

# College of Education

**Offices: 104 Corbin Education Center**

**Jon M. Engelhardt**, dean

**Randolph A. Ellsworth**, associate dean for administration and graduate program support

**Peggy J. Anderson**, associate dean for undergraduate programs and teacher education

## Departments

**Administration, Counseling, Educational, and School Psychology**, (316) 978-3326—

Charles Romig, chairperson

**Communicative Disorders and Sciences**, (316) 978-3240—Kenn Apel, chairperson

**Curriculum and Instruction**, (316)

978-3322—Kay L. Gibson, interim chairperson

**Kinesiology and Sport Studies**, (316)

978-3340—Lori Miller, chairperson

The College of Education offers programs leading to the Master of Arts (MA) in communicative disorders and sciences; the Master of Education (MEd) in counseling, curriculum and instruction, educational administration, educational psychology, physical education, sport administration, and special education; the Specialist in Education (EdS) in school psychology; the Doctor of Education (EdD) in educational administration; and the Doctor of Philosophy (PhD) in communicative disorders and sciences.

Graduate offerings include courses which help students meet requirements for state certification or licensure as principals, supervisory personnel, district school administrators, school counselors, professional counselors, early childhood teachers, English-as-a-Second-Language/ bilingual education teachers, special education teachers, reading specialists, school psychologists, speech and language pathologists, and audiologists. Other programs are available to support the continued academic and professional development of teachers. Graduate offerings also are available to support careers in sport-related businesses and exercise-related programs at all age levels.

## Admission Requirements

Specific admission requirements for each degree specialization are described in each department's section of the *Graduate Bulletin*. Applicants for admission should review admission criteria well in advance of intended enrollment dates since some program admissions are determined by a faculty committee once each year or once each semester. Several programs require submission of scores from examinations (e.g., Graduate Record Examination), as well as transcripts and letters of reference.

Minimum admission requirements for full standing are a bachelor's degree from a regionally accredited institution and a grade point average of at least 2.750 based upon the last 60 credit hours of course work (including any post-bachelor's graduate work).

The student should have no more than 9 credit hours of background deficiencies in the major field of graduate study desired. For most College of Education degree programs, admission requirements exceed these minimums.

## Degree Requirements

Each advanced 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 Web sites.

A thesis option in most MA or MEd programs (check departmental descriptions) may be elected. Appropriate thesis topics range from basic to applied 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 Bulletin* 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 3.000 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 Certification

Both undergraduates and degree/nondegree graduate students may pursue initial teacher certification/licensure as a teacher (K-12 schools) through Wichita State University. Interested individuals should contact the Office of Education Support Ser-

vices in the College of Education, (316) 978-3300, to inquire about teacher education as a graduate student.

## Administration, Counseling, Educational, and School Psychology

Graduate Faculty

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

*Associate Professors:* Ian Gibson, Ruth A. Hitchcock, Nancy A. McKellar, Randall Turk

*Assistant Professors:* Marci R. Girtton, Jean A. Patterson

## Degrees and Areas of Specialization

The Department of Administration, Counseling, Educational, and School Psychology offers programs leading to the Master of Education (MEd) in educational administration for students pursuing certification endorsement at the building level, the MEd in counseling, the MEd in educational psychology, the Specialist in Education (EdS) in school psychology, post-master's work for students pursuing certification endorsement as district-level administrators or school counselors, and the Doctorate of Education (EdD) in educational administration.

## Master of Education Requirements

The Master of Education (MEd) in counseling and in educational psychology may be earned under a thesis or nonthesis option. The nonthesis 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 certification recommendation in elementary or secondary school counseling, 46 credit hours are required under the nonthesis plan and 54 credit hours are required under the thesis plan. The MEd in educational psychology may be earned under a thesis or nonthesis option. The nonthesis 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.

The Master of Education (MEd) in educational administration and supervision is a 33-credit-hour nonthesis program. Students pursuing certification endorsement as building administrators must complete this program in its entirety. A comprehensive written examination is required.

Candidates for the nonthesis 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. The written comprehensive examination is scheduled from 8 a.m. to noon on the second Saturday in October in the fall semester and the first Saturday in March in the spring semester.

Candidates for the nonthesis MEd in educational administration are required to pass a written comprehensive examination. The written comprehensive examination is scheduled on a Saturday near the end of the fall and the spring semesters.

Applications for admission to the MEd in counseling, educational psychology, and educational administration 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 certificate; however, students whose career goals include Kansas school counseling certification must hold a Kansas teaching certificate and have two years of teaching experience prior to recommendation for school counselor certification. Only people who have been admitted to and have completed the MEd in counseling program at the 46-credit-hour nonthesis level or at the 54-credit-hour thesis level, hold a Kansas teaching certificate, and have two years teaching experience may be recommended for certification as a school counselor.

#### Educational Administration and Supervision

Applicants must have a minimum 3.000 grade point average in their last two years (60 hours) of college course work from accredited institutions and score approximately 480 or above on any two of the three general tests of the GRE or score approximately 42 or above on the Miller Analogies Test. 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 conferral.
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.

#### 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. The Graduate Record Examination (GRE) and grade point average (GPA) will be evaluated using the following index:

$$\text{GPA} + \frac{(\text{GRE Verbal} + \text{GRE Quantitative})}{400}$$

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 certification in school psychology, students must apply for a one year provisional certificate, 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 graduate degree transcripts; 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:

$$\text{GPA} + \frac{(\text{GRE Verbal} + \text{GRE Quantitative})}{400}$$

Ordinarily, applicant's scores on this index will equal or exceed 5.5 and master's degree grade point averages will equal or exceed 3.500. The GPA and GRE 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.

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

#### District Educational Administration

Applicants must have a minimum 3.250 grade point average for the first 30 hours of graduate course work leading to a building-level certification from an accredited institution and a score of approximately 500 or above on any two of the three general tests of the GRE or a score of approximately 46 or above on the Miller Analogies Test. 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 conferral.
2. At least three recommendations from supervisors and/or professional peers of which at least one must be from a supervisor that attests to the applicant's potential as an administrator.
3. Evidence of certification at the building level for a role in the public/private schools and at least three years of accredited experience.
4. A resume or curriculum vita of educational and professional experience.
5. A brief statement of professional goals related to the completion of certification as a public school administrator.

#### School Counseling

The school counseling endorsement program requires 32 credit hours of course work. For state certification recommendation, students must have two 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.

### Doctor of Education

The Department of Administration, Counseling, Educational, and School Psychology offers courses leading to the doctor's degree in educational administration (EdD).

### Admission Requirements

Students applying for admission to the EdD program must have completed graduate work equivalent to the master's degree 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 a score of 500 or above on any two of the three general tests of the GRE or a score of 46 or above on the Miller Analogies Test. 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 conferral.
2. At least three letters of recommendation from supervisors and/or professional peers which attest to the applicant's potential for success as an administrator.
3. Evidence of building-level and district-level certification for a role as an administrator in the public/private schools and at least three years of accredited experience.
4. A resume or curriculum vita of educational and professional experience.
5. A brief statement of professional goals related to the completion of the doctoral degree in educational administration and certification as a public school administrator.
6. A professional portfolio which includes samples of written or media products disseminated to constituent groups.

Applications for admission are reviewed once a year. Applications must be submitted by November 1 in order for candidates to be considered for admission for the following summer. All completed applications are considered for admission by the end of the fall semester. In the event that all available openings are not filled from the pool of completed applications, candidates who apply are considered in the order in which their applications are completed.

A comprehensive screening process is used to select an annual cohort of six students. Students who are selected for the interview process need to ensure: (a) availability to meet all day on Wednesdays, and (b) availability of a Macintosh notebook equipped to meet program requirements.

### Degree Requirements

Completion of requirements includes core courses, a minimum of 15 dissertation hours, final examinations, and an approved dissertation.

### State Certification Programs

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

91-1-127a	Supervisor
91-1-128b	Building Administrator (requires completion of the MEd program)
91-1-129a	District Administrator
91-1-131	School Counselor
91-1-132a	School Psychologist
91-1-133	Director of Special Education

### Counseling, Educational, and School Psychology (CESP)

#### Courses for Graduate/Undergraduate Credit

**CESP 681. Cooperative Education (1-8).** A work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Prerequisites: graduate standing in the department and department chairperson approval. No more than 3 credit hours will be allowed in one Plan of Study. Repeatable for credit. Offered Cr/NCr.

**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, median test, *t* test, correlated *t* test, and one-way and two-way analysis of variance.

**CESP 707. Child Abuse and Neglect (1).** 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: CESP334, PSY334Q or equivalent, and CESP 701 or equivalent, or instructor's consent.

**CESP 732. Behavior Management (3).** Presentation and utilization of psychological principles and techniques for dealing with developmental behavior and learning patterns. Emphasizes the preschool and elementary school child. Prerequisite: CESP334 or equivalent or departmental consent.

#### CESP 750. Workshops (1-6).

**CESP 752. Special Studies in Education (1-5).** For students with personnel and guidance interests. May emphasize different preselected areas during a semester. Repeatable with advisor's consent. Prerequisite: instructor's consent.

#### Courses for Graduate Students Only

**CESP 802. Introduction to Interaction Process (1).** *S/U* grade only. 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. To be taken concurrently with CESP804.

**CESP 803. Counseling Theory (3).** 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).** 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 810. Elementary School Counseling (3).** The role of the elementary counselor in providing individual and group counseling, group guidance, and consultation in the school setting. Prerequisites: CESP701, 704, 803, and 804, or instructor's consent.

**CESP 811. Educational Measurement and Evaluation (3).** Issues and techniques for measurement and evaluation in the cognitive, affective, and psychomotor domains.

**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 lifespan, (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 819. Social Psychology of Education (3).** A critical study of the individual in social interaction in a variety of educational settings. Application of theory and research to school-related issues and problems.

**CESP 820. Learning Theory and Instruction (3).** Applications of some major learning theories and learning principles. Prerequisite: CESP701 or departmental consent.

**CESP 821. Multicultural Issues in Counseling (3).** 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: CESP701, 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: CESP701 and 704; CESP803 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 nonparametric statistics. Develops all statistics through practical application with computer programs. Prerequisite: CESP704 or instructor's consent.

**CESP 824. Techniques of Counseling (3).** Examines and practices techniques of counseling through simulated counseling situations and extensive examination of counseling case studies. Prerequisites: CESP728, 821, 822, and counseling major or departmental consent.

**CESP 825. Group Counseling Techniques (3).** Examines different kinds of groups, group selection, communication patterns in groups, and issues to be addressed in group settings. Prerequisites: CESP728, 803 (or concurrent enrollment), 804; and counseling major or departmental consent.

**CESP 830. Introduction to Marriage and Family Counseling (3).** A survey course on marriage and family counseling including theory, techniques, and research in the field. Prerequisite: CESP803 or departmental consent.

**CESP 833. Secondary School Counseling (3).** Provides information and skills needed for counseling in secondary schools. Prerequisites: CESP701, 704, 803, and 804, or instructor's consent.

**CESP 837. Family Issues in Counseling (2).** 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 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).** 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, 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: CESP803, 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 860. Seminar in Research Problems (1).** Development and presentation of research proposals. Required of students enrolled in thesis programs.

**CESP 862. Presentation of Research (1-2).** A project submitted in thesis manuscript form. Repeatable for a maximum of 2 hours of credit. Prerequisite: CESP860.

**CESP 866. Practicum in Guidance Services (2-3).** Supervised practice in administration, test interpretation, group

counseling, and other activities of the department. Prerequisites: CESP833 or 810 and instructor's consent.

**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: CESP825, 856, and instructor's consent.

**CESP 875-876. Master's Thesis (2-2).** Prerequisite: CESP 860.

**CESP 881. Seminar in School Psychology (1).** Examines current trends and issues within the area of school psychology. Also considers alternative role models for the school psychologist from the standpoint of research and program development in related areas such as special education, general education, and professional psychology. Repeatable to a maximum of 4 hours. Prerequisite: CESP804 or concurrent enrollment or instructor's consent.

**CESP 890. Special Problems (1-3).** Directed reading and research under the supervision of a graduate instructor. Prerequisite: departmental consent.

**CESP 903. Counseling Theory II (3).** In-depth critical review of research and applicability of major theories to the evaluation and design of interpersonal intervention strategy.

**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 915. Intervention Design (2).** Gives the student further experience and skill in utilizing theories of interpersonal relations in creating macro- and micro-learning experience designs for individuals or groups experiencing dysfunctional situations. Stresses individual and organizational effectiveness assessment skills.

**CESP 926. Seminar: Selected Topics (2).** Intensive study of current issues, techniques, research, and application of the selected topic. Repeatable for different topics for a maximum of 8 hours. Prerequisite: 15 hours of related graduate course work.

**CESP 928. Seminar: Postsecondary Student Services (2).** Intensive study of issues, theories, approaches, and research in topics related to postsecondary student services. Repeatable for different topics for a maximum of 8 hours.

**CESP 930. Marriage and Family Counseling II (3).** An advanced course on marriage and family counseling, including theory, techniques, and research in the field. Prerequisite: CESP 803, 830, 30 graduate hours or instructor's consent.

**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: CESP822, 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 948. Practicum in Marriage and Family Counseling (3).** Prerequisite: CESP 930, graduate-student status, or departmental consent.

**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: CESP701 and instructor's consent.

## Educational Administration and Supervision (EAS)

### Courses for Graduate/Undergraduate Credit

**EAS 681. Cooperative Education (1-8).** A work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Prerequisite: 2.500 GPA. Repeatable for credit. Offered *Cr/NCr*.

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

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

### Courses for Graduate Students Only

**EAS 803. Seminar: Professional Self-Assessment and Inquiry (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.

**EAS 805. Practicum: School Opening I (1).** Participants engage in preparing 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.

**EAS 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.

**EAS 815. Practicum: Introduction to Educational Leadership and School Finance (3).** 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.

**EAS 823. Seminar: Interpersonal Relations and Supervision (3).** Examine the theoretical concepts related to clinically oriented supervisory models and explicit teaching approaches. Study formative evaluation concepts focusing on performance issues related to actual teaching situations and the teacher's guided analysis of these issues. Review the responsibility of the supervisor for planning and organizing staff development activities. Examine processes involved in the development of interpersonal skills. Engage 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.

**EAS 825. Practicum: Interpersonal Relations and Supervision (3).** Apply the concepts of clinical supervisory models and specific teaching approaches, emphasizing formative evaluation strategies which focus on performance issues generated from actual teaching situations and the teacher's guided analysis of these issues. Cover preparation of the supervisor's role in planning and organizing staff development activities. Apply concepts of formative evaluation and staff development using interpersonal and group process skills. Observe, analyze, and reflect upon supervisory techniques

and interpersonal skills in the school setting. Prerequisite: admission to the MEd in educational administration or instructor's consent.

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

**EAS 831. Seminar: Human Development and Managing the Learning Environment (3).** Examine developmentally appropriate practices in the classroom for student learning and behavior management. Includes discussion of developmental psychology sufficient to interpret human developmental patterns and their behavioral implications. Prerequisite: admission to the MEd in educational administration or instructor's consent.

**EAS 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.

**EAS 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. Prerequisite: admission to the MEd in educational administration or instructor's consent.

**EAS 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. Prerequisite: admission to the MEd in educational administration or instructor's consent.

**EAS 842. School Law (3).** General concepts of law, interpretations of statutes and court decisions affecting education, and legal responsibilities of school personnel.

**EAS 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.

**EAS 845. Practicum: Curriculum and Learning Theory (3).** Apply the concepts of curriculum theories and development, emphasizing skills necessary to propose, implement, and evaluate various building programs. Address applications of prevailing major learning theories and principles as

they relate to academic and behavioral aspects of the classroom. Prerequisite: admission to the MEd in educational administration or instructor's consent.

**EAS 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.

**EAS 854. Finance and Facilities Management (3).** For those preparing to become administrators at the school-building level. Focuses upon the knowledge and skills necessary to plan and organize work groups, projects, and the resources necessary to carry out day-to-day functional activities of schools.

**EAS 860. Research Seminar in Educational Administration and Supervision (3).** For students in advanced study. Emphasizes development of research proposals and studies. Prerequisite: completion of master's degree or advisor's consent.

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

**EAS 875-876. Master's Thesis (2-2).**

**EAS 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.

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

**EAS 953. Financial Support of Education (3).** Focuses on the financial support of education at local, state, and national levels. Emphasizes methods of taxation, budget preparation, and efficient expenditures.

**EAS 955. Field Project in Administration and Supervision (2-6).** Field projects are planned to meet a legitimate need in an educational setting in which the student, under professional guidance, can become directly involved. The project may fulfill a community need, a departmental concern, or a needed investigation or inquiry. Acceptable projects are developmental or must include an appropriate research design. A useful, well-documented report of the project is required, with the plan, format, and style approved by the student's committee. Prerequisite: completion of master's degree.

**EAS 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.

**EAS 969. Technologies for Academic Writing in Educational Administration (3).** Allows practicing administrators to gain knowledge of the doctoral program process through the use of various software packages used to collect and analyze data in Educational Administration and Supervision. Also introduces expectations for academic writing at the doctoral level. Students must own a Macintosh computer (preferably a Powerbook) and be reasonably familiar with the Macintosh operating system, Microsoft Excel, EndNote Plus, and Microsoft Word. Prerequisite: admission to the EdD program in EAS.

**EAS 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 EAS.

**EAS 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; EAS 970 and 981, concurrent enrollment in EAS 982.

**EAS 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; EAS 970 and 971, and concurrent enrollment in EAS 986.

**EAS 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 EAS.

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

**EAS 983. Applied Inquiry Seminar III (3).** Continues EAS 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 EAS.

**EAS 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; EAS 981, 982, 983, and concurrent enrollment in EAS 972.

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

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

**EAS 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: EAS 981, 982, 983, and 986.

**EAS 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.

**EAS 991. Practicum in Educational Administration and Supervision (1-2).** For persons who have been employed in their first administrative position and are seeking recertification in Kansas. Course is individually designed by an EAS faculty member with the student and his/her school district supervisor. Addresses the needs of the student and of the district. Thrust is to assist the student to extend basic skills relevant to a particular administrative assignment. The student must register for 3 hours of credit in EAS 991 to meet recertification requirements. *S/U* grading only. Prerequisites: completion of master's degree and departmental consent.

**EAS 992. Superintendency/Internship (6).** 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.

**EAS 999. Dissertation Research (1-6).** Taken concurrently with EAS 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 EAS and required doctoral course work.

## Communicative Disorders and Sciences (CDS)

### Graduate Faculty

*Professors:* Kenn Apel (chairperson), Barbara W. Hodson, Raymond H. Hull, Rosalind R. Scudder

*Associate Professors:* Harold T. Edwards, Julie W. Scherz

*Assistant Professors:* Zarin Mehta, Kathy Stratman

### Degrees and Areas of Specialization

The Department of Communicative Disorders and Sciences offers courses of study leading to the Master of Arts (MA) and the Doctor of Philosophy (PhD). Academic and clinical education are provided for students who wish to become professionally qualified to work with children and adults. Instructional areas include communication sciences, speech-language pathology, and clinical and rehabilitative audiology. A graduate program culminating in a master's degree is required for professional certification as a speech-language pathologist or audiologist in the public schools and for work in hospitals, clinics, rehabilitation centers, or private practice. With an undergraduate preprofessional major, students typically can complete the master's program in two years. Upon completion, students are eligible for Kansas licensure and certification by the American Speech-Language-Hearing Association.

### Admission Requirements

Admission to the master's degree program is considered for students who have completed an undergraduate major of at least 30 credit hours in the area of speech, language, and hearing disorders or closely allied courses. Admission also requires an overall grade point average of 2.750 and 3.000 or above for the last 60 credit hours of the undergraduate degree program and in the undergraduate major field. Scores for the general aptitude section of the Graduate Record Examination must be submitted. The Graduate Record Examination must be taken within the last five years and the sum of the verbal, quantitative, and analytical portions of the exam should equal 1,300 or better. Three letters of recommendation and a personal essay are required.

Consideration for admission to the doctoral degree program requires a master's degree and completion of at least one year of that graduate work with a grade point average of 3.500 or better. Scores for the general aptitude section of the Graduate Record Examination must be submitted. The Graduate Record Examination must be taken within the last five years and the sum of the verbal, quantitative, and analytical portions of the exam should equal 1,400 or better. Three letters of recommendation and a professional resume are required. The application deadline for summer and fall is February 1, October 1 for spring.

### Master of Arts Requirements

The Master of Arts (MA) in communicative disorders and sciences may be earned with an emphasis either

in audiology (38-hour program) or in speech-language pathology (42-hour program). Both programs offer either a thesis option or a nonthesis option. A Plan of Study must be filed with the Graduate School after completion of 12 hours of graduate work.

The thesis option requires the presentation and oral defense of an acceptable thesis and the successful completion of the minimum credit hours required for that emphasis. Enrollment in CDS 895, Thesis, or 899, Thesis Research, is required for each semester in which the student is working with a faculty member on thesis research.

The nonthesis option requires a passing score on the Praxis examination, completion of one research credit/project, and the successful completion of the minimum credit hours required for the program emphasis. The Praxis examination must be taken during the last semester of the student's program and may not be taken during any semester in which the student is on academic probation. Examination results must be officially sent to the department from the testing service for validation. A copy of the student's report will not be accepted as a substitute.

All degree program students must complete two tool subjects, each for 3 credit hours and with a minimum C letter grade. One course is in statistics, and the second is research methods. All students must enroll in a clinical practicum course each semester of enrollment. No more than 8 credit hours in clinical practica may count toward the minimum credit hour requirements for the MA. Clinical competence also must be demonstrated before the completion of the graduate program by meeting the ASHA clock hour practicum requirement for certification in the area of emphasis.

Participation in the department's clinical practicum courses requires that students obtain medical clearance prior to the start of each practicum or methods course. Also, graduate students who participate in active clinical practice during the year must purchase professional liability insurance in an amount of not less than \$1,000,000-\$3,000,000. This must be done on a yearly basis, when appropriate. Details may be obtained from the departmental office, 113 Hubbard Hall, or the clinic office, 162 Hughes Metroplex.

### Doctor of Philosophy Requirements

Doctoral students, in conjunction with their advisory committee, develop a Plan of Study which typically consists of at least 95 credit hours, 65 of which must be taken at Wichita State University. Students typically take the qualifying examination during the semester in which they complete the Plan of Study requirements, exclusive of dissertation hours. A minimum of 9 hours of Advanced Practicum is included in the Plan of Study. Enrollment in CDS 999, Doctoral Dissertation, is required for each semester in which the student is working on dissertation research, including the semester of graduation. The final requirements in the PhD program are the completion of original research and an oral defense.

## General

### Courses for Graduate/Undergraduate Credit

**CDS518. Deaf Culture (3).** Examines various cultural aspects of the deaf community. Presents the interrelationship of language and culture along with a study of socialization, norms, and values.

**CDS520. Poetry, Mime, and Song (3).** Nonverbal way of communication which forms an integral base for communication in American Sign Language. Course emphasizes the use and understanding of facial expression, gestures, pantomime, and body language. Role play and acting out are required.

**CDS522. Deaf Heritage (3).** Considers the history, nature, and uses of language and its effect upon human thought and action. Also covers the ideas and ideals expressed by deaf people over many periods of time through drama, philosophy, painting, and related areas.

**CDS540. Senior Seminar (2).** An exploration of theories, principles, practices, and pitfalls of audiology and speech-language pathology emphasizing creating dynamic models for research interpretation, clinical interaction, and professional management. Examines the current educational, professional, and ethical issues in clinical practice.

**CDS570. Accent Modification (3).** Primarily for the non-native speaker of American English wanting to improve pronunciation. Focuses upon causes of foreign accent. Analyzes speech patterns and designs an individual program in accent modification. Provides intensive practice. Not for the student who is beginning the study of English.

**CDS625. Introductory Methods and Practicum in Communicative Disorders and Sciences (2).** Techniques and methods for development of clinical skills in a supervised practicum in a supervised practicum setting. Clients with speech, language, and/or hearing disorders are the primary focus. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conducting parent/spouse/significant other conferences. Prerequisites: 25 clock hours of observation; grade of C or better in CDS 304, 306, 351, 416, 510 (may be concurrent), and 514; 2.750 cumulative and 3.000 GPA in the major; departmental application required one semester prior to enrollment; medical clearance and insurance.

**CDS676. Teaching English as a Second Language (Methods) (3).** Discusses current methods of teaching English to nonnative speakers. Students learn to analyze interlanguage patterns and to design appropriate teaching units for class and language laboratory use.

**CDS681. Cooperative Education (1-8).** A work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic program. Prerequisite: 2.500 GPA. Repeatable for credit. Offered Cr/NCr.

**CDS704. Graduate Issues in Ethics and Practice in Communicative Disorders and Sciences (1).** Provides graduate students as future practitioners a forum to be acquainted with and to review professional clinical issues they may encounter in their careers. Covers issues such as professional ethics, parental rights, managed care, and credentialing. Individualized and group participation stresses need for professionals to deal competently with issues and to understand professional responsibility related to these topics.

**CDS705. Counseling in Communication Disorders (3).** Provides information on the structure and conduct of interviews, basic counseling strategies, and consideration of the “helping” role as practiced by communication disorders professionals. Focuses on information supportive of developing effectiveness in these roles. Considers multicultural concerns.

**CDS740. Selected Topics in Communicative Disorders and Sciences (1-3).** Individual or group study in specialized areas of communicative disorders and sciences. Repeatable.

**CDS750. Workshop in Communicative Disorders and Sciences (1-4).** Offered periodically on selected aspects of communicative disorders and sciences. Repeatable.

**CDS770. Communication Development and Disorders (3).** Identifies communication deviations, differentiating disorders from developmental and/or cultural/linguistic differences. Evaluates potential impact of various communication disorders on academic performance of individuals. Considers strategies for facilitating development of children’s communication skills in educational settings.

### Courses for Graduate Students Only

**CDS800. Research Methods (3).** A survey of different research methods utilized in the fields of communication sciences and communication pathology. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating the clinical research literature.

**CDS890. Independent Study in Speech and Language Pathology or Audiology (1-3).** Arranged individual, directed study in specialized content areas in speech and language pathology or audiology. Repeatable. Prerequisite: instructor’s consent prior to enrollment.

**CDS892. Presentation of Research (1-3).** A directed research project culminating in a manuscript appropriate for publication. Repeatable, but total credit hours may not exceed 3. Prerequisites: CDS 800 and instructor’s consent prior to enrollment.

**CDS895. Thesis Research (1-2).** Repeatable, but total credit hours counted toward degree requirements must not exceed 2. Prerequisite: instructor’s consent.

**CDS899. Thesis (1-2).** Repeatable, but total credit hours counted toward degree requirements shall not exceed 2. Prerequisite: instructor’s consent.

**CDS935. Advanced Practicum in Communicative Disorders and Sciences (1-4).** Supervised internship in one or more of the following sections: Client Management, Clinical Supervision, Academic Instruction, Research, and Clinical and Program Administration. Intended for doctoral students or advanced master’s-level students. Repeatable; more than one section may be taken concurrently.

**CDS940. Advanced Selected Topics in Communicative Disorders and Sciences (1-4).** Advanced individual or group study in specialized areas of communicative sciences and disorders. Intended for doctoral students or advanced master’s-level students. Repeatable.

**CDS990. Advanced Independent Study in Speech and Language Pathology, Audiology, or Speech Science (1-3).** Arranged individual, directed study in specialized content areas in speech and language pathology, audiology, or speech sciences. Repeatable. Prerequisites: advanced standing and instructor’s consent.

**CDS992. Advanced Presentation of Research (1-3).** A directed research project for doctoral students culminating in a manuscript appropriate for publication.

**CDS995. Research Proseminar (1).** A weekly seminar of informal discussion and formal presentation of ongoing or planned research by the CDS faculty and doctoral graduate students. Goal is to provide CDS doctoral students with new and valuable knowledge and insights regarding how real world research is performed. Prerequisite: doctoral student standing.

**CDS999. Doctoral Dissertation (1-18).** Repeatable.

### Speech-Language Pathology

#### Courses for Graduate/Undergraduate Credit

**CDS501. Speech and Hearing Science (3).** Examines elements in the chain of events that lead to human communication. Studies speech production and perception at physiological and acoustical levels, emphasizing acoustics. Prerequisite: CDS 111Q.

**CDS510. Introduction to Diagnostics (3).** Provides the principles underlying basic diagnostic processes for speech/language disorders across the life span. Teaches observation techniques, how to take case histories, beginning interview techniques, and how to administer and interpret formal and informal assessment measures. Requires observation of diagnostic procedures in the speech-language-hearing clinic. Prerequisites: CDS 416 and 514.

**CDS514. Speech-Sound Disorders (3).** Discusses basic methods and procedures of identifying, assessing, analyzing, and remediating speech-sound disorders. Practice in phonetic transcription of highly unintelligible speech samples. Prerequisite: CDS 306.

**CDS516. Language III: Introduction to Assessment and Intervention—Birth to School Age (3).** Discussion of current language intervention strategies and programs for

infants, toddlers, preschoolers, and school-age children, birth to 8 years. Examination of the development of individual and family plans. Discussion of the multidimensional nature of language and culturally different language patterns. Requires observation of clinical intervention and a laboratory experience. Prerequisites: CDS 416 and 510.

**CDS519. Genetic and Organic Syndromes (3).** Introduces human genetics and the impact of chromosomal and structural anomalies of communication disorders. Assessment and remediation of cleft palate speech. Prerequisite: CDS: 300.

**CDS605. Neurology of Speech and Language I: Basic Processes (4).** A consideration of basic neuroanatomy and neurophysiology necessary for obtaining an understanding of the representation of speech and language in the human central nervous system and of conditions resulting from neurological impairment. Prerequisite: at least senior standing.

**CDS616. The Science of Reading: Current Research in the Identification and Treatment of Dyslexia (3).** Teaches students about the relationship between oral language and reading acquisition. Students will differentially diagnose and apply treatment protocols appropriately to individuals who present with specific reading disabilities. Exposes students to the last quarter century of research from the National Institutes of Child Health and Development (NICHD) centers that demonstrate the significant relationship between explicit and direct teaching of oral language aspects of acquiring reading in a written alphabetic language system. Prerequisite: instructor’s consent.

**CDS780. Communication Disorders in Educational Settings (2).** Organization, administration, and professional relationships in public school speech and language management programs on the elementary and secondary school levels. Emphasizes procedures and materials for surveying, scheduling, writing IEPs; therapeutic management, record keeping, and utilization of various instructional media. Should be taken prior to student teaching, CDS 821. Prerequisite: prior or concurrent enrollment in CDS 510.

### Courses for Graduate Students Only

**CDS801. Advanced Speech and Hearing Science (3).** Advanced study of speech and hearing processes, primarily in their normal aspects. Attention to current understanding of speech generation, the speech signal, and the normal function of hearing. Attention also to techniques of investigation of these processes. Prerequisite: CDS 501 or equivalent or departmental consent.

**CDS810. Neurology of Speech and Language II: Motor Speech Disorders (3).** Studies speech disorders resulting from upper and lower motor neuron lesions in the central nervous system and emphasizes evaluation and treatment strategies for intervention. Prerequisite: CDS 605.

**CDS811. Dysphagia (3).** Covers the disorder of dysphagia as it affects persons of all ages. Addresses normal swallowing in infants, children, and adults. Covers the etiologies which cause dysphagia as well as assessment procedures appropriate

ate for various ages. Examines treatment procedures. Covers the importance of team interventions for dysphagia assessment and treatment. Addresses ethical and funding issues. Prerequisite: CDS 605.

**CDS812. Neurology of Speech and Language III: Normal Aging, Aphasia, and Dementia (3).** Examines the continuum of communicative abilities (including speech, language, hearing, and cognition) which may be seen in older persons. Covers normal aging as well as the influence of stroke, dementia, and other neuropathologies on communicative function in the elderly. Prerequisite: CDS 605 or instructor's consent.

**CDS813. Communication Disorders in Medical Settings (2).** Provides the principles underlying a transdisciplinary teaming approach, emphasizing differential diagnosis and treatment of complex disorders found in medical settings. Discusses the fundamentals of private practice and legal issues in the practice of speech-language pathology. Prerequisites: CDS 810 and 812.

**CDS814. Phonological Disorders (2-3).** Analysis of unintelligible children's phonological systems. Development of individualized remediation plans for expediting intelligibility gains. Critical review and discussion of clinical and developmental phonology research and phonological theories. Prerequisite: CDS 514.

**CDS815. Assistive Technology for Special Populations (3).** Provides information about assistive technology for persons with special needs across the life span (e.g., autism, cerebral palsy, and degenerative neurological disease). Considers physical, linguistic, and cognitive factors in the design and implementation of assistive technology resources. Studies augmentative and alternative communication systems and computer applications/modifications. Explores resources for funding.

**CDS816. Language Disabilities in Children and Adolescents (3).** Examination of various approaches to working with children and adolescents with language disabilities. Practical application of language assessment procedures, individualized planning, and language intervention strategies. Language in the classroom for school-age children and adolescents and collaborative strategies. Multicultural literacy and the multidimensional nature of language in the classroom. Prerequisite: CDS 416 and 516 or departmental consent.

**CDS817. Voice Disorders (3).** Reviews current knowledge on the symptomatology and etiology of commonly encountered voice disorders in children and adults. Presents procedures for differential diagnosis and clinical intervention, based on a working knowledge of the anatomy and physiology of normal voice production. Considers multicultural issues. Prerequisites: CDS 300 and 510.

**CDS818. Fluency Disorders (3).** Reviews current theories on the etiology and development of the disorder. Considers behaviorally based diagnostic procedures for children and adults, as well as methods for clinical intervention, including procedures for parent interviewing and counseling, and mul-

ticultural concerns. Provides opportunities for observation, one focus being demonstration of intervention methods. Prerequisites: CDS 300 and 510.

**CDS819. Acquired Brain Injury and Metacognitive Disorders Across the Life Span (3).** Addresses issues of assessment and treatment of individuals with metacognitive, executive function, and behavioral disorders as a result of brain injury (traumatic, moderate, mild) and/or identified Attention Deficit Disorders (ADD), Attention Deficit with Hyperactivity Disorders (ADHD), Developmental Dyslexia (DD), Acquired Dyslexia (AD), and Specific Linguistic Impairments (SLI) influencing processing and production of narrative and discourse skills in oral and written language. Prerequisites: CDS 605 or equivalent and instructor's consent.

**CDS820. Graduate Methods and Practicum in Speech and Language Evaluation (2).** Discusses clinical methods for evaluation and diagnosis of children and adults presenting with speech and/or language disorders. Prerequisites: CDS 510, medical clearance, and insurance.

**CDS821. Graduate Methods and Practicum in Educational Settings (7).** Discussion and evaluation of student teaching experiences in public schools, demonstrations of applied clinical skills, counseling on the elementary and secondary school levels. Prerequisites: CDS 780 and 816, instructor's consent one semester prior to enrollment, medical clearance, and insurance.

**CDS822. Beginning Graduate Methods and Practicum in General Clinic (2-4).** Provides an opportunity to relate theories and methods for students' assigned practica through discussion of various management techniques and methods with regard to different types of communication disorders and provides support for the present clinical experience. Prerequisites: CDS 625, medical clearance, and insurance.

**CDS823. Graduate Methods and Practicum in Medical Settings (4 or 6).** Class discussions cover various topics pertaining to hospital and adult care practicum experiences. Relates theory and methods to student's practicum assignments. Prerequisites: CDS 813, department approval one year prior to enrollment, medical clearance, and insurance.

**CDS824. Graduate Methods and Practicum for External Placements (2).** Techniques and methods for development of clinical skills in a supervised external practicum setting. Focuses on clients with language and speech sound disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of parent conferences. Supervised practicum of clinical assignments in off-site settings. Prerequisites: department approval one semester prior to enrollment, medical clearance, and insurance.

**CDS825. Graduate Methods, Practicum, and Diagnostics in Autism Spectrum Disorders (2-4).** Techniques and methods for development of clinical skills in a supervised practicum setting. Primary focus on children with social language disorders. Practicum issues relate to current client needs. Prerequisites: CDS 516, 816 (can be concurrent), instructor's consent, medical clearance, and insurance.

**CDS826. Graduate Methods, Practicum, and Diagnostics in Language and Literacy (2 or 4).** Techniques and methods for development of clinical skills in a supervised practicum setting (in the WSU Speech-Language-Hearing Clinic, "After-School Program," and the College of Education's Assessment, Intervention Multi-Disciplinary (AIM) program). Primary focus on clients with language (oral and written) and literacy disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of client conferences. Prerequisites: departmental consent one semester prior to enrollment, medical clearance, and insurance.

**CDS827. Graduate Methods, Practicum, and Diagnostics in Voice (2-4).** Techniques and methods for development of clinical skills in a supervised practicum setting (in the WSU Speech-Language-Hearing Clinic). Primary focus is on clients with voice disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of client conferences. Prerequisites: CDS 817, departmental consent one semester prior to enrollment, medical clearance, and insurance.

**CDS828. Graduate Methods and Practicum in Fluency (2-4).** Develops advanced clinical skills in the diagnosis and treatment of children and adults presenting fluency disorders. Prerequisites: CDS 818, departmental consent one semester prior to enrollment, medical clearance, and insurance.

**CDS829. Graduate Methods and Practicum in Accent Modification (2).** Lecture and discussion of techniques for foreign accent and dialect modification. Relates techniques to students' practicum experience in CDS 570. Attendance in CDS 570 required. Prerequisites: CDS 625, 822, departmental consent one semester prior to enrollment, medical clearance, and insurance.

**CDS830. Graduate Methods and Practicum in Early Language (4).** Techniques and methods for development of clinical skills in a supervised early childhood interdisciplinary preschool practicum setting. Primary focus on preschool children with language disorders. Development of a philosophy of clinical processes includes procedures for group and classroom therapy, writing behavior objectives and progress, and conduction of client conferences. Prerequisites: departmental consent one semester prior to enrollment, medical clearance, and insurance.

**CDS900. Speech Acoustics (3).** A detailed analysis of the acoustics of speech. Studies the various theories of speech sound production along with the instrumental analysis of speech sounds and ends with an examination of various speech disorders from the point of view of acoustics. Prerequisite: CDS 801.

**CDS903. Speech Perception (3).** A critical review of the theories and empirical research addressing the perception of speech, species-specific communication, and speech recognition systems through artificial intelligence. Discusses both unimodal and bimodal models of perception. Prerequisite: CDS 900.

**CDS904. Speech Physiology (3).** A critical review of pertinent research concerning the physiological bases of speech. Emphasizes understanding the instrumental techniques utilized in such studies. Prerequisite: CDS 801.

## Audiology

### Courses for Graduate/Undergraduate Credit

**CDS655. Graduate Methods and Practicum in Auditory Assessment-SLP (2).** Methods in audiologic evaluation for speech and language pathology students. Discusses procedures for diagnostic evaluation of a broad range of auditory disorders in infants, children, and adults in weekly class meetings, along with procedures for hearing screening, hearing aid maintenance and fitting, counseling, and others as appropriate. Speech and language pathology students engage in practicum experiences in audiologic screening and assessment as arranged. Prerequisites: CDS 251 and 351, medical clearance, and insurance.

### Courses for Graduate Students Only

**CDS802. Anatomy and Physiology of the Auditory System (2).** Examines in detail anatomy and function of the auditory system in light of current research knowledge. Studies the normal system as a basis for understanding the pathological system. Prerequisites: CDS 251 and 501.

**CDS803. Introduction to Psychoacoustics (2).** Basic principles underlying the perceptual hearing process, emphasizing the interdependencies between sound stimuli and subjective auditory experience as related to communication behavior. Prerequisite: CDS 802.

**CDS804. Clinical Audiology I (4).** Provides in-depth theoretical and clinical principles associated with the administration and interpretation of the basic comprehensive audiologic test batteries. Provides hands-on learning of auditory equipment and test batteries in tandem with the theoretical background for auditory assessment. Prerequisites: CDS 251 and 351.

**CDS805. Clinical Audiology II (3).** Discusses diagnostic and rehabilitative procedures in the audiology clinic. Includes application of theoretical clinical principles toward the administration and interpretation of site-of-lesion and other special tests of auditory function beyond the traditional auditory test battery. Prerequisite: CDS 804.

**CDS851. Medical Audiology (3).** Many hearing disorders require evaluation/treatment by both the audiology and medical professions. Reviews the audiological and physiological/medical aspects of the more common of these conditions found in children and adults. Prerequisites: CDS 251 and 802.

**CDS855. Pediatric and Educational Audiology (4).** Reviews current trends and legislation related to Newborn Infant Hearing Screening. Comprehensive study in auditory development and effects of auditory pathologies in infants and children. Early identification strategies, diagnostic audiometric evaluation protocols, and early intervention/med-

tion strategies for hearing impaired children birth to school-age. Provides demonstration and practicum experiences in the assessment of the status of the auditory system. Refers to working in conjunction with individuals in related professions (i.e., speech pathology, psychology, education, medicine). Administration and interpretation of tests for Central Auditory Processing Disorder with commensurate recommendations for treatment. Addresses issues of pseudohypacusis/non-organic hearing loss and an overview of appropriate amplification systems for this age group. Addresses the audiologist's role on an Individual Education Planning team. Discusses issues regarding public school systems, laws, and requirements for qualification for services. Prerequisites: CDS 804, 805, 858, 860, and 861.

**CDS858. Electrophysiologic Audiology (4).** Techniques and procedures for administration and interpretation of electrophysiologic tests of the auditory system, including otoacoustic emissions (OAEs), electrocochleography (ECOG), auditory brainstem response (ABR, AEP), later occurring cortical evoked potentials (MLR, LAEP, P300), and somatosensory evoked response testing (SEP). Addresses interoperative monitoring and imaging techniques. Techniques and procedures for clinical evaluation of the functional status of the peripheral and central nervous system in relation to the vestibular or balance system (ENG). Prerequisite: CDS 802.

**CDS860. Amplification and Hearing Aids I (3).** Reviews basic electronics as it applies to amplification systems. Encompasses the history, function, and maintenance of hearing aids. Addresses the measurement and significance of electroacoustic characteristics. Presents the principles and procedures for the selection and recommendation of specific amplification systems for individual's hearing losses. Provides review of recent developments in research involving the measurement of real ear insertion responses and real ear effects of hearing aid modifications, as well as acquired competency in application of real ear testing. Discusses counseling and techniques related to hearing aid fitting.

**CDS861. Amplification and Hearing Aids II (3).** Continuation of CDS 860. Describes and discusses the performance of digital, analog, and hybrid amplification systems and provides a detailed evaluation of requirements for dispensing such devices. Discusses counseling and techniques related to hearing aid fitting. Prerequisite: CDS 860.

**CDS864. Aural Rehabilitation (3).** Psychological, social, educational, and occupational impact of hearing loss in children and adults. Theory and procedures for habilitation/rehabilitation of children and adults with hearing loss. Prerequisites: CDS 351 and 450.

**CDS865. Graduate Methods and Practicum in Aural Rehabilitation (2).** Provides students with experiences in the provision of aural habilitation/rehabilitation on behalf of hearing-impaired children and adults. Prerequisite: CDS 864 (can be concurrent).

**CDS885. Advanced Methods in Auditory Assessment-Aud (1).** Methods in audiologic evaluation for audiology students. Discusses procedures for diagnostic evaluation of a broad range of auditory disorders in infants, children, and

adults in weekly class meetings, along with procedures for hearing aid evaluation and fitting, counseling, and others as appropriate. Prerequisites: audiology faculty's consent, medical clearance, and insurance.

**CDS886. Advanced Practicum in Auditory Assessment-Aud (1-5).** Practicum experiences encompassing diagnostic evaluations covering a full range of auditory disorders and types of evaluations in infants, children, and adults, including standard audiologic batteries, masking, site-of-lesion testing, electrophysiologic measurements, hearing aid fitting and dispensing, patient follow-up, and counseling. Prerequisites: audiology faculty's consent, medical clearance, and insurance.

**CDS887. Externship in Auditory (1-9).** Placement in variable credit off-campus practicum experiences in audiology. Placement is contingent upon successful completion of didactic graduate program in audiology and three semesters of CDS 885 and 886. Prerequisites: application one semester prior to enrollment, medical clearance, and insurance.

## Curriculum and Instruction (CI)

### Graduate Faculty

*Professors:* Jeri A. Carroll, Jon M. Engelhardt (dean), Bryant P. Fillion, Michael A. James, Dennis J. Kear  
*Associate Professors:* Peggy J. Anderson (associate dean), Frances L. Clark, Constance Haack, Tonya Huber (graduate coordinator, curriculum and instruction), Twyla G. Sherman, Johnnie Thompson, Catherine G. Yeotis  
*Assistant Professors:* Alan A. Aagaard, Mara Alagic, Robin A. Cook (graduate coordinator, special education), Sandra Emery, Kay L. Gibson (interim chairperson), Rebecca C. Langrall, Linda M. Mitchell, Kathleen J. Sanders, Candace B. 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 (early childhood, gifted, and mild exceptionalities). The department also provides course work leading to endorsement in early childhood education, early childhood handicapped, gifted education, middle level education, teaching English to speakers of other languages (TESOL), and reading.

## 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:

(a) Graduate from the WSU teacher education program with a minimum GPA of 2.750 in the last 60 credit hours; *or*

(b) Graduate from an NCATE accredited program with a 3.000 or better GPA in the last 60 credit hours; *or*

(c) Take the Graduate Record Exam and score a minimum of 917 on any two of the subtests, or take the Miller Analogies Test and score a minimum of 40; *or*

(d) Provide alternative evidence that documents academic aptitude.

(2) Provide evidence of involvement in curriculum development or teaching.

The special education degree with an emphasis in gifted and mildly handicapped conditions is available for people certified at the elementary and/or secondary teaching level with successful teaching experience in a regular classroom setting. The special education degree with an emphasis in early childhood is also available for people entering with a bachelor's degree from a related program (e.g., CDS, PT, OT, social work, and nursing). Admission requirements include:

(1) GPA of 3.000 or higher in the last 60 hours; *or* GPA of at least 2.750 and GRE score on any two subtests that yields an index of at least 5.4 computed by the following formula:

$$\text{GPA} + \frac{\text{GRE scores (any two subtests)}}{400}$$

or a score of 40 or more on the Miller Analogies Test.

(2) Current Kansas teaching certificate

Note: Students with a BA from a related area must also have minimum scores on the Pre-Professional Skills Test (PPST) of 172 in writing, 173 in reading, and 174 in math. The computerized version of this test is acceptable for entering the MEd in special education/early childhood.

Applications are evaluated on April 15, July 1, and December 1 for the MEd in special education. Only a limited number of students is accepted into this program.

### 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. 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 in thesis or portfolio work.

The MEd in special education may be earned under a thesis option or a nonthesis option. The nonthesis option requires 40 credit hours of course work and a written comprehensive examination. The thesis option requires 37 credit hours of course work, 6 hours of thesis work, and an oral examination on the thesis.

### Graduate Certificate in Educational Technology

This program offers computer technology training to educators who wish to advance their knowledge of computers in education; integrate technology into classroom instruction; and use technology for com-

munication. While providing documentation that educators have achieved some expertise in the 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 computer skills, and specific topics to address the changing needs of educators.

### Courses for Graduate/Undergraduate Credit

**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 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 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 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. Fulfills certification requirements for teachers and serves as an introductory course in exceptional-ity 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, CESP701.

**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 710. Current Topics in Classroom Management (1-3).** Addresses a broad range of topical issues in current classroom management practices. A current issue will be covered under this course number, an umbrella number for a variety of topics/innovations in classroom management. Repeatable.

**CI 711. Multicultural Education (3).** Emphasizes students understanding multiple perspectives in a global society and developing multiple modality, 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 713. Agriculture in the Classroom (2).** K-12 teachers learn about agriculture and develop ways to integrate that information into their everyday teaching. Includes presentations, field trips, and projects showing how the food chain industry touches every person's life. Teachers learn to integrate agricultural information into existing teaching basic subjects like math, language arts, social studies, science, and art.

**CI 714. Reading Instruction and Assessment (4).** Helps students create instructional environments; teaches phonemic

awareness, word identification (including phonics), vocabulary-building skills, strategies for comprehension and the construction of meaning, and study strategies; and assesses student performance and progress. Prerequisite: CI 705 or departmental consent.

**CI 716. Introduction to School Librarianship (3).** Introduces the role of the library and the librarian in the school. Studies issues affecting school libraries and librarians. Prerequisites: teacher certification and acceptance into graduate study in curriculum and instruction or departmental consent.

**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 723. Analysis and Management of Behavior (3).** Covers behavior management strategies specifically needed by classroom teachers to affect academic and social outcomes. Addresses technical, theoretical, and practical aspects of applied behavior analysis. Prerequisites: CI 320 or 702 and CI 430 or 711 or equivalent.

**CI 724. Methods I: Academic and Cognitive Skills, Mild Exceptionalities (3).** Introduces students to specific techniques for improving the cognitive skills and academic performance of students with mild exceptionalities (learning disabilities, emotional disturbances/behavior disorders, or mental retardation). Includes competencies for (a) teaching readiness, cognitive, and academic skills as well as content to students with exceptional learning needs; (b) basing instructional decisions on data; (c) determining where to begin instruction for students with special needs; (d) instructional management and monitoring strategies; and (e) strategies for working with students with exceptional learning needs in general and special education settings. Prerequisites: CI 320 or 702, CI 430 or 711, admission to the Teacher Education Program or to the graduate program in special education as a non-degree-seeking student, or instructor's 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 soft-

ware troubleshooting, installation and removal of software, and computer security issues. Prerequisite: Windows 95 or equivalent skills.

**CI 727. Information Technologies in the School Library II (3).** Introduces a wide range of technologies and equipment in the school library. Covers selection and purchase as well as basic maintenance and repair of equipment. Includes the basics of local area network design. Presents methods of using technology with students including CD-ROM, laser disc, and video. Students learn the basics of media production and strategies for teaching media production to students. Also looks at the future of technology in school libraries. Prerequisite: CI 726.

**CI 728. Organization of Information Resources (3).** Introduces the organization of information resources in the school library. Includes the organization and cataloging of print and non-print materials in US MARCformat, how to assign Dewey Decimal Classification numbers and subject headings, how to identify the sources for copy cataloging records, and the importance of authority control in a library. Prerequisites: CI 726 and 727.

**CI 729. Reference Materials (3).** Provides skills in evaluating and using indexes, bibliographies, encyclopedias, dictionaries, and other print and electronic media, including the Internet. Prerequisite: CI 716.

**CI 730. Curriculum in the School Library (3).** Gives students knowledge about the role of the school library in curriculum. Addresses how the school library media specialist teaches information literacy to students and staff. 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/selection/deselection. Prerequisite: CI 716.

**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 information 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.

**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: CESP728 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 within 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 320 or 702, CI 740, admission to the Teacher Education Program or to the special ed graduate program as a non-degree student, or instructor's consent.

**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 and (b) attendance and the completion of assignments in the scheduled seminars. Prerequisites: employment by a school district and completion of course work for provisional teacher certification.

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

**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 provisional teacher certification.

**CI 749. Alternative Certification Internship IV (3).** Prerequisites: employment by a school district and completion of course work for provisional teacher certification.

**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 765. How Computers Work (1).** The basics of how computers process, store, and retrieve data. All educators seeking a computer specialization should take this course early in their sequence of course work toward that specialization. Educators who want to know more about computers gain a basic knowledge base that will be helpful in other computer-related courses.

**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 780C. Computers and the Young Child (1).** Learn to use the computer with children in preschool through second grade. Appropriate software is evaluated and used in planning for instruction.

**CI 780L. Computers in 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. Computers in the Math Classroom (1).** Focuses on the integration of software programs designed for mid-

dle and high school mathematics classrooms. Explore software and instructional activities which support math at the middle and high school levels using Apple IIe and Macintosh systems.

**CI 780S. Computers in Science (2).** Introduces classroom teachers to application of computer technology, CD-ROM, and laserdisc technology in the science curriculum. Appropriate software is evaluated and used in planning for instruction.

**CI 781. Cooperative Education (1-4).** Provides the student a work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student's academic 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 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 802. Seminar on Current Issues in Special Education (3).** Analyze and critique research, integrate understandings, evaluate current issues in light of historical events, and draw conclusions relating theory to practice. Students make oral and written presentations. Prerequisite: within 6 hours of graduation, CESP 701.

**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. Philosophy, History, and Psychology of Secondary and Elementary Education (3).** Students survey of concepts of mind, learning, experience, and knowledge, and philosophical, historical, and psychological systems and theories as they relate to current educational problems and practices. Prerequisite: CI 701.

**CI 809. Foundations and Characteristics of Mild Exceptionalities (3).** Introduces students to the principles, concepts, and historical foundations underlying the provision of services for students with mild exceptionalities. Explains characteristics of students identified as having behavior disorders, learning disabilities, or mental retardation. Discusses legal and ethical principles related to various delivery approaches, and examines roles of the students with exceptional learning needs, their parents, and educators as well as related services and community personnel. Discusses current developments in the field of special education. Prerequisites: CI 320 or 702, CI 430 or 711, CI 723 and 724, and full admission to the MEd program in special education; or instructor's consent.

**CI 810. Methods II: Social Skills for Mild Exceptionalities (3).** Provides the knowledge and skills necessary to teach social skills and affective education to children and youth with exceptionality. Prerequisites: full admission to the graduate program, CI 723, 724, 809, and 887, and instructor's consent for majors in other master's degree programs.

**CI 811. Family and Professional Collaboration (3).** Assists the special educator in developing the skills to collaborate and consult with parents, siblings, regular educators, support personnel, and community agencies to facilitate the needs of children with exceptionality. Prerequisites: full admission to the graduate program, CI 723, 724, 809, and 887, and instructor's consent for majors in other master's degree programs.

**CI 812. Transition Across the Life Span (3).** 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. Prerequisites: CI 809, full admission to the MEd program in special education, or instructor's consent.

**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 835. 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 837. Collaborating and Refining Problem-Solving Skills (6).** 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 702, 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 students with participation in a class for early childhood handicapped (847A), children/adolescents with learning disabilities (847E), educable mental retardation (847I), or behavior disorders (847K) supervised by a University professor, emphasizing applied teaching methods for students with mild exceptionalities, including formal-informal psycho-educational assessment devices, curriculum strategies, behavior management, and prescriptive remediation for academic deficits. Prerequisites: full admission to MEd program in special education and completion of all core courses needed for provisional endorsement in specialty areas.

**CI 847B. Practicum: School Libraries (3).** Students pursue a professional experience in a school library media center under the cooperative supervision of an experienced practitioner in the field and a University supervisor. Prerequisites: CI 716, 727, 728, 729, 730, and 732.

**CI 847C. Practicum: Cataloging (2-4).** Students pursue a professional experience in a school library media center or central services office under the cooperative supervision of an experienced cataloger in the field and a University supervisor. Prerequisites: CI 728 and 847B.

**CI 847M. Practicum: Gifted (3-6).** Stresses applied teaching approaches. Provides opportunities to apply various theoretical, structural, and technological methodologies related to the education of the gifted learner. Prerequisites: CI 735 and 883.

**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 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 854. Improvement of Instruction in Social Studies (3).** Students examine recent changes in social studies curriculum and instruction to investigate strengths and limitations of various approaches. Stresses competency in teaching for concept development, dealing with value-laden issues, and teaching for inquiry. An inquiry-centered learning environment emphasizes personalizing the social studies curriculum for children. Reviews and practices alternative teaching strategies and complementary evaluative techniques.

**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 856. Improvement of Instruction in Mathematics (3).** Students examine recent trends in subject matter content and teaching guides to improve understanding of meanings, vocabulary, and mathematical concepts. Includes instructional methods and materials.

**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 (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.

**CI 863. Presentation of Professional Portfolio (2).** Students complete, present to their faculty portfolio committee, and orally defend the professional portfolio proposed in CI 860. Prerequisites: CI 860 and 862 (or concurrent enrollment in 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 875-876. Master's Thesis (2-2).** Students complete their research proposal that was accepted by their thesis committee. Also required is the completion and oral defense of the student's thesis. Students work closely with their advisor and committee. Students needing an additional semester to satisfy these requirements should enroll in CI 876. Students receive credit for course(s) when their thesis has been completed and defended. Prerequisite: CI 860.

**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 887. Assessment and Analysis of the Learner (3).** Students learn the application of standardized and informal evaluation techniques including critical evaluation of standardized tests and 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. Prerequisites: CI 320 or 702, 430 or 711, 723 and 724, full admission to the MEd program in special education, or instructor's consent.

**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 1 provisional sequence in one of the MEd in special education 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, 847R, 887, and 892 or instructor's consent. Repeatable for credit.

**Kinesiology and Sport Studies (KSS)**

Graduate Faculty

Professors: Lori K. Miller (chairperson), Susan K. Kovar (interim dean, Graduate School)

Associate Professor: Pamela J. Hoyes Beehler

Assistant Professors: Greg Comfort, Colleen Evans-Fletcher, Richard E. Laptad, Michael Rogers, Clay Stoldt, Vicki Worrell

**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 a concentration in either pedagogy or exercise science. Academic training is provided for students who wish to prepare for careers in physical education programs in public schools and universities, for careers in exercise science/wellness, and for careers in 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. Students selecting the physical education major may be required to take prerequisites prior to full standing admission.

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 may be earned under a 33-credit-hour thesis option or a 36-credit-hour nonthesis option. The exercise science/wellness program offers a 34-hour

thesis option and a 36-hour nonthesis option. The thesis option requires an oral examination on the research; the nonthesis option requires 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 of 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 course work:

<i>Courses</i>	<i>Hrs.</i>
KSS 780, Physical Dimensions of Aging or GERON 715, Adult Development and Aging	.3
PSY508, Readings in Functional Aging or KSS 895, Applied Research	.3
PSY947, Seminar in Perception or CDS 812, Normal Aging, Aphasia, and Dementia	.3
PSY820, Seminar in Human Factors Psychology or GERON 798, Multidisciplinary Perspectives in Aging	.3
PSY911, Seminar in Aging	.1

*Graduate Certificate in Coaching.* The coaching certificate, a 16-hour program, educates current or potential coaches regarding physiology, risk management and sport safety, sport psychology, and organization and administration.

The program consists of 16 hours of course work:

<i>Courses</i>	<i>Hrs.</i>
KSS 544, Organization and Administration of Physical Education Programs	.3
KSS 750, Sport Safety Training	.1
KSS 770, Psychology of Sport	.3
KSS 795, Physiology of Athletic Performance	.3
KSS 796, Motor Integration	.3
KSS 835, Legal Issues in the Profession	.3

**Courses for Graduate/Undergraduate Credit**

**KSS 500. Health Education K-12 (3).** Provides practical applications of theoretical models of change for the health field. Discusses health problems, strategies for affecting change, and outcome assessment. Develops selected instructional materials. Two field trips to preselected local health agencies. Additional projects required for graduate students. Prerequisite: Block I of teacher education program.

**KSS 515. Rhythmic Activities in K-12 (3).** Teaches methodology and curricular content of rhythmic activities appropriate for elementary and middle school children. Prerequisite: Block I of teacher education program.

**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 380 and 465.

**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 380 and 465.

**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 533. Measurement and Evaluation in Physical Education (3).** A study of the modern practices utilized in the total evaluation of physical education programs including (1) basic statistical procedures, (2) evaluating students, (3) evaluating teaching, and (4) a survey of measurement tools. Prerequisites: KSS 111 and 201A or B or E.

**KSS 540. Seminar in Sport Business (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, KSS 460, and senior standing.

**KSS 543. Organization and Administration of Exercise Science (3).** Introduces the various organizational and administrative issues existing in the field of exercise science. Addresses the concepts and issues involved with administering and organizing facilities such as corporate-sponsored wellness programs, sports medicine clinics, exercise laboratories, athletic training departments, physical therapy centers,

cardio-pulmonary rehabilitation clinics, and health and fitness centers.

**KSS 544. Organization and Administration of Physical Education Programs (3).** The organizational and administrative problems of physical education programs and the management of the physical plant.

**KSS 547A. Internship in Sport Administration (8).** 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 520 hours. Prerequisites: 90 hours of accumulated course credit, KSS 475, 2.500 GPA overall, and internship coordinator's permission.

**KSS 547B. Internship in Sport Administration (8).** 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 an appropriate agency for a total of at least 520 hours. Prerequisites: KSS 547A, 2.500 GPA overall and in 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. Prerequisites: KSS 112, 380, and 465.

**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: MKT 300.

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

**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 726. Communication in Sport (3).** Since 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 732. Introduction to ECGs (3).** Develops a foundation in electrocardiography. Includes ECG leads, rate and rhythm, ECG complexes and intervals, conduction disturbances,

arrhythmias, ECG identification of myocardial infarction location, and drug effects on an ECG. Prerequisites: KSS 530 and senior standing, full standing in the Graduate School, or instructor's consent.

**KSS 750. Workshop in Education (1-4).**

**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. Prerequisite: departmental consent.

**KSS 760. Sport in Society (3).** Impact of sports on American culture, with focus on competition, economics, mythology, education, religion, ethics, professional sports, sports and minorities.

**KSS 762. Tests and Measurement in Human Performance (3).** Introduces testing, measurement, and evaluation techniques used in human performance and related fields. Students learn to conduct valid, reliable, and objective laboratory/field testing, measurement, and evaluation procedures commonly used in human performance settings. Prerequisites: KSS 111, 201E, 229, 328, and 530.

**KSS 770. Psychology of Sport (3).** An in-depth analysis of the psychology of motor learning and its implications for the teacher/coach.

**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 781. Cooperative Education Field Study (1-8).** 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 repeatable for credit with a limit of 8 hours counting toward the graduate degree. Offered Cr/Ncr only.

**KSS 790. Applied Exercise Physiology (3).** Focuses on the applied aspect of exercise physiology. Includes the areas of environmental influences on performance; optimizing performance through training, nutrition, and ergogenic aids; training and performance of the adolescent athlete and of elderly; and the differences in performance and training between genders. Prerequisite: KSS 530 or 830.

**KSS 795. Physiology of Athletic Performance (3).** Explores 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. Discovers 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. Prerequisite: graduate standing at WSU.

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

**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 812. Advanced Techniques in Physical Education (3).** Comprehensive coverage of selected physical activities, emphasizing class procedures. Includes laboratory experiences.

**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 816. Physical Education in Secondary Schools (3).** For the physical education specialist. New concepts and recent trends in methodology, programming, and supervision at the secondary level.

**KSS 825. Physical Education in Elementary Schools (3).** For the elementary teacher and physical education specialist.

New concepts, recent trends, methodology, programming, and supervision.

**KSS 830. Advanced Physiology of Exercise (3).** In-depth study into the physiological basis of exercise. Includes energy metabolism, respiratory dynamics, cardiovascular function, and regulation during rest, steady state, and exhaustive physical activity. 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 (6).** 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/wellness 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.

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The following abbreviations are used in the course descriptions: R stands for lecture and L for laboratory. For example, 4R; 2L means 4 hours of lecture and 2 hours of lab.