

**COUNSELING,
EDUCATIONAL
PSYCHOLOGY AND
SPECIAL EDUCATION**

CEP

**Department of Counseling,
Educational Psychology, and
Special Education
College of Education**

150 Reflections on Learning
Fall, Spring, Summer. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education.

Students' experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.

240 Diverse Learners in Multicultural Perspective
Fall, Spring, Summer. 3(3-0) R: Open to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education-Deaf Education major or in the Special Education-Learning Disabilities major.

Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.

260 Dynamics of Personal Adjustment
Fall, Spring, Summer. 3(3-0)
Psychological theories of human adjustment. Implications for effective learning, self-development, and adaptation.

261 Substance Abuse
Fall, Spring. 3(3-0)
Effects of mood-altering chemicals. Treatment approaches and resources. Special emphasis on adolescent users.

301 Introduction to Students With Mild Impairments (W)
Spring. 3(2-2) P: Completion of Tier I writing requirement. R: Open only to students admitted to the Special Education-Emotional Impairment or Special Education-Learning Disabilities major.
Learning and emotional impairments. Characteristics, causes, educational approaches, theories, and issues pertaining to students with mild impairments.

341 American Sign Language and the Deaf Community
Fall, Spring, Summer. 2(2-0)
Orientation to deaf culture. Essential signing for those expecting to have intermittent contact with deaf adults.

416 Teaching and Learning With Technology
Fall, Spring, Summer. 3(3-0) R: Open only to juniors or seniors or graduate students in the College of Education.
Uses of technology in teaching and learning. Developing plans for implementing and evaluating uses of technology in the classroom setting.

440 Introduction to Educating Deaf Children (W)
Fall. 3(2-2) P: Completion of Tier I writing requirement. RB: (CEP 442B) and Admission to the teacher certification program in deaf education. R: Open only to master's students in the special education major. SA: CEP 840

Political, social, methodological, historical, philosophical, and legal issues in educating deaf children and youth.

441A American Sign Language I
Fall, Spring, Summer. 3(3-0) P: CEP 341 R: Not open to freshmen.
Production, conversation, and grammatical analysis of American Sign Language.

441B American Sign Language II
Fall, Spring, Summer. 3(3-0) P: CEP 441A
More advanced lexical and syntactic structures of American Sign Language. Sentence types, verb inflections, aspect marking, and story telling. Translations between American Sign Language and English.

442A American Sign Language III
Fall. 3(3-0) P: CEP 441B
Use of space for multiple-person discourse. Formal register. Colloquial and idiomatic language. Applications to teaching in American Sign Language.

442B American Sign Language IV
Spring. 3(3-0) P: CEP 442A
Use of space for creative interpretation of literature, science, mathematics, socio-historical concepts. Formal register. Colloquial and idiomatic language.

444 Education of Students with Severe and Multiple Disabilities (W)
Spring. 3(3-0) P: Completion of Tier I writing requirement. R: Not open to freshmen or sophomores.
Definition of severe and multiple disability. Special education services for students with severe and multiple disabilities.

449 Behavior Management in Special Education
Spring. 3(3-0) SA: CEP 849
Management practices for behavior problems and disorders. Applied behavior analysis, social skills acquisition through cooperative learning and cooperative discipline. Focus on problem-solving and peer collaboration.

451 Models of Special Education Administration and Services
Fall. 3(3-1) RB: Admission into the teacher certification program in emotional impairment or learning disabilities. R: Open only to master's students in the Special Education major.
Application of theory and research to special education program design and implementation.

452 Students With Disabilities in the Regular Classroom
Fall, Summer. 3(3-0) SA: CEP 852
Problems and issues in educating children with disabilities in the least restrictive environment. Legal, attitudinal, and practical factors which influence teachers and students.

460 Communication Skill Training for the Helping Professional
Fall, Spring. 3(3-0) R: Not open to freshmen or sophomores.
Interpersonal communication focusing on dynamics of listening process, interpersonal style, and barriers to communication. Emphasis on the mastery of microskills.

470 Disability in a Diverse Society
Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.
Needs and life experiences of persons with various physical and mental disabilities, types of services designed to meet these needs, multicultural issues relevant to disabilities, and career opportunities available in the field.

480 Practicum Experience with Deaf Students
Spring. 1(0-5) P: CEP 440
Field placement experience in a self-contained classroom of deaf and hard-of-hearing students.

490 Independent Study in Counseling, Educational Psychology, and Special Education
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.
Supervised individual or small group study of the practice of counseling, educational psychology, or special education.

502A Internship in Teaching Diverse Learners II: Learning Disabilities
Spring. 6(2-24) RB: (CEP 801A and CEP 802A and TE 501) R: Open only to students in the Special Education-Learning Disabilities major or to master's students in the Special Education major. Not open to students with credit in or CEP 502C or CEP 893F. C: CEP 803C concurrently and CEP 804C concurrently.
Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students with learning disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

502C Internship in Teaching Diverse Learners II: Deaf Education
Spring. 6(2-24) RB: CEP 801A and CEP 802C and TE 501 R: Open to lifelong graduate students in the Special Education-Deaf Education major. Not open to students with credit in CEP 502A or CEP 893D. C: CEP 803C concurrently and CEP 804C concurrently.
Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students who are deaf or hard of hearing in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic, communication, and social outcomes.

800 Psychology of Learning in School and Other Settings
Fall, Spring, Summer. 3(3-0)
Learning as active, socially-mediated construction of knowledge in school, home, community, and work settings. What is learned, how it is taught and learned, and what learners bring to the setting.

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- 801 Psychological Development: Learner Differences and Commonalities**
Fall, Spring, Summer. 3(3-0)
Development of differences and commonalities in learners across the lifespan. Contextual influences on development. Implications for learning in schools and other settings.
- 801A Professional Role in Teaching Special Education I: Collaboration and Consultation**
Fall. 3(2-3) RB: TE 401 R: Open only to students admitted to the teacher certification program in special education or to master's students in the Special Education major. C: CEP 802A concurrently or CEP 802C concurrently or TE 501 concurrently.
Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with impairments. Advocacy for students with impairments in school and community settings.
- 802 Developing Positive Attitudes toward Learning**
Fall. 3(3-0) RB: CEP 800
Behavioral, individual-difference, and cognitive perspectives on student motivation to learn.
- 802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment**
Fall. 3(2-3) RB: (CEP 301) and Admission to the teacher certification program in emotional impairment or learning disabilities. R: Open only to master's students in the Special Education major or educational specialists or doctoral students in the School Psychology major. Not open to students with credit in CEP 802C. C: TE 501 concurrently and CEP 801A concurrently.
Qualitative and quantitative research methods on teaching and learning of students with emotional or learning impairments. Framing educational problems in special education. Designing and assessing studies of mathematics and problem-solving.
- 802C Reflection and Inquiry in Teaching Special Education I: Deaf Education**
Fall. 3(2-3) RB: Admission to the teacher certification program in deaf education. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 802A. C: TE 501 concurrently and CEP 801A concurrently.
Qualitative and quantitative research methods on teaching and learning of deaf students. Framing education problems in special education. Designing and assessing studies of language development for students who are deaf or hard-of-hearing.
- 803A Professional Role in Teaching Special Education II: Assessment of Mild Impairment**
Spring. 3(2-3) RB: (CEP 801A and CEP 802A and TE 501) and Admission into the teacher certification program in emotional impairment or learning disabilities. R: Open only to masters students in the Special Education major or Ed.S. or Ph.D. students in the School Psychology major. Not open to students with credit in CEP 803C. C: CEP 502A concurrently or CEP 804A concurrently.
School-agency alliances for fostering student learning. Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students who are mildly impaired. Engaging with families to improve responsiveness to the assessment.
- 803C Professional Role in Teaching Special Education II: Assessment of Deaf Students**
Spring. 3(2-3) RB: (CEP 801A and CEP 802C and TE 501) and Admission to the teacher certification program in deaf education. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 803A. C: CEP 502C concurrently or CEP 804C concurrently.
School-agency alliances for fostering student learning. Informal and formal assessment methods for diagnosing communication functions. Engaging with families to improve responsiveness to the assessment of communication skills.
- 804A Reflection and Inquiry in Teaching Special Education II: Mild Impairment**
Spring. 3(2-3) RB: (CEP 801A and CEP 802A and TE 501) and Admission into the teacher certification program in emotional impairment or learning disabilities. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 804C. C: CEP 502A concurrently or CEP 803A concurrently.
Collecting, analyzing, and interpreting data related to the teaching and learning of literacy for students with learning or emotional impairments. Appraising and reporting results of inquiry. Developing and studying learning communities which facilitate learning for mildly impaired students.
- 804C Reflection and Inquiry in Teaching Special Education II: Deaf Education**
Spring. 3(2-3) RB: (CEP 801A and CEP 802C and TE 501) and Admission to the teacher certification program in deaf education. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 804A. C: CEP 502C concurrently or CEP 803C concurrently.
Collecting, analyzing, and interpreting data related to teaching, learning, and educational policy. Appraising and reporting results of inquiry. Designing and assessing studies of teaching practice in academic subject learning related to students who are deaf or hard-of-hearing.
- 805 Learning Mathematics with Technology**
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education.
Current technologies for teaching and learning mathematics with understanding. Technology for multiple representations of mathematical ideas, modeling, and authentic learning environments. Psychological and mathematical perspectives on learning mathematics.
- 806 Learning Science with Technology**
Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education.
Possibilities, ideas, and issues associated with teaching science with technology. How K-12 teachers use Internet resources (e.g. simulations, databases, communities) to facilitate science learning. Contemporary conceptual perspectives from educational psychology on important issues of learning.
- 807 Proseminar in Educational Technology**
Fall, Summer. 3(3-0) R: Open only to master's students in the Educational Technology major or approval of department.
Perspectives on educational technology, current theories, research findings, and methods of design and evaluation.
- 808 Instructional Design**
Fall. 3(3-0)
Theories, historical perspectives and application of instructional design principles to design of courses, learning modules, and on-line learning environments. Relationship of instructional design to constructivist approaches to learning.
- 810 Teaching for Understanding with Computers**
Fall, Spring, Summer. 3(3-0)
Integration of productivity tools and web-based resources in school settings to improve teaching and learning.
- 811 Adapting Innovative Technologies to Education**
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.
Application of instructional principles and methods to educational problems in the K-12 classroom. Development of technological applications which are interactive, multisensory, and innovative.
- 812 Applying Educational Technology to Problems of Practice**
Fall, Spring, Summer. 3(3-0)
Applications of technology in K-12 settings. Define, implement, and evaluate technology-based solutions to educational problems in school settings.
- 813 Electronic Portfolios for Teaching and Learning**
Fall, Spring. 3(3-0)
Web-based professional teaching and student portfolios. Authentic assessment, evaluation rubrics, alternative assessment. Portfolios for teaching writing, science, social studies, and art.
- 815 Technology and Leadership**
Fall, Spring, Summer. 3(3-0) RB: CEP 810 and CEP 811 and CEP 812
Professional development strategies. Project management, planning and evaluation. Relationship building. Ethical and social implications of technology integration.
- 816 Technology, Teaching and Learning Across the Curriculum**
Spring. 3(3-0)
Uses of technologies in teaching subject matter. Disciplinary perspectives on teaching and learning with technology.
- 817 Learning Technology through Design**
Fall, Spring. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.
Design of educational tools and software. Designing for learners. Human computer interaction. Art and aesthetics of design. Iterative design. Collaboration in design.
- 818 Creativity in Teaching and Learning**
Fall, Spring. 3(3-0)
Value and relevance of creativity in education. Recognizing, analyzing, and supporting creativity in multiple contexts. Psychological, motivational, and organizational aspects of creativity.

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- 820 Teaching K-12 Students Online**
Fall, Spring. 3(3-0) RB: CEP 810 and CEP 811 and CEP 812
Strategies for constructing and implementing online curricula aimed at K-12 students.
- 821 Measurement and Evaluation for Counseling and Development**
Fall, Spring, Summer. 3(3-0)
Assessment of intelligence, aptitude, achievement, interests, career development, work and personal values, and personality.
- 822 Approaches to Educational Research**
Fall, Spring, Summer. 3(3-0)
Alternative methods of educational research. Identifying researchable problems in education and developing a research proposal. Applications of descriptive and inferential statistics for analyzing and critiquing published studies.
- 823 Overview of Balanced Assessment Systems**
Fall. 3(3-0)
Assessments and assessment systems at the international, national, state, district, school, and classroom levels. Creating, selecting, administering, and reporting types of assessments. Investigating student achievement through assessments used at different levels.
- 825 Educational Assessments and Testing Programs**
Spring. 3(3-0) P: CEP 823
Advanced review of educational assessments and testing programs at the international, national, state, district, and school levels. Purposes and types of assessments and tests used. How results are used. Implications of results for education at national, state, and local levels.
- 826 Evaluation of Educational Programs and Policies**
Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. RB: CEP 822
Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation.
- 827 Classroom, School and Community Programs for Students with Emotional Impairments**
Fall. 3(3-0) P: CEP 885 or concurrently RB: Emotional Impairment area of emphasis. R: Open only to master's students in the Special Education major.
Organizing and managing classrooms and community-based school management programs for students with emotional impairments and/or behavioral disorders. Creating positive classroom and school climates.
- 828 Behavior Analysis and Intervention for Students with Emotional Impairments**
Spring. 3(3-0) P: CEP 827 RB: Emotional Impairment area of emphasis. R: Open only to master's students in the Special Education major.
Knowledge and understanding of behavioral assessment and intervention strategies. Resources for identifying and successfully intervening with problematic behavior. Measurement of behavior in naturalistic environments.
- 829 Seminar in Emotional Impairments: Academic and Social Issues**
Fall. 3(3-0) RB: Emotional Impairment area of emphasis. R: Open only to master's students in the Special Education major.
Aligning cognitive and social goals in the design, implementation, and evaluation of academic curricula for students with emotional impairments. Psychological, social, and contextual factors related to instruction.
- 832 Educating Students with Challenging Behavior**
Spring. 3(3-0) RB: Teaching certificate R: Open only to graduate students in the College of Education.
Evidence-based classroom interventions for students with disruptive and other behavior problems within general education. Effective teaching approaches for students with challenging behavior.
- 833 Increased Student Learning through School Planning**
Fall, Spring. 2(2-0)
Understanding school planning and school culture that promote student learning. Research-based practices and procedures leading to accountability. Designing and implementing sustainable change in school operations.
- 834 Practicum for Planning Increased Student Learning**
Fall, Spring. 3(1-4) P: CEP 833
Implementing school improvement focused on increasing student learning using research-based practices and procedures.
- 835 Practicum for Leadership in Increasing Student Learning**
Fall, Spring. 3(1-4) P: CEP 834 or concurrently RB: Designed for people who are in leadership roles, either formally or informally, in their school and school planning efforts.
Understanding leadership issues and implementing leadership strategies for school improvement for increasing student learning guided by research-based practices and procedures.
- 837 Analyzing, Using, and Reporting Assessment Results**
Fall. 3(3-0) P: CEP 825
Analysis, use and reporting of assessment results from international, national, state, district, school, and classroom assessments. Effective reporting of results to students, parents, teachers, administrators, school boards, and other members of the public. Use of assessment results to improve instruction.
- 838 Psychosocial Development in Deaf and Hard of Hearing Individuals**
Spring of even years. 3(3-0) P: CEP 442B and CEP 804C RB: Teaching endorsement in Deaf Education.
Psychological and social forces that shape the lives of Deaf and Hard-of-Hearing individuals in the school, home, workplace, and community environments.
- 840 Teaching Exceptional Children and Youth in General Education**
Spring. 3(3-0)
Characteristics of students with disabilities and special needs. Implications for legal and professional responsibilities of general education teachers. Effective instructional strategies to support these students in K-12 classrooms.
- 841 Classroom and Behavior Management in the Inclusive Classroom**
Summer. 3(3-0)
Identification of behavioral, social and academic characteristics of children with special needs. Principles and techniques for classroom and behavioral management in the inclusive classroom: designing school-wide, classroom-based and individual interventions.
- 842 Methods of Instruction in Inclusive Classrooms**
Fall. 3(3-0) P: CEP 840
Principles for creating inclusive classrooms that support learning for all students. Instructional practices for providing differentiated instruction and making adaptations and accommodations. Evaluating student progress and program efficacy.
- 847 Advanced Studies in Deaf Education**
Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P: CEP 442B and CEP 804C RB: Teaching endorsement in Deaf Education.
Research topics relating to the education of Deaf and Hard-of-Hearing students.
- 848 Issues in the Instructional Use of Sign Language**
Spring of odd years. 3(3-0) P: CEP 442B and CEP 804C RB: Teaching endorsement in Deaf Education.
Instructional applications of American Sign Language and other forms of signed communication in the education of Deaf and Hard-of-Hearing students.
- 858 Special Education Law**
Fall of even years. 3(3-0) Interdepartmental with Educational Administration. Administered by Counseling, Educational Psychology and Special Education. R: Open only to seniors or graduate students.
Analysis of State and Federal regulations, guidelines and court decisions related to special education and examination of their impact.
- 859 Independent Study: Education of Deaf Learners**
Fall, Spring. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to graduate students in College of Education.
Directed individual study related to educating students who are deaf or hard of hearing.
- 860 Stress Management**
Fall, Spring. 3(3-0)
Physiological and psychological foundations of the human stress response. Therapeutic approaches to stress management.
- 860A Perspectives in Multicultural Counseling**
Fall, Summer. 3(3-0)
Impact of health, socio-cultural, economic, educational, legal, and vocational issues on the delivery of counseling service to diverse populations. Utilization process in both institutional and personal change.
- 861 Counseling Theory, Philosophy, and Ethics**
Fall. 3(3-0) R: Open only to graduate students in the Counseling major or Rehabilitation Counseling major or School Psychology major.
Selected counseling theories. Foundations of ethical decision-making. Professional standards, guidelines, and issues concerning the training and work of the counselor and school psychologist. Legal issues and precedents.

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- 862 Introduction to Individual and Group Counseling**
Fall, Spring. 3(3-0) R: Open only to graduate students in the College of Education, College of Human Ecology, or School of Social Work.
Forming, working with, and ending groups. Building relationships. Handling obstacles. Developing and carrying out agendas in counseling. Simulated individual and group practice.
- 863 Counseling and Consulting Models and Strategies**
Spring. 3(3-0) RB: CEP 861 and CEP 862 R: Open only to graduate students in Counseling, Rehabilitation Counseling, School Psychology.
Models and strategies for working with children, adolescents, and adults in counseling and consulting roles. Developing working relationships, assessing problems, setting goals, planning treatments, and evaluating outcomes.
- 864 Career Counseling**
Spring. 3(3-0) R: Open only to graduate students in the College of Education.
Career development theories and labor market and occupational information. Assessing and planning aspects of career counseling with various populations.
- 865 Assessment and Research in Counseling**
Spring. 3(3-0) P: CEP 821 and CEP 861 and CEP 862
Supervised training and practice in mental health testing assessment, and use of the DSM-IV.
- 866 Psychoeducational Interventions for Children and Youth**
Summer. 3(3-0) R: Open to graduate students in the Counseling major.
Theoretical and empirical bases for designing, implementing and evaluating intervention programs. Child and youth development. Understanding risk and resiliency. At-risk youth.
- 868 Medical Aspects of Disability**
Fall. 3(3-0) RB: CEP 861 and CEP 870
Types of physical disabilities and their implications for vocational rehabilitation. Theories of adjustments to and adaptation to physical disabilities.
- 869 Private Sector Rehabilitation**
Fall. 3(3-0) P: CEP 870 RB: (CEP 862 or concurrently) and (CEP 864 or concurrently)
Strategies and techniques in private sector rehabilitation. Forensic rehabilitation, disability management, return to work programs, vocational expert practices, managed care, and life care planning issues.
- 870 Foundations of Rehabilitation Counseling**
Fall. 3(3-0) R: Open only to master's students in the Rehabilitation Counseling major.
History, philosophy, values, legislation, policy and practice of the field of rehabilitative counseling.
- 871 Cognitive and Psychological Aspects of Disability**
Spring. 3(3-0) RB: CEP 870
Types of cognitive and emotional disabilities and their implications for vocational rehabilitation. Psychosocial adjustments to chronic disease and disability.
- 872 Social and Environmental Aspects of Rehabilitation**
Spring. 3(3-0)
Social and political factors that handicap individuals with disabilities. The Independent Living movement, philosophy, legislation and services. Accommodations and enabling technology. Attitude modification and client empowerment.
- 873 Employment Strategies for Individuals with Disabilities**
Fall. 3(3-0)
Public policy, resources, and intervention strategies for assisting persons with disabilities to adapt to the work-place and to achieve vocational outcomes. Assisting employers in accommodating and retaining employees with disabilities.
- 874 Transition from School to Adult Life for Students with Disabilities**
Summer. 3(3-0)
Historical, legislative, theoretical, and operational aspects of the transition from school to adult life for students with disabilities.
- 875 Substance Abuse and Treatment**
Summer. 3(3-0)
Physical, intellectual, social, and psychological effects of chemical use and abuse. Assessment tools and strategies for therapeutic intervention.
- 876 Professional Issues in Rehabilitation Counseling**
Spring. 3(3-0) RB: CEP 870 and (CEP 893A or concurrently) R: Open only to Master's students in Rehabilitation Counseling.
Applications of case management strategies, processes and practices in rehabilitation counseling.
- 877 Assessment in Rehabilitation**
Fall. 3(3-0) RB: CEP 870 R: Open to masters students.
Advanced assessment techniques and strategies for rehabilitation settings.
- 878 Diagnosis, Treatment and Community Services in Psychiatric Rehabilitation**
Summer. 3(3-0)
Major types of psychiatric conditions and their effects on personal and vocational functions. Diagnostic criteria and procedures. Treatment planning and expected outcomes. Medical and psychosocial rehabilitation models of treatment. Community services.
- 879 Teaching College Mathematics**
Fall. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education. Administered by Science and Mathematics Education. RB: Past or concurrent mathematics teaching experience.
Curriculum materials, case studies, approaches to teaching and student learning of particular mathematics topics.
- 880 Cognitive Assessment**
Fall. 3(3-0) RB: CEP 821 R: Open only to Ed.S. or Ph.D. students in the School Psychology or Counseling Psychology major.
Measurement of intelligence. Observation, practice, supervision, interpretation, and report writing in an educational setting.
- 881 Personality Assessment**
Spring. 3(3-0) RB: CEP 821 and CEP 885 and PSY 475 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Projective and objective personality assessment of children and adolescents in school.
- 882 Seminar in Counseling, Educational Psychology and Special Education**
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.
Seminar in the various fields of emphasis in Counseling, Educational Psychology and Special Education.
- 883 Psychology of Classroom Discipline**
Summer. 3(3-0) RB: Teaching experience.
Theories of and strategies for the resolution of classroom discipline problems.
- 884 Roles and Functions of School Psychologists**
Spring of odd years. 3(3-0) RB: CEP 801 and CEP 821 and CEP 880 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Multiple roles of school psychologists from a systems perspective. Historical, legal, ethical, and cultural issues.
- 885 Behavior Disorders in Children**
Fall, Summer. 3(3-0) RB: 12 graduate credits in Educational Psychology or related area. Not open to students with credit in PSY 853 or PSY 854.
Characteristics, causes, and treatment of school-related behavior disorders in children within a developmental framework.
- 886 Psychological Assessment and Intervention I**
Fall. 3(2-3) R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Conceptual and legal definitions of high-incidence disabilities. Psychological and educational assessments and interventions for learning, behavioral, and developmental problems of children and adolescents. Problem-solving assessment model. Informal and formal assessment methods. Eligibility determinations for special education.
- 887 Psychological Assessment and Intervention II**
Spring. 3(2-3) P: CEP 886 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Assessment and remediation of learning and developmental problems of children and adolescents. Major methods of assessment and remediation of learning problems. Assessments and interventions for low-incidence disabilities.
- 888 Theories of Child Psychotherapy**
Spring. 3(2-3) P: CEP 885 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Models of psychotherapy for children and adolescents. Empirically-supported, brief models appropriate for school and community-based practice. Critical appraisal of models, methods, and selected techniques.

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- 889 Consultation in School Psychology**
Spring. 3(3-0) P: CEP 884 and CEP 880 and CEP 881 and CEP 887 and CEP 888 R: Open only to Ph.D. and Ed. Specialist students in the School Psychology major.
School-based consultation, theoretical models and consultation skills. Communication and interpersonal skills, conflict management and, joint problem-solving. Ethical issues. Research on consultation.
- 890 Independent Study**
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course.
Individual or group study guided by a faculty member.
- 891 Special Topics in Educational Psychology and Educational Technology**
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course.
Special topics in various areas of study in counseling, educational psychology and special education.
- 893A Rehabilitation Counseling Internship**
Fall, Spring, Summer. 3 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. RB: CEP 894A R: Open only to master's students in the Rehabilitation Counseling major.
Supervised internship experience in community rehabilitation settings.
- 893B Internship in School Psychology**
Fall, Spring. 3(3-20) A student may earn a maximum of 15 credits in all enrollments for this course. RB: CEP 894B R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Supervised experience in the practice of school psychology. Diagnostics, consultation and intervention.
- 893C Counseling Internship**
Spring. 3 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. P: CEP 894C
Application and integration of knowledge and skills in counseling individuals and groups in schools and agencies. Assessment, intervention, and evaluation of outcomes in field settings.
- 893D Special Education Internship: Teaching Deaf Children and Youth**
Fall, Spring. 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. RB: CEP 440 and CEP 442B and CEP 801A and CEP 802C R: Open only to graduate students in the Special Education major.
Supervised student teaching in elementary and secondary programs for deaf or hearing impaired students.
- 893F Special Education Internship: Teaching Children with Learning Disabilities**
Fall, Spring. 4 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. RB: CEP 803A R: Open only to graduate students in the Special Education major.
Supervised student teaching in elementary and secondary education programs for learning disabled students.
- 893G Special Education Internship: Teaching Children with Emotional Impairments**
Fall, Spring. 4 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. RB: CEP 803A R: Open only to graduate students in the Special Education major.
Supervised student teaching in elementary and secondary programs for emotionally impaired students.
- 893K Practicum in School Psychology**
Fall, Spring, Summer. 3(3-10) A student may earn a maximum of 12 credits in all enrollments for this course. RB: CEP 883 and CEP 884 and CEP 885 and CEP 886 R: Open to educational specialists or doctoral students in the School Psychology major.
Administration and interpretation of information-gathering approaches. School-based consultation, team decision making, and prereferral intervention.
- 894A Rehabilitation Counseling Practicum**
Fall, Summer. 6(3-12) RB: CEP 862 R: Open only to master's students in the Rehabilitation Counseling major.
Supervised practicum in a rehabilitation or human services setting.
- 894B School Psychology Practicum**
Fall, Spring. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 885 R: Open only to graduate students in the School Psychology major. C: CEP 884 concurrently.
Administration and interpretation of individual scales. Report writing. Consultation and team decision making.
- 894C Counseling Practicum**
Fall, Spring. 6(3-12) RB: CEP 863 R: Open only to master's students in the Counseling major.
Supervised counseling experience in schools or agency. Analysis and critique of these experiences through group and individual consultation with the instructor.
- 894D Practicum in Educational Psychology**
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 800 and CEP 801 R: Open only to graduate students in the Learning, Technology and Culture major. C: CEP 884 concurrently.
Practicum in educational, business, or consulting settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.
- 894E Special Education Practicum: Children and Youth in Orientation and Mobility**
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. RB: CEP 857B and CEP 857C R: Open only to graduate students in the Special Education major.
Supervised field experience in teaching independent travel to visually impaired and blind students in elementary and secondary education programs.
- 894G Special Education Practicum: Children and Youth with Learning Disabilities**
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. R: Open only to graduate students in the Special Education major. C: CEP 802A concurrently and CEP 804A concurrently.
Supervised field experience with students who have learning disabilities. Planning, implementing, and critiquing instruction in elementary and secondary school settings.
- 894H Special Education Practicum: Children and Youth with Emotional Impairments**
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. R: Open only to graduate students in the Special Education major.
Supervised field experience with students who have emotional impairments. Planning, implementing, and critiquing instruction in elementary and secondary school settings.
- 894I Special Education Practicum: Children and Youth in Deaf Education**
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. RB: CEP 440 or concurrently R: Open only to graduate students in the Special Education major.
Supervised field experience with deaf and hard-of-hearing students. Planning, implementing, and critiquing instruction in elementary and secondary school settings.
- 894K Internship in School Psychology**
Fall, Spring. 3(3-15) A student may earn a maximum of 9 credits in all enrollments for this course. RB: CEP 893K R: Open to graduate students in School Psychology major. Not open to students with credit in CEP 893B.
Supervised experience in school psychology. Assessment, consultation, and intervention.
- 895 Research Ethics**
Summer. 1(1-0) Interdepartmental with Educational Administration and Kinesiology and Teacher Education. Administered by Kinesiology. R: Open to graduate students. SA: PES 895
Identifying and resolving ethical problems in research. Collegial interactions. Authorship, publication, and reviewing practices. Data management. Ownership of data and intellectual property. Conflicts of interest. Protection of human and animal subjects. Lab safety and compliance.
- 899 Master's Thesis Research**
Fall, Spring, Summer. 1 to 9 credits. A student may earn a maximum of 15 credits in all enrollments for this course. R: Open only to master's students in the Department of Counseling, Educational Psychology and Special Education.
Master's thesis research.
- 900 Proseminar in Learning, Technology and Culture**
Fall. 3(3-0) R: Open to doctoral students in the Department of Counseling, Educational Psychology, and Special Education.
Historical, theoretical, empirical, methodological, and philosophical issues. Research literature on learning, teaching subject matter, and social-cultural contexts.

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- 901A Proseminar in Educational Psychology**
Spring. 3(3-0) P: CEP 900 R: Open only to doctoral students in the Department of Counseling, Educational Psychology and Special Education. SA: CEP 901
Historical, theoretical, empirical, methodological, and philosophical issues. Research literature on learning and development in educational settings.
- 901B Proseminar in Educational Technology**
Spring. 3(3-0) P: (CEP 900) R: Open to doctoral students.
Historical, theoretical, empirical, methodological, and philosophical issues. Research literature on technology in education.
- 902 The Psychology of Learning School Subjects**
Spring. 3(3-0) R: Open to doctoral students.
Psychological theories and research regarding learning and teaching of school subjects, including mathematics, science, and reading. Psychological learning contexts in and out of school. Transfer and representation of knowledge.
- 903 Cognitive Development Across the Lifespan**
Fall. 3(3-0) R: Open to doctoral students.
Cognitive aspects of human development. Relationship between cognitive development and learning in school and other contexts.
- 904 Social-Emotional Development across the Lifespan**
Spring. 3(3-0) R: Open to doctoral students.
Social and emotional aspects of human development. Relationship between social-emotional development and learning in school and other settings.
- 905 Cultural Perspectives on Learning and Development**
Spring of even years. 3(3-0) R: Open to graduate students.
Theories and research in cultural psychology. Relations among culture, learning, and human development in school and other settings such as family, community, and work. Implications for educational practice.
- 907 Psychological Study of Teaching**
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
Research literature on psychological aspects of teachers and teaching. Topics include teacher's decision-making, learning from experience, and developmental changes.
- 909 Cognition and Technology**
Fall. 3(3-0) R: Open to doctoral students.
Interaction of computer technologies and cognitive theories. Learning with new technologies; how technology influences theories of mind. How theories of cognition may guide the development of new technologies.
- 910 Motivation and Learning**
Spring. 3(3-0) R: Open to doctoral students in the College of Education.
Enduring questions about motivation and learning. Role of skill versus will in motivation. Higher-order thinking in learning.
- 911 Intellectual History of Educational Psychology**
Fall. 3(3-0) R: Open to doctoral students.
Ideas and perspectives on learning and development that have shaped educational psychology. Learning of school subject matters. Learning and development in relation to educational settings.
- 912 Psychological and Cognitive Aspects of Literacy Learning**
Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
Theory and research on psychological and cognitive aspects of literacy learning and use in sociocultural contexts.
- 913 Psychology and Pedagogy of Mathematics**
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. RB: CEP 902 R: Open to doctoral students.
Psychological theory and research on the learning of mathematics. Development of mathematical thinking and knowledge in school and other settings.
- 915 Literacy, Learning and Development in Sociocultural Context**
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
Role of language and literacy in mediating cognition, affect, and action in educational contexts. Relationship between oral and written discourse and sociocultural contexts.
- 917 Design of Media for Learning**
Fall of even years. 3(3-0) R: Open to doctoral students.
Design knowledge as it intersects education, psychology, communications, engineering, media theory, art and aesthetics. Research methodologies for understanding design. Design of educational media.
- 918 Theories of School-Based Psychological Interventions**
Spring. 3(2-3) P: CEP 884 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Theories and models of school-based interventions. Theories of organization and purposes of schooling in society. Theories of prevention of psychopathology and promotion of children's competence in school settings.
- 919 Current Research and Issues in School Psychology**
Spring of even years. 3(3-0) R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Rotating topics include role function, diagnosis and eligibility concerns, innovative educational and behavioral interventions.
- 920 Construction of Psychoeducational Instruments**
Spring. 3(3-0) P: CEP 932 RB: Familiarity with a statistical package.
Development and evaluation of standardized techniques for measuring psychoeducational constructs. Instrument development, validity, reliability, norming, and scaling using both raw score and latent trait measurement models.
- 921 Psychometric Theory I**
Fall. 3(3-0) P: CEP 920 and CEP 933 RB: Experience using a statistical package.
Theory-oriented introduction to psychometrics and the measurement of educational and psychological traits. Measurement, scaling, validity, true score test theory, measurement error, reliability, generalizability theory, item response theory, measurement bias, and factor analysis.
- 922 Psychometric Theory II**
Fall of odd years. 3(3-0) RB: (CEP 921) and one statistics course. R: Open only to Ph.D. students.
Expansion of generalizability theory, test and item bias, and equating. Measurement of change, profile analysis, scaling approaches, and validity generalization.
- 923 Item Response Theory**
Spring of odd years. 3(3-0) RB: CEP 921 and CEP 933
Item response theory applied to test construction, scaling, and equating tests and their items.
- 926 Proseminar in Mathematics Education I**
Fall. 3(3-0) Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education. Administered by Science and Mathematics Education.
Research on the learning and teaching of mathematics. Teaching, teacher and student learning, curriculum, and educational policy. Historical, philosophical, empirical, and theoretical perspectives.
- 927 Proseminar in Mathematics Education II**
Spring. 3(3-0) Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education. Administered by Science and Mathematics Education. P: SME 926
Continuation of SME 926.
- 930 Educational Inquiry**
Fall, Spring. 3(3-0)
Multiple sources of inquiry. Critical assessment of common assumptions about research. Relationship between data and theory. Objectivity, validity, and causal inference across research traditions. Research ethics. Relationship among researcher, researched, and audience. Question formation.
- 931 Introduction to Qualitative Methods in Educational Research**
Fall, Spring, Summer. 3(3-0) Interdepartmental with Educational Administration and Teacher Education. Administered by Teacher Education. P: CEP 930
Concepts and assumptions underlying multiple traditions of qualitative research methods in education. Relationship between research questions and qualitative research design. Epistemology, methods, and ethical issues of ethnography, case study research, grounded theory, oral history and discourse analysis. Criteria for appraising and critiquing qualitative research designs, claims, and evidence.

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- 932 Quantitative Methods in Educational Research I**
Spring. 3(3-0) RB: (CEP 822 or CEP 930 or KIN 871) or a course in introductory research methods. College algebra. Students from the College of Agriculture and Natural Resources and College of Human Ecology. R: Open only to graduate students in the College of Education, College of Agriculture and Natural Resources, and College of Human Ecology.
Techniques in data collection and data analysis used in educational and psychological research. Graphical and tabular representation of data. Concepts of statistical inference in educational contexts.
- 933 Quantitative Methods in Educational Research II**
Fall, Spring. 3(3-0) P: CEP 932 RB: College algebra. Students from the College of Agriculture and Natural Resources and College of Human Ecology should be enrolled in programs with a focus on education. R: Open only to graduate students in the College of Education, College of Agriculture and Natural Resources, and College of Human Ecology.
Advanced techniques of data analysis and statistical inference used in educational and psychological research. Multiple regression, analysis of variance, and basic principles of experimental design in educational applications.
- 934 Multivariate Data Analysis I**
Fall. 4(4-0) RB: CEP 933 R: Open only to doctoral students in the College of Education or College of Agriculture and Natural Resources or College of Human Ecology.
Multivariate methods, matrix algebra, and the general linear model as applied to educational research settings.
- 935 Advanced Topics in Multivariate Data Analysis II**
Spring of even years. 4(4-0) RB: CEP 934 R: Open only to doctoral students in the College of Education or College of Agriculture and Natural Resources or College of Human Ecology.
Application of discrete and continuous multivariate methods in educational research.
- 936 Synthesis of Educational Research**
Spring of odd years. 4(4-0) RB: CEP 933 R: Open only to Ph.D. students.
Synthesis and meta-analysis in educational research.
- 937 Survey Research Methods in Education**
Spring of even years. 4(3-3) RB: CEP 933 R: Open only to graduate students in the College of Agriculture and Natural Resources or College of Education or College of Human Ecology.
Principles and techniques of survey research methodology. Alternative sampling designs. Development of scales and questionnaires. Data analysis procedures. Emphasis on applications in education.
- 938 Latent Variable and Structural Equation Modeling**
Spring. 3(3-0) P: CEP 933 R: Open to graduate students.
Principles and applications of latent variable and structural equation modeling. Testing substantive theories in the social, behavioral, educational, and biomedical sciences. Statistical modeling methodology for examining causality relationships between aspects of studied phenomena. Contributions to construct validation and theory development.
- 939 Seminar in Educational Measurement**
Fall of even years. 3(3-0) P: CEP 920 R: Open only to doctoral students in the College of Education.
Current issues in educational measurement. Ethics and standards in testing, educational testing policy, school effectiveness indices, and parameters of teacher testing.
- 940 Policy Analysis of Trends in Special Education**
Spring of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major or approval of department.
Economic, social, legal and organizational trends in special education within the theoretical framework of organizational change.
- 941 Academic Issues in Special Education for At-Risk Students**
Fall of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Academic assessment and instructional research in special education. Inquiry in special education related to the design and evaluation of academic programs for learning disabled, mentally retarded, emotionally impaired, and other low achieving students.
- 942 Educational Perspectives on Low-Incidence Populations in Special Education**
Fall of even years. 3(3-0) R: Open to doctoral students in the Special Education major.
Practice and policy relating to the educational consequences of low-incidence disabilities. Emphasis on deafness, blindness, deaf-blindness, and multiple/severe disability. Placement and accommodation issues in integrated educational settings.
- 943 Multicultural Issues in Special Education**
Fall of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Relationships among race, gender, culture, social class, and disability. Individual, group and societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity.
- 944A Rehabilitation Counselor Pedagogy**
Fall of odd years. 3(3-0)
Pedagogical tools and issues associated with teaching and learning in pre-service rehabilitation counseling preparation programs.
- 944B Teaching Practicum in Rehabilitation Counselor Education**
Fall, Spring, Summer. 3(0-12) R: Open only to Ph.D. students in Rehabilitation Counselor Education.
Course design and teaching experience under the direct supervision of a faculty member.
- 944C Clinical Practice Practicum in Rehabilitation Counseling**
Fall of even years. 3(0-9) R: Open only to Ph.D. students in Rehabilitation Counselor Education.
Supervised counseling experience in human services, rehabilitation or educational settings to further develop skills, knowledge, and behaviors appropriate for professional counseling practice.
- 944D Clinical Supervision Practicum in Rehabilitation Counselor Education**
Fall, Spring, Summer. 3(1-6) A student may earn a maximum of 6 credits in all enrollments for this course. R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.
Theory and practice of supervising prospective counselors. Approaches, models, and strategies.
- 949 Critical Issues in Special Education**
Spring of even years. 3(3-0) RB: CEP 901A R: Open to doctoral students in the Special Education major.
Topics in special education, including cognition and sensory impairments, literacy for at-risk students, program design, small sample research, and staff development.
- 950 Proseminar in Counseling Psychology**
Fall. 3(3-0) R: Open only to Ph.D. students in the Counseling Psychology major.
Historical development of counseling psychology as a professional discipline. Traditional and contemporary issues in theory, research, practice and training.
- 951 Technology, Society, and Culture**
Fall. 3(3-0) R: Open to doctoral students.
Interactions among technology, society, and culture, with special attention to education. Technology adoption as a social phenomenon. Effects of technology on communication, social interaction, and sharing of knowledge. Effects of systems and practices on technology.
- 952 Technology for Teaching and Learning in Higher Education**
Spring. 3(3-0) R: Open to doctoral students.
Technology for support of teaching and learning in higher educational settings. Theories, research, and design of online learning. Electronic portfolios. Libraries in the age of the Internet.
- 953 Teachers and Technology**
Fall of even years. 3(3-0) R: Open to doctoral students.
Impact of new technologies on teacher knowledge and practices of teaching. Teachers' use of technology, teacher knowledge, teacher education, and changing roles of teachers.
- 954 Design and Methods in Mathematics Education Research**
Fall. 3(3-0) Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education. Administered by Science and Mathematics Education. RB: SME 926 and SME 927
History, current trends, and issues pertaining to research design and methods in mathematics education research. Mathematics education research in the areas of policy, teaching, teacher learning, and student learning with particular attention to how features of research designs influence research findings.
- 955 Research Design and Methods for Educational Psychology and Educational Technology**
Fall. 3(3-0) P: CEP 930 and CEP 932 R: Open to doctoral students.
Research design and methods for studying learning, development, technology, and culture in educational contexts: classrooms, computer-mediated environments, homes, communities, and workplaces.

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- 956 Mind, Media, and Learning**
Fall of odd years. 3(3-0) R: Open to doctoral students.
Philosophy, psychology, and sociology of new media. Media effects and learning with media. Issues of gender, identity, culture in technologically mediated environments, including Internet, virtual reality, computer games, simulations, artificial intelligence (AI) systems, and pedagogical agents.
- 957 Learning in Complex Domains**
Fall. 3(3-0) R: Open to doctoral students.
Problems of learning in complex and ill-structured domains. Real-world knowledge application. Learning difficult subject matter. Situated, collaborative, and case-based approaches to learning in complex domains. Technologies for enabling new kinds of learning.
- 958 Using Literacy to Learn: Curriculum and Pedagogy**
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education. R: Open only to Ph.D. students in the College of Education.
Centrality of oral and written language in all school learning. Curriculum as text and instruction as discourse. Historical development of literacy curriculum and pedagogy as conceptualized and enacted in school settings. Language of teaching and learning in the classroom.
- 959 Acquisition and Development of Language and Literacy**
Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education. R: Open only to Ph.D. students in the College of Education.
Literacy development including oral language base from birth through adulthood. Oral and written language development and learning in and out of school. Sociocultural contexts in relationship to schooling. Cross-cultural and international literacy development. Schooling, global economy, world health, and post-colonialism.
- 960 Theoretical Foundations of Counseling**
Fall of even years. 3(3-0) R: Open only to doctoral students in the Rehabilitation Counselor Education major or educational specialists and doctoral students in the School Psychology major.
Theoretical models of counseling, personality, behavior change, and career development. Research literature on the process and outcomes of counseling. Selected professional issues.
- 961 Advanced Perspectives on Culture, Diversity and Social Justice in Counseling**
Fall of even years. 3(3-0) R: Open to educational specialists or doctoral students in the Rehabilitation Counselor Education major or in the School Psychology major.
Culture, gender, disability, and other diversity dynamics as they affect human functioning and counseling practices and multicultural education. Strategies and techniques for multicultural perspectives in counseling and inclusive pedagogy in counselor education.
- 963 Ethics in Counseling and School Psychology**
Spring. 3(3-0) R: Open only to Ph.D. students in the Rehabilitation Counselor Education or Ed.S. and Ph. D. students in School Psychology.
Traditional and contemporary issues in theory, research, practice, and training with a focus on ethics including ethical theory, principles, standards, codes of conduct, and legal issues.
- 964 Practice and Profession of Rehabilitation Counseling**
Spring of even years. 3(3-0) RB: CEP 960 or concurrently R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.
Foundations and practice of rehabilitation. Pre-service preparation issues. Professional and policy implications.
- 965 Psychosocial Bases of Rehabilitation and Disability**
Spring of odd years. 3(3-0) RB: CEP 964 R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.
Practice and research issues in rehabilitation counseling.
- 966 Psychological Diagnosis and Assessment I**
Fall. 3(3-0) RB: CEP 960 R: Open only to Ph.D. students in the Counseling Psychology major.
Principles of psychological testing and measurement. Principles of clinical interviewing. Cognitive and intellectual assessment. Psychological report writing.
- 967 Psychological Diagnosis and Assessment II**
Spring. 3(3-0) RB: CEP 966 R: Open only to Ph.D. students in the Counseling Psychology major. C: CEP 994B concurrently.
Diagnostic categories, mental status examination, differential diagnosis, and objective and projective psychological assessment.
- 968 Research Methods in Counseling and School Psychology**
Fall. 3(3-0) RB: CEP 933 R: Open only to Ph.D. students in the School Psychology or Rehabilitation Counselor Education major.
Research topics and designs in counseling psychology, with emphasis on the development of a viable research proposal.
- 969 Clinical Supervision in Counseling and School Psychology**
Spring. 3(2-3) RB: CEP 967 and CEP 994B
Theoretical, empirical, and practical aspects of the supervisory relationship. Process and outcome variables.
- 975 Psychological Assessment of Cognitive Dysfunction**
Spring of even years. 3(3-0) RB: CEP 966 or CEP 880 R: Open only to doctoral students or educational specialists in the Department of Counseling, Educational Psychology and Special Education.
Human neuroanatomy and the functional organization of the central nervous system. Cognitive and behavioral sequelae of neurological disabilities. Neuropsychological assessment of intellect, memory, learning abilities, visuospatial functioning, and problem solving in children and adults.
- 982 Seminar in Counseling, Educational Psychology and Special Education**
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to Ph.D. students in the College of Education.
Seminars in the various fields of emphasis in counseling, educational psychology, and special education.
- 990 Independent Study**
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to Ph.D. students.
Individual or small group study, guided by a faculty member, in the areas of Counseling, Educational Psychology and Special Education.
- 991A Special Topics in Learning, Technology and Culture**
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to doctoral students in the College of Education.
Special topics in learning, technology, and culture in education.
- 991B Special Topics in Educational Statistics and Research Design**
Fall, Spring. 4(4-0) A student may earn a maximum of 16 credits in all enrollments for this course. RB: CEP 933 R: Open only to Ph.D. students.
Special topics in educational statistics and research design.
- 993K Practicum in PhD School Psychology**
Fall, Spring. 3(3-7) A student may earn a maximum of 6 credits in all enrollments for this course. P: CEP 893K and CEP 894K R: Open only to Ph.D. students in School Psychology.
Supervision of practicing graduate students. School psychological service delivery to school-aged populations. Clinical research.
- 994A Counseling Psychology Practicum I**
Fall. 3(0-9) RB: CEP 960 R: Open only to Ph.D. students in the Counseling Psychology major.
Supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.
- 994B Counseling Psychology Practicum II**
Spring. 3(0-9) P: CEP 994A R: Open only to Ph.D. students in the Counseling Psychology major.
Intermediate supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.
- 994C Advanced Practicum in Counseling Psychology**
Spring. 3(0-9) P: CEP 994B R: Open only to Ph.D. students in the Counseling Psychology major.
Client conceptualization, assessment, intervention design, ethical and professional development issues, supervision, and consultation.

994D Laboratory and Field Experience in Special Education

Fall, Spring. 3(1-6) R: Open only to Ph.D. students in Special Education. Approval of department.

Supervised experience working with students with disabilities in K-12 classrooms, for students who need additional experience in teaching environments.

994K Internship in PhD School Psychology

Fall, Spring. 3(2-20) A student may earn a maximum of 9 credits in all enrollments for this course. P: CEP 993K RB: CEP 893K and CEP 894K R: Open only to Ph.D. students in School Psychology.

School psychological service delivery to school-aged populations. Experience in professional psychology.

995 Practicum in Research Design and Data Analysis

Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. RB: CEP 933 R: Open only to doctoral students in the College of Education.

Supervised research practicum. Design, execution, analysis, presentation, critique, and revision of research projects.

999 Doctoral Dissertation Research

Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 100 credits in all enrollments for this course. R: Open only to doctoral students in the Department of Counseling, Educational Psychology and Special Education.

Doctoral dissertation research.