

CLES - Counseling, Educational Leadership, Educational and School Psychology

Courses numbered 500 to 799 = *undergraduate/graduate*. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = *graduate*.

CLES 511. Introduction to School Psychology (3).

Cross-listed as PSY 511. Introduces students to a career in school psychology. School psychologists work in schools to solve students' academic and behavioral problems through consultation, assessment and intervention. Course examines the roles and functions of school psychologists, the methods used to address students' psychoeducational needs, and the school and community systems within which they operate.

CLES 512. Exploring Concepts and Careers in Educational Psychology (3).

Cross-listed as PSY 512. Explores the field of educational psychology and its application in different areas, such as teaching, learning, coaching, training, assessment and research. Introduces students to the wide variety of careers in educational psychology. Also introduces students to the practical application of educational psychology by considering topics such as cognition (problem solving, memory, decision making), behavioral learning principles, motivation, human development, curriculum development, assessment, basic research design, and the role of research.

CLES 710. Badge: Professional Education (0.5-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 710A, 710B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

CLES 710BA. Badge: Mental Health Supervision (1).

Provides training in the supervision of mental health practitioners in the State of Kansas. Topics include: the roles and functions of the clinical supervisor; models of clinical supervision; mental health related professional development; methods and techniques in clinical supervision; supervisor relationship issues; cultural issues in clinical supervision; group supervision; legal and ethical issues in clinical supervision; and evaluation of supervisee competence and the supervision process. For graduate credit only. Graded Bg/NBg.

CLES 712. Philosophical Underpinnings of Applied Behavior Analysis (3).

An introductory level course concentrating on the theoretical underpinnings of applied behavior analysis. In this course, students learn how to identify, distinguish and explain the science of behavior analysis.

CLES 715. Concepts and Principles of Behavior Analysis (3).

Cross-listed as CI 715. Covers the fundamental concepts and principles of applied behavior analysis. Everyday behavior is examined as a part of the natural world, and behavior change is explained by behavioral principles derived from scientific research. Students have opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and get some practice in implementing those procedures. School psychology students: no grade below B- (2.750) will count toward the degree.

CLES 721. Fundamental Elements in Behavior Change and Specific Behavior Change Procedures (3).

Cross-listed as CI 721. Introduces fundamental elements of behavior change and specific behavior change procedures. The objectives of this course are (1) to increase student understanding of behaviors change and (2) for students to demonstrate their ability to apply behavior change techniques. Prerequisite(s): CLES 715 or CI 715.

CLES 723. Single Subject Design (3).

Cross-listed as CI 723. Introductory level course concentrating on single subject data designs, visual inspection and inference of data, and statistical analysis for educational and behavioral interventions and data collection processes.

CLES 725. Nonverbal Assessment and Intervention (3).

Investigates the impact of nonverbal behavior on the communication process. The course focuses on the application of empirically validated social interaction/communication and behavioral assessments and interventions that are consistent with principles in applied behavior analysis (ABA). Repeatable for up to 6 credit hours. Prerequisite(s): CLES 721.

CLES 750. Workshops in Education (1-6).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 750A, 750B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

CLES 750AB. Clinical Foundations in Gender and Sexual Diversity (3).

Supports the student-clinician in building foundational competencies relative to diversities of sexuality and gender. Students work interactively to connect critical exploration of relevant theory and research with their impact and utility across a range of LGBTQ-centering clinical contexts. In order to facilitate the development of readily applicable skills, self-reflection, group discussion, role play, and direct engagement with community stakeholders are core learning components.

CLES 750AC. Theories of Suicidology for Counselors (3).

Introduces theories of suicidology, including historical and modern theories. Uses theoretical foundations and related research to prepare future helpers in understanding, assessing, and working with clients presenting with suicidal ideation from an empirically informed perspective. Discusses complexity and intimacy of suicidality and focuses on integrating theories of suicidology within applied counseling practice.

CLES 750AD. Introduction to Treating Eating Disorders (3).

Provides an introduction to the characteristics and criteria associated with a variety of forms of disordered eating. Covers anorexia nervosa, bulimia, binge eating disorders, and overeating, among others, and overview key features of their causes, presentation and treatment. Special attention is dedicated to understanding eating disorders in women, men, athletes and multicultural populations. Attention is given to critical factors in the development and maintenance of eating disorders. These include personality features and family characteristics, as well as sexual orientation, sociocultural, genetic and family influences. Further, the medical and physiological consequences of eating disorders are covered. Treatment and prevention strategies for those with eating disorders are also explored.

CLES 750AE. Counseling Individuals with Disabilities (3).

Familiarizes counselors with issues relevant to working with individuals with disabilities. Presents counseling techniques and modalities. Uses video, case studies, coached clients, and a variety of hands-on exercises

to help students better understand the challenges and opportunities faced by individuals with disabilities.

CLES 750AF. Psychosocial Aspects of Sports Injury, Illness and Rehabilitation (3).

Cross-listed as EXSC 716. Explores the psychosocial factors related to sport injury and illness and their effects on the rehabilitation process, mostly connected to sports and physical culture. Offers an opportunity to develop critical thinking and applicable skills as students consider the place of injury, illness and pain within the social and psychological worlds of sport. Explores the mechanisms through which psychosocial factors influence sports injury, illness, understanding, prevention, treatment and rehabilitation outcomes.

CLES 750AG. Counseling Children & Adolescents Through Grief and Loss (3).

Helps counselors and educators better understand children and adolescents who have experienced many types of loss. Children and adolescents tend to experience loss and express grief differently from adults. Developmentally sound approaches to assisting children and adolescents are presented.

CLES 750AI. Exploring The Emotional Effects of Music (1).

Have you ever heard music that transported you to another time and place and elicited an emotional response? This workshop will explore the foundations of music and its potential use in therapeutic contexts.

CLES 750AJ. Workshops in Education: IS NeuroFeedback and the Therapeutic Relationship (3).

Examines the clinical aspects of neurofeedback as pertaining to individual counseling. Goes through extensive examination of applied research studies for counseling members with ADHD, anxiety, depression and other DSM classified disorders. Examines practitioners guide to incorporating neurofeedback into their counseling practice.

CLES 750AK. Counseling Latina/o/x: A Cosmic Race (3).

Addresses the social, racial, political, oppression and diversity among different Latino groups; and demographic issues of Latinos in the United States. Mental health professionals must observe and understand the experiences, cognitions and behaviors of Latinos from a multicultural perspective as an alternative to the current one size fit-all approach to individual and group counseling and therapy. The principles of liberatory psychology are described and employed as a way of working in individual and group settings with Latina/o/x clients with an emphasis in problematization -> reflection -> critical consciousness -> action and/or change.

CLES 750AM. Enneagram: Personality in Counseling (3).

Examines the Enneagram Personality Typology and its use in counseling practice. The Enneagram considers the various worldviews that people hold and ways in which people can grow in their awareness. It also provides insight into how people respond under stress. Finally, it describes the behaviors of people from various types who undergo chronic stress and develop mental health disorders.

CLES 750AQ. Building a Private Practice (3).

Provides students with the foundational skills to build a private practice from the ground up.

CLES 750AR. Introduction to Restorative Practice (3).

Provides a thorough examination of the emerging field of restorative practice. The focus is on restorative principles and skills necessary for building and maintaining healthy relationships, creating stronger communities, repairing harm among relationships, and transforming conflict. Students learn about theories, philosophy, practices and skills fundamental to restorative approaches. Instruction is provided through interactive and hands-on activities. Special emphasis is given to proactive and responsive circles, restorative conversations,

and restorative conferencing and the informal application of these processes. Additionally, students learn about the effects of shame and emotion on social relationships. For graduate credit only.

CLES 750AT. Introduction to Higher Education Teaching (3).

Focuses on effective teaching practices within community colleges, four-year colleges or other higher education settings, including using technology in classroom-based and online learning environments.

CLES 750AU. Counseling LGBTQIA+ (3).

This course is designed for persons pursuing careers in clinical mental health counseling and school counseling. The course introduces a culturally sustaining framework to understand theory, legislation and practice that inform work with LGBTQIA+ individuals.

CLES 750C. Expressive Arts in Counseling (3).

Workshop provides an introduction to the field of art therapy, its history, approaches and applications in working with children and adolescents. The expressive arts — visual arts, movement, drama, music and writing — offer countless ways to promote the academic, career and personal/social development of students, which are goals of a comprehensive school counseling program. Workshop is customized for educators and counselors, as well as education and counseling students who are interested in strategies to incorporate art therapy into their practice or classroom but is open to anyone seeking an introduction to the field of art therapy. Participants experience hands-on how the creative process of art making can be used for self-care and with students. Participants are introduced to program models in school districts in which school counselors and art therapists work together to address the needs of students with social, emotional, academic and/or behavioral challenges. Please wear casual clothes for art making.

CLES 750E. Art Therapy in Schools: An Introduction (0.5).

Introduces the field of art therapy, its history, approaches and applications in working with children and adolescents. The expressive arts — visual arts, movement, drama, music and writing — offer countless ways to promote the academic, career and personal/social development of students, which are goals of a comprehensive school counseling program. Customized for educators and counselors, as well as education and counseling students who are interested in strategies to incorporate art therapy into their practice or classroom but is open to anyone seeking an introduction to the field of art therapy. Participants experience hands-on how the creative process of art making can be used for self-care and with students. Participants are introduced to program models in school districts in which school counselors and art therapists work together to address the needs of students with social, emotional, academic and/or behavioral challenges. Please wear casual clothes for art making.

CLES 750F. Understanding Students Who Have Experienced Trauma and Neglect (0.5).

Introduction to trauma. Includes different types of trauma and some general impacts of trauma. In addition, students learn about the Adverse Childhood Experience (ACE) study; understand how developmental trauma can impact students socially, emotionally and academically; understand some basic Neurosequential Model in Education (NME) concepts, including how the therapy can be a lens through which to view children who are victims of trauma. Students apply NME concepts in order to develop interventions and supports in the classroom.

CLES 750M. Mindfulness and Acceptance in Therapy (1-3).

Teach clients how to reboot their brains by using mindfulness and acceptance techniques with individuals, couples and families.

CLES 750N. Introduction to Educational Psychology (3).

Introduces students to the field of educational psychology and its application in different areas, such as teaching, learning, coaching, training and assessment. Introduces students to the practical application

of educational psychology by considering topics such as the following: cognition (problem solving, memory, decision making), behavioral learning principles, motivation, human development, curriculum development, assessment, basic research design, and the role of research in educational psychology. While these topics are considered, the course also introduces students to careers in educational psychology; many educational psychologists work in K-12 schools, but many also work in higher education, health professions, program evaluation, instructional design (including online instructional design), industry, human resources, military settings, research, counseling, and sports — in any field requiring training, teaching and learning, motivation, assessment or research.

CLES 750P. Counseling Children and Adolescents (3).

Prepares counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Counseling techniques and treatment planning are included.

CLES 750T. Understanding Students Living in Poverty (1).

Workshop explores key definitions surrounding the dynamics of poverty and ways to tailor programs to meet students and families where they are. Provides educators with a real-life simulation of poverty situations and gives them an opportunity to discuss their feelings as they navigate the academic life of a student living in poverty.

CLES 750W. Psychopharmacology (1-3).

Surveys basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders. Examines the actions of specific drugs and their effects on behavior and their uses in biological psychiatry. Basic principles of neuropharmacology are covered.

CLES 801. Introduction to Educational Research (3).

Cross-listed as CESP 701. Includes (1) the nature of research methodologies, (2) the preparation of research reports, (3) critical reading of research, and (4) ethics and integrity in conducting and reporting research. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership. For graduate credit only.

CLES 802. Theories of Human Development for Counseling Professionals (3).

Describes what developmental theories are, what they do, where they come from, how they work and how they are used to explain human nature. Uses theoretical assumptions and related research to systematically evaluate developmental theories in terms of their scientific worthiness and their ability to address characteristics of human development. Focuses on those theories which helped shape the way we currently view human development as well as significant new perspectives which may shape the way we view it in the future. Prerequisite(s): graduate standing, counseling program status, or instructor's consent.

CLES 805. Professional and Ethical Issues in Clinical Mental Health Counseling (3).

Focuses on legal and ethical issues confronting community agency, mental health, and rehabilitation counselors. Students engage in dialog throughout the course and work in peer consultation teams to identify and resolve ethical dilemmas and adopt sound ethical and professional practices. Current topics and needs of special populations (e.g., multicultural issues, competence and malpractice, consultation and supervision) are also explored.

CLES 806. Foundations of Clinical Mental Health Counseling (3).

Designed for persons pursuing careers in mental health counseling. Topics addressed include the history of mental counseling, an analysis of the current status of the mental health delivery system, and a futuristic look at mental health services. Examines professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling; models and principles of clinical supervision; consultation; management of mental health services and programs, including areas such as administration, finance, managed care and accountability; and ethical and legal standards in clinical mental health counseling. The legal and societal bases of clinical mental health services are explored within a social justice framework.

CLES 810. Research and Program Evaluation for Counselors (3).

Focuses on introducing students to important concepts related to research, statistics and program evaluation for counselors. Designed to provide counseling students a foundation that supports the counseling practitioner model. Fulfills the university's professional and scholarly integrity requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, and ethical issues in data acquisition, management, sharing and ownership.

CLES 812. Counseling Student Athletes (3).

Examines mental health issues that student athletes may encounter such as anxiety, depression, suicidality, eating, body image, substance abuse, and behavioral disorders. Develops effective strategies to address these issues. The impact of culture, gender, SES, sexual orientation, and disability status on student athletes' mental health is also explored.

CLES 813. Student Athlete Identity Development (3).

Explores the identity of student athletes including: what it means to be a student athlete; how multicultural factors influence student athlete development; how identity impacts career readiness; and the impact of exit from sport due to injury, retirement or deselection on an athlete's identity.

CLES 826. Addiction Clinical Skills in Counseling (3).

Overview of addiction skills/techniques, counseling assessment, documentation, case management and treatment plans in the mental health and substance abuse settings. Prerequisite(s): CESP 824.

CLES 827. Counseling Consultation, Leadership and Advocacy for School Counselors (3).

Introduces students to the process of advocacy, consultation and leadership within the school counseling environment. Emphasis is placed on the school counselor's role in working with school staff, parents and community members to promote the academic, career and personal/social development of students. Students explore the school counselor's role in the context of MTSS and comprehensive counseling programs. Direct entry students are required to attain 15 hours of shadowing in K-12 schools utilizing specific activity logs.

CLES 851. Ethics and Professional Conduct in School Psychology (3).

Introduces ethical and professional responsibilities of school psychologists. Covers topics related to informed consent, due process, confidentiality, and selection of least intrusive, least restrictive behavior change procedures. School psychology students: no grade below B- (2.750) will count toward the degree.

CLES 855. Advanced Addiction Counseling (3).

Overview of screening, assessment, diagnosis and counseling techniques used in the treatment of co-occurring mental health and substance use disorders for counselors in community agencies. Taught as an online course as well as a hybrid course with online assignments

and tests. For the online course, class member interaction occurs through a discussion board. Prerequisite(s): CESP 847.

CLES 860. Clinical Mental Health Counseling Practicum (3). Supervised clinical mental health counseling experience. Minimum of 100 hours of professional counseling service that includes a minimum of 40 hours of direct client contact experience in counseling, with the remainder of hours (60) in indirect client service. CLES 860 builds on the skills learned and practiced in CESP 824 and requires a minimum grade of B in order to move on to the internship course (CESP 949 or CLES 952). Prerequisite(s): CESP 824 with a grade of B or better within the last 12 months, CESP 803 and departmental consent.

CLES 861. Behavioral, Social and Emotional Assessment (3). Focuses on basic concepts and methods of assessing behavioral, social and emotional functioning of children and adolescents. Introduces students to varied theoretical approaches to understanding personality and resultant social-emotional functioning. Assessment methods studied include interviewing, observation, inventory instruments, behavior rating scales, and functional behavioral assessment. Includes supervised experience. No grade below B- (2.750) will count toward the degree. Prerequisite(s): CESP 858.

CLES 862. Practicum in Addiction Counseling (3). Supervised addiction counseling experience. A minimum of 100 hours of professional addiction counseling service that includes a minimum of 40 hours of direct client contact experience in counseling, with the remainder of the hours (60) in indirect client service. CLES 862 builds on the skills learned and practiced in CESP 824. Minimum grade in CLES 862 is a B in order to move on to the internship course (CLES 952). Prerequisite(s): CESP 824 with a grade of B or better within the last 12 months, and CESP 803, and departmental consent.

CLES 871. Foundations of Higher Education (3). Provides a comprehensive examination of the foundations of higher education in the United States. This examination focuses on critically interrogating the function of higher education with an extra focus on the historical-cultural issues as it relates to education within the context of the United States. Connecting history to current practice, students are equipped to critically examine the roots of higher education which in turn aids them in having a historical-critical lens with current issues as it relates to the foundations of higher education.

CLES 872. Finance and Human Resources in Colleges and Universities (3). Provides a basic overview of administrative functions related to funding, allocation and management of human and fiscal resources in higher education. Current practices, issues and challenges related to finance and human resource management in college and university settings are explored. Emphasis is placed on identifying meaning and implications of practices, and applying learning to practical situations as found in the field.

CLES 873. College Student Development and the Campus Environment (3). Explores the history, meaning and implications of student development theories. Emphasizes typologies, person-environment, psycho-social and cognitive theories, and the diversity of student populations served by student affairs. Special focus on the application of theory and how it may provide a springboard for practice and further discovery.

CLES 874. Legal and Ethical Issues in Higher Education (2-3). Introduces students to the historical and contemporary legal issues affecting higher education in the United States. Designed to touch upon the multiple perspectives and various legal aspects of higher education, as well as to introduce a wide range of current issues. Intended for students in graduate programs emphasizing higher education as well as graduate students throughout the university interested in an

introduction to the legal issues that have had an impact on the field of higher education. Students in the MED higher education student affairs program must take the course as 2 credit hours. Prerequisite(s): instructor's consent for the two (2) credit hour version of this course; if students take this course as part of the HESA certificate or other programs, the course must be taken at (3) credit hours.

CLES 875. Practicum in Higher Education (3). Provides the student with an opportunity for observation and participation in a wide range of higher education leadership professional activities in an approved college setting, and as a means of integrating didactic experiences and information with actual experience under the supervision of qualified practitioners. Prerequisite(s): any two of CLES 871, 873, 874, and CESP 811.

CLES 876. Social Justice Issues in Higher Education (3). Critically examines inclusion, diversity and equity in higher education. The various identities of students are reviewed and used in analyzing current trends and challenges related to the pursuit of postsecondary education the United States.

CLES 877. Capstone: Current Issues in Higher Education and Student Affairs (2). In-depth and contemporary exploration of critical issues, trends and forces facing and influencing higher education. Addresses the ways in which contemporary institutions respond to critical issues and challenges, as they are set within and often against the dynamic context of social, political and economic forces. To be highly informed and objective, student affairs (and higher education) professionals need to understand the complexities inherent in higher education in the United States. Course goals revolve around helping students comprehend conflicting perspectives related to relevant issues and to develop a critical perspective needed to analyze them. Also emphasizes developing professional identities as student affairs (or higher education) advocates.

CLES 878. Foundations of Student Affairs (2). This course is a part of the Master of Education in educational psychology - higher education/student affairs program. This course provides an introduction into the field of student affairs within various institutional contexts. Through a critical examination of the historical, theoretical and philosophical contexts, students gain the base knowledge necessary for a career in student affairs.

CLES 880. Practitioner Wellness and Effectiveness (3). This course is a part of the student affairs practitioner wellness and effectiveness track within the higher education/student affairs program. This course provides an introduction into the field of practitioner wellness and effectiveness through the context of student affairs work. Through an examination of various institutional types, students within the course gain a deep understanding of issues that could present challenges in their work life as practitioners in student affairs, and learn effective techniques to protect their mental and physical wellbeing.

CLES 881. Leadership in Higher Education (3). This course is intended to give students an understanding of the various theories that inform leadership education and practice. It is a part of the administration and leadership emphasis within the higher education/student affairs program. In this course, students are invited to see leadership as a discipline that transcends a functional area and instead serves as a framework to lead and guide their work within higher education and beyond. Participants in this course are asked to not only look at the leadership theories presented to formulate their approach as educators, but also how they see these theories and how they move and engage with the world around them.

CLES 882. Crisis Management and Prevention in Higher Education (3).

The focus for the course is upon the various crises faced by colleges and universities and the planning, prevention, response and recovery that institutions and their leaders can undertake. Ranging from student protests to weather-related disasters, crisis situations often threaten college campuses. When a campus crisis occurs, institutional leaders are expected to respond and direct the process of recovery. This course merges literature on crisis management with that on campus leadership. Students examine and discuss documented cases of campus leadership in times of crisis, as well as best practices in campus crisis management.

CLES 901. Proseminar I (3).

Provides new doctoral students an introduction to the field of educational psychology and doctoral studies as a whole. Also designed to introduce students to the CLES faculty, and to help them prepare for program benchmarks. Finally, helps prepare students to take part in doctoral-level discussions of complex educational psychology concepts. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 902. Psychology of Leadership, Persuasion and Influence (3).

Overview of psychological processes involved in leadership development and their impact on human behavior and performance, including the historical background, evolving conceptions and perspectives with social context and authority-contingencies, their influences on how people view and wield leadership and persuasive influence, and how these conceptions inform everyday reality, institutional/educational and academic practice. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 903. Beliefs About Knowledge and Learning (3).

Overview of beliefs about the nature of knowledge and learning, including the historical background, evolving conceptions, and their influences on how teachers teach and test. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 904. Psychology of Language and Discourse Processes (3).

Overview of psychological processes involved in language/discourse comprehension, production and development, including the historical background, evolving conceptions, and their influences on how people view and study language and discourse, and how these psycholinguistic conceptions inform curriculum, classroom and professional practice. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 905. Research Methods and Analysis: Quantitative (3).

Helps students develop an understanding of quantitative inquiry methods and designs. Course framework is built on the collection of data. This data is the tool with which students build a research study. Students determine the correct research methods, analyze and write up the results in a scholarly way. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 906. Research Methods and Analysis: Naturalistic (3).

Helps students develop an understanding of naturalistic inquiry methods and designs. Also focuses on analysis of qualitative data. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 907. Cognition and Instruction (3).

Overview of the study of cognition and an in-depth look at the theories and findings that are most relevant for educational psychology. Prerequisite(s): admission to EdD program or instructor's consent.

CLES 908. Proseminar II (5).

Weekly seminar for discussing contemporary professional issues related to leadership and research in educational psychology. Focus varies depending on the interest of the students enrolled in the class.

Ultimately, this proseminar synthesizes content learned from the core courses in the EdD, contemporary research in leadership in educational psychology, and the students' professional goals. Prerequisite(s): CLES 901, 902, 903, 904, 905, 906 and 907.

CLES 909. Dissertation (1-6).

Provides students with dissertation proposal and dissertation advisement and may be taken for 1-6 credit hours per semester. Repeatable for credit. Can be taken simultaneously with CLES 908. Prerequisite(s): CLES 901, 902, 903, 904, 905, 906, 907.

CLES 915. Consultation Techniques in School Psychology (3).

To learn a systematic, evidence-based approach to school-based consultation and to develop relevant strategies to promote, develop and enhance effective collaboration within the school, with families, and with community partners. Specifically, to deliver school psychological consultation services in collaboration with others who support and/or provide services to the student, practice within the scope of professional competence, and effectively implement behavior change in systems. A minimum grade of B- is required to pass course.

CLES 921. Doctoral Seminar: Advanced Consultation, Diversity, Social Justice, Leadership and Advocacy (3).

Comprehensively studies theories and practices related to consultation, diversity, social justice, leadership and advocacy in counselor education.

CLES 922. Doctoral Clinical Practicum (3).

Provides intensive supervised experience as a counselor in the WISE Clinic and/or at approved field sites as appropriate. The course includes 100 hours of individual, couples and group counseling experiences; individual or triadic supervision; field supervision; role play; case presentations and structured group supervision emphasizing case conceptualization case management skills, interventional and theoretical knowledge application. The focus is on enhancing counseling clinical skills and integrating knowledge and theory into practice. Repeatable for credit.

CLES 923. Doctoral Seminar: Advanced and Modern Counseling Theories (3).

An in-depth exploration of advanced and modern theories of human nature, counseling and the change process.

CLES 924. Doctoral Internship: Teaching (3).

Designed to develop an area of teaching expertise through co-teaching and/or teaching a course under the supervision of a faculty member. In addition, students learn about developing and delivering lessons and materials, grading, navigating Blackboard, and other teaching tasks as assigned. Repeatable for credit.

CLES 925. Doctoral Internship: Teaching in Counselor Education (3).

Doctoral degree programs in counselor education and supervision are intended to prepare students to work as counselor educators, supervisors and advanced practitioners in academic and clinical settings. This doctoral internship in teaching is designed to develop an area of professional counseling teaching expertise through co-teaching and/or teaching a counseling course with a counseling faculty instructor. In addition, students learn about developing and delivering lessons and materials, grading, navigating Blackboard, and other teaching tasks as assigned. Repeatable for credit.

CLES 926. Doctoral Internship: Theory and Practice of Supervision (1-3).

Students study various theories and models of clinical supervision in the counseling profession and are provided with opportunities for supervised applied experiences. Repeatable for credit.

CLES 927. Doctoral Internship: Theory and Practice of Group Counseling (3).

Students learn advanced group skills and techniques by putting them into practice by leading groups. Includes 100 hours of applied learning. Repeatable for credit.

CLES 928. Doctoral Internship: Research (3).

Focuses on the research and scholarship area. This research internship experience allows students to apply their knowledge and skills obtained in their previously completed research courses to experiential research activities such as participating in research with faculty, creating IRB documents, conference proposals, writing manuscripts, conducting data analysis, applying to research grants, and working on dissertation methods, IRB, research ideas, methodology and other relevant dissertation tasks. Students also work on their research philosophy statement. Repeatable for credit. Prerequisite(s): CLES 801 and CESP 704, or equivalent.

CLES 929. Mixed Methods and Survey Research (3).

Provides an in-depth understanding of qualitative, quantitative, mixed-methods and survey research designs within an expectation of this information being used for conference proposal preparation, journal publication and research proposals for a human subjects/institutional review board review. Prerequisite(s): CLES 801 and CESP 704, or equivalent.

CLES 943. School Based Interventions (3).

Focuses on the assessment and management of student behavior in the context of instructional environments using applied behavioral analytic principles and procedures. The course integrates applied behavior analysis techniques in educational settings, offering targeted support for students with diverse learning needs using evidence-based practices to enhance social skills, academic and behavioral performance. Repeatable for up to 6 credit hours.

CLES 944. Field Experience in ABA (3).

An applied field experience for the provision of applied behavior analysis services under the direct supervision of the university supervisor. The student receives 7.5 percent individual supervision, 2.5 percent group supervision, and completes bi-weekly didactic training. The field experience course consists of 240 applied experience hours in a preapproved designated school or clinical setting. Repeatable for up to 6 credit hours.

CLES 945. Field Experience in School Psychology (3).

An applied field experience for the provision of school psychological services under the direct supervision of the University supervisor. The student receives 7.5 percent individual supervision, 2.5 percent group supervision, and completes bi-weekly didactic training. The field experience course consists of 240 applied experience hours in a preapproved designated school or clinical setting. Repeatable for up to 6 credit hours. Prerequisite(s): departmental consent.

CLES 946. Practicum in School Psychology (3).

A practicum placement for the provision of school psychological services for children in school settings. The student is expected to perform beginning school psychological services under the direct supervision of an experienced field supervisor and shall be evaluated accordingly. The student also meets for bi-weekly didactic training and group supervision from their university supervisor. Practicum consists of 500 applied experience hours in a preapproved school setting. Repeatable for a total of 6 credit hours. Prerequisite(s): CLES 945 (with a B- or higher) and departmental consent.

CLES 950AB. Writing for Publication (3).

Develops the scholarly writing competencies essential to academic professional life in education and related fields. Through a revision-centered approach, students build skills across multiple scholarly

genres, including APA style, conference proposals, qualifying examination writing, dissertation proposal development, and journal manuscript preparation. Students also examine effective pedagogical practices relevant to their emerging roles as academic instructors.

CLES 950AC. Educational Technologies for the Modern Learner (3).

Provides a practical exploration of educational technologies shaping today's learning environments. Emphasizing the application of learning management systems (LMS), generative AI, Microsoft tools, and other digital tools in both formal (e.g., higher education, training programs) and informal (e.g., self-paced learning, community education) settings. Students critically evaluate tools, design tech-integrated learning experiences, and consider the psychological and ethical implications of technology use in education. Prerequisite(s): doctoral student status.

CLES 952A. Clinical Mental Health Counseling Internship I (3).

Requires a total of 300 hours in the practice of clinical mental health counseling under clinical supervision. Of the 300 hours, a minimum of 120 hours must be direct counseling service. The student should consider selecting an internship site that offers opportunities to engage in both individual counseling and group work. Clinical settings must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Prerequisite(s): admission to candidacy, CESP 803; CESP 824, CLES 860 (both with a minimum course grade of B). Pre- or corequisite(s): CESP 821; CESP 825 (with minimum passing grade of B).

CLES 952B. Clinical Mental Health Counseling Internship II (3).

Requires a total of 300 hours in the practice of clinical mental health counseling under clinical supervision. Of the 300 hours, a minimum of 120 hours must be direct counseling service. Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. Clinical setting must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Grade assigned will be either "S" Satisfactory (pass) or "U" Unsatisfactory (fail). Prerequisite(s): admission to candidacy and CLES 952A with a grade of "S" (pass).

CLES 952C. Clinical Mental Health Counseling Internship (6).

Requires a total of 600 hours in the practice of clinical mental health counseling under clinical supervision. Of the 600 hours, a minimum of 240 hours must be direct counseling service. The student should consider selecting an internship site that offers opportunities to engage in both individual counseling and group work. Clinical settings must be approved and appropriate to the student's emphasis. The semester prior to enrollment, the student must complete the internship application process. Prerequisite(s): admission to candidacy, CESP 803; CESP 824, CLES 860 (both with a minimum course grade of B). Pre- or corequisite(s): CESP 821; CESP 825 (with minimum passing grade of B).

CLES 977B. Internship in School Psychology Part 2 (2).

Second semester of supervised experience as a school psychologist in a school or agency setting. The intern is expected to perform these services under the supervision of experienced field and university supervisors and is evaluated accordingly. Requires at least 600 hours of applied experience per 3 credit hours. Repeatable for a maximum of 4 credit hours. Prerequisite(s): CLES 977A, departmental consent, an EdS in school psychology, and provisional school specialist license by the Kansas State Department of Education as a school psychologist.