches for guiding secondary students in those strategies and their use in content areas.

CI 616. Literature for Adolescents (3). Students participate in extensive reading of literature in all genres consistent with studies of adolescents; reading interests, abilities, and responses to literature. Prerequisite: acceptance into teacher education. Currently and previously certified teachers meet prerequisites.

CI 617. Assessment & Methods: Preschool (3). Provides knowledge, skills, and dispositions for candidates regarding programs, problems, and philosophies of teaching young children, both with and without exceptionalities, from ages 3 through 5 (preschool levels). Examines assessment, content, and methods of instruction to meet individual child needs and to deliver instruction in one-to-one, small-group, and large-group planned experiences. Prerequisite: CI 603.

CI 617P. Pre-student Teaching: Preschool (2). Candidates participate in pre-student teaching experiences in preschool
settings that include children from ages 3 through 5 (both with and without exceptionalities) and their families. Candidates work with a cooperating teacher and a university supervisor to screen, evaluate, assess, plan curriculum and delivery instruction, adapt for individual child needs, and implement special education services and supports for the education of young children. Prerequisite: CI 613. Corequisite: CI 617.

CI 620. Assessment & Methods: K-3 (3). Provides knowledge, skills, and dispositions for candidates working with families and young children from kindergarten through grade 3. Covers theory, methodology, screening, evaluation, assessment, and instructional practices, including adaptations/modifications/assistive technology of general education curriculum/instruction for young children both with and without delays/diagnosed disabilities. Prerequisites: CI 613, and at least one of the following: CI 402J, 402S, 402L, or 402M; or hold an Elementary Teaching License.

CI 621. Instructional Strategies: Middle Level Education (3). Students examine the middle grades school as an organization that takes its design specifically from the analysis of 10-14 year olds, their characteristics and needs. Students examine many curricular and instructional alternatives for middle grades education and learn to manage changes.

CI 647A. Student Teaching ECI: K-3 (3). Candidates spend a semester in professional settings (K-3-level) working with a cooperating teacher and university supervisor. The candidate and cooperating teacher, with the approval of the university supervisor, devise a plan for the student teacher to assume full responsibility for the program/classroom for a designated period of time during the semester. Prerequisites: CI 614L, successful completion of all Core I and II courses and assessments and acceptance into clinic practice.

CI 647B. Student Teaching ECI: Birth-PreK (4). Candidates spend a semester in educational settings (infant/toddler-level or preschool-level) working with a cooperating teacher and university supervisor. The candidate and cooperating teacher, with the approval of the university supervisor, devise a plan for the student teacher to assume full responsibility for the program/classroom for a designated period of time during the semester. Prerequisites: CI 614L, successful completion of all Core I and II courses and assessments and acceptance into clinic practice.

CI 659. Middle Level Strategies: Subject, E-English (3), J-Social Studies (3), M-Mathematics (3), S-Sciences (3). Acquaints educators with teaching techniques and assessment tools specifically tailored to the needs of students in the middle grades 5-8. It is intended for individuals holding elementary or secondary certification or licensure who are teaching or intend to teach in the middle grades. Prerequisite: teaching certificate or license.

CI 701. Foundations of Education (3). Students survey the various foundations areas, including philosophical, historical, social, and comparative. This course is prerequisite to subsequent foundations courses. Prerequisite: graduate standing.

CI 702. Introduction to Exceptional Children (3). A survey of the characteristics of exceptional learners, including the handicapped and the gifted. Presents service delivery models and current practices. Fullfills certification requirements for teachers and serves as an introductory course in exceptionality for special education majors, administrators, and school psychologists. Prerequisite: bachelor’s degree or departmental consent.

CI 705. Knowledge and Beliefs About Reading (3). Helps students understand the theories of reading development, individual student differences, the nature of reading difficulties, and principles of assessment. Includes the standards developed by the International Reading Association concerning knowledge and beliefs about reading as the learning outcomes. Prerequisite: graduate standing.

CI 706. Reflective Inquiry into Learning, Teaching, and Schools (5). Fosters the reflective thinking ability of teachers about the relationships among learning, teaching, and schools. Explores various frameworks of growth and development, learning theory, social and multicultural education, and philosophical foundations. Students are engaged in initial reading and investigation into individualized research topics. Prerequisites: admission to graduate school, CESP 701.

CI 708. Current Topics in Curriculum (1-3). Addresses a broad range of topical issues in curriculum development and implementation. A current issue will be covered under this course number, an umbrella number for a variety of topics/innovations in curriculum. Repeatable.

CI 709. Current Topics in Instruction (1-3). Addresses a broad range of topical issues in current practices for effective instruction. A current issue will be covered under this course number, an umbrella number for a variety of topics/innovations in instructional practices. Repeatable.

CI 711. Multicultural Education (3). Emphasizes students understanding multiple perspectives in a global society and developing multiple modalities, culturally aware curriculum experiences. Provides disciplined inquiry and critical experience “to become more responsive to the human condition, cultural integrity, and cultural pluralism in society” (NCATE, 1982, p. 14). Emphasizes diversity issues in education and the development of a knowledge base to support culturally responsible pedagogy. Prerequisite: graduate standing or departmental consent.

CI 712. Environmental Education (3). Provides basic information on environmental issues which can be addressed in the classroom. Become familiar with a wide range of resources for both teachers and their students. Stresses applying environmental issues to everyday teaching.

CI 714. Reading Instruction and Assessment (3). Helps students create instructional environments; teaches phonemic awareness, word identification (including phonics), vocabulary-building skills, strategies for comprehension and the construction of meaning, reading and writing fluency, and study strategies; and assesses student performance and progress. Prerequisite: CI 705 or departmental consent.

CI 716. Introduction to the School Library (2). This course is an introduction to the role of the library and the library teacher in the school. An overview of issues affecting libraries and library teachers will be presented. Prerequisite: Teacher Certification/License.

CI 717. Qualitative Inquiry in Education (3). Through readings and guided experiences in acts of inquiry in qualitative research, students acquire the disposition of a reflective inquirer, becoming familiar with the knowledge base for qualitative inquiry. Prerequisite: instructor’s consent.

CI 718. Acts of Qualitative Inquiry in Education (3). Through guided experiences and fieldwork in acts of inquiry in qualitative research, graduate students develop and employ the skills of the reflective, qualitative inquirer. Prerequisite: CI 717 or departmental or instructor’s consent.

CI 719. Foundations of Special Education (1). Addresses the basic foundations of special education across exceptionality areas. Discusses a general history of special education and its relationship to general education trends (as well as the disability movement as a whole). Covers important special education legislation and regulations, the role litigation has played in the development of the discipline, and ethical issues in the provision of special education services. The continuum of services will be explored along with roles/responsibilities of special and general educators in relation to students with exceptionalities, especially within inclusive settings. Corequisite: CI 720 or 722. Prerequisite: acceptance into teacher education or completion of a teacher licensure program in general education.

CI 720. Characteristics: Adaptive/Functional Learning Needs (2). Explains the cognitive, communicative, social/emotional, sensory, and physical characteristics of students with mild to severe disabilities and how these characteristics influence planning and instruction. Examines roles of students, professionals, and families in meeting student needs. Discusses current developments in the field of special education that pertain to working with students with adaptive and functional learning needs. Corequisite: CI 719. Prerequisites: CI 311, 320, and acceptance into teacher education or completion of a licensure program in general education.

CI 722. Characteristics: Gifted Learning Needs (2). Introduces the field of gifted education. Explores issues such as theories of intelligence, identification, characteristics and learning needs, special populations, curriculum differentiation, and underachievement. Corequisite: CI 719. Prerequisites: CI 311, 320, and acceptance into teacher education or completion of a licensure program in general education.

CI 724. Methods/Assessment: Adaptive (3). Examines introductory assessments, curriculum, and instruction related to students with mild and moderate learning needs. Includes
competencies for (a) developing individual educational plans, (b) assessment for instructional planning, (c) planning and delivering research-validated individualized instruction, (d) monitoring and basing instructional decisions on performance data, (e) managing safe and conducive learning environments, and (f) strategies for working with students with adaptive learning needs in general and special education environments. Prerequisites: CI 719, 720, or instructor consent.

CI 725. Improvement of Instruction in Science (3). Assists teachers in improving the way they teach science and the way their students learn science. Includes instructional strategies, curriculum, research, and technology. Prerequisite: CI 402.

CI 726. Information Technologies in the School Library I (3). Introduces a wide range of information technology applications, including word processing, database, spreadsheet, and presentation software. Emphasis on using these applications in a library setting. Covers the use of the Internet, options for filtering Internet content, Internet user policies, and basic web page design. Includes basic computer and software troubleshooting, installation and removal of software, and computer security issues. Prerequisite: Windows 95 or equivalent skills, CI 716.

CI 727. Technology in the School Library II (3). This course is an introduction to a wide range of technologies and equipment in the school library. The course will cover selection and purchase as well as basic maintenance and repair of equipment. The course will include the basis of local area network design. Students will also learn the basics of media production and strategies for teaching media production to students. Students will also look at the future of technology in school libraries. Prerequisite: CI 726.

CI 728. Cataloging (2). This course is an introduction to cataloging materials for the school library. The course will include cataloging print and non-print materials in US MARC format; assigning Dewey Decimal Classification Numbers; assigning Library of Congress Subject Headings; sources for cataloging records, the importance of authority control in the library.

CI 729. Reference Materials & Collection Development (2). This course will provide students with skills in evaluating and selecting library materials. The course will present methods of evaluating and using indexes, bibliographies, encyclopedias, dictionaries and other print and electronic media, including the Internet.

CI 730. Curriculum in the School Library (2). This course is comprehensively designed to give students knowledge about the role of the school library in the curriculum development process. It will also address how the school library teacher collaboratively develops and integrates information literacy and content area standards into library and classroom activities. Prerequisite: CI 716.

CI 731. The Reflective and Inquiring Educator (6). Builds a foundation for reflective thinking about (a) the role of the educational practitioner; (b) educational issues in curriculum, instruction, and change theory; and (c) principles and application of teacher-based action research. Prerequisite: admission to MEd in curriculum and instruction.

CI 732. Library Management and Design (3). Provides information and examples on ways to effectively manage a library. Covers budgeting, grants, policies, procedures, and collection/sale/deselection. Prerequisites: CI 716, 726, 728, 730.

CI 734. Literature-Based Reading Programs (3). Students examine specific methods for developing a literature program with children (preschool-elementary years) emphasizing extending literature and media through the reading environment, language arts, the arts, and creative expression. Prerequisites: CI 705 and graduate standing.

CI 735. Introduction to the Gifted (3). Students are introduced to the historical and socio-educational perspectives germane to gifted education. Explores issues related to the field of gifted education such as theories of intelligence, identification, delivery modes, characteristics and learning needs, special populations, curriculum differentiation, and underachievement. Prerequisite: graduate standing.

CI 736. Organizing a Reading Program (3). Helps students communicate about reading to various groups, develop literacy curricula, participate in or lead professional development programs, participate in or conduct research, collaborate or supervise other literacy practitioners, communicate assessment results, and engage in professional activities. Prerequisites: CI 705, 714.

CI 737. Methods/Assessment: Gifted (3). Explores a variety of assessment instruments, both teacher-made and standardized, to determine a gifted student's cognitive functioning level and educational needs. Examines strategies and techniques for planning qualitatively differentiated curriculum to meet the academic needs of the gifted learner. Prerequisites: CI 719, 722, or instructor consent.

CI 739. Early Childhood Unified Assessment & Methods (3). Provides knowledge, skills, and dispositions for candidates working with families and young children from kindergarten through grade 3. Covers theory, methodology, screening, evaluation, assessment, and instructional practices, including adaptations/modifications of general education curriculum/instruction for young children both with and without delays/diagnosed disabilities. Prerequisites: admission to teacher education, all core I courses, or a BA degree with current Kansas teaching certificate/license at the elementary level.

CI 740. Introduction to Early Childhood Special Education (3). Students are provided a basic introduction to the emerging field of early intervention for children with disabilities and their families. Prerequisites: CI 728 and CI 761.

CI 741. Early Childhood Special Education Methods: Preschool (3). Provides specific techniques needed to teach children with exceptionalities in preschool settings. Includes competencies with early childhood special education for (a) legal foundations (IDEA, Part B); (b) characteristics of learners; (c) assessment, diagnosis, and evaluation; (d) report and Individualized Education Plan (IEP) development; (e) instructional content and management strategies; (f) instructional content and practice; (g) planning and managing the teaching and learning environment; (h) managing student behavior and social interaction skills; (i) collaborating and forming partnerships with family members and other professionals; (j) professional and ethical practices; and (k) strategies for working with students with exceptional learning needs in general and special education preschool settings. Prerequisites: CI 720 or 702, CI 740, admission to the Teacher Education Program or to the special education graduate program as a non-degree student, or instructor's consent.

CI 742. Methods/Assessment: Functional (3). Provides introductory assessment and methods of the learning and behavioral characteristics of individuals with severe and multiple disabilities from preschool through high school; explores implications for a comprehensive service delivery system and trends in best practices, both current and historical. Required for entry into the Master's in Education—Special Education (Functional Program). Prerequisites: CI 719, 720.

CI 743. Alternative Certification Internship I (3). In the alternative teacher certification program, this internship replaces the required student teaching assignment for the purposes of certification. Students teach half-time or more with a provisional certificate. Credit is given for a combination of (a) the teaching experience; (b) attendance; and (c) the completion of assignments in the scheduled seminars. Prerequisites: employment by a school district and completion of course work for restricted teacher licensure.

CI 744. Alternative Certification Internship II (3). Continuation of CI 743. Prerequisites: employment by a school district and completion of course work for restricted teacher licensure.

CI 746. Alternative Certification Internship III and IV (1). Continuation of CI 743 and 744. Prerequisites: employment by a school district, CI 743 and 744, and admission to MEd in CI.

CI 747L. Practicum: ESL/Bilingual Education (K-12 or adult) (3). Provides full-time participation in an ESL class supervised by a master teacher and a university professor. Focuses on the application of teaching methods for ESL/bilingual learners, the appropriate use of formal and informal assessment procedures, the development of cross-cultural teaching strategies, and the integration of language with content-area instruction. Prerequisites: CI 430 or 711, CI 755U, CDS 676.

CI 748. Alternative Certification Internship III (3). Prerequisites: employment by a school district and completion of course work for restricted teacher licensure.

CI 749. Alternative Certification Internship IV (3). Prerequisites: employment by a school district and completion of course work for provisional teacher certification.
CI 749E. ECU Practicum (1). Provides candidates with supervised practical experience in program settings that serve young children with/without disabilities and their families. Candidates work with a cooperating teacher(s) to observe various program levels that serve infants, toddlers, and preschoolers and their families regarding learning environments, assessment and learning strategies aligned with state and/or district standards for the Early Childhood Unified teaching license. Prerequisites: CI 603, 611, and approved application for practicum placement.

CI 749F. Practicum: Functional (3). Provides supervised practical experience in a program setting that serves students who have low-incidence disabilities. Candidates work with a cooperating teacher to plan, implement, and assess instruction aligned with state and/or district standards for students with low-incidence disabilities. Prerequisites: CI 719, 720, 742, and practicum placement approval.

CI 749G. Practicum: Gifted (3). Provides prospective special education teachers with participation in an educational setting for children and adolescents with needs for gifted curriculum served in special education programs. Supervision is provided by a fully-qualified gifted education teacher and a university faculty member. Emphasis is placed upon research-validated teaching methods for students with gifted curriculum needs. Prerequisites: CI 719, 722, 737, and practicum placement approval.

CI 750. Workshops in Education (1-4).

CI 751, 752, 753, 754, or 755. Special Studies in Education (1-3). For elementary and secondary school teachers. Repeatable with advisor's consent. Prerequisite: teacher certification or departmental consent.

CI 760. Parent Education (3). An introduction to ways of working with parents of preschool and elementary children and an analysis of formal and informal approaches emphasizing the teacher's role in developing these procedures.

CI 761. Early Childhood Education (3). Students examine programs, problems, and philosophy of educating children in the preschool years. Prerequisite: admission to the Teacher Education Program.

CI 762. Instructional Strategies: Preschool Education (3). Students examine the content and methods of instruction in preschools and observe/teach in a variety of settings. Students study teaching methods for preschool children and prepare materials to enhance the learning experiences of these children. Prerequisite: CI 761.

CI 771. Technology in the Classroom (2). Introduces classroom teachers to new technologies and their use in the classroom. Uses field trips and speakers to expose teachers to leaders in specific technology: Includes telecommunications, multimedia applications, integrated media, and new hardware and operating systems. Prerequisite: CI 770M or CI 770P or instructor’s consent.

CI 772. Integrating Technology into the Curriculum (3). Covers skills and strategies needed for classroom teachers to use computers and computer-related technology to meet curricular goals and professional standards. Includes professional standards, classroom management, choosing appropriate software, assessment, teaching strategies and activities, and professional resources. A project-based course; educators develop materials and strategies to assist in integrating available technology into the curriculum.

CI 774. Teaching English as a Second Language (3). Examines current objectives for teaching English as a second language and a variety of methods and specialized techniques for obtaining these objectives. Students will develop knowledge of criteria for evaluating curricula, teaching materials and professional literature related to teaching English as a second language and bilingual education. Students will examine methods of selecting and adapting curricular ways to enhance the curriculum through developing activation plans for involving parent and community resources in the ESL/BE curriculum. This course is designed to meet the standards required for ESL/BE endorsement or certification in TESOL.

CI 775. Applied Linguistics: ESL/Bilingual Teacher(s) (3). Examines a broad picture of human language: what it is, what it is used for, and how it works. Enables students to recognize uninformned statements about language, to examine personal beliefs and attitudes about language, and to learn to use basic tools to analyze language in particular as it relates to teaching English as a second language. Provides an introduction to most of the sub-fields of linguistics (e.g., phonetics, morphology, semantics, syntax, etc.).

CI 776. Second Language Acquisition (3). This course will survey nativist, environmentalist, and interactionist theories of second-language acquisition. This course will cover a broad introduction to the scope of second-language acquisition and bilingualism by reviewing substantive research findings as well as causes for differential success among second-language learners. This course will include discussions over readings, collaborative activities, and presentations involving application of theory to teaching practice.

CI 777. ESL Assessment (3). Examines legal, theoretical, and practical considerations in the ESL/BE students. Explores a variety of established principles of language assessment, procedures for identification of language-minority students, and applications for these procedures and techniques. Covers level placement, monitoring of language development, and exit criteria for language programs. Introduces the desirable qualities of tests: validity, reliability, practicality, and beneficial backlash.

CI 780C. Technology and the Classroom: Young Children (2). Teaches effective use of a variety of hardware, software, and peripherals in early childhood classroom settings (ages 3-9, Grades PreK-3). Prerequisites: entrance into teacher education, a valid teaching certification, or instructor consent.

CI 780L. Technology in the Classroom: Language Arts (2). Enables classroom teachers to utilize computers and related technology in the language arts curriculum. Appropriate software is evaluated and used in planning for instruction.

CI 780M. Technology in the Classroom: Mathematics (2). Focuses on the integration of information and communication technology in mathematics. Explores mathematics-related software and online resources, instructional strategies, and assessment techniques. Strongly focuses on the use of technology to meet the subject matter and technology and curriculum standards. Emphasizes building a community of reflective learners. Prerequisites: entrance into teacher education, valid teacher certificate/license, or instructor consent.

CI 780S. Technology in the Classroom: Science (2). Assists teachers of science in integrating the use of technology appropriate for their classrooms. Explores software and online resources, instructional strategies, and assessment techniques. Strongly focuses on the use of technology for communication and student assistance to meet the science and technology curriculum standards. Emphasizes building a community of reflective learners. Prerequisites: entrance into teacher education, valid teacher certificate/license, or instructor consent.

CI 781. Cooperative Education (1-4). Provides the candidate a work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Offered Cr/Nc only. CI graduate candidates are limited to any combination of 6 hours of pass/fail, SU, and Cr/Nc credit toward the degree program.

CI 782. Internet in the Classroom (3). This project-based course requires students to identify Internet resources that best meet classroom curricular goals and plan instruction using those resources. This course assumes all enrolled students have basic computing skills prior to enrolling in this class and access to a computer connected to the Internet.

CI 783. Special Projects in Internet (1). Explore and expand your knowledge of the Internet. Complete a special project designed to utilize knowledge and experiences developed in CI 782. Students and instructor establish goals and activities appropriate for graduate-level study and applicable in an educational setting. Prerequisite: CI 782 or instructor’s consent.
CI 786. Beginning Algorithms and Problem Solving (2). Introduces basic algorithms and principles of computer programming.

CI 790. Special Problems in Education (1-4). Directed reading, activity, or research under supervision of a graduate instructor. Prerequisite: departmental consent.

CI 791. Practicum: Methods of Computer-Related Instruction (2). Investigate teaching and learning strategies related to the use of computers in the classroom. Includes the design and management of instructional activities related to software integration, programming, and the development and assessment of computer-related student competencies. Students will be supervised in the field while they apply methods and principles of computer-related instruction. Prerequisite: CI 772 or departmental consent.

CI 793. Multimedia in the Classroom (2). Prepares educators to plan and create multimedia presentations. Includes digitizing audio and video, storyboards, scripting, appropriate hardware, and authoring software.

Courses for Graduate Students Only

CI 801. Graduate Seminar in Special Education I (1). Surveys information regarding graduate study in special education, including legal policies and procedures, ethical issues, advocacy, program requirements, technology, and standards-based education. Prerequisites: full admission to the MEd in special education—adaptive, functional, and gifted programs.

CI 804. Classroom Research in Curriculum and Instruction (6). Guides students in formulating questions and using appropriate research principles to collect, analyze, interpret, and report data to evaluate the effectiveness of educational policies and/or practices. Sustained exploration of topics from CI 731 expected. Prerequisite: CI 731.

CI 807. From Language to Literacy: Meeting Needs of Students with Disabilities (2). Provides a supervised opportunity for students to implement and evaluate differentiated curriculum to meet the unique academic needs of the gifted learner. Corequisite: CI 814A. Prerequisite: CI 801.

CI 811A. Internship/Practicum: Collaboration (1). Provides a supervised opportunity for candidates to practice the skills of collaboration with parents/family members, other professionals, paraprofessionals/teaching assistants, and community members. Corequisite: CI 811. Prerequisites: CI 719, 720, 742, 749F, 801, full admission to the special education—functional program.

CI 812. Transition Across the Life Span (2). Examines aspects of transition programming for individuals with exceptionalities across their life span. Addresses transitions from (a) early childhood special education settings to the school environment, (b) elementary to middle school, (c) middle school to high school, (d) one special education setting to another (e.g., self-contained classroom to resource room or general education classroom) and (e) high school to post-secondary settings and independent functioning. Discusses roles of individuals with exceptional learning needs, parents, educators, and community personnel. Prerequisite: CI 801.

CI 814. Advanced Methods: Gifted (2). Utilizes strategies and techniques for planning qualitatively-differentiated curriculum to meet the unique academic needs of the gifted learner. Corequisite: CI 814A. Prerequisite: CI 801.

CI 814A. Internship/Practicum: Advanced Methods Gifted (1). Provides a supervised opportunity for students to implement and evaluate differentiated curriculum for gifted learners. Corequisite: CI 814. Prerequisite: CI 749G.

CI 815. Advanced Methods: Cognitive Strategies (2). Utilizes understanding of cognitive development to construct learning experiences that contribute to the cognitive potential of learners with adaptive needs and their accessibility to the general education curriculum. Corequisite: CI 815A. Prerequisite: CI 801.

CI 815A. Internship/Practicum: Cognitive Strategies (2). Provides a supervised opportunity for students to implement and evaluate learning experiences and curricula that develop the cognitive potential of learners with adaptive learning needs and their accessibility to the general education curriculum. Corequisite: CI 815. Prerequisite: CI 801.

CI 816. Advanced Methods: Developing Critical and Creative Thought (2). Utilizes understanding of cognitive and creative development to construct learning experiences that challenge the cognitive and creative potential of gifted learners. Corequisite: CI 816A. Prerequisite: CI 801.

CI 816A. Internship: Developing Critical and Creative Thought (1). Provides a supervised opportunity for students to implement and evaluate curriculum that challenges the cognitive and creative potential of gifted learners. Corequisite: CI 816. Prerequisite: CI 801.

CI 817. From Language to Literacy: Meeting Needs of Students with Disabilities (2). Provides content relevant to language development and disorders that impact educational achievement of students with special education classifications. This includes oral and written communication, emergent literacy and reading. Candidates learn how to apply educational interventions that are effective in meeting language and literacy needs of students. Specifically, candidates will learn appropriate instructional strategies for teaching oral language, reading, and written expression. An emphasis on the principles of information processing as they apply to effective instructional procedures will be stressed. Corequisite: CI 817A.

CI 817A. Internship/Practicum: Language to Literacy (1). Provides a supervised opportunity for students to evaluate and implement learning experiences, including application of educational interventions that are effective in meeting the language and literacy needs of students. In addition, candidates will implement educational interventions that are effective in meeting language and literacy needs of students as well as implementation of appropriate strategies for teaching oral language, reading, and written expression. Corequisite: CI 817.

CI 818. Behavior Management—Positive Behavioral Supports (2). Develops behavior-management strategies specifically needed by classroom teachers to affect academic and social outcomes. Addresses technical, theoretical, and practical aspects of applied behavior analysis and positive behavioral supports. Corequisite: CI 818A.

CI 818A. Internship/Practicum: Behavior Supports (1). Provides a supervised opportunity for candidates to evaluate and implement positive behavioral supports for students with challenging behaviors, including functional assessment of problem behavior, design and implementation of behavior plans, and provision of ongoing positive behavior supports. Corequisite: CI 818. Prerequisite: CI 801.

CI 819. Nonsymbolic and Symbolic Communication (2). Utilizes strategies and techniques for assessing, designing, and delivering instruction in order to meet the unique communication needs of learners with severe and multiple disabilities. Corequisite: CI 819A. Prerequisites: CI 719, 720, 742, 749F, 801, and full admission into the Special Education—Functional program.

CI 819A. Internship/Practicum: Communication (1). Provides a supervised opportunity for candidates to evaluate and implement nonverbal and verbal communication strategies for students with functional learning needs. Corequisite:
CI 819. Prerequisites: CI 719, 720, 742, 749F, 801, and full admission into the Special Education—Functional program.

CI 820. Advanced Methods: Functional (2). Develops strategies and techniques, including assistive technology, related to curriculum, instruction, and planning of the learning environment within the functional curriculum. Imparts knowledge, skills, and dispositions needed to meet the diverse cognitive, physical, social, and emotional needs of students with severe and multiple disabilities. Corequisite: CI 820A. Prerequisites: CI 719, 720, 742, 749F, 801, and full admission into the Special Education—Functional program.

CI 820A. Internship/Practicum: Advanced Methods Functional (2). Provides a supervised opportunity for candidates to evaluate and implement learning experiences, including curriculum planning, environmental arrangements, instructional delivery, and use of assistive technology, that develop cognitive, physical, social, and emotional needs of students with severe and multiple disabilities. Corequisite: CI 820. Prerequisites: CI 719, 720, 742, 749F, 801, and full admission into the Special Education—Functional program.

CI 821. Classroom Reading Practicum (3). Students participate in a practicum experience, delivering developmental and corrective reading instruction in a classroom setting. Prerequisite: CI 705.

CI 822. Evaluation/Diagnosis (2). Applies standardized and informal evaluation techniques including critical evaluation of standardized tests, their appropriateness for special populations (including school-age individuals with exceptionalities and reading disabilities as well as young children and culturally and linguistically diverse learners), and alternative methods of assessment and intervention techniques based on diagnostic profiles. Prerequisite: CI 801.

CI 824. Reading Internship I (2). The first of a two-semester internship required by the state of Kansas to qualify for endorsement as a professional licensed reading specialist. The intern will have a university supervisor and an employing school district-appointed mentor who is a licensed reading specialist. A minimum of two visits from both the university supervisor and mentor as well as additional communications will occur. Will provide the candidate with experience as a reading specialist. Candidates will be expected to provide evidence of meeting all licensure standards. Prerequisites: CI 801.

CI 825. Reading Internship II (2). The second of a two-semester internship required by the state of Kansas to qualify for endorsement as a professional licensed reading specialist. The intern will have a university supervisor and an employing school district-appointed mentor who is a licensed reading specialist. A minimum of two visits from both the university supervisor and mentor as well as additional communications will occur. Will provide the candidate with experience as a reading specialist. Candidates will be expected to provide evidence of meeting all licensure standards. Prerequisite: CI 824.

CI 833. Instructional Models and Practices (3). For teachers (1) to explore the theories behind, the development of, and the syntaxes for viable instructional practices; (2) to apply instructional models to the analysis and evaluation of various learning environments; and (3) to develop a commitment as a reflective practitioner to more effective instruction through an expanded and integrated repertoire of teaching strategies. Prerequisites: admission to MEd in curriculum and instruction program, CESP 701.

CI 835. Collaborating and Refining Problem-Solving Skills (4). This integrated class guides students in implementing school and classroom improvement practices that have documented success. Emphasizes collaboration skills in the identification, selection, and development of approved school and professional development projects.

CI 842. Early Childhood Special Education Methods: Infants/Toddlers and Families (3). Provides specific techniques needed to provide services, supports, and accommodations for infants/toddlers and their families who face challenges of developmental disabilities. Includes competencies within early childhood special education for (a) legal foundations (IDEA Part C); (b) collaborating and forming partnerships with family members and other professionals; (c) typical and atypical developmental patterns; (d) child assessment, diagnosis, and evaluation; (e) family assessment and evaluation; (f) family service coordination; (g) development of Individualized Family Service Plans (IFSP); (h) family-centered intervention strategies; (i) instructional content and practice; (j) planning intervention strategies in natural environments; (k) transitions for infants/toddlers and families; and (l) professional and ethical practices. Prerequisites: CI 320 or 710, CI 740, full admission to the MEd in special education program, or instructor’s consent.

CI 843. Leadership and Sustained Professional Growth (4). Emphasizes commitment to and application of professional leadership in curriculum and instruction and/or school improvement. Sustained exploration of topics from CI 731, 804, and 837 expected. Prerequisite: CI 837.

CI 845. Curriculum Models and Practices (3). Examines theories, development processes, evaluation procedures, and current practices in curriculum. Emphasizes multiple conceptual frameworks for thinking about curriculum and reflective inquiry into the implications of those frameworks in today’s classrooms and schools. Prerequisites: admission to MEd in curriculum and instruction program, CESP 701.

CI 847. Practicum/Internship in Special Education (1-10). Provides specific techniques with young children by working in a classroom setting with a trained professional. Prerequisites: CI 761.

CI 847R. Practicum: Regular Early Childhood (3). Provides opportunities in a traditional setting for the student to develop competencies with young children by working in a classroom setting with a trained professional. Prerequisites: CI 761 and 762.

CI 851. Special Education Action Research I (2). Students learn the processes of action research, classroom inquiry, and reflection to engage in the improvement of professional practice. Students write action research proposals related to various curriculum and instruction issues and problems that they identify in their individual special education settings. Prerequisites: CI 761, CI 801, and at least 13 of the 21 hours in the Core Course sequence.

CI 852. Special Education Action Research II (2). Students choose a curriculum or instruction problem to investigate using action research and prepare a paper to disseminate findings to professional colleagues. Students formulate either an acceptable agenda for the development of a professional portfolio or an acceptable proposal for a master’s thesis. Prerequisite: CI 851.

CI 853. Improvement of Instruction in Language Arts (3). Students examine recent developments in the teaching of language arts in elementary and/or middle school grades: problems, concerns, methods, materials, and research related to listening and to oral, written, and visual communication including "school" writing and creative writing. Students select particular concepts and related skills for special attention.

CI 855. Models and Practices of Curriculum and Instruction (6). Examines theories behind, the development of, current practices and trends in, and evaluation and assessment procedures pertaining to curriculum and instruction. Emphasizes multiple conceptual frameworks for thinking about curriculum and instruction, and reflective inquiry into the implications of those frameworks in today’s classrooms. Prerequisite: CI 706.
CI 858. Graduate Seminar in Special Education II (1). Engages candidates in discussion and activities designed to promote critical thinking. Delves into the impact of important topics upon the education of students with exceptional learning needs. Prerequisites: common courses—CI 801, 810, 810A, 811, 811A, 812, 817, 818, 818A, CESP 701; adaptive—CI 815, 815A, CSD 770; functional—CI 819, 819A, 820, 820A; gifted—CI 811, 811A, 812, 817, 818, 818A, CESP 701; adaptive—CI 815, 815A; CSD 770; functional—CI 819, 819A, 820, 820A; gifted—CI 811, 811A, 812, 817, 818, 818A.

CI 860. Seminar on Research Problems (1-3). Helps MEd students formulate either an acceptable agenda for the development of a professional portfolio or an acceptable proposal for a master's thesis to satisfy the applications requirement for the MEd in curriculum and instruction.

CI 861. Seminar in Special Education Research (3). Development and presentation of research proposal. Prerequisites: admission to MEd in special education, CESP 701.

CI 862. Professional Portfolio Development (1-2). Students develop the professional portfolio in consultation with their portfolio advisor and two other faculty members. Prerequisite: CI 804, or 860.

CI 863. Presentation of Professional Portfolio (1-2). Students complete their portfolio, present it to the professional portfolio committee, and orally defend the professional portfolio. Prerequisites: CI 862.

CI 870. Trends in Early Childhood Education (3). Students analyze current early childhood education research with an in-depth study of contemporary programs influencing the education of young children.

CI 873. Portfolio Development in Special Education (2). Students develop their research portfolio in consultation with their portfolio advisor and two other portfolio committee members. Prerequisite: CI 852, CI 858.

CI 874. Portfolio Presentation in Special Education (2). Students complete, present, and orally defend to their portfolio committee their research portfolio developed in CI 873. Prerequisite: CI 873.

CI 875. Master's Thesis (1-2). Students complete the research proposal accepted by their thesis committee. Students work closely with their advisor and committee. Students receive credit for this course when their thesis has been completed and defended. Prerequisite: CI 804, or 852, or 860.

CI 876. Master's Thesis (1-2). Students complete and orally defend their thesis. Students work closely with their advisor and committee. Students needing an additional semester to satisfy these requirements should enroll in one hour of CI 876. Students receive credit for courses(s) when their thesis has been completed and defended. Prerequisite: CI 875 or instructor's consent.

CI 883. Methods in Teaching the Gifted (3). Students examine strategies and techniques for planning qualitatively differentiated curriculum to meet the unique academic needs of the gifted learner. Students explore a variety of curriculum approaches including acceleration, enrichment, compacting, grouping, and combinations of these. Prerequisite: CI 735.

CI 889. Action Research in Special Education (3). Students learn the process of classroom inquiry and reflection through the use of action research. Students identify a curriculum or instruction question related to special education settings. Through research, students seek to answer the question and prepare a paper to disseminate findings to professional colleagues. Prerequisites: Completion of the Core I provisional sequence in one of the MEd in special ed specializations. For mild exceptionalities: CI 723, 724, 809, 847E, I, or K Practicum; and 887. For early childhood special ed: CI 740, 741, 842, 847A Practicum, and 887. For gifted education: CI 735, 847M Practicum, and 883.

CI 894. Advanced Topics in Early Childhood Special Education (1-4). Students participate in topical seminars in early intervention offered periodically to facilitate opportunities for the in-depth study of critical issues or topical research in this rapidly developing field. Prerequisites: CI 740, 741, 842, 847E, 887, and 892 or instructor's consent. Repeatable for credit.

Kinesiology and Sport Studies (KSS)

Graduate Faculty
Professors: Lorri K. Miller (associate dean, Education), Susan K. Kovar (dean, Graduate School)
Associate Professor: Pamela J. Hoyes Beehler (chairperson), Michael Rogers, Clay Stoldt
Assistant Professors: Mark Vermillion, Jeremy Patterson

Degrees and Areas of Specialization
The Department of Kinesiology and Sport Studies offers courses of study leading to the Master of Education (MEd) in sport administration or in physical education with an emphasis in exercise science. Academic training is provided for students who wish to prepare for careers in physical education, exercise science/wellness, and sport administration.

Admission Requirements
Admission to the master's degree program in physical education requires students to have completed an undergraduate degree from a regionally accredited institution and have a grade point average of at least 2.750 (4.000 system) in the last 60 credit hours of course work including any post-bachelor's graduate work in accordance with university graduate policy.

Admission to the master's degree program in sport administration is considered for students who have completed an earned undergraduate degree from a regionally accredited institution with a grade point average of 2.750 (4.000 system) for the last 60 hours of course work, in accordance with WSU graduate policy. Candidate evaluations are based on one of two options: (a) GPA for the last 60 hours of course work and faculty evaluation based on letter of application, resume, and letters of recommendation or (b) GPA for the last 60 hours of course work, cumulative score for the verbal and quantitative sections of the Graduate Record Exam, and faculty evaluation based on letter of application, resume, and letters of recommendation. The program limits admissions to 30 students per year with a minimum score of 60 (out of 100 possible) based on the above admission criteria options.

Master of Education Requirements
The Master of Education (MEd) in physical education with an emphasis in exercise science program offers a 34 hour thesis option, a 36 hour non-thesis with internship option, and a 36 hour non-thesis without internship option. The thesis option requires an oral examination on the research, the non-thesis with internship and non-thesis without internship options require a written comprehensive examination.

The MEd program in sport administration requires 30 hours of course work, a 6-hour internship, a completed culminating project, and a final written examination.

Graduate Certificates
Students seeking a graduate certificate must be admitted to the Graduate School in a degree program or in nondegree, category A status. All Graduate School policies relative to admissions apply. Students must maintain a grade point average of 3.000 or better.

Graduate Certificate in Functional Aging. This certificate provides knowledge and training for those working in the field of aging. It will help them to assist older adults in retaining sufficient levels of functional ability and to understand the physiologic changes that occur with aging and how these changes impact the quality of life for older adults.

Students must receive approval to enter this certificate program from their graduate advisor and the Certificate in Functional Aging Faculty Committee. To initiate the application process, candidates must provide a completed application form and a one-page statement to the Certificate in Functional Aging Faculty Committee explaining the student's purpose and interest in obtaining the Certificate in Functional Aging, as well as their career plans.

The program consists of 13 hours of coursework:

Courses

| KSS 780 | Physical Dimensions of Aging or GERON 715, Adult Development and Aging | 3 |
| PSY 506 | Readings in Functional Aging or KSS 895, Applied Research | 3 |
| PSY 947 | Seminar in Perception or CSD 812, Normal Aging, Aphasia, and Dementia | 3 |
| PSY 820 | Seminar in Human Factors | 3 |
| PSY or GERON 798, Multidisciplinary Perspectives in Aging | 3 |
| PSY 911 | Seminar in Aging | 1 |
Courses for Graduate/Undergraduate Credit

KSS 520. Sport Tournament and Event Management (3). A detailed account of the structural designs, mathematical calculations, scheduling principles, procedures, and thought processes involved in organizing and conducting sport tournaments and events. Prerequisite: KSS 112.

KSS 525. Sport Facility Management (3). Focuses on various aspects of facility management, such as mission development, funding and budget, site selection/planning/design, floor surfaces, risk management, equipment purchase and maintenance, and personnel management. Prerequisite: KSS 112.

KSS 526. Sport Public Relations (3). Focuses on the application of public relations principles in a sport-related setting. Significant attention to media relations with specific topics including media guides and publications, handling statistics, and crisis management. Prerequisite: KSS 112.

KSS 528. Sport Finance (3). Introduces the sport administration student to financial challenges, financial statements, financial planning, and related issues within sport organizations. Prerequisite: KSS 112.

KSS 530. Physiology of Exercise (3). 3R; 1L. Provides a working knowledge of human physiology as it relates to exercise. Prerequisite: KSS 229 or equivalent.

KSS 540. Seminar in Sport Administration (3). Integrates the knowledge base of sport and business as it applies in the practical setting. Prerequisites: 2.500 GPA, admission to College of Education, and senior standing.

KSS 545. Organization and Administration of Sport (3). Discusses the fundamental aspects of a management within any sport-related entity. Addresses management, marketing, facility management, human resources, legal issues, budgeting/finance, purchasing, and communication.

KSS 547A. Internship in Sport Administration (12). Culminating activity for students in sport administration. Students spend the equivalent of full-time employment in an appropriate agency for a total of at least 640 hours. Prerequisites: 90 hours of accumulated course credit, 2.500 GPA overall, and advisor's permission.

KSS 547B. Internship in Sport Administration (12). Second internship experience for students in sport administration; takes place in a different setting than KSS 547A. Students spend the equivalent of full-time employment in the appropriate agency for a total of at least 640 hours. Prerequisites: KSS 547A, 2.500 GPA overall and for major, senior standing in College of Education, advisor's approval.

KSS 557. Internship in Exercise Science (8). Culminating activity for students completing the BA in exercise science. Students spend the equivalent of full-time employment in an appropriate agency for one full semester. Prerequisites: senior standing, departmental consent, KSS 470, 2.500 minimum GPA overall and for major, admission to College of Education.

KSS 560. Legal Aspects of Sport and Physical Activity (3). Focuses on the concepts of tort law, constitutional law and statutory law as they relate to the sport professions. Emphasizes liability-related issues as they impact sport administrators, exercise professionals, and teachers/coaches of physical activity. Prerequisite: KSS 112.

KSS 565. Marketing Sport and Physical Activity Programs (3). Introduces concepts and tools used to market sport and physical activity. Emphasizes marketing strategies that are applicable to the sport administrator, teacher/coach, and exercise professional. Prerequisite: KSS 112.

KSS 590. Independent Study (1-3). Prerequisite: departmental consent.

KSS 711. Structuring and Scheduling Sports Tournaments (3). Involves the structural design, scheduling processes, and mathematics of sports tournaments, elimination, placement, and round robin formats.

KSS 720. Teaching Strategies (3). Non-traditional and innovative techniques and strategies for increasing student participation and motivation in the physical education lesson. Prerequisites: senior standing, graduate standing, or instructor's consent.

KSS 732. Pathophysiology of Cardiovascular Disease (3). This course will introduce the pathophysiology of multiple cardiovascular conditions and the developing industry of cardiac rehabilitation. In addition, this course will introduce assessment techniques in electrocardiography (ECG) to assist in the diagnosis of cardiovascular disease. It will include an introduction to ECG leads, rate and rhythm, ECG complexes and intervals, conduction disturbances, arrhythmia, ECG identification of myocardial infarction location, and drug effects on an ECG. Prerequisites: KSS 530.

KSS 750. Workshop in Education (1-3).

KSS 752. Special Studies in Kinesiology and Sport Studies (1-3). Group study in a preselected area of health, physical education, or recreation. Repeatable for credit with departmental consent.


KSS 780. Physical Dimensions of Aging (3). Covers the complex physiological changes that accompany advancing age and how exercise affects the aging process. Includes an appreciation for how functional consequences affect mental and social dimensions of life. Emphasizes factors associated with the preparation, implementation, and evaluation of research projects involving elderly populations.

KSS 791. Cooperative Education Field Study (1-3). Provides the graduate student with a field placement which integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Individualized programs must be formulated in consultation with appropriate graduate faculty. The Plan of Study for a graduate degree-bound student must be filed before approval of enrollment for cooperative education graduate credit. May be repeated for credit. A maximum of 3 hours (for non-thesis option) or 6 hours (for thesis option) may count toward the graduate degree. Offered Cr/NCr only.

KSS 795. Physiology of Athletic Performance (3). Examines the physiological responses involved with various athletic performances, including sports requiring endurance, speed, and power. Includes such areas of physiological study as metabolic energy systems, cardiovascular and skeletal muscle adaptation, muscle fiber type differentiation, and responses to extreme environmental conditions. Discusses parameters for performance and establishes guidelines for training at high levels of performance.

KSS 796. Motor Integration (3). Examines the principles of motor skill acquisition, human motor performance, and motor control. Emphasizes the use of transfer, memory, practice schedules, motivation, knowledge of results, neuromotor functioning, and differences in motor abilities that are involved in motor skill performance. Prerequisites: graduate standing at WSU and KSS 460 or instructor consent.
KSS 797. Exercise in Health and Disease (3). Introduction to the physiology of disease and the effects of short and long term exercise on specific conditions. Understanding the guidelines for exercise testing and prescription in high risk populations. Prerequisite KSS 530.

Courses for Graduate Students Only

KSS 800. Recent Literature in the Profession (3). Survey and critical analysis of research and other pertinent materials in the field.

KSS 801. Management in Sport (3). Initial introduction into the administration of sport in public schools, institutions of higher education, and commercial and professional sport organizations. Learn about the various components of sports administration by reading appropriate materials and entering into dialogue with practicing administrators.

KSS 802. Leadership and Ethics in Sport (3). This course is designed to give students an understanding of the numerous aspects of leadership as well as the various issues and concepts relating to ethical decision making in sport administration settings.

KSS 803. Sport Marketing (3). Focuses on the application of marketing principles in a sport-related setting. Addresses such content areas as corporate sponsorships, ticket sales, broadcast agreements, promotional events, and direct marketing in the sport entertainment, sport participation, and sporting goods sectors of the industry.

KSS 811. Sport in Society (3). This course addresses the impact of sports on American culture, with focus on competition, economics, mythology, education, religion, ethics, professional sports, sports and minorities.

KSS 814. Analysis of Teaching (3). An in-depth examination of teacher effectiveness. Includes analyzing of research in physical education, identifying significant teacher and student behaviors involved in effective teaching, examining evaluation models designed for analyzing and measuring teaching effectiveness, and developing intervention programs.

KSS 815. Fitness Assessment/Exercise Recommendations (3). Introduces techniques appropriate for screening, health appraisal, and fitness assessment as required for prescribing exercise programs for individuals without disease or with controlled disease. Requires out-of-class laboratory experiences. Prerequisites: KSS 530 or equivalent and graduate standing.

KSS 822. Communication in Sport (3). A sport organization’s success is largely dependent on the degree to which it can effectively communicate with key constituents. This class addresses a variety of communication-related topics, including public relations management, image, media relations, and community relations.

KSS 826. Trends and Issues in Physical Education (3). For the physical education specialist. Directed reading and special investigation of selected current trends, controversial issues, and challenges/problems related to physical education. Identification, analysis, and discussion of on-the-job problems will occur.

KSS 829. Assessment in Physical Education (3). Prepares teachers to use assessment in physical education for the following outcomes: to improve student learning, to keep assessment as an ongoing process, to make assessment a learning experience, to provide feedback to students, to engage students in applying what they learn, and to motivate students to achieve.

KSS 830. Advanced Physiology and Anatomy of Exercise (3). In-depth study into the physiological and anatomical basis of exercise and training. Includes respiratory dynamics; cardiovascular function; energy metabolism; regulation during rest, steady state, and exhaustive physical activity; identification of joint movements; and the recognition of muscles and nerves that are involved in movement. Emphasizes immediate and long-term adaptation to exercise and training. Prerequisite: KSS 530.

KSS 835. Legal Issues in the Profession (3). Acquaints the graduate student with legal research and the role that law plays in governing the sport and fitness industries. Actively research various theories of law and how they affect the nature of sport, fitness activity, the participants, and consumers. Investigates the basic concept of negligence utilizing illustrative cases from sports, physical education, and fitness activities. Also focuses on specific situations regarding injury and subsequent lawsuits.

KSS 847. Internship (1-12). Internship in selected areas of specialization in sport administration. Prerequisite: departmental consent.

KSS 857. Internship in Exercise Science/Wellness (6). Internship in selected area of specialization within the exercise science program. Students spend the equivalent of full-time employment in an appropriate agency for one full semester. Prerequisite: departmental consent.

KSS 860. Research Methods in the Profession (3). Examination of research methodology as related to topics in health, PE, recreation, sports studies, and exercise science/wellness. Includes review and critical evaluation of the literature, research design and statistical processes; methodology, data collection techniques, computer-based analysis of data and thesis/report writing. Students design and complete a mini-research project. Prerequisite: KSS 800.

KSS 862. Professional Portfolio Development (1-2). Students develop the professional portfolio proposed and accepted in CI 860. In consultation with their portfolio advisor and two other faculty members, students proceed with their approved agendas. Prerequisite: CI 860.

KSS 863. Presentation of Professional Portfolio (1-2). Students complete, present to their faculty portfolio committee, and orally defend the professional portfolio proposed in CI 860. Prerequisites: CI 860 and KSS 862 or CI 862 (or concurrent enrollment in 862).

KSS 875. Thesis Research (1-2). Development of a research problem and proposal with the direction of a graduate faculty member. Repeatable but total credit hours counted toward degree requirements must not exceed 2. Prerequisites: admission to graduate school in good standing, KSS 860, and departmental consent.

KSS 876. Thesis (1-2). Repeatable but total credit hours counted toward degree requirements must not exceed 2. Students must be enrolled in this course during the semester in which all requirements for the thesis are met. Prerequisites: KSS 875 and consent of the student’s committee chair.

KSS 890. Special Topics (1-4). Directed reading and research under supervision of a graduate instructor. Prerequisite: departmental consent.

KSS 895. Applied Research (1-4). Provides opportunity for the student to develop, in collaboration with a departmental faculty member, objectives and protocol for independent work.

Music Education
See School of Music section, College of Fine Arts.