

**INTEGRATIVE STUDIES:  
EDUCATIONAL CAREERS CONCENTRATION (B.S. ED.)  
CAREER GUIDE**

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## General Major Description

Students in this major learn to identify, assess, plan, manage, and provide evidence-based helping-related interventions and services to children, teens, and families. Broad topics of study within this major include overviews, as well as more in-depth reviews, of topics such as applied behavior analysis, child development, special education, social advocacy, and working and partnering with families. This career track is a non-teacher licensure track that can lead to many viable positions in schools, community settings, and clinics that provide services to children and families.

## Overview of Handbook

This handbook is designed to guide the student primarily during their junior and senior years, provide suggestions for electives that best complement the career track or tracks, and also includes a few career options for community, clinic, and/or school-settings based on current job postings or local trends in hiring. At the end, suggested master's degrees are provided, if interested.

## Educational Careers Concentration Courses: Overview

### Major Field Core

- **IDT 3600:** Digital Literacy and Multimodal Instruction - 3 hrs
- **SPED 2000:** Introduction to Critical Foundations of Inclusive Education - 3 hrs
- **ENGL 3500:** Practical English Grammar - 3 hrs
- **EDPR 2111:** Development Across Lifespan - 3 hrs
- **ICL 4001:** Role of Family, Cultural, and Community Assets in Education - 3 hrs
- **PETE 3604:** Teach Phys Ed/Health/K-Middle - 2 hrs
- **PSYC 1030:** General Psychology\*\* - 3 hrs
- **SOCI 1010:** Introduction to Sociology \*\* - 3 hrs

### Major Concentration Core (Educational Careers)

- **EDPR 3302:** Child/Adolescent Development - 3 hrs
- **SPED 3201:** Supporting Students in Diverse Settings - 3 hrs (online, 7 weeks)
- **SPED 4111:** Intro/Appl Behav Analysis - 3 hrs (online, 7 wks; first POT; offered Fall & Spring)
- **SPED 4113:** Appl Behav Intervent/Strateg - 3 hrs (online, 7 wks; second POT; offered Fall & Spring)
- **SPED 4112:** Assess/Measure/Appl Behav Anly\*\* - 3 hrs (online, 7 wks; offered Spring &/or Summer only)
- **SPED 4114:** Practitioner Issues/ABA\*\* - 3 hrs (online, 7 wks; offered Spring &/or Summer only)
- **ENGL 4531:** Methods and Techniques ESL \*\* - 3 hrs
- **SPED 4900:** Consultation Schl/Fmly/Cmty - 3 hrs (online, 7 wks)
- **LITL 3001:** Literacy Mentoring - 3-9 hrs

\*\* Indicates courses offered online only or both online and on-campus

**Note:** If you are interested in the Registered Behavior Technician certification through the Behavior Analysis Certification Board (BACB), all the SPED ABA classes (SPED 4111 – 4114) must be completed within 180 days of starting SPED 4111. SPED 4111 is a pre-requisite for SPED 4113. Both SPED 4111 & 4113 are pre-requisites for 4112 and 4114. These classes should be taken in the following order: SPED 4111 → 4113 → 4112 + 4114. To help remember the order, it is ODD numbers (SPED 4111, 4113), then EVEN numbers (SPED 4112 and 4114). Both even numbers, 4112 & 4114, are offered in the same part of term (i.e., Spring 1<sup>st</sup> Part of Term and/or Summer 1<sup>st</sup> Part of Term) to ensure completion from start to finish is within the requisite 180 days. Completing these four courses qualifies for the 40-hour training required for the RBT certification from the BACB through a University. Upon completion of all four courses in the correct sequence and within 180 days, you will receive a certificate of completion to upload to the BACB to begin the process towards national certification. For more information, see <https://www.bacb.com/rbt/>

All of this RBT information will be repeated multiple times across your coursework to ensure you are on track to successfully complete your competency assessment and multiple-choice exam needed for becoming an RBT.

## Degree Planning Sheet

### INTEGRATIVE STUDIES, EDUCATIONAL CAREERS CONCENTRATION (B.S.ED.)

University General Education Program (41 hours) - Freshman & Sophomore years

The University General Education Program promotes a shared core learning experience for all undergraduate students at the University of Memphis and provides a framework upon which the college major can build. The major purpose of the Program is to provide students the opportunity to acquire tools, develop skills and awareness necessary for completing a college career and assuming the roles of a lifelong learner and an active, informed participant in contemporary society.

The University of Memphis General Education Program consists of 41 hours of coursework from various disciplines. Unless otherwise noted, all courses listed below are three credit hours.

\*Please see the University's course catalog for a full list of options for Fine Art, Humanities, and Natural Science.

\*\*Courses offered only online or both online and on-ground.

<b>FRESHMAN YEAR – 30 Hours</b>	
<p style="text-align: center;"><b>Freshman I – 15 Credits</b></p> <ul style="list-style-type: none"> <li>• <b>ENGL1010:</b> English Composition**</li> <li>• <b>MATH 1420:</b> Foundations of Math**</li> <li>• Fine Arts Selection*</li> <li>• <b>HIST 1110:</b> World History to 1500** <u>or</u> <b>HIST 1120:</b> World History Since 1500**</li> <li>• <b>POLS 1030:</b> American Government**</li> </ul>	<p style="text-align: center;"><b>Freshman II – 15 Credits</b></p> <ul style="list-style-type: none"> <li>• <b>ENGL 1020:</b> English Composition and Analysis**</li> <li>• <b>EDPR 2111:</b> Development Across Lifespans</li> <li>• <b>COMM 2381:</b> Oral Communications</li> <li>• <b>HIST 2010:</b> US History to 1877 <u>or</u> <b>HIST 2020:</b> US History Since 1877 <u>or</u> <b>HIST 2030:</b> TN History</li> <li>• Humanities Selection*</li> </ul>
<b>SOPHOMORE YEAR – 31 Hours</b>	
<p style="text-align: center;"><b>Sophomore I – 15 Credits</b></p> <ul style="list-style-type: none"> <li>• <b>SPED 2000:</b> Foundation/Exceptional Learn</li> <li>• <b>SOCI 1010:</b> Intro to Sociology**</li> <li>• <b>PETE 3604:</b> Teach Phys Ed/Health (2 hrs)</li> <li>• <b>ENGL 2201:</b> Literary Heritage** <u>or</u> <b>ENGL 2202:</b> Lit Heritage African-American**</li> <li>• Natural Science &amp; Lab (4 hrs)*</li> </ul>	<p style="text-align: center;"><b>Sophomore II – 16 Credits</b></p> <ul style="list-style-type: none"> <li>• <b>ENGL 3500:</b> Practical English Grammar</li> <li>• <b>IDT 3600:</b> Technology in Education</li> <li>• <b>ICL 4001:</b> Teaching in Diverse Environments</li> <li>• <b>ESCI 1301:</b> World Regions <u>or</u> <b>ESCI 1401:</b> Intro to Cultural Geography</li> <li>• Natural Science &amp; Lab (4 hrs)*</li> </ul>

### Fall and/or Spring Cohort Advising

<b>JUNIOR YEAR</b>	
<b>Fall Cohort: Refer to the following if beginning Educational Careers in the Fall.</b>	
<p style="text-align: center;"><b>Fall semester – 15 credits</b></p> <ul style="list-style-type: none"> <li>• <b>LITL 3001</b> - Literacy Mentoring (3-9 hrs)</li> <li>• <b>SPED 3201</b> - Behv Supt Stdnt Diverse Set</li> <li>• <b>SPED 4111</b> - Intro/Appl Behav Analysis**</li> <li>• <b>SPED 4113</b> - Appl Behav Intervent/Strateg**</li> </ul>	<p style="text-align: center;"><b>Spring Semester – 15 credits</b></p> <ul style="list-style-type: none"> <li>• <b>SPED 4112</b> - Assess/Measue/Appl Behav**</li> <li>• <b>SPED 4114</b> - Practitioner Issues/ABA**</li> <li>• <b>SPED 4900</b> - Consultation Schl/Fmly/Cmtly</li> <li>• <b>LITL 3001</b> - Literacy Mentoring (3-9 hrs)</li> <li>• <b>EDPR 3302</b> - Child/ Adolescent Dev</li> </ul>

<b>Spring Cohort: Refer to the following below if beginning in the Spring.</b>	
<b>Spring semester – 15 credits</b> <ul style="list-style-type: none"> <li>• <b>EDPR 3302</b> - Child/Adolescent Dev</li> <li>• <b>SPED 4900</b> - Consultation Schl/Fmly/Cmtly</li> <li>• <b>SPED 4111</b> - Intro/Appl Behav Analysis**</li> <li>• <b>SPED 4113</b> - Appl Behav Intervent/Strateg**</li> <li>• <b>LITL 3001</b> - Literacy Mentoring</li> </ul>	<b>Summer semester – 6 credits</b> <ul style="list-style-type: none"> <li>• <b>SPED 4112</b> - Assess/Measure/Appl Behav**</li> <li>• <b>SPED 4114</b> - Practitioner Issues/ABA**</li> </ul>

<b>SENIOR YEAR</b>	
<b>Fall</b> <ul style="list-style-type: none"> <li>• <b>ENGL 4531</b> - Methods and Techniques ESL**</li> <li>• Electives (see Recommended Electives below) <u>or</u> any from above if missed earlier.</li> </ul>	<b>Spring</b> <ul style="list-style-type: none"> <li>• Electives (see guided electives) <u>or</u> one of the courses below if missed earlier.</li> <li>• <b>SPED 4900</b> - Consultation Schl/Fmly/Cmtly</li> <li>• <b>SPED 4111</b> - Intro/Appl Behav Analysis**</li> <li>• <b>SPED 4113</b> - Appl Behav Intervent/Strateg**</li> </ul>
<b>Summer (6 credits) <u>if needed</u></b> <ul style="list-style-type: none"> <li>• <b>SPED 4112</b> - Assess/Measure/Appl Behav**</li> <li>• <b>SPED 4114</b> - Practitioner Issues/ABA**</li> </ul>	

<b>RECOMMENDED ELECTIVES</b>	
Please select electives that complement your degree path or future goals. Students may choose to take a course listed below or another course of their choice. It is suggested that you work with your advisor in selecting electives. The choices below have been selected frequently and are listed as a reference.	
<ul style="list-style-type: none"> <li>• <b>LITL 4240</b> - Literacy in Grades K-4</li> <li>• <b>CDFS 3401</b> - Parent Child Relations</li> <li>• <b>CDFS 4220</b> - Understand Chldn/Behv/Guide</li> <li>• <b>COUN 4611</b> - Intro to Counseling</li> <li>• <b>HLSC 3306</b> - Elementary School Health and Wellness</li> <li>• <b>UNIV 3535</b> - Family Communications</li> <li>• <b>PSYC 3305</b> - Psyc of Learning/Memory**</li> <li>• <b>PSYC 3103</b> - Child Psychology**</li> <li>• <b>PSYC 3303</b> - Thinking/Cognitive Processes**</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ANTH 3511</b> - Culture, Kin, &amp; Family</li> <li>• <b>EDSV 4850</b> - Practicum/Training Settings (1-3)</li> <li>• <b>HIST 4863</b> - History of Childhood in America**</li> <li>• <b>SOCI 3422</b> - Racial/Ethnic Minorities**</li> <li>• <b>SOCI 3432</b> - Sociology of Gender</li> <li>• <b>SOCI 3831</b> - Sociology of the Family**</li> <li>• <b>SOCI 3401</b> - Social Inequality**</li> <li>• <b>SWRK 2010</b> - Introduction to Social Work</li> <li>• <b>SWRK 3010</b> - Soc Response to Human Need</li> <li>• <b>SWRK 4060</b> - Social Work Integrated Health</li> </ul>

## Course Descriptions – Major Field Core

Course Code and Title	Description
<b>IDT 3600</b> - Digital Literacy and Multimodal Instruction	The goal of IDT 3600 is to investigate educational technologies and innovative instructional approaches that support student learning. During this course, you will be introduced to various definitions of technology integration and consider how to use technology effectively in classroom environments. You will be exposed to various technology tools and learn how to plan for technology use in classroom settings. Additionally, you will learn about policies and procedures associated with effective technology use, including digital equity, universal design for learning, accessibility of designed materials, copyright and creative commons, maker movements, blended and online instruction, and project-based learning.
<b>SPED 2000</b> - Introduction to Critical Foundations of Inclusive Education	This course serves as an introduction to the social, cultural, and philosophical foundations of education in the United States. It is designed to cover elements of history, anthropology, philosophy, sociology, and the theory of educational practice with the enduring questions, debates, and conflicts that abound regarding teaching, learning, schools, and society. Special attention is given to equity, social justice, and the legal foundations of special education. Field Experience: 5 Clinical Hours.
<b>ENGL 3500</b> - Practical English Grammar	Extended study of the fundamentals of English grammar, sentence structure, usage, diction, punctuation, and spelling. Does not apply to the English major or minor. PREREQUISITE: ENGL 1010 and ENGL 1020 with a "C-" or better, or their equivalent.
<b>EDPR 2111</b> - Development Across Lifespan	Principles and processes of human development across the life span.
<b>ICL 4001</b> - Role of Family, Cultural, and Community Assets in Education	This course explores and investigates the various ways that teachers' and learners' background experiences manifest in the context(s) of learner's educational experiences and how they inform instruction and assessment in today's classrooms. It also focuses on the analysis of family, cultural, and community assets in relation to the teacher's roles and responsibilities for building educational partnerships.
<b>PETE 3604</b> - Teach Phys Ed/Health/K-Middle	Skills, activities, and resource materials for teaching elements of movement, educational games, educational gymnastics, and physical fitness to youth.
<b>PSYC 1030</b> - General Psychology	Introduction to psychology as a science of behavior; history of psychology; research strategies; biological bases of behavior; learning; memory; intelligence; motivation; emotion; personality; psychological disorders; techniques of therapy and applied science. Honors sections are frequently available.
<b>SOCI 1010</b> - Introduction to Sociology	Introduction to concepts, methods and theoretical perspectives in sociology. Basic principles of sociological reasoning introduced through lectures and reading assignments

## Course Descriptions – Major Concentration Core

Course Code and Title	Description
<b>EDPR 3302</b> - Child/Adolescent Dev	Principles and processes of child and adolescent development applied to education. <b>PREREQUISITE:</b> EDPR 2111 or permission of instructor.
<b>ENGL 4531</b> - Methods and Techniques ESL	Methods and techniques of teaching English as a Second Language in various settings. <b>PREREQUISITE:</b> ENGL 1010 and 1020 with a "C-" or better, or their equivalent.
<b>LITL 3001</b> - Literacy Tutoring	Designed for students to support literacy development to school-aged children in clinical K-12 schools or non-profit settings. May not be repeated to improve grade. <b>PREREQUISITE:</b> Permission of instructor.
<b>SPED 3201</b> - Supt Stdnt Diverse Set	Evidence-based practices for working in a non-teacher licensure role in a p-12 school, non-profit, private sector, or alternative educational setting. Designed to prepare students for careers that directly work with children with special needs such as behavioral, social-emotional, and/or learning. Field hours may be required. <b>PREREQUISITE:</b> SPED 2000, SPED 4111.
<b>SPED 4111</b> – Intro/ Appl Behav Analysis	Principles and procedures of applied behavior analysis with emphasis on application to change human behavior.
<b>SPED 4112</b> – Assess/ Measure/ Appl Behav Anly	Methods involved in conducting and interpreting common behavioral assessments, measuring behavior, and data analysis using single subject designs. <b>PREREQUISITE:</b> SPED 4111
<b>SPED 4113</b> – Appl Behav Intervent/ Strateg	Overview of the instructional strategies developed from applied behavior analysis including Direct Instruction, Precision Teaching, Discrete Trial Training, and others; knowledge and skills to provide effective instruction to students with disabilities.
<b>SPED 4114</b> – Practitioner Issues/ ABA	Advanced concepts in Applied Behavior Analysis; ethical issues, behavior change systems, staff training, and professional conduct. <b>PREREQUISITE:</b> SPED 4111
<b>SPED 4900</b> - Consultation Schl/ Fmly/ Cmty	Professional development issues which impact on educator interaction with students, parents and other professionals, including the development of communication and consultation skills. Practicum included.

## Course Descriptions - Recommended Electives

Course Code and Title	Description
<b>ANTH 3511</b> – Culture/ Kin/ Family	Changing structure of family in Western and non-Western societies; cross-cultural approaches to mate selection, courtship rituals, kinship organization, institution of marriage, division of labor and authority in household, and childbearing; variation and flexibility in family structures as adaptive strategies for environmental, social and cultural change.
CDFS 2101 – Family/ Global Perspective	Introduction to family as a primary, global, social institution; contributions sociology, anthropology, have made to understanding how and why family systems vary worldwide and common bonds and problems facing families in modern societies.
<b>CDFS 3401</b> – Parent/Child Relations	Parental role, parent-child relationship, and factors that influence parenthood.
<b>CDFS 4220</b> – Understand Chldn/ Behv/ Guide	Examination of environments in which children develop; family, school, and culture; environmental issues related to behavior, guidance and discipline, families in transition, environmental stressors, child care, parent involvement in schools, the media, special needs children, child advocacy/public policy. Discussions will focus on theory, research, and practice concerning the development, behavior, and learning of Pre-K children.
COMM 3012 – Health Communication	Examination of the role of communication in health care; application of communication theory and practice to the health care context from provider-patient interaction to cultural influences on health.
<b>COUN 4611</b> – Intro to Counseling	Exploration of history, principles and administration of counseling services in community agencies, schools, business and industry; survey of applicable counseling services, skills and techniques.
COUN 4621 - Human Interactions	Human relations exercises and other personal experiences related to effective learning climates. Includes communication skills for working in groups, one-to-one relationships, and identification and referral of persons to appropriate resources.
HADM 4101 – Health Systems (3)	Analysis of health and medical care systems with reference to public, private and voluntary agencies at local, state, regional, and national levels; orients administrators to health and medical care systems with which they may work. <b>PREREQUISITE:</b> junior or senior standing.
HCL 3060 - Interpersonal Skills	Classroom lectures and role-playing scenarios with pertinent journal articles assigned prior to each class meeting. Course is for students in healthcare programs such as nursing and health sciences who will interact with patients, families, peers and supervisors in healthcare settings.
<b>HIST 4863</b> – History of Childhood in America	Historical consideration of children and childhood in American society from early 17th century to present.
ICL 4001 – Role of Assets in Education	This course explores and investigates the various ways that teachers' and learners' background experiences manifest in the context(s) of learner's educational experiences and how they inform instruction and assessment in today's classrooms. It also focuses on the analysis of family, cultural, and



	community assets in relation to the teacher's roles and responsibilities for building educational partnerships.
<b>LITL 4240</b> – Literacy in Grades PreK-4	Offers a socio-constructivist perspective on theory and pedagogy as related to materials and methods of teaching; assessing listening, speaking, beginning reading and writing, thinking, and cultural diversity. Field Hours: Additional field experiences hours required.
PLAN 4004 - Community Organizing	Origins, evolution, and current state of direct action organizing in the United States; principles, methods, and techniques of grassroots organizing. Course will include community-based field work.
<b>PSYC 1030</b> – General Psychology	Introduction to psychology as a science of behavior; history of psychology; research strategies; biological bases of behavior; learning; memory; intelligence; motivation; emotion; personality; psychological disorders; techniques of therapy and applied science. Honors sections are frequently available.
PSYC 3102 – Psychopathology/ Abnormal Psychology	Basic concepts of psychopathology with emphasis on the development of behavior deviations, description of various neurotic and psychotic reactions, and an introduction to methods of psychotherapy. <b>Prerequisite:</b> PSYC 1030.
<b>PSYC 3103</b> – Child Psychology	Patterns of cognitive, interpersonal, and behavioral development from birth through early adolescence; psychological effects of genetic, organic and environmental influences as the child matures. <b>PREREQUISITE:</b> PSYC 1030.
<b>Psyc 3303</b> – Thinking/ Cognitive Processes	Overview of fields of cognitive psychology and cognitive science, including perception and attention, short and long-term memory, language, problem solving, reasoning, and decision making. Prerequisite: PSYC 1030.
<b>PSYC 3305</b> – Psyc Learning/ Memory	Survey and analysis of basic processes involved in acquisition and retention of new behaviors and alteration of existing behaviors in animals and humans; examination of central theoretical concepts and issues in learning. Prerequisite: PSYC 1030.
PSYC 3509 – Applying Psych/ Community	Principles of psychology applied to real-life, community issues; methodologies and techniques, with emphasis upon the behavior analytic approach; descriptions and discussions of actual programs addressing a variety of community issues such as youth violence, traffic safety, and productivity in the workplace.
PUBH 4101 - Healthcare in America	This course is designed for undergraduate students interested in/majoring in public health. Multiple topics that address contemporary issues in the American healthcare system are presented by the instructor, guest speakers, & community leaders. The major purpose of the course is to introduce students to the complexity of the U.S. healthcare system, including its historical development.
<b>SOCI 3401</b> – Social Inequality	Unequal distribution of power, property, and prestige and social relations of dominance and subordination in the American class system; how and why this inequality develops and persists; differences in life chances and options across different social classes.
<b>SOCI 3422</b> – Racial/ Ethnic Minorities	Comparative study of racial and ethnic minorities in United States, how inequality is institutionalized in such areas as employment, education, political participation, and social relations; emphasis on how subordinate groups resist oppression and initiate social change

<b>SOCI 3432</b> – Sociology of Gender	Traditional conceptions of masculinity and femininity and modifications of these resulting from economic, demographic and cultural changes; socialization for masculine and feminine roles and variations in these roles throughout life cycle; class, race, occupational and other institutional differences in sex roles.
<b>SOCI 3831</b> – Sociology of the Family	American family patterns, including mate selection, man-woman relationships, marital satisfaction, parent-child communication, divorce, alternative lifestyles and other contemporary issues.
SOCI 3940 - Social Change	A critical assessment of explanations and patterns of social change from a global perspective; emphasis on social institutions, social movements/revolutions, democratization, culture, technology, population dynamics, and environmental transformation.
SPED 2010 – Intro to Comm Disorders	Basic principles involved in developing a therapeutic approach to speech/language correction.
SPED 3803 – Behavior Management in SPED	Advanced strategies for managing social behaviors of learners with mild to severe disabilities; techniques for eliminating maladaptive behaviors, managing aggressive and antisocial behaviors, and teaching appropriate social skills. Clinical Experience: (TALN student) Nine Clinical Days; (All other majors) 10 hours observing a classroom community. For SPED 3803 (undergraduate)/SPED 3803 (graduate/MAT), the behavior/classroom management course, the topic of Trauma Informed Care Practices (TICP) will be incorporated within the Response to Intervention-Academic (RtI-A) and Response to Intervention-Behavior (RTI-B) discussion modules. The discussion will center on how educators can support students' engagement from a literacy perspective through TICP within the Tiered systems of RtI-A and RtI-B. Examples include explicit teaching in which the instructor is using examples and no-examples while removing distracting information. Conscious teaching and awareness through adults modeling emotional regulation. School wide trauma informed care meetings focusing on healthy supporting relationships, learning environments, which are safe, engaging, and supportive. <b>PREREQUISITE:</b> SPED 2000.
SWRK 2010 – Introduction to Social Work	Social work as a profession, introduction to values, knowledge, skills, and roles of social workers. Service learning experience required.
SWRK 3010 – Soc Response to Human Need	Introduction to historical and contemporary issues related to American social welfare systems; analysis of impact on vulnerable populations, value implications, change processes, and culturally relevant concepts of need. <b>PREREQUISITE OR COREQUISITE:</b> SWRK 2010
SWRK 4060 - Social Work Integrated Health	Social Work Practice in Integrated Health Care is an elective course for seniors and master's of social work students. The objective of the course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and

	implementation, and practice evaluation. <b>PREREQUISITE:</b> Senior status and approval of the instructor.
UNIV 3304 – Leadership & Social Change	The purpose of Leadership and Social Change has three parts. First, we want you to consider who you are as an individual-what you value, how you live in congruence with those values, and how you commit to impacting the world around you. Secondly, we want you to consider your place in the world around you and how the historical context of change has impacted how you live, lead and learn today. Lastly, we intend to stress the importance of being an agent of change in the communities for which you are a contributor. It is the hope of the University to prepare you to become an active citizen after graduation. As part of this course, students will complete a LinkedIn Learning training that can be used as credit towards completing the Project Management Institute (PMI).
UNIV 3535 – Family Communication	Course offered on campus and online. Provides a framework and perspective for analyzing the family as a communication system. It examines the ways in which members of family systems interact in order to develop, sustain and manage their relationships in an era when family issues are at the forefront of national concerns, particularly in governmental, educational and religious arenas.

## Sample Job Descriptions

Clinic-Based, Pre-kindergarten, Childcare Center, or School-Based

### **National Jobs**

#### **Registered Behavior Technician (RBT)**

The RBT is primarily responsible for the direct implementation of behavior-analytic services, primarily working with individuals with autism. The RBT does not design intervention or assessment plans. RBTs are supervised by BCaBAs or BCBAs. To become an RBT, appropriate coursework is required (offered at UofM – SPED 4111, 4112, 4113, & 4114). Following coursework, there are additional steps, such as registering with the Behavior Analysis Certification Board (BACB), passing a competency assessment, and passing a national exam. An RBT is a nationally recognized certification that is also recognized by most insurance companies. Many jobs across the Memphis area and the US are available for RBTs.

#### **Developmental Therapist**

Developmental therapists work with families to assess a child's developmental progress through formal and informal assessments for children birth-5 with a developmental delay or diagnosis. They then work with families to address their concerns about various aspects of child development. These areas may include verbal and nonverbal communication, early literacy, familial engagement and relationships, family routines, gross- and fine-motor skills used in play and learning, and emotional coregulation. Developmental therapy organizations work with state early intervention services, such as the Tennessee Early Intervention System (TEIS), and are housed in all US states.

### **Local School-Based**

#### **Behavioral Specialist (MSCS)**

The essential function of the position within the organization is to assist in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services to students, families and educational staff. The position is responsible for coordinating diagnostic, education and therapeutic services; assisting teachers with classroom management skills; providing on-going and crisis counseling and assistance; maintaining records and reports as required, and performing related professional and administrative work as assigned. The position works independently, reporting major activities through periodic meetings.

#### **Family Engagement Specialist or Family Support Specialist (MSCS)**

Coordinates, plans, and implements support programs and services within the District and the community to ensure the academic and social success of students.

#### **Interventionist**

This position is responsible for supporting student growth and achievement by utilizing best practices and standards-aligned strategies to improve student mastery of grade level standards in core content areas and to prepare students to become successful citizens and workers in the 21st century.

#### **Education Assistant/ Education Support Professional (MSCS)**

Perform specialized work by assisting school teachers in instructing and supervising the activities of students to provide a well-organized, smoothly functioning classroom environment. The position is responsible for assisting assigned teachers in preparing instructional materials, preparing classrooms for activities, supervising and assisting children in the classroom and in other areas of the school, reinforcing classroom lessons, and providing other assistance as requested; incumbents may be responsible for providing assistance to special needs students or coordinating special projects and programs as assigned. The position works under direct supervision according to set procedures.

#### **Educational Assistant – Early Childhood (MSCS)**

Performs specialized work by assisting school teachers in instructing and supervising the activities of students to provide a well-organized, smoothly functioning classroom environment. The position is responsible for assisting assigned teachers in preparing instructional materials, preparing classrooms for activities, supervising and assisting children in the classroom and in other areas of the school, reinforcing classroom lessons, and providing other assistance as requested; incumbents may be responsible for providing assistance to special needs students or coordinating special projects and programs as assigned. The position works under direct supervision according to set procedures for classroom support for Early Childhood Program.

#### **Special Education Assistant (MSCS)**

Performs specialized work by assisting special education teachers in instructing and supervising the activities of students with disabilities to provide a well-organized, smoothly functioning classroom environment. The position is responsible for assisting assigned teachers in preparing instructional materials, preparing classrooms for activities, supervising and assisting children in the classroom and in other areas of the school, reinforcing classroom lessons, and providing other assistance as requested; incumbents may be responsible for providing assistance to special needs students or coordinating special projects and programs as assigned. The position works under direct supervision according to set procedures.

#### **Childcare Center Educator (MSCS)**

The Childcare Center Educator is responsible for maintaining a safe and fun environment for young children. Their duties include coming up with creative and educational activities, preparing and serving snacks to children and maintaining a clean environment for the children.

#### **Youth Villages (local and national locations)**

##### **Behavioral Youth Counselor/Teacher Counselor**

Teaches the children necessary life skills and provides for their physical daily care. Assists in treatment planning for each child. Conducts daily documentation such as contact notes, milieu notes, and precautionary notes. Participates in client transports to various locations. Participates in recreation therapy with children. Improves children's behavior through coping skills and other therapeutic interventions.

### **Behavioral Youth Counselor Assistant / Teacher Counselor Assistant**

Teaches children necessary life skills and provides for their physical daily care for youth in our residential facilities and group homes. Participates in client transports to various locations. Participates in recreation therapy with children. Improves children's behavior through coping skills and other therapeutic interventions.

### **Life Coach**

The Life Coach's main responsibility is to help reduce gun violence in the City. Manages a case load of 6-8 individuals ages 17-35. Meets with clients at least once per week, can meet more as needed. Successfully establish a relationship with a prospective client and enroll him/her in Memphis Allies program. Conducts group therapy sessions in collaboration with Clinical Specialists and/or other Life Coaches. Help the client develop their personalized life plan will work with client to understand his/her expressed short- and long-term goals (developing job skills, securing employment); lay out key milestones in achieving those goals; and, work closely with the Case manager to determine necessary services for attaining milestones. Provide mentorship and unconditional support including through hardship during times of difficulty, and even of great loss and conducts outreach events in the community, as needed.

### **SWITCH Youth Clinical Specialist**

The Memphis Allies Clinical Specialist will engage youth and caregivers, that are at high-risk for gun violence. The Specialist will be responsible for developing, implementing, and monitoring an intensive and individualized treatment plan. Clinical Specialists are an important part of the multi-disciplinary team as they help participants and caregivers learn new ways of coping with the challenges that trigger many of them to engage in gun violence. This partnership is important as the participants and caregivers work to address challenges and make changes to their lives. This position provides individual and family therapy to youth ages 12 up to 19 who have mental health and/or high-risk behavior involved in the justice system, such as recent arrest or on probation.

### **Family Service Worker**

The Family Service Worker (FSW) role will work with the Department of Children Services (DCS) to provide services to youths and families in custody in Tennessee. FSWs serve as a youth's guardian and must be aware of DCS policies that guide care and services. FSWs monitor the case from a legal and permanency perspective and are responsible for creating and monitoring permanency plans so that adequate services and assistance to youth and families is provided. FSWs are responsible for case management of 14-18 cases. FSWs deliver services in the family's home or wherever they need us (school, court, etc.) and flexibly schedule sessions to meet the family's needs; on-call rotation required.

Specialists meet with supervisors at least three times per week to discuss progress and personal development.

## Elective Suggestions Based on Desired Career Path

<b>Career Paths</b>	<b>Elective Track Suggestions (Senior Year)</b>
<b>Behavior-Related</b>	<p>CDFS 3401 – Parent-Child Relations</p> <p>CDFS 4220 – Understand Chldn/Behv/Guide</p> <p>PSYC 1030 – General Psychology</p> <p>PSYC 3103 – Child Psychology</p> <p>PSYC 3210 – Abnormal Psychology</p> <p>SPED 3803 – Behavior Management in SPED</p>
<b>Education-Related</b>	<p>CDFS 3401 – Parent Child Relations</p> <p>CDFS 4220 – Understand Chldn/Behv/Guide</p> <p>HLSC 3306 – Elementary School Health and Wellness</p> <p>ICL 4001 – Role of Assets in Education</p> <p>SPED 2010 – Intro to Comm Disorders</p> <p>SPED 3803 – Behavior Management in SPED</p> <p>SWRK 2010 – Introduction to Social Work</p>
<b>Family-Related</b>	<p>CDFS 2101 – Family/Global Perspective</p> <p>CDFS 3401 – Parent-Child Relations</p> <p>CDFS 4220 – Understand Chldn/Behv/Guide</p> <p>PSYC 3103 – Child Psychology</p> <p>SWRK 2010 – Introduction to Social Work</p> <p>SWRK 3010 – Soc Response to Human Need</p> <p>SWRK 4060 – Social Work Integrated Health</p>



## Suggested Advanced Degrees

### **Early Childhood Education (MAT)**

This course of study leads to initial certification in Early Childhood Education (Pre K-4). The program prepares students to care for infants through young, school-age children in a group setting. Emphasis is placed on children's physical development, mental growth, emotional needs, and socialization skills. A number of field hours are associated with this program. The degree program is designed to prepare students to meet competencies for Tennessee licensure. Upon completion of all degree requirements, including student teaching, and all testing (PRAXIS) requirements, students may apply for initial teacher licensure in Tennessee. For more information: [https://www.memphis.edu/icl/programs/eced\\_mat.php](https://www.memphis.edu/icl/programs/eced_mat.php)

### **Special Education (MAT)**

Program of Studies: [https://www.memphis.edu/tep/pdfs/2023-2024/advising\\_sped\\_mat.pdf](https://www.memphis.edu/tep/pdfs/2023-2024/advising_sped_mat.pdf)

For more information: <https://www.memphis.edu/uofmglobal/degrees/graduate/mat-special-education.php>

### **Applied Behavior Analysis (MS)**

The University of Memphis Behavior Analysis program is the ideal place for students looking to become Board Certified Behavior Analysts while earning an MS or EdD degree. Applied behavior analysis (ABA) is a rapidly growing field dedicated using the science of learning to change and improve the behavior of those in need. Our [Behavior Analyst Certification Board® Verified Course Sequence](#) offers a rigorous sequence of face-to-face coursework with classes which take place in the evenings during Fall, Spring, and Summer semesters.

Board Certified Behavior Analysts (BCBA) work with children and adults experiencing a range of behavioral difficulties, and the demand for BCBA is quickly growing across the United States and abroad. Many BCBA work in the area of autism spectrum disorders and other developmental disabilities in school, clinic, and home settings; however, ABA has been successful in a range of applications including substance abuse, gerontology, classroom management, and many more. For more information: [https://www.memphis.edu/icl/programs/sped\\_aba\\_cert.php](https://www.memphis.edu/icl/programs/sped_aba_cert.php)

### **Autism Certificate**

The online Autism Certificate Program at The University of Memphis is designed to equip students with the tools necessary to successfully work with children with autism and deal with the unique challenges and rewards associated with the disorder. This four course certificate can be completed over one summer (two first term classes; two second term classes) and will present an introduction to autism spectrum disorder, discuss working in a variety of settings and with a variety of parents and professionals, identify strategies for effectively managing a classroom with students with autism, and cover a variety of evidence-based methods for providing both academic and behavioral instruction. Specific focus will be placed upon dealing with inappropriate behaviors and teaching functional communication skills. For more information:

[https://www.memphis.edu/icl/programs/sped\\_autism\\_online\\_cert.php](https://www.memphis.edu/icl/programs/sped_autism_online_cert.php)

## **Non-Profit Certificate**

The Certificate in Philanthropy and Nonprofit Leadership is designed to provide the advanced skills and cutting edge knowledge necessary for today's nonprofit professional.

Ideal for nonprofit professionals, community volunteer leaders and philanthropists alike, the certificate is offered by the Department of Public and Nonprofit Administration. The certificate requires 15 hours of graduate coursework, all available in both on-campus and online formats.

The certificate in Philanthropy and Nonprofit Leadership offers nonprofit professionals, community volunteer leaders and other interested individuals an opportunity to increase their knowledge of nonprofit leadership and philanthropy theory and practice. For more information:

<https://www.memphis.edu/padm/nonprofit-graduate-certificate/index.php>