

Human Studies

Program Contact Information

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Educational Foundations

The Educational Foundations (EDF) Program examines how educational institutions shape and are shaped by the social and cultural structures within our society. Our mission is to offer a program that examines current teaching contexts and practice, research, and theory with the aim of increasing our professional candidates' knowledge and understanding of the socio-cultural, historical, political, and economic factors, as well as the philosophical underpinnings, that influence education and shape the societies and world in which we live. Within a diverse world, we also believe that professional educators should recognize a profound need to intentionally learn about and incorporate their students' personal experiences, cultures, and community resources into their instruction and programs. It is through our courses that students come to encounter, interrogate, better understand, and embrace the increasingly diverse landscape of our society and P-12 students.

Educational Psychology and Research

At the undergraduate level, the Educational Psychology and Research Program (EPR) provides courses in psychological foundations and measurement and evaluation that are necessary for all prospective teachers to complete who are pursuing an undergraduate teaching degree. We also house the undergraduate Introduction to Statistics that serves the Community Health and Human Services and Kinesiology programs and concentrations.

At the graduate level, we provide educational psychology courses that meet the program requirements for graduate teacher certification

programs as well as courses taken for recertification and other Masters, Educational Specialists, and doctoral programs within and outside of the School of Education. These courses also attract graduate students from programs outside the School of Education such as Nursing, Public Health, and the School of Health Professions.

AEL-Area Educ Leadership Courses

AEL 602. Advanced Educational Leadership. 3 Hours.

Basic concepts, group interaction on selected presentation of assigned research. Prerequisite: Admission to EdL Doctoral program. 3 hours.

AEL 650. Organizational Theory. 3 Hours.

An exploration of the relationship among concepts, generalizations, and theoretical models in the behavioral and social sciences. The application of these to administrative practice in educational settings is addressed.

AEL 671. Survey of Instructional Supervision. 3 Hours.

A critical examination, interpretation, and evaluation of significant current and classical writings in the field of instructional supervision with particular emphasis on research findings, the emergence of instructional supervision perspectives, issues, and controversies across the literature, and applications for supervisory practice and instructional leadership roles.

CHHS-Comm Hlth Human Serv Courses

CHHS 526. Wellness Promotion Peer Educators Part 1. 3 Hours.

The intent of this course is to provide students will the skills to facilitate group presentations on health-related content to their peers. Students will complete the Certified Peer Education Training a comprehensive, interactive, and skills-based training. Students will learn about the programs and services offered at the UAB Student Health and Wellness Center and will be able to articulate this to new student users. Students will learn basic alcohol and other drug information in preparation for presentation to their peers.

CHHS 527. SHAPE Peer Education. 3 Hours.

This course is designed to provide students with the knowledge and skills needed to effectively communicate accurate information related to sexual health and decision-making. The concept of total health and the effects of lifestyle and decision-making on the quality of life will be emphasized.

CHHS 528. Wellness Promotion Peer Education Part 2. 3 Hours.

This course involves students active engagement in the delivery of peer education programs and services to the UAB campus community. The purpose of the Wellness Promotion Peer Education Part 2 course is to provide candidates with a supervised, field-based, work experience in a wellness promotion setting.

Prerequisites: [CHHS 426](#) [Min Grade: C] and [CHHS 526](#) [Min Grade: C]

CHHS 598. Lifespan Dimensions in Women's Health and Nutrition. 3 Hours.

Highlights will include health issues specific to women, chronic diseases, body image and eating disorders, health promotion and disease prevention, pregnancy, childbirth and lactation, weight loss/maintenance, menopause and ageing, fitness management and stress management.

CHHS 601. Current Readings in Health Education. 1-3 Hour.

Review of literature in health education. Development of annotated bibliography pertinent to professional practice.

CHHS 602. Advanced Principles of Mental Health, Stress, & Well-being. 3 Hours.

This advanced course explains how an individual can manage their internal and external stressors to optimize their mental and emotional well-being. Topics span the discipline of health promotion and wellness, including theoretical models, discussions on the importance of relationships and social support, personality differences and risk of disease, how attitudes and emotions can change body chemistry, heart rates, hormone levels, and immunity against disease.

CHHS 606. Advanced Issues of Disease Prevention in Health Education/Promotion. 3 Hours.

This is an introductory course designed to teach graduate-level health promotion students, the basic principles, methods, and applications of epidemiology and issues in disease control.

CHHS 608. Advanced Principles of Substance Abuse Prevention and Education. 3 Hours.

This course provides an advanced discussion of major drug classifications and their effects, behavioral theories giving explanation to substance use, societal norms, and different pathways of addiction. Prevention strategies, intervention modalities, and treatment options are explored within the context of the community health and human services professions.

CHHS 610. The Advanced Health Education/Promotion Specialist. 3 Hours.

This course emphasizes application of advanced Health Education/Promotion competencies corresponding to the Master Certified Health Education Specialist. Topics include the significant historical contributions, application of theories and planning models, advanced professional ethics, advanced administrative tasks, advanced literature reviews, and emphasis on advanced levels of health communication and advocacy.

CHHS 611. Interdisciplinary Approaches to School Health Education/Promotion. 3 Hours.

This course is designed to provide students with a fundamental knowledge base on contemporary issues related to school health programs; national, state, and local factors influencing school health programs; importance of collaboration between school administration, teachers and parents. The Whole School, Whole Community, Whole Child Model (WSCC) will be a reference point for class discussion.

CHHS 612. Student Health and Well-Being in Higher Education. 3 Hours.

This course prepares higher education professionals to understand and address wellness and health promotion issues contributing to students' overall success, academic performance, retention, satisfaction, and quality of life. Application of student health concerns in an urban campus context can guide those working in a variety of student affairs and higher education settings not limited to: residence halls, orientation, student leadership, advising, multicultural programs, and other areas of student development.

CHHS 621. Advanced Health Communications in Health Education/Promotion. 3 Hours.

This course promotes skills appropriate for selected health problems, problem solving, and referrals. It also promotes skills to enhance communication with clients, peers, and community members at large. Health-related theories, communication theories, and marketing strategies are discussed in this course.

CHHS 623. Sexuality Education: Theory and Practice. 3 Hours.

This course provides an advanced review of biological, sociological, psychological, and ethical aspects of human sexuality as encountered by health education specialists and human services practitioners. Content related to an anatomical overview, sexual decision-making process, harm reduction approaches, social norms, societal issues, gender stereotypes, sexual complications, and the sexuality of special populations are emphasized.

CHHS 624. Advanced Health Coaching in Health Education/Promotion. 3 Hours.

This course promotes mobilizing the strengths and resources of individuals, peers, and the community at large to develop strategies for adopting healthier lifestyles. Health coaching emphasizes specialized methods to support clients, which includes referrals, problem solving, goal setting, creation of action steps, and accountability.

CHHS 626. Student Health and Wellness Center Peer Educators. 3 Hours.

The intent of this course is to provide students with the skills to facilitate group presentations on health related content to their peers. Students will complete the Certified Peer Education Training, a comprehensive, interactive, and skills-based training. Students will learn about the programs and services offered at the UAB Student Health and Wellness Center and be able to articulate this to new student users. Students will learn basic alcohol and other drug information in preparation for presentation to their peers.

CHHS 631. Applied Planning and Implementation of Health Education/Promotion Programs. 3 Hours.

Content and process planning and implementing programs in health education and health promotion. Sociological, psychological, and epidemiological foundations of health promotion programs. Development of practical skills for school, occupational, clinical, and community settings. A comprehensive program planning assessment will reinforce quantitative literacy in the profession. Quantitative Literacy is a significant component of this course.

CHHS 632. Advanced Administration of Health Education/Promotion Programs. 3 Hours.

This course focuses on issues related to the advanced practice of administration and management of health education/promotion programs. Topics include leadership theory and development, staff development and training, ethical issues and human resources, fiscal responsibility, and emphasis on data driven decision-making.

CHHS 640. Content Issues I. 3 Hours.

The content issues course allows the student to explore a topic, of his/her choice, in depth. The resulting document(s) must be thorough including a detailed, complete review of historical and current literature related to the topic.

CHHS 641. Content Issues II. 3 Hours.

The Content Issues II course allows a student to build upon information gathered in Content Issues I or can be developed as a new project. A general outline is provided below. Identification of the health issue or problem Description of who is being affected (including their risk factors) Discussion of national, state, and local initiatives and interventions aimed at reducing the problem and/or risks.

CHHS 642. Applied Behavioral Theory and Health Education/Promotion. 3 Hours.

This course provides students with a better understanding of how to use health behavior theory in guiding health behavior change. The student will examine theories and models that assist in increasing healthy behaviors of youth and adults of all ages.

CHHS 662. Advanced Worksite Health Education/Promotion. 3 Hours.

This course emphasizes the interrelationship of intervention planning, methodology, and the selection and use of teaching aids, and methods or materials to be used in the worksite setting. Special problems associated with health interventions are discussed.

CHHS 689. Intervention Strategies for Health Education/Promotion. 3 Hours.

The purpose of this course is to present the interrelationship of intervention planning to promote health behavior change and the selection and use of teaching aids, methods and materials to facilitate helping relationships. Special problems associated with health interventions are discussed. Students will learn ethical, theoretical and practical aspects of health education, teaching techniques, curricular development, organization skills and techniques.

CHHS 691. Special Topics in Health Education. 3-6 Hours.

HE 691 is offered to advanced students who display a high level of commitment to their studies, willingness to work flexible hours, a desire to become involved in research and training, and the ability to work independently under faculty supervision. At least 4 goals will be accomplished during this semester: 1. To complete a review of professional literature related to educator's knowledge of, and response to body dysmorphic disorders; 2. To prepare a detailed summary of the Steps to a HealthierUS fitness and nutrition initiative; 3. To offer technical assistance to staff and volunteers of the Steps to a HealthierUS – River Region consistent with the logic model and Year Two Community Action Plan aimed at goal achievement; 4. To prepare an objective typewritten summary of accomplishments completed in this course during the semester.

CHHS 692. Supervised Research in Health Education. 3-6 Hours.

CHHS 692 is offered to advanced students who display a high level of commitment to their studies, willingness to work flexible hours, a desire to become involved in research and training, and the ability to work independently under faculty supervision.

Prerequisites: EPR 608 [Min Grade: C] or EPR 609 [Min Grade: C]

CHHS 693. Advanced Field Experience in Community Health Education. 3-6 Hours.

The internship experience is designed to enhance the student's skills in planning, implementing, and evaluating health promotion interventions.

CHHS 696. Ethical Problems and Principles in Health Education/Promotion. 3 Hours.

This course is designed to provide students with opportunities to review and discuss case studies involving ethical decisions.

CHHS 697. Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs. 3 Hours.

This course enhances knowledge, competencies and skills required to obtain funding and to evaluate community-based health education/promotion programs for defined health issues. The course emphasizes elements of evaluating community-based intervention activities at macro-levels including determining needs and assets, writing realistic goals and measurable objectives, incorporating quantitative and qualitative data, and evaluating behavior change at the community level. The course also focuses on grant preparation, including topics such as engaging funders, establishing grant need, planning grant activities, creating a budget, and program sustainability.

Prerequisites: CHHS 610 [Min Grade: C] or HE 610 [Min Grade: C]

CHHS 698. Lifespan Dimensions Women. 3 Hours.

Highlights will include health issues specific to women, chronic diseases, body image and eating disorders, health promotion and disease prevention, pregnancy, childbirth and lactation, weight loss/maintenance, menopause and ageing, fitness management and stress management.

CHHS 699. Thesis Research. 1-3 Hour.

Research and completion of the thesis.

Prerequisites: GAC M

CHHS 730. Special Topics in Health Education. 3-6 Hours.

Special Topics in Health Education.

CHHS 731. Advanced Theoretic/Scientific Basis of Health Education/Promotion. 3 Hours.

This course facilitates integration, application and evaluation of specific information regarding health education and health promotion theory, research, and practice. This course will guide analysis of current issues in health science specifically those related to behavior change. Health behavior theories are emphasized.

CHHS 732. Advanced Planning and Implementation of Health Education/Promotion Programs. 3 Hours.

This course emphasizes content and process of advanced planning and implementation of health education/promotion programs. Advanced topics include application of the Precede-Procede Model to multiple health issues; application of health behavior theory; examination of advanced program evaluation measures; and advanced constituent engagement.

CHHS 733. Evaluation of Health Education/Promotion Programs. 3 Hours.

This course provides the graduate health education student with the competencies, knowledge and skills to plan and to implement an evaluation of health promotion-disease prevention intervention for a defined population at risk.

CHHS 734. Health Education Seminar I. 1 Hour.

Seminars introduce doctoral students to various topics related to professionalism.

CHHS 735. Health Education Seminar II. 1 Hour.

Seminars introduce doctoral students to various topics related to professionalism.

CHHS 736. Health Education Seminar III. 1 Hour.

Seminars introduce doctoral students to various topics related to professionalism.

CHHS 740. Evaluation and Research Methods in Health Education/Promotion Programs. 3 Hours.

This course promotes understanding at the doctoral level of the knowledge, competencies and skills required to plan a research approach and evaluation strategy for health education/promotion research programs for defined health issues among specific audiences. The course emphasizes elements of evaluating community-based research and intervention activities at micro- and macro-levels including examining previous published literature, writing specific aims and measurable objectives, incorporating quantitative and qualitative data, evaluating behavioral impacts, and assessing health outcomes. The course also focuses on federal grant preparation, including topics such as engaging funders, using federal grant formatting, creating a grant budget, and assessing research impact.

CHHS 742. Health Disparities in Diverse Populations. 3 Hours.

This course is designed to provide students with a fundamental knowledge base on contemporary issues related to health, disparities in health outcomes and social determinants of health. It is intended to provide students with a broader understanding of the structural and psychosocial factors related to health disparities. To do so, the course will focus on theoretical frameworks that draw on an ecological perspective and examine how factors associated with families, peers, schools, neighborhoods, and communities influence health.

CHHS 798. Supervised Research in Health Education/Promotion. 1-6 Hour.

The purpose of this course is for students to engage in meaningful research and writing activities.

CHHS 799. Dissertation Research. 1-12 Hour.

Design and completion of the dissertation.

Prerequisites: GAC Z

ECG-Counseling, Human Services Courses**ECG 600. Intro to Integrated Care Counseling. 3 Hours.**

Integrated care capitalizes on the combined expertise of mental health and primary care providers working together within a single treatment setting to more effectively address the physical health problems of individuals suffering from mental illness. Within these settings mental health counselors work collaboratively with health care professionals to design and implement comprehensive biopsychosocial treatment plans. This course addresses the specific needs of students preparing for contemporary counseling careers in both primary care and behavioral health settings, including the multi-faceted roles and functions of a professional counselor, the counseling needs of special community populations, and the professional/ethical issues unique to integrated care counseling.

ECG 605. Introduction to Employee Assistance Counseling Programs. 3 Hours.

Employee Assistance Counseling Programs or Employee Assistance Programs (EAPs) provide counseling, assessment and services to address personal problems and work-related concerns that hinder employees' well-being, work productivity, and job performance. EAPs may assist employees with mental health and substance use disorders, relationship issues, financial and legal problems, and eldercare. In addition, EAPs provide resources and referral information, psychoeducation, supervisor consultation and work-site trainings. EAP services are typically an employer sponsored benefit provided at no cost and counseling and referrals may be delivered by telephone, in-person or through video-conferencing technology. The primary aim of this course is to provide a comprehensive overview of EAPs and EAP service delivery in the United States. This course will cover the history of EAPs in addition to program design, EAP-related legislation, and ethical considerations.

ECG 612. Professional Orientation. 3 Hours.

This course emphasizes an understanding of professional roles and responsibilities; ethical and legal issues; historical perspectives; preparation standards; credentialing; trends and issues in the counseling profession. Central to this course will be an on-going self-evaluation of the student's attitudes, values, interpersonal skills, and motives for choosing counseling as a potential profession. Threaded throughout the course will be the concept of the counselor as a social change agent and advocate for clients, the community, and the counseling profession. This course is open to Non-Degree seeking students.

ECG 613. Foundations of Substance Abuse. 3 Hours.

The foundations of Substance Abuse course is an introductory overview of relevant theory, research, and practice associated with substance abuse and addictions counseling. The course will be presented as a blend of didactic and practical elements to increase student knowledge of fundamental concepts while providing opportunities to experiment with approaches to working with clients presenting with substance abuse and /or addictions concerns. To that end, the instructor will introduce topics that include pharmacological issues and terminology, models of addiction, theories on etiology, diagnosis and assessment, and evidence based treatment strategies. A practicum element that requires students to practice the introductory concepts of Motivational Interviewing will accompany lectures, group discussion, case studies, and demonstrations over the course of the semester. This course is open to Non-Degree seeking students.

ECG 616. Motivational Interviewing. 3 Hours.

Motivational Interviewing (MI) is an approach to behavior change designed to enhance intrinsic motivation by exploring and resolving ambivalence within the client. This course will introduce the underlying philosophy of MI, as well as the key MI principles, concepts, and "active ingredients" that make MI successful in a variety of settings with a variety of populations. Emphasis will be placed on instruction of the four fundamental processes of MI, engaging, focusing, evoking, and planning; MI interventions, treatment fidelity, short-term models, responding to discord between practitioner and client, and developing change plans. The instructor will provide supervision and feedback of MI practice for all enrolled students. Though the course will be fully taught online, the instructor will evaluate students based on their presentation of the skills of MI.

ECG 619. Special Issues for School Counselors. 3 Hours.

This course will expose the school counselor-in-training to a variety of critical incidents. These incidents (situations) will cover a variety of experiences which will be presented in a seminar environment and will require the student counselor's expertise and proper response. Authorities from the various school systems, law enforcement agencies, counseling/ mental health agencies, and child protective agencies will provide knowledge and insight from their perspectives.

ECG 620. Foundations of School Counseling. 3 Hours.

Social, psychological, economic, and philosophic trends leading to development of guidance programs in American schools. Organization and administration of guidance services. This course is open to Non-Degree seeking students.

ECG 621. Theories of Individual Counseling. 3 Hours.

Students will be provided an introduction to counseling theories. Students will explore beliefs about different approaches and methods of counseling including, educational, vocational, systemic, and personal counseling.

ECG 623. Comprehensive Counseling and Guidance: M/H School. 3 Hours.

Principles and practices of comprehensive counseling and guidance in the middle/high school related to curriculum, guidance services, and the guidance program.

ECG 624. Assessment. 3 Hours.

The purpose of this course is to provide an introductory overview of assessment methods, instrumentation, and basic principles of measurement. Discussion topics will review techniques for assessing intellectual ability, aptitude/ achievement, psychopathology, emotion, and personality. Additional topics will include clinical assessment, communicating results, multicultural considerations, and ethical/ legal issues. This course will orient students to common instruments used in educational and clinical settings, common selection procedures, measurement methods, administration, scoring, and interpretation.

Prerequisites: [EPR 590](#) [Min Grade: C]

ECG 626. Group Counseling: Process and Procedures. 3 Hours.

This course provides an introduction to many of the important challenges facing group leaders and group members in contemporary society. Ethical guidelines particular to group work will be discussed. Students will be exposed to how common counseling theories can be applied in group settings. Students will gain an understanding of group developmental stages and processes, and how these dynamics influence group growth and productivity. Leader skill development will be emphasized. Approximately 20 hours of class time is spent in a laboratory experience wherein each student is provided the opportunity to function in a group.

Prerequisites: [ECG 621](#) [Min Grade: C] (Can be taken Concurrently)

ECG 627. Comprehensive Counseling and Guidance: Elementary School. 3 Hours.

Principles and practices of comprehensive counseling and guidance in Elementary School related to curriculum, guidance services, and the guidance program.

ECG 628. Social and Cultural Diversity. 3 Hours.

This course is designed to expose students to various cultures, and the methods, values, and beliefs that organize family life and human development. Using the oppression model, students will examine how the intersections of race, class, culture, gender, ethnicity and sexuality shape and affect the lives of individuals and families and the therapeutic process itself. Intervention practices, social advocacy models, and resistance strategies will be reviewed.

ECG 630. Career Development: Vocational and Life Planning. 3 Hours.

This course will introduce students to the concepts of career development. The course will present the philosophical and historical foundations of career counseling. Students will learn how to apply career counseling theory to practice. Instruction will include career counseling technique, career assessment, career exploration, job market strategies, examination of workplace issues, and lifestyle and wellness concepts.

ECG 631. Suicide Prevention. 3 Hours.

The course will address the epidemiology of suicide, demographic and incidence information about at-risk groups, risk factors, protective factors, warning signs, assessment of emergency risk and chronic risk, intervention strategies, nomenclature, national strategy planning, prevention advocacy, and attention to the bereaved and complicated mourning and subsequent postvention. Students will be engaged in case studies and assessment exercises, research and review into the literature, hear from guest speakers including advocates and survivors, journal writing and reflection, exams, and presentations. This course is open to Non-Degree seeking students.

ECG 638. Practicum I: Clinical Skills and Techniques. 3 Hours.

The Counseling Techniques course is a forum for the instructor to introduce candidates to the practical skills necessary for development as a counseling professional. Through classwork lecture, discussion and demonstration will be used in the instruction of course material, an emphasis on experiential education will be implemented to encourage growth in candidates' use of counseling skills. Opportunities to integrate counseling skills with counseling and multicultural theory will be afforded throughout the coursework.

Prerequisites: [ECG 621](#) [Min Grade: C]

ECG 650. Diagnosis and Treatment of Psychological Disorders. 3 Hours.

This course will introduce students to the diagnosis, treatment, and conceptualization of mental disorders. First, students will learn about diagnostic classification, models for conceptualizing and treatment planning. Finally, students will receive a broad introduction into psychopharmacological interventions associated with the treatment of mental disorders.

ECG 652. Advanced Counseling Techniques. 3 Hours.

This course will involve the study of theoretical approaches to counseling which have been demonstrated to be culturally-relevant and conceptually inclusive of multiple theories and techniques: Advanced Cognitive Behavioral Therapy techniques will be emphasized (other techniques will also be explored). Selected readings, academic discussion and clinical application will be stressed. Critical thinking and active participation are essential. Students will focus on the application of theoretical information towards a goal of case conceptualizations as a precursor to effective treatment planning.

Prerequisites: [ECG 621](#) [Min Grade: C] and [ECG 638](#) [Min Grade: C]

ECG 653. Counseling Children and Adolescents. 3 Hours.

This course will review current evidenced based treatment interventions for children and families. Candidates will learn play therapy techniques, art therapy techniques, and behavioral interventions including how to create behavioral contracts, and methods for writing informative treatment plans. Candidates will also learn specific strategies for engaging parents and siblings in treatment, and will learn specific structural and narrative based theoretical approaches to family therapy.

ECG 660. Relationships and Human Sexuality. 3 Hours.

Introduction to the theory of human sexuality and considerations of couples therapy will be presented, followed by a discussion of systematic goal setting, treatment planning, and assessment, and an investigation of issues of dysfunctional sexual functioning, sexual disorders, and its effect on couple and family systems. Focus will be given to specific issues to take into account in the practice of systematic couples therapy, including cultural diversity, age, disability and illness, diverse sexual behavior, sexual trauma, and rape. Appropriate assessment and intervention methods, as well as techniques utilizing a contextual and systemic approach will be studied and practiced.

ECG 661. Play Therapy I. 3 Hours.

This course will introduce students to the philosophical underpinnings and theoretical approaches of play therapy with children. During this course, students will learn to appropriately conceptualize mental health in childhood, develop treatment plans, and apply play theory techniques for the treatment of children. Group counseling and incorporating families into play therapy will also be considered.

ECG 662. Play Therapy II. 3 Hours.

Counseling children. Advanced counseling theories and advanced techniques appropriate to working with children are explored. Play therapy is emphasized.

ECG 680. The Intersections of Family and Community Systems. 3 Hours.

This course will examine the interactions and issues that arise between the family system and prominent community and social systems, with a focus on the education system and schools, the medical system and wellness, and mental health. Contemporary issues affecting families in the context of these systems will also be examined. These interactions and issues will be examined through a systemic lens with an emphasis on family strengths and resilience.

ECG 685. Marriage and Couples Counseling. 3 Hours.

This course is designed to introduce students to principles of effective couples therapy while preparing them to critically assess couple relationships. This course will be taught from a systems perspective and will include an overview of models and techniques drawn from evidence based research. This course is designed to blend theory and application. Students in this course will participate in didactic and experiential learning and will participate in simulations and case presentations to further understand clinical aspects of couples therapy.

Prerequisites: [ECG 691](#) [Min Grade: C]

ECG 689. Advanced Family Counseling Techniques. 3 Hours.

This course will serve as an in-depth exploration of limited theories of family therapy, including Emotionally Focused Couples Therapy and Cognitive Behavioral Family Therapy, their more recent expressions within the professional literature, and how to consider them against the standards of evidenced based practice. Conceptual understanding and acquisition of specific treatment skills through direct clinical experiences and reflection/advisory teams will be emphasized. This course is designed to allow students to gain a greater understanding of how these key theoretical approaches and techniques, and advanced systemic concepts, can be applied in marriage and family therapy practice.

Prerequisites: [ECG 685](#) [Min Grade: C] and [ECG 691](#) [Min Grade: C]

ECG 691. Introduction to Couples and Family Counseling. 3 Hours.

The purpose of this course is to provide an introduction to family, systems, and relational therapies. An overview of theoretical concepts and intervention strategies associated with traditional and systemic theories of marriage and family therapy will be provided. This course also provides an examination of how family therapy has been shaped through cybernetics and systems theory.

ECG 692. Independent Readings in Counselor Education. 1-3 Hour.**ECG 695. Practicum II: Supervised Field Experience. 3 Hours.**

This clinical course is designed to give students the opportunity to demonstrate basic counseling skills with students/clients at a school or agency and to begin to move toward proficiency. Knowledge and skills developed in previous course work will be applied in the clinical setting. The counselor-in-training is involved in serious counseling interactions with clients. Student counselors receive feedback and supervision from on-site supervisors, group seminar supervisors, and UAB faculty members. Counselors in-training are assigned to a school, or agency setting for a minimum of 100 clock hours, 40 of the hours must be in direct service with clients. Prerequisites: Completion of Area I Courses, Completion of required personal counseling sessions, a grade of "Pass" on the comprehensive exam, and satisfactory dis-positional evaluations/successful resolution of a dis-positional letter.

ECG 696. Counseling Internship A. 3 Hours.

The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed counselor would be expected to perform in the clinical setting. A regularly employed staff member is defined as a person occupying the professional counseling and clinician's role to which the student is aspiring (school or clinical mental health). The intern is involved in counseling interactions with clients. Interns receive feedback and supervision from their on-site supervisor, group supervisors, and UAB faculty members. Interns are assigned to a school, agency, or rehabilitation setting for a total of 600 clock hours, 240 of the hours must be in direct service with clients. In this course, students will be challenged to become more self-aware of both their professional approach to counseling as well as how they personally influence the therapeutic space. This development will occur primarily via direct feedback from peers, facilitated by the group supervisor, as well as opportunities for personal reflection and individualized feedback from the supervisor. Interns are often unaware that counselor development hinges on one's willingness to explore themselves. The goal of this internship is to push the boundaries of this lack of awareness within a safe and supportive atmosphere and to challenge others to do the same for the benefit of providing our clients with a more authentic representation of ourselves as professional counselors. Interns are always given the opportunity to discuss this in the group setting or on an individual basis as desired.

Prerequisites: [ECG 695](#) [Min Grade: P]

ECG 697. Counseling Internship B. 3 Hours.

The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed counselor would be expected to perform in the clinical setting. A regularly employed staff member is defined as a person occupying the professional counseling and clinician's role to which the student is aspiring (school or clinical mental health). The intern is involved in counseling interactions with clients. Interns receive feedback from their on-site supervisor, group supervisors, and UAB faculty members. Interns are assigned to a school, agency, or rehabilitation setting. Each semester of internship, students are required to have at least 300 total hours at their site, 120 of which must be in direct service with clients, for a total over two semesters of 600 clock hours, and 240 in direct service with clients.

Prerequisites: [ECG 696](#) [Min Grade: P]

EDF-Foundations of Education Courses**EDF 600. Urban Education. 3 Hours.**

An examination of the historical, social, political, and economic factors that shape urban education, as well as its similarities and differences to suburban and rural education, in the United States.

EDF 601. The History of American Curricular Thought. 3 Hours.

An examination of American educational history using primary source documents to provide insight into the evolution of curriculum, policy, and educational practice.

EDF 602. Critical Social Issues in American Education. 3 Hours.

An examination of contemporary social issues facing schools in the United States, from politics and policy, school structure, and curriculum to pedagogical practice. The relationship of the school to society is also addressed.

EDF 606. Social Movements in Education. 3 Hours.

An examination of how the Progressive Education Movement, the Women's Movement, along with other major social movements in recent history have shaped American education. The history of the Civil Rights Movement in Birmingham and its impact on schools, communities, and the lives of educators and students are of special interest.

EDF 616. Comparative Education. 3 Hours.

An examination of the historical, social, economic, political, and cultural forces influencing the structure and function of education in other countries in comparison to education in the United States. Course may be taught as part of a study abroad program.

EDF 620. Culture and American Education: Race Class and Gender. 3 Hours.

An examination of the interlocking influences and socially constructed meanings and understandings of culture, race, ethnicity, social class, and gender in American education.

EDF 691. Special Problems in The Foundations of Education. 3 Hours.

This course covers variable topics addressing critical issues and problems in the educational foundations field. The course may be taught for in-service educator credit in conjunction with special P-12 school/university collaborative initiatives.

EDF 697. Individual Readings in Foundations of Education. 1-3 Hour.

This course emphasizes individually-guided and research-focused readings in the field of educational foundations.

EDF 698. Individual Research in Foundations of Education. 1-3 Hour.

This course is generally taught in independent study or small seminar formats to guide graduate research in the field of educational foundations.

EDF 700. Urban Education. 3 Hours.

An examination of the historical, social, political, and economic factors that shape urban education, as well as its similarities and differences to suburban and rural education, in the United States.

EDF 701. The History of American Curricular Thought. 3 Hours.

An examination of American educational history using primary source documents to provide insight into the evolution of curriculum, policy, and educational practice.

EDF 702. Critical Social Issues in American Education. 3 Hours.

An examination of contemporary social issues facing American schools, from politics and policy, school structure, and curriculum to pedagogical practice. The relationship of the school to society is also addressed.

EDF 706. Social Movements in Education. 3 Hours.

An examination of how the Progressive Education Movement, the Women's Movement, along with other major social movements in recent history have shaped American education. The history of the Civil Rights Movement in Birmingham and its impact on schools, communities, and the lives of educators and students are of special interest.

EDF 708. Ethical Dilemmas in Educational Administration. 3 Hours.

This course addresses ethical dilemmas in educational administration and leadership. May be taught by both Educational Foundations and Educational Leadership faculty.

EDF 716. Comparative Education. 3 Hours.

An examination of the historical, social, economic, political, and cultural forces influencing the structure and function of education in other countries in comparison to education in the United States. Course may be taught as part of a study abroad program.

EDF 720. Cult and Amer Educ: Race Class and Gender. 3 Hours.

An examination of the interlocking influences and socially constructed meanings and understandings of culture, race, ethnicity, social class, and gender in American education.

EDF 750. Special Problems in the Foundations of Education. 3-9 Hours.

A doctoral seminar on various special problems and issues in educational foundations. May be taken for 3, 6, or 9 credit hours.

EDF 755. Educational Studies in Diverse Populations: Theory of Inquiry. 3 Hours.

This doctoral seminar examines contemporary issues concerning diversity and institutions of education and the various epistemological lenses and theoretical perspectives that can be used to conduct research about culture and human differences as related to educational policy and practice.

EDF 765. Context, Culture, and Policy (CCP) Proseminar. 3 Hours.

This required seminar introduces doctoral candidates in the Educational Studies in Diverse Populations program to the interrelationships among context, culture, and policy. The course provides analysis of educational institutions and initiatives through the lens of geopolitical space, sociocultural studies, and global justice. Specifically, it encompasses the institutional locations (both national and international, and urban, suburban, and exurban) of higher education, P-12 schools, and non-profit and community organizations, in relation to the experiences of diverse populations.

EDF 796. Dissertation Seminar. 3 Hours.

This course provides for supervised research experience under the direction of a graduate faculty member within the School of Education. The topic for an [EDF 796](#) course must relate to the concentration area of Metropolitan Education Studies within the Educational Studies in Diverse Populations (ESDP) doctoral program. This course is only available to students who have been admitted to the ESDP doctoral program. Prerequisite/co-requisite completion of research sequence and prerequisite courses.

Prerequisites: [EPR 609](#) [Min Grade: C](Can be taken Concurrently) and [EPR 710](#) [Min Grade: C](Can be taken Concurrently) and [EPR 792](#) [Min Grade: C](Can be taken Concurrently) and [EPR 696](#) [Min Grade: C](Can be taken Concurrently)

EDF 797. Independent Studies. 3 Hours.

Independent readings under the direction and supervision of EDF faculty. Doctoral status and the permission of the instructor are required.

EDF 798. Individual Research in the Foundations. 3 Hours.

This course is designed for doctoral students to deepen their understanding of selected research topics.

EDF 799. Dissertation Research. 1-12 Hour.

Doctoral research in the Context, Culture, and Policy concentration of the Educational Studies in Diverse Populations doctoral program. A minimum of 12 hours of [EDF 799](#) is required for the PhD program; up to 21 credits of EDF 799 may be taken.

Prerequisites: GAC Z

EDL-Educational Leadership Courses**EDL 601. Foundations of Instr. Ldrshp. 3 Hours.**

The purpose of the course is to provide a strong foundation in strengthening knowledge and skills in instructional leadership. The student will be prepared to become an instructional leader who engages the school community in developing a shared mission, vision; will explore various leadership theories and application; and will review the purpose and process of leadership for continuous school improvement. Requires admission to either EDL Master's or Post-Master's Certification program.

EDL 602. Fld Exp: Found of Inst Ldrshp. 1 Hour.

Through observing, participating, and leading field-based experiences, Foundations of Instructional Leadership students will gain practical knowledge and skills needed to be effective school leaders. This course is for master's students in educational leadership and is taken in connection with [EDL 601](#).

EDL 603. Data Driven Decision Making. 3 Hours.

This course prepares the future school leader to effectively use and interpret data in all forms to lead and monitor continuous school improvement. Students will become conversant with strategies and techniques that enhance classroom instruction. The students will lead in a school improvement project, identifying and addressing student achievement gaps. This course is required for all students earning a Master of Arts in Educational Leadership. Other students interested in studying data-based decision making to improve student learning are welcome to enroll.

EDL 604. Fld. Exp. in Data Driven Dec.. 1 Hour.

Through observing, participating, and leading field based experiences, Data Driven Decision Making for School Improvement students will gain practical knowledge and skills in using data and techniques to enhance leadership for learning in a school. This course is required for students earning their Master of Arts in Educational Leadership, but other students interested in studying data-based decision making for a school setting are welcome to enroll.

EDL 605. Residency in Inst. Leadership. 3 Hours.

The purpose of the Residency in Instructional Leadership is to give future instructional leaders authentic experiences in a continuum of observing, participating, and leading in K-12 schools without the distraction of teaching responsibilities or other coursework requirements. Students are required to complete their residency, in a school with children present, over 10 days. Students are required to attend two Residency Seminars during the term. Residency is a requirement for eligibility for Alabama Class A certification in Instructional Leadership.

EDL 606. Supervision/ Ment. Inst. Staff. 3 Hours.

The purpose of this course is to prepare the future school leader to utilize knowledge of human resources to accomplish school and system goals. This involves developing the ability to design and implement effective professional development and facilitate teaching that will impact student achievement. Emphasis is placed on the observation of classroom teachers and developing systematic feedback processes in order to facilitate improvement in classroom instruction. A final unit will assist the future leader in seeking mentoring opportunities.

EDL 607. Fld Exp. in Super / Mentoring. 1 Hour.

Through observing, participating and leading field based experiences, students will gain practical knowledge and skills in implementing staff development, supervision of instructional staff, and creating mentoring opportunities for new teachers and oneself. This class is for students earning their Master of Arts in Educational Leadership.

EDL 608. Org. & Financial Mgt. 3 Hours.

This course is designed to prepare instructional leaders to develop the knowledge and skills to apply financial procedures for public schools in Alabama. An emphasis on strategies to utilize student data as the impetus for allocating financial resources will be part of the curriculum. In addition, students will conduct a technology audit and explore guidelines for creating safe school facilities.

EDL 609. Fld. Exp. in Org & Finc Mgmt. 1 Hour.

Through observing, participating, and leading field-based experiences, students will gain practical knowledge and skills in applying financial procedures, allocating resources and creating safe K-12 schools.

EDL 610. Legal & Ethical Foundations. 3 Hours.

The purpose of this course is twofold: (1) Candidates will give a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and guidelines of the State Ethics Commission and (2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislatures and judicial requirements.

EDL 611. Fld. Exp. in Legal/Eth Found. 1 Hour.

Through observing, participating and leading field based experiences assigned in [EDL 610](#) Legal and Ethical Foundations of School Leadership, students will gain a working knowledge of legal and ethical principles necessary to employ in K12 school leadership.

EDL 612. Best Prac. Inst. Ldrshp. 3 Hours.

The purpose of this course is to prepare instructional leaders who can create positive learning environments for all students. Special emphasis will be placed on using data to assess and improve student achievement. Students will explore the needs of diverse and underrepresented populations, including racial/ethnic minorities, students with special needs, LGBTQ students, and others. Students will also examine legal mandates for providing services to diverse student populations.

EDL 613. Fld Exp in Best Practices for Inst Ldrshp for Diverse Populations. 1 Hour.

Through observing, participating leading field based experiences, students will gain practical experience needed to meet the instructional needs of diverse populations, including racial/ethnic minorities, students with special needs, LGBTQ students, and others. This course is required for all students earning a Master of Arts in Educational Leadership.

EDL 661. Simulation in Educational Leadership. 3 Hours.

This is a course designed to provide practice for prospective school administrators in observing teachers in the classroom. Emphasis is placed on developing the skill base of school leaders in observing, note-taking, and providing meaningful feedback to classroom teachers regarding the delivery of instruction and student response. Skills are also developed in assisting teachers in writing their own professional development plans based upon classroom observation.

EDL 704. Educational Law and Policy Development. 3 Hours.

In this course, students will take an indepth look at influential court decisions and legislation that affects the operation of schools and school districts in modern society. Futhermore, the processes, responsibilities and multiple roles in the development of school and school district policy will also be explored.

EDL 710. Mentoring for Educational Leadership. 3 Hours.

In this course, students will develop their knowledge base and skill sets in mentoring instructional staff in the development of their own practice as classroom instructors. Concepts of mentoring as a key process in professional development of teachers will be examined. Specific mentoring skills and strategies will be emphasized. Studetns will be required to examine current mentoring program goals and processes as well as practice their own skills in mentoring.

EDL 717. Leading Change Through Action Research. 3 Hours.

The purpose of this course is to strengthen knowledge and skills in the areas of effective leadership and systemic organizational change. This course will teach participants the skills and strategies to prepare for and introduce change in their schools through an identified school-based problem solving project. Candidates will be required to lead a collaborative effort of analyzing and applying strategies and quality tools in addressing a school-based problem, preferably one that is impacting student achievement. Course content will include: an introduction to quality tools (TQM), shared decision-making, group processes, effective teaming, and using data to make decisions.

EDL 717L. Field Experience for Leading Change Through Action Research. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 717-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 718. Essential Skills for Organizational Leadership. 3 Hours.

This course is designed to strengthen knowledge and skills essential to effective leadership in the school setting. Candidates will increase their understanding of and skills in utilizing participatory /shared decision making; using data focused on student learning to drive the decision making process; communicating high expectations for student learning; and enhancing human resource development. Candidates will demonstrate the ability to analyze various situations involving community and stakeholder relationships through the structural, human resource, political, and symbolic frames and devise appropriate courses of action based on this analysis of school programs.

EDL 718L. Field Experience for Essential Skills for Organizational Leadership. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 718-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 719. Mentoring & Coaching Skills for School Leaders. 3 Hours.

In an era of ensuring highly qualified teachers through embedded, research-based staff development, the role of supervision and mentoring has taken on an unprecedented role in successful schooling. Supervision and mentoring are at the heart of schooling. In addition, future school leaders need to understand their own mentoring needs, and be comfortable with seeking a mentor for themselves. In this course, candidates will conduct a comprehensive critical examination of mentoring concepts, both for personal development and for instructional supervision of classroom teachers. The skills of supervision through cognitive coaching will be learned and practiced. Implications for individual and group development and the improvement of instruction are emphasized. The field experience, EDL 719L will involve candidates seeking a mentor for themselves, as well as engaging in mentoring a new teacher.

EDL 719L. Field Experience for Mentoring & Coaching Skills for School Leaders. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 719-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 720. Proposal Writing. 3 Hours.

In this course, students enrolled in the Doctorate of Education program work closely with their course instructor to develop their proposal for dissertation research. The content and structure of the proposal and dissertation are examined, including conducting a comprehensive review of the relevant literature and the techniques and strategies of data collection, analysis, and development of conclusions and implications related to research findings. The anticipated culminating field project is the development and defense of the proposal for doctoral dissertation research.

EDL 725. Current Issues and Problems in School Administration. 3 Hours.

This is a seminar type course that explores current issues affecting the profession of school leadership. Various topics of concern will be presented and discussed. Multiple guest speakers with expert knowledge of selected issues may be invited to present in this class. Students will be required to reflect carefully about their own positions relative to select issues and problems.

EDL 727. Leading the Adult Learning Community. 3 Hours.

This course is divided into the following conceptual units: a. Teachers as Adult Learners b. Understanding Adult Learning Theories c. Applying Adult learning Theories to Professional Learning Communities d. Creating Collaborative Teams to support learners e. Shared Leadership to improve academic achievement of diverse learners f. Developing and Utilizing Shared Leadership Strategies The purpose of this course is to prepare candidates with the ability to and the knowledge of skills and strategies required to Lead the Adult Learning community in schools. An in-depth analysis of adult learning theories and strategies to develop shared leadership capacity in school communities will provide the impetus of this course. Candidates will learn about characteristics of adult learners and various theories of how adults learn, develop, and interact in professional learning communities. The second focus of this course is how to develop and implement shared leadership in schools.

EDL 727L. Field Experience for Leading the Adult Learning Community. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 727-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 728. Management of the Learning Organization. 3 Hours.

The purpose of this course is to strengthen knowledge of and skills in essential management functions within the school or district setting, as noted in specified ISLLC and Alabama Administrative Code Standards. The course will focus on practices and procedures that are vital to the efficient and effective operation of a school or a school district.

EDL 728L. Field Experience for Management of the Learning Organization. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 728-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 731. Law, Ethics, and Policy for Educational Leaders. 3 Hours.

The purpose of this course is twofold: 1) Candidates will gain a fundamental knowledge of ethical principles based on the Alabama Educator Code of Ethics and the guidelines of the State Ethics Commission. 2) Candidates will gain a working knowledge of legal principles established by local, state, and federal legislative and judicial requirements. Candidates will be able to demonstrate an understanding of legal and ethical principles related to underrepresented populations within the school setting. Candidates will be able to demonstrate a knowledge and application of the ethical principles stipulated in the Alabama Educator Code of Ethics and accompanying legal precepts. Candidates' ability to make sound legal and ethical decisions will be enhanced through a better understanding of board policies and politics as well as through reflection on and clarification of personal values and beliefs.

EDL 731L. Field Experience for Law, Ethics, and Policy for Educational Leaders. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school in the area of law, ethics, and policy. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 731-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 732. Leadership of Special Programs. 3 Hours.

Leadership of Special Programs coalesces the knowledge of and ability to lead special programs within a school site. Candidates will apply leadership skills in developing a comprehensive home school collaborative project and a comprehensive technology integration project. In addition, candidates will develop curriculum which will align state standards unique to career and technical education. Emphasis will be placed on models of communication, problem solving, conflict resolution and team building principles and skills. Focus will also be placed on best practices in the development of community information, networking, public relations, and media. The technology portion of this class will focus on the total integration of technology into a school community.

EDL 732L. Field Experience for Leadership of Special Programs. 1 Hour.

The course is designed to give Ed.S. candidates authentic, practical experience in leading in a school. A minimum of 20 hours of field experience, spent in leadership activities correlating to the core course, at the school site, will be required as the field experience for [EDL 732-L](#). The Field Experience Course is taken concurrently with the core course.

EDL 735. Professional Leadership. 3 Hours.

Provides an overview of key issues related to professional leadership from the perspective of the teacher leader. Special emphasis will be given to the following course themes: Alabama Educator Code of Ethics, ethical and professional conduct, school law and policy, and adult learning.

EDL 746. Practicum in Instructional Leadership. 1 Hour.

Course required in the Ed.S. program for candidates who completed the Class A Administrative Certification before 2009, before program redesign. The practicum in Instructional Leadership allows for authentic leadership experiences in K-12 schools. The Practicum consists of developing projects and documents/artifacts, throughout the four-semester Educational Specialist Program, that outline leadership experiences in all areas of the Alabama Standard for Instructional Leaders.

EDL 755. Advanced School System Administration. 3 Hours.

An advanced course for practicing school leaders examining the various aspects of leadership of a school district from the level of the principalship and beyond. This course explores systems theory and systems thinking relative to the various systems enacted in the leadership of a school district.

EDL 756. Advanced Educational Law. 3 Hours.

An advanced course for practicing school leaders examining the various aspects and implications of educational state and national level case law and policy governing and related to leadership of a school district from the level of the principalship and beyond.

EDL 792. Directed Study in Educational Leadership. 3 Hours.**EDL 796. Individual Readings in School Law. 3-6 Hours.****EDL 798. Non-Dissertation Research. 1-12 Hour.**

This course is for doctoral students in educational leadership who have completed their preliminary course work but who have not yet attained candidacy (i.e., developed or defended their proposal for doctoral/dissertation research).

EDL 799. Dissertation Research. 1-12 Hour.

This course is for doctoral students in educational leadership who have completed their preliminary course work, passed their comprehensive written exam, and have successfully defended their proposal for doctoral/dissertation research and who, upon the recommendation of their dissertation committee, are entered into doctoral candidacy through the Graduate School. A minimum of 12 hours of [EDL 799](#) is required for the EdD program.

Prerequisites: GAC Z

EPR-Educational Psychology Courses

EPR 510. Measurement and Evaluation in Education ECE. 3 Hours.

For early childhood/elementary education majors only. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Elementary descriptive statistics and measurement techniques used in student evaluation. Quantitative literacy is a significant component of this course (QEP).

Prerequisites: [EEC 600](#) [Min Grade: C](Can be taken Concurrently)

EPR 511. Measurement and Evaluation in Education Secondary Ed. 3 Hours.

For secondary education majors only. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Elementary descriptive statistics and measurement techniques used in student evaluation. Quantitative literacy is a significant component of this course (QEP).

EPR 590. Research & Prgm Eval in Coun. 4 Hours.

This course will provide an introduction to major principles, strategies, and instruments in social science research and program evaluation. Students will become familiar with (1) basic strategies used to conduct research; (2) basic methodology for collecting and interpreting data typically reported in counseling; (3) basic conventions for published reporting research in his/her field of interest; (4) basic program evaluation; and (5) the knowledge and skills to become consumers and producers of counseling research.

EPR 594. Introduction to Educational Research Design. 3 Hours.

Introduction to educational research design purposes and characteristics of the research process, including: types of research approaches and research design; procedures for collecting; analyzing and evaluating data; critical review of published research; research ethics; and institutional review.

EPR 596. Introduction to Qualitative Methods in Educational Research. 3 Hours.

The purpose of this course is to provide a practical introduction to qualitative research and its application in education, social, and behavioral sciences.

Prerequisites: [EPR 594](#) [Min Grade: C]

EPR 607. Computer Applications to Statistical Analysis. 1 Hour.

Excel and SPSS will be used for statistical analyses and data interpretation. Lab to accompany [EPR 608](#).

EPR 608. Introduction to Statistical Methods in Educational Research. 3 Hours.

This statistics course will cover descriptive and inferential statistics to include the following: measures of central tendency; measures of variability; frequency distributions; normal curve; probability; sampling; regression; hypothesis testing; and analysis of variance. Excel and SPSS will be used for statistical analyses and data interpretation.

EPR 609. Statistical Methods and Research in Education: Intermediate. 3 Hours.

This course will cover basic inferential techniques including hypothesis testing and parametric and non-parametric techniques related to factorial ANOVA and within-subjects ANOVA designs. A significant focus of this course is on assumptions, rationale, application and interpretation of various analysis of variance techniques.

Prerequisites: [EPR 608](#) [Min Grade: C]

EPR 610. Child Psychology. 3 Hours.

This course covers human development through infancy, preschool, and preadolescence.

EPR 611. Adolescent Psychology. 3 Hours.

This course offers an in-depth examination of selected topics in the psychological, social, emotional, moral, cognitive, cultural and physical development of adolescents and how these aspects affect classroom and school behavior.

EPR 614. Lifespan Human Development. 3 Hours.

The objective of this course is to further students' knowledge of human development, the multidisciplinary study of how people change and how they remain the same over time. Topics to be covered will include developmental theories, biological development, social developing, language development, cognitive development, young adulthood, and aging.

EPR 622. Learning Theories. 3 Hours.

This course covers the application of learning theories to educational practice, behavioral theories, information processing, biochemical basis of memory and learning, as well as other major learning theories.

EPR 688. Seminar on Current Issues: Measurement/Eval School. 3 Hours.

This course provides advanced training on current issues, policies, and methods in educational measurement and evaluation relevant to classroom teachers.

EPR 691. Independent Readings in Educational Psychology and Research. 3 Hours.

Independent Readings in Educational Psychology and Research.

EPR 692. Introduction to Educational Research Design. 3 Hours.

Introduction to educational research design purposes and characteristics of research process, types of research approaches and research designs, procedures for collecting, analyzing and evaluating data, critical review of published research, research ethics and institutional review.

EPR 695. Survey Methods in Educational Research. 3 Hours.

Provides an overview of the basic principles, applications, and types of survey research in education. Students completing this course should have basic knowledge of the survey implementation procedures, use of appropriate sampling techniques and principles of survey instrument construction. Students should be able to develop reliable survey items, establish reliability and validity of survey scales and instruments, and demonstrate awareness of ethical issues related to conducting survey research. Finally, students will learn how to evaluate and critique published survey research studies.

Prerequisites: [EPR 594](#) [Min Grade: C] and [EPR 608](#) [Min Grade: C]

EPR 696. Qualitative Research: Inquiry and Analysis. 3 Hours.

The purpose of this course is to provide an in-depth insight into the history, philosophy and applications of qualitative research. The course provides a structured field experience of designing and conducting a qualitative small-scale research study within a select qualitative approach.

Prerequisites: [EPR 594](#) [Min Grade: C] and [EPR 596](#) [Min Grade: C]

(Can be taken Concurrently)

EPR 700. Data Based Decision Making. 3 Hours.

Provides an overview of key issues related to data-based decision making for students who are interested in moving into leadership positions within their own school and school system. Issues such as Response to Intervention (RTI), progress monitoring, formative and summative evaluation, basic statistical and measurement issues, and other related topics are introduced and discussed.

EPR 700L. Field Experience/Data Based Decision Making. 1 Hour.

Field-based experience to accompany Data Based Decision Making.

EPR 700R. School Based Problem Research Project/Data Based Decision. 1 Hour.

Action-research project to accompany Data Based Decision Making.

EPR 710. Computer Applications and Advanced Statistical Methods. 3 Hours.

Provides an overview of multivariate analyses including multiple regression, MANOVA, logistic regression, discriminant function analysis, factor analysis, cluster analysis, and related procedures. The course focuses on conducting analyses, interpreting results, and conducting studies that require multivariate analyses.

Prerequisites: [EPR 608](#) [Min Grade: C] and [EPR 609](#) [Min Grade: C]

(Can be taken Concurrently)

EPR 792. Mixed Methods Approaches to Educational Research. 3 Hours.

This course will provide an overview of mixed methods research, including the history and philosophy of mixed methods research, relevant emerging literature, types of research problems addressed, types of mixed methods designs, and the writing and evaluation of mixed methods studies.

Prerequisites: [EPR 594](#) [Min Grade: C] and [EPR 596](#) [Min Grade: C]

(Can be taken Concurrently) and [EPR 608](#) [Min Grade: C] and [EPR 609](#) [Min Grade: C](Can be taken Concurrently)

EPR 793. Doctoral Seminar in Research Evaluation and Design. 3 Hours.

Doctoral seminar in educational research and psychology. Topics vary by semester.

HEA-Higher Education Admin Courses

HEA 600. Administration of Higher Education. 3 Hours.

This course reviews the history, philosophy, and development of higher education through an overview of American and international institutions of higher learning. Students examine organization, governance, and administrative structures of American universities and are introduced to the function and responsibilities of major administrative divisions of a college or university and the major tasks of administration. Students are introduced to major journals in the field and discuss curricular, administrative, and policy issues as well as future trends. Students are required to familiarize themselves with one or more administrative offices on a campus.

HEA 610. History of Higher Education. 3 Hours.

This course is an examination of the development of the American system of higher education across 200-plus years – its origin, major characteristics, trends, and distinctive features. The course emphasizes how historical events have unfolded in our culture and in higher education to influence the growth and development of various forms of institutions within the modern American higher education system.

HEA 620. Access & Equity in Higher Education. 3 Hours.

This course introduces students to research, theory, and practice issues surrounding access to college and equity in higher education. Through the integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, students will develop complex, comprehensive understandings of equity and diversity in higher education.

HEA 630. Higher Education Law. 3 Hours.

This course provides an overview of federal and state statutes, as well as case law, relevant to higher education. Students examine legal and ethical issues that confront college and university personnel and explore the legal relationships between the institution and the faculty, the student, and state and federal governments.

HEA 640. Organization, Leadership, & Change. 3 Hours.

Major organizational and leadership theories are examined as students explore their own leadership abilities and the cultural facets of organizational life in universities with special emphasis on improvement opportunities such as strategic planning, values clarification, cultural norms, innovation, process and people integration, key performance indicators, the balanced scorecard and the alignment of human resources systems.

HEA 650. Assessment & Evaluation of Higher Education. 3 Hours.

This course is an examination of the philosophy and practice of assessment and evaluation in higher education with particular emphasis on assessment of programs/services and/or students. The course addresses the use of qualitative and quantitative data in the processes of decision making at all levels within institutions of higher education. Consideration for advanced data collection and analytics, as well as an introduction to facilitating data management are included. Students will gain a better understanding of the importance of assessment in higher education and their role in the assessment process. Therefore, this course is designed to prepare students to conduct an evaluability assessment and assessment design for a real program where they have the potential to provide a program/department with accurate and usable results, as well as actionable next steps.

HEA 660. College Student Development. 3 Hours.

In this course students will have an opportunity to examine various theories of student development in higher education including social, psychosocial, cognitive structural, integrative and more. Students are asked to look not only at the identity development models presented in isolation, but also at the ways in which they intersect and at times, trouble theory due to the multiplicity of an individual's identities. College retention theories, as well as environmental factors in persistence and attainment will be explored. Students will also review and discuss contemporary issues and trends related to providing services to various types of students.

HEA 670. Strategic Partnerships in Academic & Student Affairs. 3 Hours.

This course introduces students to concepts and theories that underlie scholarship and frame practice in academic and student affairs and considers the factors that shape the teaching-learning environment. It is an interactive course. It will examine ways academic and student affairs can develop, increase, and provide resources and support to students across multiple departments to engender personal and professional growth. Special emphasis is given to communication and co-curricular opportunities to provide a richer learning experience through the application of classroom learning to real-world environments, i.e., service-learning.

HEA 680. Practical Issues & Challenges in Higher Education. 3 Hours.

In this course, students will review issues that have informed best practices in higher education in American society, as well as identify current trends and concerns. This course offers in-depth analysis of prevalent issues affecting institutions of higher education including, but not limited to, federal educational policies, the role of faculty, changes in student populations, the funding of higher education, the changing nature of instructional delivery, and student affordability.

HEA 685. Special Topics. 3 Hours.

Topical courses not offered in regular course rotation – e.g., courses by visiting faculty, courses on timely topics, highly specialized courses responding to unique student demand. The Higher Education Administration program offers Special Topics only occasionally and the selection is different every semester. Special Topics courses do not repeat material presented by regular semester courses.

HEA 690. Practicum in Higher Education. 3 Hours.

This course is intended for master's students in higher education as a complement to their core course requirements and as an opportunity for professional development. The broad purpose of this course is to prepare graduate students for professional practice in various higher education contexts. To achieve this goal, this course is designed to help students to link theoretical current issues and administrative challenges to their own professional development and their work (i.e., practice) in a higher education setting.

Prerequisites: HEA 600 [Min Grade: C] and HEA 610 [Min Grade: C] and HEA 620 [Min Grade: C] and EPR 594 [Min Grade: C]

HEA 699. Thesis Research. 1-6 Hour.

The purpose of a thesis research course is to enable a student to develop deeper knowledge, understanding, capabilities and attitudes in the context of their program of study. The thesis should be written during the last two consecutive semesters of the program with the final chapters completed in the second course in the Thesis Research course series. The course offers the opportunity for students to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Science in Higher Education Administration should place emphasis on the student's abilities to display knowledge and capability required for independent work within the subject matter.

Prerequisites: GAC M

KIN - Kinesiology Courses**KIN 500. Organization & Admin of PE. 3 Hours.**

This course is designed to provide the student with opportunities to increase their knowledge of problems and issues involved in the organization and administration of physical education programs in elementary and secondary schools.

KIN 508. Adapted Physical Education. 3 Hours.

This methods course provides knowledge and skills for assessing, interpreting, programming, and instructing K-12 students with disabilities in physical education. Topics include the law, inclusion, IEP writing, differentiation, modifications, instructional delivery, and generalities of specific disabilities. The course will engage students through lecture, peer teaching, and problem-based learning activities. Best practices teaching children with disabilities will be applied through clinical experiences in select schools.

KIN 509. Assessment in Physical Education. 3 Hours.

This course emphasizes the development, implementation, and analysis of assessments within K-12 physical education programs, including assessment of the cognitive, physical, and psychomotor domains including program assessment.

KIN 511. Elementary School Physical Education. 3 Hours.

This course will include the nature and content of a developmentally appropriate elementary physical education program.

KIN 520. Fitness and Motor Skill Acquisition. 3 Hours.

This course will enable candidates to acquire the knowledge and the skills necessary to analyze and appropriately teach motor skills and design developmentally appropriate fitness activities for middle school students.

KIN 520L. Sport Skill Proficiency. 1 Hour.

This course will enable candidates to acquire the knowledge and the skills necessary to teach the critical elements needed to perform all basic sport skills. Candidates will demonstrate skill proficiency in the sport skills as well as the ability to teach others to perform the skills.

KIN 523. Techniques of Teaching Fitness and Nutrition in Schools. 3 Hours.

This course will enable candidates to learn techniques and strategies for teaching fitness and nutrition in physical education programs.

KIN 585. Advanced Exercise Testing and Prescription. 3 Hours.

This course studies participant screening, risk stratification, and exercise assessment/testing and prescription for apparently healthy, special and diseased populations.

KIN 589. Physical Education Instructional Strategies. 6 Hours.

This course will focus on information to help potential physical educators attain teaching skills and knowledge necessary to design, implement and evaluate developmentally appropriate K-12 physical education programs. Students will gain hands-on teaching experience with students in school settings.

KIN 601. Introduction to Sports Administration. 3 Hours.

This course will explore the field of sport administration. Students will learn about the many skills needed to be an effective administrator.

KIN 607. Principles of Coaching. 3 Hours.

This course will explore the principles of coaching regarding sport psychology, sport pedagogy, sport physiology, and sport management.

KIN 615. Sport Facility Planning. 3 Hours.

Principles of planning and managing sport facilities and events.

KIN 630. Mechanical Analysis of Motor Skills. 3 Hours.

Analysis of motor skills in children, youth, and adults.

KIN 631. Foundations of Physical Education. 3 Hours.

Basic foundations of physical education in the school setting.

KIN 632. Supervision of Physical Education. 3 Hours.

Principles of supervising and maintaining a physical education program.

KIN 635. Principles of Management in Sports. 3 Hours.

This course is designed to give students an overview of the duties, responsibilities and problems facing athletic administrators in today's sports-conscious society.

KIN 636. Current Readings in Physical Education. 3 Hours.

This course is designed to assist the student in locating, analyzing, and synthesizing professional literature relative to current trends, issues and research in physical education.

KIN 637. Physiology of Exercise I. 3 Hours.

Advanced study of energy metabolism and cardiovascular, respiratory and skeletal muscle physiology during exercise.

KIN 638. Physiology of Exercise II. 3 Hours.

Advanced instruction on human physiological responses to exercise and exercise training, altitude and climate, and spaceflight.

KIN 639. Exercise Prescription for High Risk Populations. 3 Hours.

Advanced exercise prescription for special populations including cardiovascular disease, obesity, diabetes, cancer and other chronic disease conditions.

KIN 640. Advanced Techniques in Conditioning the Athlete. 3 Hours.

Advanced endurance, resistance, and flexibility training for conditioning the athlete.

KIN 641. Advanced Planning/Management of Fitness Facilities. 3 Hours.

Advanced knowledge and skills needed for successful management, marketing, operational leadership, evaluation, and planning principles of commercial, corporate, clinical, and community health/fitness facilities.

KIN 642. Practicum in Physiology. 3 Hours.

Pre-thesis research.

Prerequisites: (KIN 637 [Min Grade: C] or PE 637 [Min Grade: C]) and (KIN 638 [Min Grade: C] or PE 638 [Min Grade: C])

KIN 643. Curriculum Development in Physical Education. 3 Hours.

This course focuses on the development of curricula in physical education grades K-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are covered.

KIN 644. Application of Exercise Physiology to Fitness and Performance. 3 Hours.

Students in this course will learn the scientific principles that underlie exercise physiology. In this course you will learn about exercise tests to evaluate fitness, and exercise training to promote performance and health, and disease prevention throughout the lifespan.

KIN 645. Advanced Motor Development. 3 Hours.

The purpose of this course is to provide graduate students the opportunity to develop skill and knowledge related to lifespan motor development. Through online discussion, readings, and laboratory activities, students will be exposed to information regarding physical growth, maturation, and aging; motor skill acquisition from infancy through adulthood; perceptual-motor development; physiological changes and exercise over the lifespan; and sociocultural influences on motor development.

KIN 647. Teaching Strategies and Issues in K-12 PE. 3 Hours.

This course is designed to update graduate students who are currently teaching physical education or seeking initial certification regarding new teaching strategies and methodologies as well as current state and national issues affecting K-12 physical education programs.

KIN 649. Advanced Adapted Physical Education. 3 Hours.

This course prepares students to make informed decisions about curriculum and instructional strategies for students with disabilities in physical education settings.

KIN 650. Social Aspects of Sport. 3 Hours.

This course is designed to study sport from a sociological perspective. The course will explore the importance of sports in people's lives and the sports connection with culture and society.

KIN 651. Issues and Problems in Coaching. 3 Hours.

This course is designed to allow the students to approach issues and problems from a practical perspective, particularly related to legal duties.

KIN 652. Measurement and Evaluation of Athletes. 3 Hours.

This course is primarily designed to help athletic coaches locate, select, and construct quality sport skill tests. Additional attention will be given to body composition, fitness, and psychological assessment of athletes. Students will review reasons why coaches should measure and evaluate athletes, and survey sound testing procedures.

KIN 653. Plan/Conduct Act Prog for Indiv with Disabilities. 3 Hours.

The purpose of this course is to provide students with knowledge and skills needed to meet the unique fitness and physical activity needs of individuals with various disabilities. Through class discussions and course assignments, students will learn to design and implement personal training/fitness programs and disability sports/recreation programs for individuals with disabilities based on assessments of health related strengths and needs.

KIN 655. Motor Learning. 3 Hours.

Principles of teaching and learning motor skills.

KIN 656. Advanced Sport Psychology. 3 Hours.

Psychological principles of sports.

KIN 672. Advanced Treatment of Athletic Injuries. 3 Hours.

Advanced treatment of athletic injuries.

KIN 674. Advanced Sports Nutrition. 3 Hours.

Advanced exploration of nutrient absorption, digestion and metabolism in the athlete prior to, during and following training and athletic competition.

KIN 690. Seminar in Sports Administration. 1-3 Hour.

Overview of administration of sports programs.

KIN 693. Advanced Field Experience in Physical Education. 3-6 Hours.

Field Experience in Physical Education applying the National Board for Professional Teaching Standards.

KIN 694. Special Projects in Kinesiology. 1-6 Hour.

Special topics course in kinesiology.

KIN 695. Problems in Physical Education. 3-6 Hours.

Development of a project that addresses a current problem in Physical Education with a researched solution.

KIN 696. Elementary/Secondary Physical Education Internship. 9 Hours.

Student teaching provides an opportunity for physical education teacher education candidates to synthesize and apply all knowledge and skills acquired during previous coursework. Interns teach for 15 weeks at two levels, elementary and either middle or high school. The candidates must pass edTPA assessments to receive teacher certification.

KIN 697. Advanced Field Experience in Kinesiology. 1-6 Hour.

Culminating field experience in Kinesiology.

KIN 698. Coaching Internship (Individual Sport). 1-3 Hour.

Culminating internship in coaching.

KIN 699. Thesis Research. 1-6 Hour.

Kinesiology Thesis Research.

Prerequisites: KIN 642 [Min Grade: C]

KIN 710. Special Topics in Physical Education. 3 Hours.

Special topics course in physical education.

KIN 715. Advanced Field Experience in Physical Education. 3-6 Hours.

Within your current teaching environment, demonstrate your teaching practice of the National Board for Professional Teaching Standards.

KIN 718. Practicum in Exercise Physiology. 3 Hours.

Practicum in Exercise Physiology.

KIN 720. Research Design and Methodology. 3 Hours.

Research and design methods in kinesiology.

Prerequisites: EPR 692 [Min Grade: C]

KIN 726. Supervised Research in Physical Education. 3-6 Hours.

Completion of research project in the field of physical education.

KIN 728. EdS Thesis Research. 3-6 Hours.

Completion of indepth research in the field of kinesiology.

KIN 729. Physical Education Seminar. 3 Hours.

This course involves the development of thesis or research project presentation.