POSSIBLE ELECTIVES FOR PH.D. COGNATE OR 60-HOUR M.ED. PROGRAMS
[NCSU COURSES + DISTANCE ED COURSES AT INTERINSTITUTIONAL PARTNERS]

NOTE TO STUDENTS: THIS DOCUMENT REPRESENTS POSSIBLE CONSIDERATIONS FOR ELECTIVE COURSES – PLEASE WORK WITH YOUR ASSIGNED FACULTY ADVISOR TO DETERMINE APPROPRIATENESS, AND PLEASE CONTACT RESPECTIVE DEPARTMENTS DIRECTLY TO ENSURE ACCURACY, SCHEDULING PLANS, PREREQUISITES, ETC. OF THE COURSES LISTED BELOW.

- **Distance Education Courses Relevant to Counselor Education Programs (at inter-institutional partners)**
  - UNC-Charlotte: offers a graduate certificate in Instructional Systems Technology (requires admission to UNC-C) and a Post-Master’s Graduate Certificate in School Counseling
  - UNC-Greensboro: offers a Post-Master’s Certificate in Advanced School Counseling
    - CED 672: Counseling for Mid and Later Life
    - HDF 675A: Family Conflict Resolution (department is Human Development and Family Studies)
  - NCCU: no relevant online courses
  - Meredith: no relevant online courses
  - Peace: does not offer graduate programs at all
  - Shaw: no relevant online courses
  - St. Augustine’s: no graduate courses

- **Instructional Technology Courses**
  - **ECI 500 Theory/Practice in Teaching Diverse Populations:** Analysis of literature and research in related to impact of cultural factors on teaching and learning in contemporary schools. Exploration of teaching techniques and curricular directions designed to improve school experiences for diverse populations in K-12 settings.
  - **ECI 506 Instructional Technology in Foreign Language Education:** Hands-on experience in appropriately selecting and applying a number of instructional technologies to foreign language teaching and learning in relation to the current National Standards. Analysis and use of effective technology tools including hardware, software, and courseware. Emphasis will be on the application of Technology-Enhanced Language Learning (TELL) as it integrates the National Standards' goals of Communication, Cultures, Connections, Comparisons, and Communities.
  - **ECI 508 Teachers as Leaders:** Examines teacher leadership research, theory, and practice. Prepares teachers to assume leadership roles in classrooms, schools, school systems, and the larger educational community. Independent research projects required.
• **ECI 509 Special Problems in Instructional Technology**: In-depth study of topical problems in curriculum and instruction selected from areas of current concern to practitioners in education.

• **ECI 510 Research Applications in Curriculum and Instruction**: Focus on current issues and research methods used in the areas of curriculum development and supervision, instructional technology, English education, middle grades education, reading education, social studies education and special education.

• **ECI 511 Computer Applications & Curriculum Integration in Instruction**: Use and evaluation of existing educational software, research findings with respect to integration of computers and new technologies in instruction.

• **ECI 512 Emerging Technologies for Teaching and Learning**: No course description

• **ECI 513 Videography in Education**: Development and implementation of educational video in a variety of settings. Technical skills in relation to the uses of educational video. Conventions and genres of educational videos; representation; aesthetics; pedagogy; uses of education video within educational contexts and situations.

• **ECI 514 Multimedia Design & Applications in Instruction**: Instructional design principles underlying development of computer-based instructional software and multimedia, and multimedia applications in K-12 settings.

• **ECI 515 Internet Applications & Web Page Design in Instruction**: Review of research findings related to Internet usage and web-based applications in K-12 environment. Internet applications in classroom, online projects and activities, educational web page design and evaluation, building and publishing educational web pages, educational applications of multimedia and form on web.

• **ECI 517 Advanced Multimedia Design & Applications in Instruction**: Advanced study and application of instructional design principles underlying development, evaluation, and integration of multimedia and hypermedia in K-12 settings.

• **ECI 541 Reading in the Content Areas**: Methods in instruction for applying reading to content areas, with emphasis on means of improving comprehension, vocabulary and learning strategies in subject matter classrooms.

• **ECI 545 Theory & Research in Literacy**: Advanced study of theoretical models of reading, research issues in reading and in other language processes. In-depth theoretical models of reading. Emphasis on critical examination and analysis of research investigating reading acquisition, maturereading behavior and related language processes.

• **ECI 546 Literacy Instruction, Technology & Media**: Critical analysis of emerging technologies and media sources as applied to literacy acquisition and instruction. Integration of new technologies into literacy curriculum.

• **ECI 551 Teaching/Learning Approaches Emerging Adolescents**: Exploration of teaching/learning approaches appropriate to emerging adolescents. Learning styles; interdisciplinary inquiry; community-based curriculum; simulations and games; learning centers; minicourses; design of physical space; all-school activities.

• **ECI 652 Internship in Instructional Technology**: Supervised opportunities for advanced professional development in contexts concerned with instructional technology.
• **ECI 701 Foundations of Curriculum**: Origin, development, and current status of elementary and secondary school curriculum and an evaluation of trends and issues likely to influence the curriculum in the future.

• **ECI 716 Design & Evaluation of Instructional Materials**: Characteristics and selection of various media for instruction and their use in educational settings. Design and production of instructional materials. Analysis of research in the field. Individualized projects and assignments. Application of grounded research and theory concerning learning to design of instructional materials. Structured projects and practical experiences used to transfer design principles and evaluate instructional products.

• **ECI 806 Seminar on Teacher as Learner: Developmental Theory, Research, Practice**: Analysis of major contemporary theories and research of learning and development as a basis for individual and organizational change and development in educational settings.

• **ELP 532 Introduction To Educational Inquiry**: Basic concepts and methods of educational inquiry. Emphasis on logic underlying various approaches to problem definition and solution and on tools of investigator, as well as on sources and interpretation of research information related to student's particular area of study.

• **ELP 736 Qualitative Research In Education and Policy Analysis**: Provision of public school personnel and educational policy analysts with research training and experience to address educational research and policy problems using qualitative methods. Qualitative research design and strategies; data collection, management and analysis; interpretation and writing; qualitative evaluation and formation as applied particularly to educational research and policy analysis.

• **ELP 737 Advanced Qualitative Applications in School Administration and Policy**: Application of advanced qualitative methods and action research in school administration and policy analysis. Research proposal development, article preparation, evaluation of qualitative and action research, discussion of theoretical and methodological issues, computer analysis of qualitative data.

• **EAC 539 Teaching in the Online Environment**: The course focuses on exploring the issues and considerations in online teaching and introduce students to some of the tools involved in the process. Students will develop strategies for teaching online and for managing the online classroom.

• **EAC 580 Designing Instructional Systems in Training & Development**: Introduction to instructional design models including needs assessment, systematic training design and development techniques and proactive strategies for evaluating training programs. Instructional design issues of work-based training, learner characteristics and effects of technology on instructional design, implementation and evaluation processes. Graduate standing or PBS status required.

• **EAC 759 The Adult Learner**: Requisite involvement and undergirding of principles in adult education programs including theories and concepts. Emphasis on interrelationship of nature of adult learning, the nature of the subject matter and setting for learning occurrence. Applicability of relevant principles and pertinent research findings to adult learning.

• **EAC 785 Qualitative Research in Adult & Community College Education**: Design of qualitative studies, conduct of field work including open-ended interviews
and participant observation, analysis of data and understanding of theoretical and philosophical background of this research approach.

- **EAC 790 Advanced Qualitative Research Methods**: Advanced guidance for students designing or preparing for qualitative study. Emphasis on developing deeper understanding of theoretical issues informing qualitative research, including assessing validity of data and justifying design. Student development of a research proposal.

- **EDP 504 Advanced Educational Psychology**: A critical appraisal of current psychological findings relevant to educational practice and theory.

- **EDP 560 Educational Testing & Measurement**: The study of principles of educational testing and measurement, particularly classroom assessment, including norm and criterion referenced assessment, classroom testing methods and principles, standardized testing and measurement, item analysis, and an introduction to basic descriptive statistics. A brief introduction to innovative assessment is also included.

- **EDP 582 Adolescent Development**: Current theories and research on development during adolescence. Topics include: physical growth, cognitive changes, relationships with peers, parents and teachers, quest for identity and independence, morality and sexuality.

**OTHER COURSES FOR POSSIBLE COGNATES**

- **EAC 540: Foundations of Student Affairs**
  - Examination of knowledge that guides professional practice in student affairs: student development theories, program planning models, student characteristics, group process, and helping and advising skills. Programmatic applications emphasized through class assignments.

- **EAC 542: Student Characteristics and College Environments**
  - Study of the history and philosophy of student affairs, the impact of college on students and current issues of concern to students and student affairs professionals. Good practices of student affairs in the context of student learning are identified and current literature is reviewed.

- **EAC 543: Student Development Theory**
  - Gain an understanding of the major student development theories and emerging professional literatures in this area. Provide opportunities for students to develop skills in applying student developmental theory to specific student affairs settings, issues, and populations.

- **EAC 544: History of the College Student Experience in the U.S.**
  - This course will review the history of higher education in the United States from the colonial period to the present with particular attention to the ways in which shifting policies and practices in higher education institutions have affected the college student experience and the student affairs profession. Graduate standing or PBS status required.

- **EAC 555: Ethics in the Workplace and Education**
  - Introduction to ethics and social responsibility in adult education, training, higher education and other work and educational environments in a global
setting. Emphasis on addressing moral and ethical issues in the workplace and education by applying critical thinking and analysis processes to ethical dilemmas. Graduate standing or PBS status required.

- **EAC 739: Educational Gerontology**
  - Broad overview of factors relevant to education of older adults. Various sociological, physiological, psychological and economic aspects of aging and their educational implications. Attention to necessary knowledge and skills for development of educational programs for aging population.

- **EAC 743: Adulthood and Learning: The Later Years**
  - Occurrence of basic sensory, attitudinal, intellectual and emotional changes in individuals during process of growing old and the implications of these changes for development, implementation and evaluation of educational programs for and with older adults.

- **EAC 745: Death and Dying: A Lifespan Issue**
  - Examination of issues associated with dying process, death itself and bereavement. Perceptions and responses to these issues at various stages of the lifespan. Implications for students' fields of practice.

- **ECI 570: Learning Disabilities**
  - Field of learning disabilities, including definitions, prevalence, etiology, characteristics and current educational trends for educating students with learning disabilities.

- **ECI 574: Mental Retardation**
  - Definitions, classifications, diagnostic and treatment procedures for mental retardation from medical, sociological and educational points of view. Categories of retardation including mild, moderate, severe and profound.

- **ECI 577: Education of the Severely Handicapped**
  - Severe and profound mental retardation and autism, including assessment procedures, educational and social/vocational programs, instructional strategies and evaluation. Legal and ethical issues involved in working with severely handicapped.

- **ECI 578: Methods for Teaching the Gifted**
  - Major approaches used in education of gifted, including an opportunity to develop unit plan based upon one of these approaches.

- **ECI 582: Introduction to the Gifted Individual**
  - Theories and concepts of giftedness and procedures in identifying gifted, with a consideration of factors influencing giftedness and ways it may be fostered.

- **ECI 583: Behavior Disorders**
  - Definitions, etiology, characteristics, philosophies and approaches to educational programming for children and youth with behavior disorders, including emotionally handicapped, autistic and socially maladjusted.

- **ECI 585: Education of Exceptional Children**
  - Introduction to field of special education. Focus on historical overview, definitions, and terminology in basic areas of exceptionality; etiological factors in exceptionality; developmental and learning characteristics of each area of exceptionality; and educational settings and strategies employed in
special education. Review of current educational laws and policies affecting special education.

- **ECI 709: Motivation and Education**
  - The purpose of this course is to provide an introduction to theories of motivation and their implications for teaching and research. This course is designed for students that are interested in exploring and evaluating the utility of motivation theories for research and classroom practices.

- **ELP 532 Introduction To Educational Inquiry**
  - Basic concepts and methods of educational inquiry. Emphasis on logic underlying various approaches to problem definition and solution and on tools of investigator, as well as on sources and interpretation of research information related to student's particular area of study.

- **ELP 736 Qualitative Research In Education and Policy Analysis**
  - Provision of public school personnel and educational policy analysts with research training and experience to address educational research and policy problems using qualitative methods. Qualitative research design and strategies; data collection, management and analysis; interpretation and writing; qualitative evaluation and formation as applied particularly to educational research and policy analysis.

- **ELP 737 Advanced Qualitative Applications in School Administration and Policy**
  - Application of advanced qualitative methods and action research in school administration and policy analysis. Research proposal development, article preparation, evaluation of qualitative and action research, discussion of theoretical and methodological issues, computer analysis of qualitative data.

- **FCS 512: Family and Community Partnerships**
  - This course explores the development of effective community partnerships and the integral role of families within communities. Topics include ecological and systems theory, diverse family forms, community based programming, intervening with families, holistic resource assessment and utilization, collaboration building, and community development to support families.

- **FCS 522: Family Life Education**
  - Theoretical and empirical literature in lifespan, family life, and parent education will be explored along with implications for issues affecting families including content, delivery, and evaluation of parent education programs. Offered by Distance Education Only.

- **FCS 523: Family Relationships over the Life Course**
  - Applies theories and research about interpersonal relationship and family dynamics to issues facing families over the life course and emphasizes the interplay of social, developmental and health factors in affecting change, continuity and well-being, and ways in which educators can use life course and intergenerational perspectives to assist families.

- **FCS 533: Family Dysfunction and Complex Family Issues**
  - This course will examine educational intervention strategies for family issues that pose particular difficulty for Family Life and Parenting Educators. Topics
include: addictions/substance abuse; child abuse and neglect; domestic abuse; illness, death and dying; divorce/mediation; step-families & single parenting; gang memberships, suicidal ideation, sexuality/teen pregnancy; and rape and other acts of violence. The course will include a discussion of evidence-based prevention and treatment options for referring clients, and a debate of the role of educators in this process.

- **PSY 506: Psychology of Gender**
  o Current theory and research on perceived and actual biological, social, cognitive, personality, and emotional similarities and differences of men and women throughout lifespan. Construction and consequences of gender in our society and others. Credit for both PSY 406 and PSY 506 is not allowed

- **PSY 558: Psychology and the African Experience**
  o An ethnographic approach to the psychology of peoples of African descent through examination of the influence of historical and cultural phenomena. Specific attention to understanding the Africentric world view and issues of mental health, personality and identity development, racism, oppression and empowerment.

- **PSY 582: Adolescent Development**
  o Current theories and research on development during adolescence. Topics include: physical growth, cognitive changes, relationships with peers, parents and teachers, quest for identity and independence, morality and sexuality.

- **PSY 584: Advanced Developmental Psychology**
  o A survey of the role of growth and development in human behavior, particularly during the child and adolescent periods. This course pays particular attention to basic principles and theories in the area of developmental psychology.

- **PSY 703: Biological Factors in Abnormal Behavior**
  o Biological influences and predispositions in abnormal human behavior, including brain damage and disconnection syndromes, psychosomatic illnesses, anxiety and neurosis, manic-depressive disorder, schizophrenia and disorders of memory, eating, movement, sexual behavior and others. Assumes only a moderate biology background.

- **PSY 704: Learning and Motivation**
  o A systematic analysis of some of the major classes of variables determining behavioral change. Learning variables analyzed within their primary experimental setting, and emphasis upon the diversity of the functions governing behavior change rather than upon the development of some comprehensive theory. Examination of both learning and motivational variables as they contribute to changes in performance within the experimental setting.

- **PSY 722: Individual Intelligence Measurement**
  o Theoretical approaches to and individual assessment of intellectual functioning, child development, adaptive behavior, and visual motor functioning. Administration, scoring, and interpretation of current standardized instruments and nonstandardized assessment. Written communication of findings.
• **PSY 732: Theories of Intelligence**  
  o Critical analysis of the psychological construct of intelligence. Traditional theories, as well as cognitive developmental, information-processing, comparative psychology, artificial intelligence, cross-cultural and epistemological approaches to intelligence explored.

• **PSY 755: Cross-Cultural Resources and Development**  
  o Review of the literature, methods and issues in cross-cultural research and development. Cross-cultural programs evaluation and policy studies in health, education, technology transfer, international cooperation and communications. For graduate students in science and technology with plans to work in international settings.

• **PSY 786: Cognitive Development**  
  o Examination of research and theory in cognitive development. Primary focus on childhood, but implications for the entire life span addressed. Application of cognitive developmental principles in creating interventions and educational programs also discussed.

• **PSY 787: Social Development**  
  o Survey of current theory and research on the development of social behavior systems, including attachment, aggression, gender-role behavior, prosocial behavior. Attention to the role of social class, race and culture, and to contemporary phenomena such as day care, single-parent and dual-career families, child abuse.

• **PSY 788: Adulthood and Aging: Cognitive and Intellectual Change**  
  o Critical examination of theory and research associated with the study of cognitive and intellectual change in adulthood and aging. Memory and learning, information processing, language, intelligence, social cognition and expertise.

• **PSY 789: Socio-Emotional Processes in Adulthood and Aging**  
  o Current theory and research on social, emotional and personality development during adulthood and aging. Generally including self-concept and identity, interpersonal relations (friendship, marriage, parenting, work), control, coping and life satisfaction. Attention to gender, culture and contemporary issues in adult development and aging.

• **PSY 792: Psychology of Families and Parenting**  
  o Special topics in the area, including family influences on cognitive development, effects of parental divorce on children, single-parenting, step-families, child abuse and ethnic/cultural differences in family functioning. A critical examination of traditional and contemporary parenting approaches and an introduction to family therapy.

• **PSY 795: Stress and Coping**  
  o Discussion of current research findings and theories in area of psycho-social stress. Topics include: biology of the stress response, methodology, physical, behavioral and psychological reactions to stress, and relationships between personality and social support to the development of stress-related disorders.

• **SW 415: Child Welfare**
Generalist perspective on the practice of public child welfare. History of child welfare, practices in child welfare, and current trends in child welfare programs. Skills needed to practice in child protective services, adoption, and foster care with specific attention to the North Carolina child welfare system. Application of cultural diversity and cultural competency integrated throughout as it relates to child welfare issues.

- **SW 417: Social Work and Aging**
  - Physical, psychological, social, and cultural theories of the aging process as it relates to social work practice, social policy, and services for working with older adults and their families. Emphasis on mental and physical well-being, diversity, social and economic justice, intergenerational issues, policy and programs. Credit is not allowed for both SW 417 and SW 517.

- **SW 502: Social Welfare Planning and Analysis**
  - Reviews a range of frameworks for analyzing social policy. Highlights the relationships among social problems, policies and programs, and social work practice. Addresses issues of social and economic justice and explores the values and ethical choices involved in various approaches to social welfare policy.

- **SW 505: Human Behavior and the Social Environment: Social Justice**
  - Theoretical and experiential knowledge related to oppression, privilege, and social and economic justice. Particular attention is given to persons and groups most affected by oppression and mechanisms that advance the achievement of a more just society.

- **SW 506: Human Behavior and the Social Environment: Individuals, Families, and Groups**
  - Family and individual development in their social environments: inclusive definitions, structural variations, small group contexts, theories, strengths, stressors, and changes that affect individual family functioning.

- **SW 507: Human Behavior and the Social Environment: Organizations and Communities**
  - Theories and models for understanding human service organizations and communities. Emphasis on communication and collaboration with diverse task groups, organizations, and communities.

- **SW 515: Child Welfare**
  - Generalist perspective on the practice of public child welfare. History of child welfare, practices in child welfare, and current trends in child welfare programs. Skills needed to practice in child protective services, adoption, and foster care with specific attention to the North Carolina child welfare system. Application of cultural diversity and cultural competency integrated throughout as it relates to child welfare issues. Credit is not allowed for both SW 415 and SW 515.

- **SW 516: Addiction Recovery and Social Work Practice**
  - Knowledge and skills in identifying Alcohol and Other Drugs (AOD) problems, screening, assessment, intervention, referral, and prevention: history of AOD problems and treatment, AOD classification, effects and signs/symptoms of AOD, models of addiction, diversity, assessment,
diagnosis, intervention, treatment modalities, mutual-help groups, family
dynamics, prevention, and ethical considerations. Credit is not allowed for
both SW 416 and SW 516

- **SW 517: Social Work and Aging**
  - Physical, psychological, social, and cultural theories of the aging process as it
    relates to social work practice, social policy, and services for working with
    older adults and their families. Emphasis on mental and physical well-being,
    diversity, social and economic justice, intergenerational issues, policy and
    programs. Credit is not allowed for both SW 417 and SW 517.
Possible Course for 60-Hours: Themes

- **Student Development: Pink**
  - EAC 540: Foundations of Student Affairs
  - EAC 542: Student Characteristics and College Environments
  - EAC 543: Student Development Theory
  - EAC 544: History of the College Student Experience in the U.S.

- **Aging: Turquoise**
  - EAC 739: Educational Gerontology
  - EAC 543: Adulthood and Learning: The Later Years
  - EAC 745: Death and Dying: A Lifespan Issue
  - PSY 788: Adulthood and Aging: Cognitive and Intellectual Change
  - PSY 789: Socio-Emotional Processes in Adulthood and Aging

- **Exceptionalities: Yellow**
  - ECI 570: Learning Disabilities
  - ECI 574: Mental Retardation
  - ECI 577: Education of the Severely Handicapped
  - ECI 578: Methods for Teaching the Gifted
  - ECI 582: Introduction to the Gifted Individual
  - ECI 583: Behavior Disorders (based on course description)
  - ECI 585: Education of Exceptional Children

- **Family Issues: Green**
  - FCS 512: Family and Community Partnerships
  - FCS 522: Family Life Education
  - FCS 523: Family Relationships over the Life Course
  - FCS 533: Family Dysfunction and Complex Family Issues
  - PSY 792: Psychology of Families and Parenting

- **Multiculturalism: Blue**
  - EAC 546: American Diversity
  - EAC 547: American Diversity and Multicultural Competencies
  - EAC 731: Multicultural Competency and Diversity
  - EAC 734: Multicultural Competency in Practice

- **Lifespan Development: Red**

- **Intelligence: Purple**

- **Community: Teal**

Note: aging could also be part of lifespan development, but there are enough courses to create a separate category.
o PSY 506: Psychology of Gender
      o PSY 588: Psychology and the African Experience
      o PSY 755: Cross-Cultural Resources and Development

● Lifespan Development
      o PSY 582: Adolescent Development
      o PSY 584: Advanced Developmental Psychology
      o PSY 787: Social Development

● Intelligence
      o PSY 704: Learning and Motivation
      o PSY 722: Individual Intelligence Measurement
      o PSY 732: Theories of Intelligence
      o PSY 786: Cognitive Development

● Community
      o SW 516: Addiction Recovery and Social Work Practice
      o SW 520: Foundation Practice with Families, Individuals, and Groups
      o SW 521: Social Work Practice with Organizations and Communities
      o SW 551: Social Work Practice with Children and Adolescents
      o SW 571: Community Mental Health
• **EAC 540: Foundations of Student Affairs**
  o Examination of knowledge that guides professional practice in student affairs: student development theories, program planning models, student characteristics, group process, and helping and advising skills. Programmatic applications emphasized through class assignments.

• **EAC 542: Student Characteristics and College Environments**
  o Study of the history and philosophy of student affairs, the impact of college on students and current issues of concern to students and student affairs professionals. Good practices of student affairs in the context of student learning are identified and current literature is reviewed.

• **EAC 543: Student Development Theory**
  o Gain an understanding of the major student development theories and emerging professional literatures in this area. Provide opportunities for students to develop skills in applying student developmental theory to specific student affairs settings, issues, and populations.

• **EAC 544: History of the College Student Experience in the U.S.**
  o This course will review the history of higher education in the United States from the colonial period to the present with particular attention to the ways in which shifting policies and practices in higher education institutions have affected the college student experience and the student affairs profession. Graduate standing or PBS status required.

• **EAC 555: Ethics in the Workplace and Education**
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• **EAC 739: Educational Gerontology**
  o Broad overview of factors relevant to education of older adults. Various sociological, physiological, psychological and economic aspects of aging and their educational implications. Attention to necessary knowledge and skills for development of educational programs for aging population.

• **EAC 743: Adulthood and Learning: The Later Years**
  o Occurrence of basic sensory, attitudinal, intellectual and emotional changes in individuals during process of growing old and the implications of these changes for development, implementation and evaluation of educational programs for and with older adults.

• **EAC 745: Death and Dying: A Lifespan Issue**
  o Examination of issues associated with dying process, death itself and bereavement. Perceptions and responses to these issues at various stages of the lifespan. Implications for students' fields of practice.

• **ECI 570: Learning Disabilities**
  o Field of learning disabilities, including definitions, prevalence, etiology, characteristics and current educational trends for educating students with learning disabilities.
• ECI 574: Mental Retardation
  o Definitions, classifications, diagnostic and treatment procedures for mental retardation from medical, sociological and educational points of view. Categories of retardation including mild, moderate, severe and profound.

• ECI 577: Education of the Severely Handicapped
  o Severe and profound mental retardation and autism, including assessment procedures, educational and social/vocational programs, instructional strategies and evaluation. Legal and ethical issues involved in working with severely handicapped.

• ECI 578: Methods for Teaching the Gifted
  o Major approaches used in education of gifted, including an opportunity to develop unit plan based upon one of these approaches.

• ECI 582: Introduction to the Gifted Individual
  o Theories and concepts of giftedness and procedures in identifying gifted, with a consideration of factors influencing giftedness and ways it may be fostered.

• ECI 583: Behavior Disorders
  o Definitions, etiology, characteristics, philosophies and approaches to educational programming for children and youth with behavior disorders, including emotionally handicapped, autistic and socially maladjusted.

• ECI 585: Education of Exceptional Children
  o Introduction to field of special education. Focus on historical overview, definitions, and terminology in basic areas of exceptionality; etiological factors in exceptionality; developmental and learning characteristics of each area of exceptionality; and educational settings and strategies employed in special education. Review of current educational laws and policies affecting special education.

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  o This course explores the development of effective community partnerships and the integral role of families within communities. Topics include ecological and systems theory, diverse family forms, community based programming, intervening with families, holistic resource assessment and utilization, collaboration building, and community development to support families.

• FCS 522: Family Life Education
  o Theoretical and empirical literature in lifespan, family life, and parent education will be explored along with implications for issues affecting families including content, delivery, and evaluation of parent education programs. Offered by Distance Education Only.

• FCS 523: Family Relationships over the Life Course
  o Applies theories and research about interpersonal relationship and family dynamics to issues facing families over the life course and emphasizes the interplay of social, developmental and health factors in affecting change, continuity and well-being, and ways in which educators can use life course and intergenerational perspectives to assist families.

• FCS 533: Family Dysfunction and Complex Family Issues
This course will examine educational intervention strategies for family issues that pose particular difficulty for Family Life and Parenting Educators. Topics include: addictions/substance abuse; child abuse and neglect; domestic abuse; Illness, death and dying; divorce/mediation; step-families & single parenting; gang memberships, suicidal ideation, sexuality/teen pregnancy; and rape and other acts of violence. The course will include a discussion of evidence-based prevention and treatment options for referring clients, and a debate of the role of educators in this process.

- **PSY 506: Psychology of Gender**
  - Current theory and research on perceived and actual biological, social, cognitive, personality, and emotional similarities and differences of men and women throughout lifespan. Construction and consequences of gender in our society and others. Credit for both PSY 406 and PSY 506 is not allowed

- **PSY 558: Psychology and the African Experience**
  - An ethnographic approach to the psychology of peoples of African descent through examination of the influence of historical and cultural phenomena. Specific attention to understanding the Africentric world view and issues of mental health, personality and identity development, racism, oppression and empowerment.

- **PSY 582: Adolescent Development**
  - Current theories and research on development during adolescence. Topics include: physical growth, cognitive changes, relationships with peers, parents and teachers, quest for identity and independence, morality and sexuality.

- **PSY 584: Advanced Developmental Psychology**
  - A survey of the role of growth and development in human behavior, particularly during the child and adolescent periods. This course pays particular attention to basic principles and theories in the area of developmental psychology.

- **PSY 703: Biological Factors in Abnormal Behavior**
  - Biological influences and predispositions in abnormal human behavior, including brain damage and disconnection syndromes, psychosomatic illnesses, anxiety and neurosis, manic-depressive disorder, schizophrenia and disorders of memory, eating, movement, sexual behavior and others. Assumes only a moderate biology background.

- **PSY 704: Learning and Motivation**
  - A systematic analysis of some of the major classes of variables determining behavioral change. Learning variables analyzed within their primary experimental setting, and emphasis upon the diversity of the functions governing behavior change rather than upon the development of some comprehensive theory. Examination of both learning and motivational variables as they contribute to changes in performance within the experimental setting.

- **PSY 722: Individual Intelligence Measurement**
  - Theoretical approaches to and individual assessment of intellectual functioning, child development, adaptive behavior, and visual motor functioning. Administration, scoring, and interpretation of current
standardized instruments and nonstandardized assessment. Written communication of findings.

- **PSY 732: Theories of Intelligence**
  - Critical analysis of the psychological construct of intelligence. Traditional theories, as well as cognitive developmental, information-processing, comparative psychology, artificial intelligence, cross-cultural and epistemological approaches to intelligence explored.

- **PSY 755: Cross-Cultural Resources and Development**
  - Review of the literature, methods and issues in cross-cultural research and development. Cross-cultural programs evaluation and policy studies in health, education, technology transfer, international cooperation and communications. For graduate students in science and technology with plans to work in international settings.

- **PSY 786: Cognitive Development**
  - Examination of research and theory in cognitive development. Primary focus on childhood, but implications for the entire life span addressed. Application of cognitive developmental principles in creating interventions and educational programs also discussed.

- **PSY 787: Social Development**
  - Survey of current theory and research on the development of social behavior systems, including attachment, aggression, gender-role behavior, prosocial behavior. Attention to the role of social class, race and culture, and to contemporary phenomena such as day care, single-parent and dual-career families, child abuse.

- **PSY 788: Adulthood and Aging: Cognitive and Intellectual Change**
  - Critical examination of theory and research associated with the study of cognitive and intellectual change in adulthood and aging. Memory and learning, information processing, language, intelligence, social cognition and expertise.

- **PSY 789: Socio-Emotional Processes in Adulthood and Aging**
  - Current theory and research on social, emotional and personality development during adulthood and aging. Generally including self-concept and identity, interpersonal relations (friendship, marriage, parenting, work), control, coping and life satisfaction. Attention to gender, culture and contemporary issues in adult development and aging.

- **PSY 792: Psychology of Families and Parenting**
  - Special topics in the area, including family influences on cognitive development, effects of parental divorce on children, single-parenting, step-families, child abuse and ethnic/cultural differences in family functioning. A critical examination of traditional and contemporary parenting approaches and an introduction to family therapy.

- **PSY 795: Stress and Coping**
  - Discussion of current research findings and theories in area of psycho-social stress. Topics include: biology of the stress response, methodology, physical, behavioral and psychological reactions to stress, and relationships between personality and social support to the development of stress-related disorders.
• **SW 415: Child Welfare**
  - Generalist perspective on the practice of public child welfare. History of child welfare, practices in child welfare, and current trends in child welfare programs. Skills needed to practice in child protective services, adoption, and foster care with specific attention to the North Carolina child welfare system. Application of cultural diversity and cultural competency integrated throughout as it relates to child welfare issues.

• **SW 417: Social Work and Aging**
  - Physical, psychological, social, and cultural theories of the aging process as it relates to social work practice, social policy, and services for working with older adults and their families. Emphasis on mental and physical well-being, diversity, social and economic justice, intergenerational issues, policy and programs. Credit is not allowed for both SW 417 and SW 517

• **SW 502: Social Welfare Planning and Analysis**
  - Reviews a range of frameworks for analyzing social policy. Highlights the relationships among social problems, policies and programs, and social work practice. Addresses issues of social and economic justice and explores the values and ethical choices involved in various approaches to social welfare policy.

• **SW 505: Human Behavior and the Social Environment: Social Justice**
  - Theoretical and experiential knowledge related to oppression, privilege, and social and economic justice. Particular attention is given to persons and groups most affected by oppression and mechanisms that advance the achievement of a more just society.

• **SW 506: Human Behavior and the Social Environment: Individuals, Families, and Groups**
  - Family and individual development in their social environments: inclusive definitions, structural variations, small group contexts, theories, strengths, stressors, and changes that affect individual family functioning.

• **SW 507: Human Behavior and the Social Environment: Organizations and Communities**
  - Theories and models for understanding human service organizations and communities. Emphasis on communication and collaboration with diverse task groups, organizations, and communities.

• **SW 515: Child Welfare**
  - Generalist perspective on the practice of public child welfare. History of child welfare, practices in child welfare, and current trends in child welfare programs. Skills needed to practice in child protective services, adoption, and foster care with specific attention to the North Carolina child welfare system. Application of cultural diversity and cultural competency integrated throughout as it relates to child welfare issues. Credit is not allowed for both SW 415 and SW 515.

• **SW 516: Addiction Recovery and Social Work Practice**
  - Knowledge and skills in identifying Alcohol and Other Drugs (AOD) problems, screening, assessment, intervention, referral, and prevention: history of AOD problems and treatment, AOD classification, effects and
signs/symptoms of AOD, models of addiction, diversity, assessment, diagnosis, intervention, treatment modalities, mutual-help groups, family dynamics, prevention, and ethical considerations. Credit is not allowed for both SW 416 and SW 516

- **SW 517: Social Work and Aging**
  - Physical, psychological, social, and cultural theories of the aging process as it relates to social work practice, social policy, and services for working with older adults and their families. Emphasis on mental and physical well-being, diversity, social and economic justice, intergenerational issues, policy and programs. Credit is not allowed for both SW 417 and SW 517.
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<tr>
<th>Course</th>
<th>Community</th>
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<th>Prerequisites</th>
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<tr>
<td>EAC 540: Foundations of Student Affairs</td>
<td></td>
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<td>EAC 745: Death and Dying: A Lifespan Issue</td>
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<td>ECI 570: Learning Disabilities</td>
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<td>ECI 574: Mental Retardation</td>
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<td>ECI 577: Education of the Severely Handicapped</td>
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<td>PSY 722</td>
<td>Individual Intelligence Measurement</td>
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- **nine hours grad in PSY or ED**
- **2 grad PSY courses**
- **Rarely, but being revived**
- **None**
- **MSW and SW 651 (coreq)**
- **SW 520 and SW 651**
- **SW 521 and SW 652**
- **MSW and SW 691**
- **Fall, Sum 1 and 2**