Special Education, Rehabilitation, and Counseling

Undergraduate Degree Programs

• Collaborative Teacher Education (BS)
• Early Childhood/Elementary Special Education (BS)
• Rehabilitation and Disability Studies (BS)

Undergraduate Minor Programs

• Counseling

Non-Degree Programs

• EAGLES

Graduate Degree Programs

• Clinical Mental Health Counseling - MEd (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/clinicalmentalityhealthcounseling_meds/)
• Clinical Rehabilitation Counseling - MEd (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/rehabilitationcounseling/)
• Collaborative Teacher Special Education, K-12 - MS, MEd, EdS (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/specialeducationcollaborative/)
• Counseling Psychology - MA, PhD (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/counselingpsychology_phd/)
• Counselor Education - PhD (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/counseloreduction_phd/)
• Early Childhood/Elementary Special Education, P-6 - MS, MEd (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/specialeducationonearlychildhood/)
• Rehabilitation and Special Education - PhD (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/rehabilitationandspecialeducation/)
• School Counseling (Certification) - MEd (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/counseloreduction_med/)

Graduate Certificates

• Inclusive Elementary Education Practices (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/inclusiveelementaryeducationpractices_cert/)
• Intervention for Students with Autism and Developmental Disabilities (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/interventionforstudent_cert/)
• Transition Specialist (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/transitionspecialist_cert/)
• Vocational Forensic Rehabilitation (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/vocationalforensic_cert/)
• Vocational Forensic Rehabilitation DE (http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/specialeducationrehabilitationandcounseling_major/vocationalforensicDE_cert/)

Undergraduate Degree Programs (BS)

Collaborative Teacher Education - BS

This Bachelor of Science in Collaborative Teacher Education program prepares students to be teachers who serve students with disabilities in grades K-12. The program includes coursework that covers most disabilities with the exception of sensory impairments and certain severe disabilities. Graduates are prepared to implement evidence-based practices in inclusive general education settings as well as develop programs that meet students’ unique educational needs in different school-based and community-based settings. Collaborative Teacher Education (RSCB) meets the criteria for ALSDE Level B certification in K-12 grade levels.
Special Education, Rehabilitation, and Counseling

**Early Childhood/Elementary Special Education - BS**

This Bachelor of Science in Early Childhood/Elementary Special Education prepares teachers and early interventionists to serve children with a variety of disabilities from birth to age 9 in a range of settings from home to elementary school. Graduates are prepared to implement evidence-based practices that support families and the development of young children who have or are at risk for developmental delays and disabilities, as well as elementary-age students with disabilities. Early Childhood/Elementary Special Education (RSDB) meets the criteria for ALSDE Level B certification in Birth through 6th grade. RSDB includes Infants and Toddlers (birth to 2 years of age); Preschoolers (3 to 4 years of age); and K-6 grade levels.

**Rehabilitation and Disability Studies - BS**

This Bachelor of Science program is a 120 credit hour program that prepares students to become professionals in the fields of disability studies and services which include counseling, allied health fields (Occupational Therapy/Physical Therapy), case management, human services, orthotics and prosthetics, and other related fields. Coursework covers the foundation and history of the disability movement. The program has a large component of field experience which allows students experience working with consumers in different areas of Rehabilitation services. The focus is on current research in rehabilitation strategies and processes.

**Non-Degree Programs**

**EAGLES**

The Education to Accomplish Growth in Life Experiences for Success, or EAGLES, is a comprehensive transition program (CTP) for students with intellectual disabilities. The program provides a post-secondary education opportunity for students with intellectual disabilities to engage in a two or four-year campus experience to help students achieve their employment and independent living goals upon successful completion of the program. The EAGLES program is a non-degreed program focusing on (1) academic enrichment, (2) personal and social skills, (3) independent living skills, (4) health and wellness, and (5) integrated work experiences. Students in the program receive an inclusive post-secondary education providing them with an enriching and rewarding Auburn experience as they prepare to transition to gainful employment, that aligns with the student’s strengths and interests and independent living. The EAGLES program curricula are structured to help students become contributing members of society through their career interests both now and in the future.

**Master’s Degree Programs (MEd)**

**Clinical Mental Health Counseling - MEd**

This Master’s program is a 60-credit hour graduate program that prepares students to become Mental Health Counselors and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Applicants may be considered for full-time or part-time enrollment with coursework that emphasizes trauma-informed, evidence-based, integrative counseling practices. Typically, graduates are employed in hospitals, outpatient clinics, community agencies, non-profit organizations, substance abuse centers, social service agencies, college counseling centers, and private practice. Students will complete practicum and internships in settings related to their career goals. The CMHC program considers applicants with Psychology, Counseling, Liberal arts, Education, Social Work, Criminal Justice, and other general areas of study undergraduate degrees. Coursework will prepare you for the educational requirements for licensure as a Licensed Professional Counselor (LPC) or Licensed Clinical Mental Health Counselor (LCMHC). Program requirements include a 100-hour Practicum and 600-hour Internship; this program is offered on-campus and on-line.

**Clinical Rehabilitation Counseling - MEd**

This Master's program is a 60-credit hour program which is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and provides students with the necessary academic and clinical experiences to sit for the Certified Rehabilitation Counselor (CRC) examination. The program requires a 100 hour practicum taken early in the course work, and a 600 hour supervised clinical internship generally taken near the conclusion of the program. Auburn University’s Clinical Rehabilitation Counseling Program has been ranked as 15th among the universities in the nation by US News & World Report. Graduates of the program are prepared to serve youth and adults with disabilities as Rehabilitation Counselors in the state-federal Vocational Rehabilitation system, in the proprietary sector of Rehabilitation, and in non-profit community-based Rehabilitation agencies. This program is offered on-campus and on-line.

**Collaborative Teacher Special Education K-12 - MEd**
This Bachelor of Science in Collaborative Teacher Education program prepares students to be teachers who serve students with disabilities in grades K-12. The program includes coursework that covers most disabilities with the exception of sensory impairments and certain severe disabilities. Graduates are prepared to implement evidence-based practices in inclusive general education settings as well as develop programs that meet students' unique educational needs in different school-based and community-based settings. Collaborative Teacher Education (RSCB) meets the criteria for ALSDE Level B certification in K-12 grade levels.

Early Childhood/Elementary Special Education P-6 - MEd

This Bachelor of Science in Early Childhood/Elementary Special Education prepares teachers and early interventionists to serve children with a variety of disabilities from birth to age 9 in a range of settings from home to elementary school. Graduates are prepared to implement evidence-based practices that support families and the development of young children who have or are at risk for developmental delays and disabilities, as well as elementary-age students with disabilities. Early Childhood/Elementary Special Education (RSDB) meets the criteria for ALSDE Level B certification in Birth through 6th grade. RSDB includes Infants and Toddlers (birth to 2 years of age); Preschoolers (3 to 4 years of age); and K-6 grade levels.

School Counseling - MEd

This Master’s program is a 60-credit hour program accommodating either full-time or part-time students with coursework that emphasizes advocacy and social justice. The program of study is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates typically are employed in public or private elementary, middle/junior high, or high schools as professional School Counselors. The School Counseling program considers applicants with Psychology, Counseling, Liberal Arts, Education, Social Work, Criminal Justice, and other general areas of study. Students complete practica and internships in settings related to their career goals. This program is offered on-campus and on-line.

NOTE:

Students in all Master's-level Counseling programs must pass a comprehensive graduation exam which currently consists of the Counselor Preparation Comprehensive Examination (CPCE) and complete other assigned work and/ or examinations designed to evaluate students’ skills in areas related to program goals. All Master’s programs require extensive extramural practicum and internships in placements related to the area of professional preparation. Students in the Clinical Rehabilitation Counseling program are required to complete the Certified Rehabilitation Counselor (CRC) Examination, and students in all other Counseling Master's programs are provided the opportunity to complete the National Counselor Examination (NCE).

All graduate educator preparation programs are approved by the Alabama State Board of Education (ALSBE). Auburn University's College of Education is accredited through the National Council for Accreditation of Teacher Education (NCATE). Master’s and Doctoral programs in Counselor Education are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Doctoral program in Counseling Psychology is accredited by the American Psychological Association (APA). Application to the master’s programs includes meeting Graduate School requirements for admission, and submitting appropriate documents as indicated on the Graduate School application.

Students in the School Counseling program must earn a passing score on the appropriate Praxis II subject assessment and may be subject to other components of the State testing program depending on prior professional educator certification. In accordance with State regulations, effective for students unconditionally admitted to the School Counseling certification program prior to July 1, 2017, a minimum GPA of 3.00 is required on all courses used to meet Master's-level certification program requirements. Effective for students unconditionally admitted to certification programs July 1, 2017 and after, a minimum GPA of 3.25 will be required on all courses used to meet Master's-level certification program requirements. Students must pass a comprehensive graduation exam which currently consists of a Portfolio/Summative Evaluation and complete other assigned work and/ or examinations designed to evaluate students’ skills in areas related to program goals. The program requires extensive extramural practicum and internships in placements related to the area of professional preparation. Students are provided the opportunity to complete the National Counselor Examination (NCE) for certification purposes. Additional admission requirements for the School Counseling program include a clear Alabama Fingerprint Background Check.

Collaborative Teacher Special Education K-12 (MEd)

This program prepares teachers to serve students with disabilities at the elementary (K-6) and secondary (6-12) grade levels. Graduates are prepared at an advanced level to work with children and youth who have disabilities and implement evidence-based practices to meet their individual needs. There are curriculum options for students who have (a) a teaching certificate in Special Education, (b) a teaching certificate in an area other than Special Education, and (c) an undergraduate degree, but no teaching certification.
Early Childhood/Elementary Special Education P-6 (MEd)

This program prepares teachers to serve infants and toddlers (0-2 years), children in preschool (3-5 years), and students in K-6 settings. Graduates are prepared to implement evidence-based practices at an advanced level. There are curriculum options for students who have (a) a teaching certificate in Special Education, (b) a teaching certificate in an area other than Special Education, and (c) an undergraduate degree, but no teaching certification.

NOTE:

Master of Education (MEd) degree programs in Special Education include both Alternative and Traditional certification options. Alternative MEd certification programs offer qualified students who hold non-teaching baccalaureate degrees a route to initial teacher certification while simultaneously earning a Master’s degree. Admission requirements for the Alternative and Traditional Master's programs include a clear Alabama Fingerprint Background Check.

Additional admission requirements for the Alternative Master's programs in Special Education include a passing score on each of the Praxis Core Academic Skills for Educators (Reading, Writing, and Mathematics). ACT or SAT scores with performance at the 50th percentile may be substituted for Praxis Core Academic Skills for Educators. Additionally, applicants must pass the appropriate Praxis II subject assessments, and obtain a Bachelor’s degree from an accredited college or university with a minimum GPA of 2.75 overall or a Master's degree or higher with a GPA of at least 3.0. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

Additional admission requirements for the Traditional Master's programs in Special Education include a valid Bachelor's level professional educator certificate in a teaching field and may include additional certification tests.

Degree requirements for Master's-level Special Education programs are in compliance with regulations established by the ALSBE and include a written comprehensive exam as well as a passing score on the appropriate Praxis II assessment for Alternative Master's students and Traditional Master's students with prior certification in a teaching field other than Special Education. In accordance with State regulations, effective for students unconditionally admitted to certification programs prior to July 1, 2017, a minimum GPA of 3.00 is required on all courses used to meet Master's-level certification program requirements. Effective for students unconditionally admitted to certification programs July 1, 2017 and after, a minimum 3.25 GPA will be required on all courses used to meet Master's-level certification program requirements.

Specialist in Education Degree Programs (EdS)

Special Education Collaborative Teacher (EdS)

This program prepares students to be a special education leader at the local, state, or national level, and is aligned with the National Board for Professional Teaching Standards. This alignment provides opportunities that may be helpful in program graduates’ future pursuits in becoming National Board-Certified Teachers. Employment opportunities include, but are not limited to, public sector positions such as: local special education coordinators or directors, special education lead teachers or chairpersons, special education supervisors, state special education specialists or administrators, and national associate division directors or division team members. In addition, those gaining an EdS in Special Education are eligible for a number of private sector positions. To be considered for entry into this program, applicants must have a Master's degree in Special Education and a minimum of three years of teaching experience. Applicants to the EdS program in Special Education Collaborative Teacher must satisfy the Department and Graduate School's admission requirements, which includes uploading documents to their Graduate School application. This material includes Master’s degree transcripts from an accredited college or university, academic good standing at the institution last attended, competitive GRE scores, three reference writers name and email addresses, current resume, a valid Master’s-level professional educator certificate in Special Education, and a clear State of Alabama Fingerprint Background check. In some cases, depending on prior level certification, additional certification tests may be required. Degree requirements for Specialist-level teacher certification programs are in compliance with regulations established by the ALSBE. Specialist programs include a minimum of 30 semester hours beyond the Master’s degree. Additional requirements include satisfactory completion of a field project and a written comprehensive exam. In accordance with State regulations, effective for students unconditionally admitted prior to July 1, 2017, a minimum GPA of 3.25 is required on all courses used to meet Specialist-level certification program requirements. Effective for students unconditionally admitted July 1, 2017 and after, a minimum GPA of 3.50 will be required on all courses used to meet Specialist-level certification program requirements.

NOTE:
Masters and Specialist-Level Certification  Individuals completing State-approved Master’s-level Special Education certification programs are eligible to apply for Alabama Class A certification; individuals completing State-approved Specialist-level Special Education certification programs are eligible to apply for Alabama Class AA certification. Effective September 1, 2018, the Alabama State Board of Education will require an acceptable score on the edTPA for initial certification in a teaching field. This certification requirement applies to individuals completing Alternative Master’s programs. Individuals seeking certification in states other than Alabama are responsible for contacting those state certification offices to obtain their application form and requirements. The State of Alabama signs the National Association of State Directors of Education and Certification (NASDTEC) Interstate Agreement which facilitates the applications of program graduates when they apply for certification in other states.

Doctoral Degree Programs (PhD)

Counseling Psychology (PhD)

This doctoral program is a health service psychology program that is accredited by the American Psychological Association (APA). The next re-accreditation visit is scheduled to take place in 2027. Successful fulfillment of all requirements results in a Ph.D. (Doctor of Philosophy) degree in Counseling Psychology. The curriculum is built on a framework referred to as the "Scientist-Practitioner" model for training in Health Service Psychology, wherein emphasis is placed on the integration of the science and practice of Counseling Psychology. In addition to the core competencies articulated by the APA, the program assists students in developing competence in Group Therapy and Social Justice. The required curriculum includes a full-time, one-year, pre-doctoral internship. Graduates work in a wide range of settings including university Counseling Centers, VA hospitals, private and university affiliated hospitals, private practices, Community Mental Health agencies, academic departments as faculty, and postdoctoral fellowships. Counseling Psychology applicants may apply with a Bachelor’s degree, some graduate coursework, a Master’s degree, or a Doctoral degree (the latter in the case of re-specialization).

Counselor Education (PhD)

This doctoral program is a 64 credit program of study accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Admission requirements include meeting the clinical practice and academic coursework required by CACREP-accredited Master’s level programs. The program focuses on the development of professional skills and competencies through course work and practicums in research, teaching, supervision, and advanced counseling. Integrated into these program requirements is an emphasis on social justice, advocacy and professional ethics. Students also complete an internship (3 semesters) that incorporates programmatic and student professional goals in the areas of counseling, supervision, teaching, research, and leadership and advocacy. Program requirements include a comprehensive exam (i.e., portfolio) and dissertation. Graduates are typically employed in Counselor Education faculty positions or Mental Health Counseling, Rehabilitation Counseling, or School Counseling positions. Counselor Education applicants must have completed an approved Master’s degree program prior to enrollment, preferably from a CACREP accredited Master's program requiring 60 credit hours.

Special Education (PhD)

This doctoral program prepares graduates for careers in research and instruction in higher education, or leadership roles in administration and policy-making at the state and national levels. Prospective students should have at least three years of teaching experience in Special Education and hold a teaching certificate in Special Education, and a Master’s degree in Special Education. Special Education applicants must have completed three years of direct teaching of students with disabilities.

NOTE:

The number of hours required for the three Doctoral programs varies and within each program is dependent on previous graduate work, ranging from 60-109 hours. Research methods, statistics, and foundations of education are components of all Doctoral programs. Doctoral students must register for at least 10 hours of dissertation credit while completing a dissertation.

Graduate Certificates

Inclusive Elementary Education Practices

This graduate certificate provides opportunities for elementary teachers in general education or Special Education to learn about curricula design, specialized teaching techniques, program implementation, current research directions and findings, and translating research into elementary inclusive teaching practices. Coursework and course activities will prepare you to implement evidence-based practices for students with autism spectrum disorders and other developmental disabilities.
Admissions Prerequisites:

- A Master’s degree in a field related to education of students with disabilities, or intent to incorporate this certificate into a graduate degree in Special Education and thus meet the appropriate application requirements.

Degree Seeking Students:

- Degree seeking students who plan to add a graduate certificate to their current degree program will apply for admission to the graduate certificate program at the Graduate School before completion of their degree program.

Non-Graduate Degree Admission:

- Prospective students intending to pursue a graduate certificate without enrolling in a degree program must apply to the Graduate School for admission to the graduate certificate program.

Intervention for Students with Autism and Developmental Disabilities

This graduate certificate allows teachers and educational professionals to access high quality professional development leading to improved educational outcomes for students with developmental disabilities and autism spectrum disorders. This certificate meets the significant need within Alabama’s public schools and the region to provide instruction for children with developmental disabilities and autism spectrum disorders. Although the target audience for this graduate certificate will be Special Education teachers or those seeking a Master’s degree in Special Education, other appropriate participants include professionals with Master’s degrees in other related Human Service fields. Coursework and course activities will prepare you to implement evidence-based practices for students with autism spectrum disorders and other developmental disabilities.

Coursework – 15 hours

RSED 7400 (fall)
RSED 7420 (summer)
RSED 7230 (spring)
RSED 7435 (summer)
RSED 7410 (spring)

Admissions:

- A master’s degree in a field related to education of students with disabilities or
- Intend to incorporate this certificate into a graduate degree in special education and thus meet the appropriate application requirements.

Degree Seeking Students:

- Degree seeking students who plan to add a graduate certificate to their current degree program will apply for admission to the graduate certificate program at the Graduate School before completion of their degree program.

Non-Graduate Degree Admission:

- Prospective students intending to pursue a graduate certificate without enrolling in a degree program must apply to the Graduate School for admission to the graduate certificate program.

Transition Specialist

This graduate certificate incorporates coursework and applied experiences to prepare you to collaborate with other professionals and transition stakeholders. Although the target audience for this graduate certificate is Special Education teachers or those preparing to be Special Education teachers, other appropriate participants include those majoring in General Education, Educational Administration, Rehabilitation Counseling, and other related Human Service fields. As defined by federal legislation, transition requires a set of “coordinated activities.” In keeping with this federal definition and the standards set forth in professional organizations, those completing the Transition Specialist Graduate Certificate will gain an emphasis in transition and collaboration, while integrating up-to-date research on effective practice. In addition to the required courses identified for this graduate certificate program, the choices provided for elective courses will allow students to select the courses that will be most beneficial to them in their professional area. Professionals in education and other related human service fields with specialized training are needed to deliver transition services that address the unique needs of youth with disabilities as they exit high schools. Professional organizations have recognized this need and developed specific standards or guidelines to address the competencies needed by professionals who work with individuals with disabilities. These
include the Council for Exceptional Children, Division of Career Development and Transition (Transition Specialist) standards, Council on Rehabilitation Education (CORE) standards, Council for Accreditation of Counseling and Related Education Programs (CACREP) standards, and APA Guidelines for Assessment and Intervention with Persons with Disabilities, to name just a few.

Degree Seeking Students:

• Degree seeking students who plan to add a graduate certificate to their current degree program will apply for admission to the graduate certificate program at the Graduate School before completion of their degree program.

Non-Graduate Degree Admission:

• Prospective students intending to pursue a graduate certificate without enrolling in a degree program must apply to the Graduate School for admission to the graduate certificate program

Vocational Evaluation Forensics

Purpose: Auburn University’s Vocational Evaluation Forensic Certificate (VEFC) program is a short-term training certificate that exists for professionals and paraprofessionals who desire to work in the field of vocational rehabilitation. This new certificate incorporates current knowledge and training on societal trends in the areas of economics, forensics, employment, and evaluation, serving to enhance and improve students’ education, ultimately leading to greater employment for individuals with disabilities. Upon completion of this one-year certificate program, students will possess the knowledge and skills to help consumers achieve positive employment outcomes in a technological society. Guided by our core values of diversity and evidence-based practice, we seek to foster student experiences that emphasize culture, values, knowledge, and navigational tools needed to become competent vocational service providers.

Eligibility: Individuals with a bachelor’s or master’s degree are eligible. Individuals with a disability and/or another minority status are strongly encouraged to apply. Those who are currently in the AU Clinical Rehabilitation Counseling program are also eligible for the VEFC program.

Program Overview: The VEFC certificate program at Auburn University is grant-funded by the Rehabilitation Services Administration (RSA) within the U.S Department of Education. The program is a one-year, six course, graduate certificate allowing both on campus and online undergraduate and graduate students to further their education in vocational rehabilitation. Each academic year, a cohort of students will be admitted beginning in the Fall 2021 semester. Scholarships and other financial assistance are available but competitive. There are 15 scholarships available each year. Students who have obtained a Master’s degree will be well-trained and eligible to take the Certified Rehabilitation Counselor (CRC) exam and engage in the Certified Vocational Evaluation (CVE) process. Students who have previously obtained a Bachelor’s degree will have enhanced competencies to serve individuals with disabilities.

Program Options: Accessibility is a priority and value of the program, therefore the VEFC certificate program can be completed on campus or via distance education (DE). Courses have been developed in collaboration with Auburn Online, Auburn University’s premiere resource for distance and continuing education program support.

Degree Seeking Students:

• Degree seeking students who plan to add a graduate certificate to their current degree program will apply for admission to the graduate certificate program at the Graduate School before completion of their degree program.

Non-Graduate Degree Admission:

• Prospective students intending to pursue a graduate certificate without enrolling in a degree program must apply to the Graduate School for admission to the graduate certificate program

Online Learning Graduate Programs and Courses

The Department of Special Education, Rehabilitation, and Counseling offers the Special Education (MEd and EdS), Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling graduate programs through online learning as well as through residential study.

Additional information

Detailed admission and program requirements for the department’s multiple areas of graduate study are available on the College of Education’s website, Academics (http://www.education.auburn.edu/academics/).

The Department of Special Education, Rehabilitation, and Counseling offers the following undergraduate degree programs.
Undergraduate Majors

• Early Childhood/Elementary Special Education, P-6 (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/earlychildhoodspecialeducation_major/)
• Collaborative Teacher Special Education, K-12 (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/collaborativeteachereducation_major/)
• Rehabilitation and Disability Studies (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/rehabilitationanddisabilitystudies_major/)

Undergraduate Minor

• Counseling (http://bulletin.auburn.edu/undergraduate/collegeofeducation/specialeducationrehabilitationandcounseling/counseling_minor/)

Counselor Ed, Counseling Psych Courses

COUN 1000 CAREER ORIENTATION EXPLORATION (2) LEC. 1. LAB. 2. The process of career decision-making through hands-on activities, in-class exercises, and job shadowing.

COUN 2000 LIVING AND COMMUNICATING IN A DIVERSE SOCIETY (3) LEC. 3. The class developing cultural competence in context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, and mental and physical abilities/disabilities.

COUN 2007 HONORS LIVING AND COMMUNICATING IN A DIVERSE SOCIETY (3) LEC. The class developing cultural competence in context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, and mental and physical abilities/disabilities.

COUN 2020 INTRODUCTION TO LGBTQ STUDIES (3) LEC. 3. The class focuses on content addressing and introduces lesbian, gay, bisexual, and transgender studies. The course will examine the historical, scientific, psychological, and cultural contexts of relationships, issues and trends in a diverse society related to sexual orientation.

COUN 2300 MENTAL HEALTH DISPARITIES (3) LEC. 3. Pr. COUN 2000. This course will introduce students to mental health disparities and strategies for addressing the social factors of mental health.

COUN 2900 DIRECTED STUDIES (1-3) IND. SU. Reading, research, or other work undertaken by a student focused on an area of special interest. Directed by faculty member. Course may be repeated for a maximum of 9 credit hours.

COUN 2940 DIRECTED FIELD EXPERIENCE (1-3) FLD. Course may be repeated for a maximum of 9 credit hours.

COUN 2950 THRIVING THROUGH TRANSITIONS (1) SEM. 1. This course requires participation in activities that support healthy living and assignments that facilitate understanding of mechanisms that promote well-being. Course content reviews the process of recovery from addiction and mechanisms used to support long-term recovery. Course may be repeated for a maximum of 12 credit hours.

COUN 2970 SPECIAL TOPICS IN COLLEGE STUDENT DEVELOPMENT (1-3) LEC. Selected topics in college student development. Fall, Spring. Course may be repeated for a maximum of 12 credit hours.

COUN 3000 CAREER SUCCESS (2) LEC. 2. Developing a career plan via instruction on researching careers, writing resumes, developing portfolios, interviewing, net working and other career development practices. May count either COUN 3000 or COUN 3003.

COUN 3100 COUNSELING AND HUMAN SERVICES (3) LEC. 3. Counseling concepts and skills appropriate in the helping professions. Not open to graduate students in counseling education.

COUN 3980 SUPERVISED RESEARCH EXPERIENCE IN COUNSELING (3) LAB. 3. SU. This course provides students with the opportunity to gain supervised research experience in counselor education, counseling psychology, and special education programs. Students will work with the faculty instructor to gain experience in a range of research activities. Course may be repeated for a maximum of 12 credit hours.

COUN 4000 INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY (3) LEC. 3. Pr. COUN 2000. Current theory, research, and practice regarding counseling and psychotherapy. We will cover several current issues related relevant to counseling and psychotherapy, including the process of change, theoretical perspectives, ethical issues.
COUN 4010 INTRODUCTION TO PREVENTION AND MENTAL HEALTH PROMOTION (3) LEC. 3. Pr. COUN 2000. Addressing the ideas of prevention and health promotion in counseling psychology. We will address such concepts as positive psychology, mindfulness, stress, health promotion, body image, social justice theory, social advocacy, and prevention theory.

COUN 4910 PRACTICUM (1-3) PRA. SU. This course provides students with the opportunity to be actively involved in social justice efforts that affect the region and nation through gaining hands-on experience in a social justice agency. Course may be repeated for a maximum of 6 credit hours.

COUN 4970 SPECIAL TOPICS IN COUNSELING (3) LAB. 3. Introduction to selected topic in counseling. Course will provide a semester-long introduction and introduction into research in the topic of interest using a seminar style of instruction. Course may be repeated for a maximum of 9 credit hours.

COUN 7010 MEDICAL VOC & PSYCHOSOCIAL ASPECTS OF DISABILITY (3) LEC. 3. An introduction to medical terminology, body systems, common physical and cognitive conditions therapeutic/restorative services, and psychosocial & vocational considerations of various disabilities. May count COUN 7010, COUN 7016, RSED 6010 or RSED 6016.

COUN 7110 OCCUPATIONAL, CAREER AND PLACEMENT SERVICES (3) DR1/LEC. The course is designed to familiarize students with career theory and methods used by rehabilitation practitioners to analyze and apply vocational techniques to place individuals with disabilities. May count COUN 7110, COUN 7116, RSED 6220 or RSED 6226.

COUN 7130 VOCATIONAL EVALUATION (3) LEC. 3. Principles, process and techniques used to diagnose vocationally-related assets and liabilities of the individual with disabilities. May count either RSED 7130, RSED 7136, COUN 7130, or COUN 7136.

COUN 7200 INTRODUCTION TO MEASUREMENT AND ASSESSMENT (3) LEC. 3. Pr. COUN 7100 or (COUN 7400 or COUN 7406) or COUN 8530. Introduction to the history and theory of measurement and assessment as it applies to counselors and psychologists.


COUN 7230 CAREER DEVELOPMENT AND VOCATIONAL APPRAISAL (3) LEC. 3. Career development theories appraising vocationally related interests, aptitudes, and personal characteristics. Laboratory practice in test procedures.

COUN 7240 COUNSELING CHILDREN AND ADOLESCENTS (3) LEC. 3. Course provides awareness, knowledge, and skills for counseling children and adolescents using effective theoretical approaches, counseling modalities, and specific techniques. May count either COUN 7240 or COUN 7246.

COUN 7250 ADVANCED ASSESSMENT AND DIAGNOSIS IN COUNSELING (3) LEC. 3. Assessment/diagnostic skills related to counseling: intake, assessment, diagnostic criteria, treatment planning, counseling interventions. May count either COUN 7250 or COUN 7256.

COUN 7310 COUNSELING APPLICATIONS OF LIFESPAN DEVELOPMENT (3) LEC. 3. Theories and current research in development across the lifespan with emphasis on applications to counseling. May count either COUN 7310 or COUN 7316.

COUN 7320 COUNSELING THEORIES (3) LEC. 3. Study of major counseling theories. May count either COUN 7320 or COUN 7326.

COUN 7330 COUNSELING DIVERSE POPULATIONS (3) LEC. 3. Departmental approval. Special counseling and advocacy issues. Needs of diverse populations are considered.

COUN 7340 GROUP COUNSELING (3) LEC. 3. Leading, developing, evaluating a counseling group; including group proposal, session development, group dynamics, group leadership and evaluation, treatment planning; group intervention, counseling skills.

COUN 7350 INTRODUCTION TO COUNSELING PRACTICE (3) LEC. 3. Pr. (COUN 7320 or COUN 7326) or COUN 7400 or COUN 8530. Methods, interventions, and skills essential to counseling.

COUN 7360 ADVANCED COUNSELING PRACTICE (3) LEC. 3. An intensive study of advanced counseling skills with supervised experience. Class format will include lecture, group discussion, role play, case and videotaped counseling practice analysis, observational analysis and evaluation of counseling techniques.

COUN 7370 FOUNDATIONS OF SUBSTANCE USE COUNSELING (3) LEC. 3. Provides knowledge of the nature of substance abuse, drug classification, models of addiction, assessment and diagnosis, treatment, and related issues. May count COUN 7370, COUN 7376, RSED 6340, or RSED 6346.
COUN 7400 ORIENTATION TO PROFESSIONAL COUNSELING (3) LEC. 3. Orientation to the counseling field with emphasis on philosophical, historical, psychological, and organizational foundations of professional practice.

COUN 7410 ORIENTATION TO CLINICAL MENTAL HEALTH COUNSELING (3) LEC. 3. Orientation to clinical mental health counseling to include roles, responsibilities, systems, theories, professional issues, and history.

COUN 7420 ORIENTATION TO SCHOOL COUNSEL (3) LEC. 3. Orientation to the role and activities of the K-12 school counselor. Emphasis on the components of a developmentally-oriented school counseling program.

COUN 7450 FOUNDATIONS OF SCHOOL COUNSELING (3) LEC. 3. This course is designed to extend beyond the orientation to counseling course and expand the practical knowledge of school counselors-in-training to prepare students to work as effective school counselors based on current research and practical experiences. Restricted to students in Master's Program in School Counseling.

COUN 7460 LEADERSHIP AND ADVOCACY FOR SCHOOL COUNSELORS (3) LEC. 3. This course is designed to provide an overview of school counseling leadership and advocacy. School counselors in training will develop a deeper knowledge of their role of educational leaders while serving as school counselors. Restricted to students in Counselor Education.

COUN 7500 CRISIS INTERVENTION IN COUNSELING (3) LEC. 3. Development of skills and knowledge for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation.

COUN 7510 ADVANCED CLINICAL MENTAL HEALTH COUNSELING INTERVENTIONS (3) LEC. 3. Pr. COUN 7320 or COUN 7326. Advanced counseling interventions, practices, techniques and methods for mental health counselors, including treatment planning, counseling processes, and evaluation.

COUN 7520 INTRODUCTION TO REHABILITATION AND CASE MANAGEMENT IN REHABILITATION COUNSELING (3) LEC. 3. Program organization and development of materials for curriculum improvement and teaching practices in a disability specialization area. COUN 7520 and COUN 7526 may be repeated for a maximum combined total of 9 credits with a change in disability specialization.

COUN 7900 DIRECTED STUDIES (1-3) IND. SU. Independent learning effort directed at desired objectives. Includes evaluation by professor and student at regular intervals. Course may be repeated for a maximum of 9 credit hours.

COUN 7910 PRACTICUM (3) LEC. 3. SU. Supervised experiences appropriate to student’s program emphasis area. Course may be repeated for a maximum of 9 credit hours.

COUN 7920 INTERNSHIP (1-9) INT. SU. Pr. COUN 7910 or COUN 7916. Supervised on-the-job experiences. Course may be repeated for a maximum of 9 credit hours.

COUN 7930 ADVANCED THEORIES IN COUNSELING PRACTICE (3) LEC. 3. Intensive study of advanced theories within rehabilitation counseling, as well as an examination of outcome research relating to the use and application of these theories and techniques. May count COUN 7930, COUN 7936, RSED 7940 or RSED 7946.

COUN 7950 EMERGING ADULTHOOD AND TRANSITION IN REHABILITATION (3) LEC. Introduction to the transition process of youth with disabilities from school to adulthood and employment with emphasis on the developmental stage emerging adulthood. May count COUN 7950, COUN 7956, RSED 7950 or RSED 7956.

COUN 7960 SPECIAL PROBLEMS (1-10) IND. SU. May be taken more than one semester. Course may be repeated for a maximum of 10 credit hours.

COUN 7970 SPECIAL TOPICS (1-3) AAB. An in-depth study of a current topic(s) impacting the professions related to departmental programs. Course may be repeated for a maximum of 9 credit hours.

COUN 8110 COUNSELING ASSESSMENT ACROSS THE LIFESPAN (3) LEC. 3. Development, administration, scoring and interpretation of personality, interest, aptitude, achievement, and attitude tests across the lifespan.

COUN 8120 APPRAISAL IN COUNSELING AND PSYCHOLOGY (3) LEC. 3. Development, administration, scoring and interpretation of personality, interest, aptitude, achievement, attitude tests. Includes assessment interview, behavioral observation.

COUN 8200 INTELLECTUAL ASSESSMENT OF ADULTS (3) LEC. 2. LAB. 3. Pr. COUN 7200. Theory and measurement of adult intelligence. Administration and interpretation of selected tests.
COUN 8210 TEST ADMINISTRATION AND PROFESSIONAL PRACTICE (3) LEC. 3. Pr. COUN 7200 or ERMA 8350 or FOUN 8350 and COUN 7210. Coreq. COUN 8200. Administration and scoring of selected tests, primarily WAIS-IV, to familiarize students with measurements for assessment of adult intelligence.

COUN 8220 PSYCHOLOGICAL SCIENCE AND HEALTH (3) LEC. 3. Pr. PSYC 7150 and PSYC 7180 and COUN 7330 and COUN 7310. In this course, fundamental science relating to health and psychology will be reviewed, focusing on major theoretical foundations, research findings, and empirically supported interventions. Students will be expected to integrate foundational knowledge in psychological science with particular emphasis on biological.

COUN 8230 COLLOQUIUM IN COUNSELING PSYCHOLOGY I (1) SEM. 1. SU. This course provides pre-practicum students with training in the conduct of counseling psychology research to provide foundational skills in research design and implementation.

COUN 8240 COLLOQUIUM IN COUNSELING PSYCHOLOGY II (2) LAB. 1, LAB/SEM. 1. SU. This course provides continued education and training in counseling psychology research and provides opportunities to demonstrate an ability to evaluate psychotherapy research in order to achieve readiness for practicum in research skills.

COUN 8250 COLLOQUIUM IN COUNSELING PSYCHOLOGY III (3) LAB. 1, LAB/SEM. 2. Pr. COUN 8240. This course provides advanced education and training in the development, conduct, and dissemination of counseling psychology research and provides opportunities to demonstrate an ability to contribute to meaningful scholarship in Counseling Psychology.

COUN 8260 COLLOQUIUM IN COUNSELING PSYCHOLOGY IV (3) LAB. 1, SEM. 2. Pr. COUN 8250. This course provides advanced education and training in the development, conduct, and dissemination of counseling psychology research and provides opportunities to demonstrate an ability to integrate concepts of equity and justice in the contribution to meaningful scholarship in Counseling Psychology.


COUN 8310 COGNITION AND EMOTION (3) LEC. 3. Theory and empirical evidence on the cognitive and affective bases of human behavior. Integration of scientific knowledge regarding cognition and emotion.

COUN 8320 GREAT IDEAS IN PSYCHOLOGY (3) LEC. 3. Orientation to the individuals and ideas that shaped psychology using a history and systems perspective.

COUN 8400 PROFESSIONAL SEMINAR COUNSELING PSYCHOLOGY (1-3) LEC. Scientific foundations of the counseling psychology profession and application of that foundational knowledge in counseling interventions. Course may be repeated for a maximum of 9 credit hours.

COUN 8510 CONTEMPORARY ISSUES IN COUNSELOR EDUCATION (3) LEC. 3. Departmental approval. History, development, current issues. Philosophical assumptions, legal and ethical considerations, new research service initiatives.

COUN 8520 CONTEMPORARY ISSUES IN SCHOOL PSYCHOLOGY (1-3) LEC. History, development, and current issues. Legal and ethical considerations, research and service initiatives, and new client populations. Course may be repeated for a maximum of 3 credit hours.

COUN 8530 CONTEMPORARY ISSUES IN COUNSELING PSYCHOLOGY (3) LEC. 3. History, development, and current professional issues. Philosophical and cultural assumptions, legal and ethical considerations, and current research topics.

COUN 8540 COUN SUPERVISION-THEORY & PRAC (3) LEC. 3. Advanced theories, skills, models and methods used in counseling supervision including counselor development, supervisory processes and evaluation.

COUN 8550 COUNSELOR EDUCATION PEDAGOGY (3) LEC. 3. Counselor Education pedagogical skills and knowledge including; theories, course and curriculum development methods, and professional responsibilities. May count either COUN 8550 or COUN 8556.

COUN 8610 ADVANCED THEORIES: EXISTENTIAL/HUMANISTIC (3) LEC. 3. Theory and practice of humanistic/existential approaches to individual and group therapy.


COUN 8630 ADVANCED THEORIES: PSYCHODYNAMIC THEORIES (3) LEC. 3. Departmental approval. The origins, current status, and emerging applications of psychodynamic approaches to counseling.
COUN 8700 DIVERSITY AND SOCIAL JUSTICE IN COUNSELOR EDUCATION (3) LEC. 3. Must be admitted to the Counselor Education Doctoral Program. This advanced course provides students with information about issues of diversity and social justice. Students apply this information to their roles in the counseling profession, specifically as future counselor educators, leaders of the profession, and advocates.

COUN 8800 PROFESSIONAL DEVELOPMENT INTERNSHIP SKILLS (3) LEC. 3. This three-hour required course is designed to help students solidify their professional identity and effectively apply for their one-year Counseling Psychology internship.

COUN 8910 PRACTICUM (1-3) LEC. 1-3. SU. Advanced supervised experiences appropriate to student’s program emphasis. Course may be repeated for a maximum of 15 credit hours.

COUN 8920 INTERNSHIP (1-9) INT. SU. Advanced supervised on-the-job experiences appropriate to doctoral-level study. Course may be repeated for a maximum of 9 credit hours.

COUN 8930 INTERNSHIP IN COUNSELING PSYCHOLOGY (0) INT. SU. Departmental approval. Supervised, full-time experience in Counseling Psychology at the doctoral level. May be repeated to satisfy 2000 clock hour accreditation requirement.

COUN 8970 SPECIAL TOPICS (1-3) SEM. An in-depth study of the current educational, sociological, psychological, economic, health, legal, technological, and professional issues impacting the professions related to departmental programs. Course may be repeated for a maximum of 9 credit hours.

COUN 8990 RESEARCH AND DISSERTATION (1-10) DSR.

Rehabilitation Special Ed Courses

RSED 3000 DIVERSITY AND EXCEPTIONALITY OF LEARNERS (3) LEC. 3. Pr. 2.00 GPA. Exploration of philosophical, social, cultural, and legal factors, and individual characteristics shaping education for individuals with disabilities; and roles/responsibilities of educators in inclusive settings. May count either RSED 3000 or RSED 3003.

RSED 3010 INTRODUCTION TO SPECIAL EDUCATION (3) LEC. 3. Orientation to special education profession including history, philosophy, federal legislation, contemporary issues and national organizations. Only CMDS Majors may take this course. Departmental approval for all other majors.

RSED 3020 INTRODUCTION TO REHABILITATION (3) LEC. 3. Orientation to the profession including history, philosophy, federal legislation, contemporary issues and national organizations.

RSED 3110 ASSESSMENT: ELIGIBILITY FOR SPECIAL EDUCATION (3) LEC. 3. Selection, administration, scoring and interpretation of standardized aptitude and educational tests used in the field of special education. May count either RSED 3110 or RSED 3113.

RSED 3120 ASSESSMENT IN REHABILITATION (3) LEC. 3. Selection, administration, scoring and interpretation of work sample systems and standardized tests of intelligence, aptitude, achievement, interest, and dexterity used in the field of rehabilitation.

RSED 4010 BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION (3) LEC. 3. Skills to manage the behavior of special education students including behavioral assessment, selection criteria for appropriate intervention strategies and evaluation of intervention effectiveness.

RSED 4100 PROFESSIONAL COMMUNICATION IN REHABILITATION (3) LEC. 3. Theoretical and practical aspects of written and oral communication with rehabilitation and other professionals, clients, and family members.

RSED 4120 INDEPENDENT LIVING SERVICES IN REHABILITATION (3) LEC. 3. The history, legislation and philosophy of the independent living movement and its impact on the quality of life for people with severe disabilities.

RSED 4130 ETHICAL PRACTICES IN REHABILITATION (3) LEC. 3. Departmental approval. Ethical dilemmas that are routinely faced by practitioners in human service occupations.

RSED 4140 ASSESSMENT: PROGRAM PLANNING IN SPECIAL EDUCATION (3) LEC. 3. Pr. P/C RSED 4920 or P/C RSED 4923. A framework for understanding the purposes and processes that underlie various forms of educational assessments, with emphasis on application assessment of students with disabilities, and how to use assessment data to inform instructional planning and IEP goal development.
RSED 4900 DIRECTED STUDIES (1-3) IND. SU. Departmental approval. Content focus of study area will be translated into specific objectives with student learning guided by the instructor. Emphasis on exceptional learners. Course may be repeated for a maximum of 3 credit hours.

RSED 4910 PRACTICUM (1-6) PRA. SU. Departmental approval. Practice in educational or community service setting aligned with degree program option. Course may be repeated for a maximum of 6 credit hours.

RSED 4920 CLINICAL RESIDENCY (9) AAB. 9. SU. Comprehensive supervised on-the-job experience in a school, college or community-based setting serving individuals with disabilities. Departmental approval or admission to internship.

RSED 4970 SPECIAL TOPICS (1-3) ST1. Departmental approval. Seminar in which upper-level students and professors engage in critical thinking regarding selected concepts, theories, research, and issues germane to the field of disabilities. Course may be repeated for a maximum of 9 credit hours.

RSED 5000 ADVANCED SURVEY OF EXCEPTIONALITY (3) LEC. 3. This course is an advanced study of exceptionality with emphasis upon the educational implications of disability and current issues in special education and rehabilitation. May count RSED 5000, RSED 6000, or RSED 6006.

RSED 5010 MEDICAL ASPECTS OF DISABILITY (3) LEC. 3. Medical terminology, basic body systems, common malfunctions, therapeutic services, restorative techniques, and disability evaluation for different disability groups and the vocational implications of each. May count RSED 5010, RSED 5013, RSED 6010, or RSED 6016.

RSED 5020 PSYCHOSOCIAL ASPECTS OF DISABILITY (3) LEC. 3. Theoretical constructs and practical issues for various types of physical, mental, psychiatric, and social disabilities with implications for personal, vocational, social and community adjustment. May count RSED 5020, RSED 5023, RSED 6020, or RSED 6026.

RSED 5070 MILD DISABILITIES (3) LEC. 3. The purpose of this course is to present the major concepts and issues related to mild disabilities. A variety of topics, ranging from the historical developments in the field to proposed teaching procedures for students, will be discussed. In-depth analysis of selected topics will be accomplished with student presentations and assignments. May count either RSED 5070 or RSED 6070.

RSED 5100 INFANTS AND TODDLERS WITH DISABILITIES (3) LEC. 3. Pr. RSED 3010. Historical, legislative, and philosophical basis of early intervention for young children, birth through age two, with special needs and their families. May count RSED 5100, RSED 6100, or RSED 6106.

RSED 5110 CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION: LITERACY AND DEVELOPMENTAL DOMAINS (3) LEC. 3. Procedures for developing, implementing, and monitoring individualized educational programs in natural settings. Admission to Teacher Education. May count RSED 5110, RSED 6110, or RSED 6116.

RSED 5120 CURRICULUM IN ELEMENTARY: LITERACY AND MATHEMATICS IN SPECIAL EDUCATION (3) LEC. 3. Pr. RSED 3010. Admission to Teacher Education. Functional/developmental approach to the selection, development, implementation, and evaluation of curriculum activities for the collaborative instruction of elementary children with disabilities. May count RSED 5120, RSED 6120, or RSED 6126.

RSED 5130 CURRICULUM IN SECONDARY: LITERACY, CONTENT, AND POSTSECONDARY PREPARATION (3) LEC. Pr. RSED 3010. Admission to Teacher Education. Functional/developmental approach to the selection, development, implementation, and evaluation of curriculum materials for the collaborative instruction of secondary students with disabilities. Admission to Teacher Education. May count RSED 5130, RSED 6130, or RSED 6136.

RSED 5140 CURRICULUM IN SEVERE DISABILITIES (3) LEC. 3. Pr. RSED 3010. Understanding a functional/developmental approach to selecting, developing, implementing, and evaluating appropriate curriculum activities for instructing students with severe disabilities. May count RSED 5140, RSED 6140, or RSED 6146.

RSED 5150 LITERACY METHODS IN SPECIAL EDUCATION (3) LEC. Admission to Teacher Education. Instructional strategies in reading and math for students who have learning and behavior problems. May count RSED 5150, RSED 6150, or RSED 6156.

RSED 5160 FRAMEWORK FOR COLLABORATION IN K-12 (3) LEC. 3. Admission to Teacher Education. Collaborative teaching, consultation, and teaming as a critical best practice in serving students with disabilities. May count RSED 5160, RSED 5163, RSED 6160, or RSED 6166.
RSED 5170 TRANSITION FROM BIRTH TO ADULTHOOD (3) LEC. 3. History, philosophy, models, and definitions of transition with emphasis on practices, programs, and services. May count RSED 5170, RSED 6170, or RSED 6176.

RSED 5180 LITERACY AND INSTRUCTIONAL CLASSROOM MANAGEMENT (3) LEC. 3. This course is designed to provide students with the understanding of language development and theoretical basis and the practical application of classroom organization and instructional classroom management for students developing literacy. The focus of this class will be to discuss proactive approaches to supporting students’ literacy development. May count RSED 5180, RSED 5183, RSED 6180, or RSED 6186.

RSED 5190 COMMUNITY-BASED INSTRUCTION AND RELATED SERVICES (3) LEC. 3. Provides an in-depth study of transition programs and practices for youth with disabilities as they transition into adulthood. May count either RSED 5193, RSED 6190 or RSED 6196.

RSED 5200 VOCATIONAL EVALUATION IN REHABILITATION (3) LEC. 3. Vocational evaluation and work adjustment techniques and strategies used within the rehabilitation process. May count RSED 5200, RSED 5203, RSED 6200, or RSED 6206.

RSED 5210 OCCIDENTAL INFORMATION (3) LEC. 3. Identification, location, and use of data resources for job accommodation and modification strategies, labor market surveys, and job placement of persons with disabilities. May count RSED 5210, RSED 6210, or RSED 6216.

RSED 5220 PLACEMENT SERVICES IN REHABILITATION (3) LEC. 3. Theories, strategies, and techniques for job development, accommodation, modification, and placement of people with disabilities with application skills needed to facilitate employment. May count RSED 5220, RSED 5223, RSED 6220, or RSED 6226.

RSED 5230 REHABILITATION ASSISTIVE TECHNOLOGY (3) LEC. 3. Basic computer literacy; use of commercially available software, and assistive technology for use by persons with disabilities. May count RSED 5230, RSED 6230, or RSED 6236.

RSED 5340 FOUNDATIONS OF SUBSTANCE USE COUNSELING (3) LEC. 3. Provides knowledge of the nature of substance abuse, drug classification, models of addiction, assessment and diagnosis, treatment, and related issues. May count RSED 5340, RSED 6340, or RSED 6346.

RSED 6000 ADVANCED SURVEY OF EXCEPTIONALITY (3) LEC. 3. This course is an advanced study of exceptionality with emphasis upon the educational implications of disability and current issues in special education and rehabilitation. May count RSED 5000, RSED 6000, or RSED 6006.

RSED 6010 MEDICAL VOC & PSYCHOSOCIAL ASPECTS OF DISABILITY (3) LEC. 3. An introduction to medical terminology, body systems, common physical and cognitive conditions therapeutic/restorative services, and psychosocial & vocational considerations of various disabilities. May count RSED 6010 or RSED 6016.

RSED 6040 LEARNING DISABILITIES (3) LEC. 3. Historical perspective, theoretical concepts, etiology, diagnosis, definition, and classification of individuals with learning disabilities. Educational and rehabilitative approaches and contemporary issues are emphasized. May count RSED 5040, RSED 6040, or RSED 6046.

RSED 6100 INFANTS AND TODDLERS WITH DISABILITIES (3) LEC. 3. Historical, legislative, and philosophical basis of early intervention for young children, birth through age two, with special needs and their families. May count RSED 5100, RSED 6100, or RSED 6106.

RSED 6110 CURRICULUM IN EARLY CHILDHOOD SPECIAL EDUCATION: LITERACY AND DEVELOPMENTAL DOMAINS (3) LEC. 3. Procedures for developing, implementing, and monitoring individualized educational programs in natural settings. May count RSED 5110, RSED 6110, or RSED 6116.

RSED 6120 CURRICULUM IN ELEMENTARY: LITERACY AND MATHEMATICS IN SPECIAL EDUCATION (3) LEC. 3. Functional/developmental approach to the selection, development, implementation, and evaluation of curriculum for the collaborative instruction of elementary children with disabilities. May count RSED 5120, RSED 6120, or RSED 6126.

RSED 6130 CURRICULUM IN SECONDARY SPECIAL EDUCATION: LITERACY, CONTENT AREA (3) LEC. 3. Functional/developmental approach to the selection, development, implementation, and evaluation of curriculum materials for the collaborative instruction of secondary students with disabilities. May count RSED 5130, RSED 6130, or RSED 6136.

RSED 6140 CURRICULUM IN SEVERE DISABILITIES (3) LEC. 3. Understanding a functional/developmental approach to selecting, developing, implementing, and evaluating appropriate curriculum activities for instructing students with severe disabilities. May count RSED 5140, RSED 6140, or RSED 6146.
RSED 6150 LITERACY METHODS IN SPECIAL EDUCATION (3) LEC. 3. Instructional strategies in reading and math for students who have learning and behavior problems. May count RSED 5150, RSED 6150, or RSED 6156.

RSED 6160 FRAMEWORK FOR COLLABORATION IN K-12 (3) LEC. 3. Collaborative teaching, consultation, and teaming as a critical best practice in serving students with disabilities. May count RSED 5160, RSED 5163, RSED 6160, or RSED 6166.

RSED 6170 TRANSITION FROM BIRTH TO ADULTHOOD (3) LEC. 3. History, philosophy, models, and definitions of transition with emphasis on best practices, programs, and services. May count RSED 5170, RSED 6170, or RSED 6176.

RSED 6180 LITERACY AND INSTRUCTIONAL CLASSROOM MANAGEMENT (3) LEC. 3. This course is designed to provide students with the understanding of language development and theoretical basis and the practical application of classroom organization and instructional classroom management for students developing literacy. The focus of this class will be to discuss proactive approaches to supporting students’ literacy development. May count RSED 5180, RSED 5183, RSED 6180, or RSED 6186.

RSED 6190 COMMUNITY-BASED INSTRUCTION AND RELATED SERVICES (3) LEC. 3. Provides an in-depth study of transition programs and practices for youth with disabilities as they transition into adulthood. May count either RSED 5190 or or RSED 6196.

RSED 6220 PLACEMENT SERVICES IN REHABILITATION (3) LEC. 3. The course is designed to familiarize students with career theory and methods used by rehabilitation practitioners to analyze and apply vocational techniques to place individuals with disabilities. May count RSED 6220 or RSED 6226.

RSED 6230 REHABILITATION ASSISTIVE TECHNOLOGY (3) LEC. 3. Basic computer literacy; use of commercially available software, and assistive technology for use by persons with disabilities. May count RSED 5230, RSED 6230, or RSED 6236.

RSED 6340 FOUNDATIONS OF SUBSTANCE USE COUNSELING (3) LEC. 3. Provides knowledge of the nature of substance abuse, drug classification, models of addiction, assessment and diagnosis, treatment, and related issues. May count RSED 5340, RSED 6340, or RSED 6346.

RSED 7010 REHABILITATION PROFESSIONS, PROGRAMS AND ETHICS (3) LEC. 3. This course exposes students to the ethics, history and development of the rehabilitation counseling movement inclusive of its legal base, philosophies, concepts, and current socio-political trends. May count either RSED 7010 or RSED 7016.

RSED 7110 ADVANCED ASSESSMENT AND INTERVENTION EARLY CHILDHOOD SPECIAL EDUCATION (3) LEC. 3. Assessment and intervention strategies for special needs children, pre-k through 3rd grade. Departmental approval. May count either RSED 7110 or RSED 7116.

RSED 7120 ADVANCED ASSESSMENT IN SPECIAL EDUCATION (3) LEC. 3. Advanced study of educational tests and procedures for diagnosing special training problems. Departmental approval. May count either RSED 7120 or RSED 7126.

RSED 7130 ADVANCED ASSESSMENT I IN REHABILITATION (3) LEC. 3. Principles, process and techniques used to diagnose vocationally-related assets and liabilities of the individual with disabilities. May count either RSED 7130 or RSED 7136.

RSED 7150 MULTICULTURAL ASPECTS OF DISABILITIES (3) LEC. 3. Study of three main areas relevant to multicultural competencies and standards for rehabilitation professionals: (a) acquisition of communication skills; (b) attitudes towards ethnic minorities, and (c) knowledge about minority populations. May count either RSED 7150 or RSED 7156.

RSED 7200 ADVANCED INTERVENTION WITH INFANTS AND TODDLERS WITH DISABILITIES (3) LEC. 3. Pr. RSED 7100 or RSED 7106. Administration and on-going management of early intervention programs and service coordination of individualized family service plans and family support. Departmental approval. May count either RSED 7200 or RSED 7206.

RSED 7210 ADVANCED INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION (3) LEC. 3. Pr. RSED 7110 or RSED 7116. Curriculum methods, intervention plans, intervention methods, physical and medical management, environmental and behavioral management, and evaluation of child and family outcomes. Departmental approval. May count either RSED 7210 or RSED 7216.

RSED 7220 ADVANCED TEACHING METHODS IN SPECIAL EDUCATION (3) LEC. 3. Applied study and practice in analyzing, designing, constructing and evaluating teaching sequences and programs with empirical emphasis for design of instructional principles. May count either RSED 7220 or RSED 7226.

RSED 7230 ADVANCED BEHAVE MANAGEMENT IN SPECIAL EDUCATION (3) LEC. 3. Provides skills necessary to direct academic and social performance and appropriately manage the behavior of students with special needs. Departmental approval. May count either RSED 7230 or RSED 7236.
RSED 7240 SEMINAR IN REHABILITATION RESEARCH AND DESIGN (3) LEC. 3. Research in rehabilitation counseling, with focus on acquisition of knowledge about traditional and recent developments in research methods, and skill application. May count either RSED 7240 or RSED 7246.

RSED 7310 PROPRIETARY REHABILITATION (3) LEC. 3. Pr. (RSED 6210 or RSED 6216) and (RSED 7130 or RSED 7136). Vocational rehabilitation in private sector including case management and expert witness for workers compensation, personal injury litigation, and social security. May count either RSED 7310 or RSED 7316.

RSED 7320 INDIVIDUAL COUNSELING APPROACHES IN REHABILITATION COUNSELING (3) LEC. 3. Survey of theoretical approaches involved in individual counseling with an emphasis on persons with disabilities using an eclectic point of view and psycho-educational approach. May count either RSED 7320 or RSED 7326.

RSED 7400 CURRICULUM AND TEACHING IN SPECIALIZATION (3) LEC. 3. Curriculum design, content, and materials selection related to teaching practices in areas of specialization (intellectual disability, learning disabilities, behavioral disorders, etc.). RSED 7400 and RSED 7406 may be repeated for a maximum combined total of 6 credit hours.

RSED 7410 PROGRAM IMPLEMENTATION IN SPECIALIZATION (3) LEC. 3. Program organization and development of materials for curriculum improvement and teaching practices in a disability specialization area. RSED 7410 and RSED 7416 may be repeated for a maximum combined total of 9 credits with a change in disability specialization.

RSED 7420 RESEARCH IN SPECIALIZATION (3) LEC. 3. Examination and interpretation of applied research in specialization area (intellectual disabilities, learning disabilities, behavioral disorders, etc.). Course may be repeated with a change in research area. May count either RSED 7420 or RSED 7426. Course may be repeated for a maximum of 6 credit hours.

RSED 7430 RESEARCH INTO PRACTICE (3) LEC. 3. Applied opportunities for translating instructional and behavioral research into practice. The course may be repeated with a change in research topic. Departmental approval. May count either RSED 7430 or RSED 7436. Course may be repeated for a maximum of 6 credit hours.

RSED 7440 SEMINAR IN SPECIALIZATION (3) SEM. 3. Departmental approval. Advanced students and professor(s) engage in critical thinking regarding selected concepts, theories, research and issues germane to the field of disabilities. Course may be repeated with change in topics.

RSED 7460 POSITIVE BEHAVIOR SUPPORTS (3) LEC. 3. Evaluating and implementing Positive Behavior Interventions and Supports (PBIS) for students grades PK through 12 in traditional and alternative educational settings. May count either RSED 7460 or RSED 7466.

RSED 7900 DIRECTED STUDIES (1-3) IND. SU. Departmental approval. Content focus of study area will be translated into specific objectives with advanced student learning guided by the instructor. The department's policy is to restrict independent study only for content not covered in RSED's course listing. Course may be repeated for a maximum of 3 credit hours.

RSED 7910 PRACTICUM (1-6) DSL. SU. Departmental approval. Practice in educational or community service setting aligned with degree program option. Course may be repeated for a maximum of 6 credit hours.

RSED 7920 CLINICAL RESIDENCY (1-9) DSL. SU. Departmental approval. Comprehensive supervised on-the-job experience in a school, college or community-based setting serving individuals with disabilities. Course may be repeated for a maximum of 12 credit hours.

RSED 7940 ADVANCED THEORIES IN REHABILITATION COUNSELING (3) LEC. 3. Intensive study of advanced theories within rehabilitation counseling, as well as an examination of outcome research relating to the use and application of these theories and techniques. May count either RSED 7940 or RSED 7946.

RSED 7950 EMERGING ADULTHOOD AND TRANSITION IN REHABILITATION (3) LEC. 3. Introduction to the transition process of youth with disabilities from school to adulthood and employment with emphasis on the developmental stage emerging adulthood. May count either RSED 7950 or RSED 7956.

RSED 7980 NON-THESIS PROJECT (1-3) DSL. SU. Course may be repeated for a maximum of 10 credit hours.

RSED 7990 RESEARCH AND THESIS (1-10) MST. Departmental approval. The content focus of the study area will be translated into specific objectives with the student learning toward that end, guided by the instructor. In addition to regular meetings with the instructor, the student will be evaluated and graded according to learning performance. The department's policy is to restrict independent study only for content not covered in RSED's course listing. Course may be repeated for a maximum of 10 credit hours.
RSED 8010 DISABILITIES AND RESEARCH METHODS (3) LEC. 3. Departmental approval. History, principles, and methodology of single subject research with emphasis on the various types of research designs applied in rehabilitation and special education.

RSED 8020 DISABILITIES AND APPLIED RESEARCH IN MEASUREMENT (3) LEC. 3. Departmental approval. Classical measurement theory, individual differences determination, constructs related to diagnostic labels, measurement bias and fairness, nature-nurture controversy, and clinical versus statistical inference.

RSED 8030 DISABILITIES AND PROFESSIONAL ISSUES (3) LEC. 3. Critical and contemporary issues regarding disability and its relationship to the leadership roles of professionals in special education and rehabilitation. May count either RSED 8030 or RSED 8036.

RSED 8040 DISABILITIES AND ASSISTIVE TECHNOLOGY (3) LEC. 3. Departmental approval. Adaptive technology for use by persons with disabilities and proficiency in the use of computers and the World Wide Web as they relate to disabilities.

RSED 8050 DISABILITIES AND THE LAW (3) LEC. 3. Departmental approval. Development of rehabilitation and special education laws from a historical, policy, leadership, and advocacy perspective.

RSED 8060 DISABILITIES AND LIFE SPAN TRANSITIONS (3) LEC. 3. Departmental approval. Advanced study of historical, legal, legislative, philosophical, and service delivery issues and trends with emphasis on research studies and programs.

RSED 8070 PROFESSIONAL SEMINAR (3) LEC. 3. SU. Departmental approval. A series of doctoral seminars devoted to professional technical writing, grant writing, management, and research. Course may be repeated with change in topics.

RSED 8230 EXAMINING DISABILITY DATABASES (3) LEC. 3. Conducting descriptive and correlational research by using existing publicly available databases in the field of disabilities.

RSED 8900 DIRECTED STUDIES (1-3) IND. SU. Departmental approval. Content focus of study area will be translated into specific objectives with student learning guided by the instructor. Course may be repeated with change in topics.

RSED 8950 SEMINAR (1-3) SEM. Departmental approval. Provides an opportunity for advanced graduate students and professors to pursue cooperatively selected concepts and theoretical formulations. Course may be repeated for a maximum of 9 credit hours.

RSED 8980 NON-THESIS PROJECT (1-10) IND. SU. Departmental approval. May be repeated with change in topic. Provides an opportunity for advanced graduate students to pursue a project of interest. Course may be repeated with change in topics.

RSED 8990 RESEARCH AND DISSERTATION (1-10) DSL/DSR. Departmental approval. Course may be repeated with change in topic.