

**941. Selected Topics in Artificial Intelligence**  
Fall, 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.  
P: CPS 841. R: Open only to Computer Science or Electrical Engineering majors.  
Topic such as second generation expert systems, human factors, natural language processing, speech understanding, neural networks, genetic algorithms and opportunistic planning.  
QP: CPS 841 QA: CPS 842

**960. Selected Topics in Algorithms and Complexity**  
Fall of odd-numbered years. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.  
P: CPS 860, CPS 830. R: Open only to Computer Science majors. Approval of department.  
Current research in the general theory of algorithms and computational complexity.  
QP: CPS 831 QA: CPS 911

**980. Selected Topics in Database Systems**  
Spring, 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.  
P: CPS 880. R: Open only to Computer Science or Electrical Engineering majors.  
Recent developments in areas such as distributed and parallel database systems, object oriented database systems, knowledgebase and expert database systems.  
QP: CPS 884

**999. Doctoral Dissertation Research**  
Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 72 credits in all enrollments for this course.  
R: Open only to Computer Science majors.

QA: CPS 999

## COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION CEP

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

**240. Diverse Learners in Multicultural Perspective**  
Fall, Spring, Summer. 3(2-2) Interdepartmental with Teacher Education.  
R: Not open to students with credit in TE 250.  
Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.  
QA: CEP 460

**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**  
Summer. 3(3-0)  
Effects of mood-altering chemicals. Treatment approaches and resources. Special emphasis on adolescent users.

**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, seniors, or graduate students in the College of Education.  
Uses of technology in teaching and learning. Major emphasis on developing plans for implementing and evaluating uses of technology in the classroom setting.  
QA: CEP 434, CEP 836

**428B. Elementary Curriculum and Instruction for the Mentally Impaired**  
Fall, Spring. 2(2-0)  
P: CEP 460. C: CEP 428C, CEP 460C, CEP 467K R: Open only to majors in Special Education.  
Issues of curriculum for mentally impaired elementary students including theory, programs, and assessment.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460 QA: CEP 428B

**428C. Secondary Curriculum and Instruction for the Mentally Impaired**  
Fall, Spring. 2(2-0)  
P: CEP 460. C: CEP 428B, CEP 460C, CEP 467K R: Open only to majors in Special Education.  
Issues of curriculum for mentally impaired secondary students, including theory, programs, and assessment.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460 QA: CEP 428C

**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.  
QA: CEP 465D, CEP 465E

**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.  
QP: CEP 465D QA: CEP 465E, CEP 465F, CEP 465G

**442A. American Sign Language III**  
Fall, Spring, Summer. 4(3-2)  
P: CEP 441B.  
Use of space for multiple-person discourse. Formal register. Colloquial and idiomatic language. Applications to teaching in American Sign Language.  
QP: CEP 465F, CEP 465G

**442B. American Sign Language IV**  
Fall, Spring, Summer. 4(3-2)  
P: CEP 442A.  
Use of space for creative interpretation of literature, science, mathematics, socio-historical concepts. Formal register. Colloquial and idiomatic language.

**443A. Tactile Communication Systems I**  
Fall. 3(1-4)  
R: Not open to freshmen and sophomores.  
Reading and writing standard English Braille notations. Familiarity with textbook formats. History and development of Braille. Perkins Braillewriter and slate and stylus.  
QA: CEP 472A

**443B. Tactile Communication Systems II**  
Spring. 3(1-4)  
P: CEP 443A  
Reading and writing Grade III Braille. Braille shorthand. Music, foreign language, mathematics and scientific notations in combination with abacus usage. Textbook formats.  
QP: CEP 472A QA: CEP 472C

**444. Education of Students with Severe and Multiple Disabilities**  
Spring. 3(3-0)  
P: CEP 260 or TE 150. R: Not open to freshmen and sophomores.  
Definition of severe and multiple disability. Special education services for students with severe and multiple disabilities.  
QP: CEP 460 QA: CEP 428D, CEP 460B

**460. Communication Skill Training for the Helping Professional**  
Fall, Spring, Summer. 3(3-0)  
R: Not open to freshmen or sophomores.  
Interpersonal communication focusing on dynamics of listening process, interpersonal style, and barriers to communication. Self-study. Interpersonal process recall.  
QA: CEP 450

**460C. Psychoeducational Characteristics of the Mildly Impaired**  
Fall, Spring. 2(2-0)  
P: CEP 460. C: CEP 428B, CEP 428C, CEP 467K concurrently; or CEP 466B or CEP 466C, CEP R: Open only to majors in Special Education.  
Cognitive, affective, and social characteristics. Instructional practices that affect school learning and personal adjustment.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460 QA: CEP 460C

**460I. Academic Assessment of the Mildly Impaired**  
Fall, Spring. 3(3-0)  
P: CEP 460, TE 310, TE 312, TE 315. C: CEP 460J, CEP 460K R: Open only to majors in Special Education.  
Screening and placement procedures. Terminology and interpretation of tests used for the assessment of intelligence, aptitude, achievement, personality, and interests of the mildly impaired.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460, TE 310, TE 312, TE 315 QA: CEP 460I

**460J. Academic Instruction of Mildly Impaired**  
Fall, Spring. 3(3-0)  
P: CEP 460, TE 310, TE 312, TE 315. C: CEP 460I, CEP 460K R: Open only to majors in Special Education.  
Education practices and remedial strategies for teaching academic skills to mildly impaired students.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460, TE 310, TE 312, TE 315 QA: CEP 460J

**460K. Practicum: Special Education Core**  
Fall, Spring. 4(0-2)  
P: CEP 460, CEP 310, TE 312, TE 315. C: CEP 460I, CEP 460J R: Open only to majors in Special Education.  
Supervised practicum in an educational program for mildly impaired learners.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460, TE 310, TE 312, TE 315 QA: CEP 460K

**466B. Elementary Curriculum and Instruction for the Emotionally Impaired**  
Fall, Spring. 2(2-0)  
P: CEP 460. C: CEP 460C, CEP 466K R: Open only to majors in Special Education.  
Issues of curriculum for emotionally impaired elementary students, including effective classroom management and theory.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460 QA: CEP 466B

**466C. Secondary Curriculum and Instruction for the Emotionally Impaired**  
Fall, Spring. 2(2-0)  
P: CEP 460. C: CEP 460C, CEP 466K R: Open only to majors in Special Education.  
Issues of curriculum for emotionally impaired secondary students, including effective classroom management and theory.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460 QA: CEP 466C

**466K. Practicum: Emotionally Impaired Children and Youth**  
Fall, Spring. 2(0-8)  
P: CEP 460. C: CEP 460C, CEP 466B or CEP 466C R: Open only to majors in Special Education.  
Practicum in elementary and secondary school programs for the emotionally impaired.  
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.  
QP: CEP 460 QA: CEP 466K

**Descriptions—Counseling, Educational Psychology and Special Education of Courses**

- 467K. Practicum: Mentally Impaired Children and Youth**  
Fall, Spring, 2(0-8)  
P: CEP 460. C: CEP 428B, CEP 428C, CEP 460C R: Open only to majors in Special Education. Supervised practicum in an educational program for mentally impaired learners. Temporary approval effective from Fall Semester 1992 through Spring Semester 1994. QP: CEP 460 QA: CEP 467K
- 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. QA: CEP 811
- 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. QP: CEP 412 QA: CEP 812A
- 802. Developing Positive Attitudes toward Learning**  
Fall, 3(3-0)  
P: CEP 800.  
Behavioral, individual-difference, and cognitive perspectives on student motivation to learn.
- 803. Psychodynamics of Self-Concept Development and Self-Understanding**  
Fall, Spring, Summer, 3(3-0)  
Self-concept development from childhood through adulthood. Development of self-awareness and understanding of one's personal and interpersonal style. Self-esteem enhancement strategies. Implications for teachers and learners. QA: CEP 851A, CEP 851B
- 804. Psychology of Adolescence for Teachers**  
Fall, 3(3-0)  
Adolescent growth with emphasis on socio-emotional and intellectual development. Impact of family, peer, and teacher relations on adolescent adjustment in and out of school. QA: CEP 812B
- 805. Learning Mathematics**  
Fall, 3(3-0) Interdepartmental with Teacher Education.  
Learning and development of mathematical thinking and knowledge in educational settings from perspectives of psychology, anthropology, mathematics, and other disciplines. Implications for teaching.
- 806. Psychological Foundations of Science Education**  
Spring, 3(3-0)  
R: Open only to graduate students in College of Education.  
Psychological and epistemological perspectives underlying various approaches to science education. Instructional implications emerging from these perspectives.
- 807. Proseminar in Instructional Development and Educational Technology**  
Fall, 3(3-0)  
Educational technology as applied to theory, process, and methods of instructional development, including analysis, design, implementation, and evaluation. QA: CEP 824, CEP 830
- 808. Instructional Design I**  
Fall, 3(3-0)  
P: CEP 807. R: Open only to graduate students in Educational Psychology with an Instructional Technology emphasis and in Higher Adult and Lifelong Education.  
Goals, objectives, task description and analysis in instructional design. Evaluation as applied primarily to course and unit design. QA: CEP 838A
- 809. Instructional Design II**  
Spring, 4(2-4)  
P: CEP 808. R: Open only to graduate students in Educational Psychology with an Instructional Technology emphasis, and in Higher, Adult, and Lifelong Education.  
Principles of instructional design and delivery applied to lessons. Explanation, information processing, transfer, demonstration, practice, mental set motivation. Exposition vs. discovery of facts, concepts, principles and skills. QP: CEP 838A QA: CEP 838B
- 810. Teaching for Understanding with Computers**  
Fall, Spring, Summer, 3(3-0)  
P: CEP 416.  
Cognitive theories applied to the design of meaningful instruction and supportive environments for adults and children learning to use computers and other technologies. QP: CEP 434 QA: CEP 834A
- 811. Adapting Innovative Technologies to Education**  
Fall, Spring, 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.  
P: CEP 810  
Application of instructional principles and methods to educational problems that involve modeling complex systems. Development of media and computer applications which are interactive, intelligent, multi-sensory, and innovative. QP: CEP 834A
- 812. Applying Instructional Development and Educational Technology for Clients**  
Spring, 3(3-0)  
P: CEP 807.  
Working with clients in using the instructional development life cycle model to analyze, design, develop, and maintaining courses and instructional systems. Topics include hands-on project, consulting, writing and funding proposals, and project management. QP: CEP 824, CEP 830 QA: CEP 935
- 813. Improving Student Problem Solving Skills through Technology**  
Fall, Spring, 3(3-0)  
P: CEP 416.  
General problem-solving literature. Potential of technology in problem solving. Approaches to integrating technology into the teaching of problem-solving skills. QP: CEP 834A QA: CEP 834C
- 814. Emotional and Social Development of School-Age Youth**  
Fall, Spring, Summer, 3(3-0)  
Research on emotional and social development from birth through adolescence. Personality development. Implications for teaching and learning. QA: CEP 813
- 817. Alternative Perspectives on Human Abilities**  
Spring, 3(3-0) Interdepartmental with Teacher Education.  
Various perspectives on the nature of human abilities. Implications for educating diverse students. Social constructivist perspectives on the historical and cultural roots of traditional views of intelligence.
- 819. Proseminar in Psychological Bases of Literacy Instruction**  
Spring, 3(3-0)  
P: TE 840. R: Open only to graduate students in Literacy Instruction.  
Psychological foundations of literacy instruction. Topics include reading models, writing models, classroom discourse, narrative, and reader response. QA: TE 819B, TE 819C
- 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. QA: CEP 401
- 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. QA: CEP 803, CEP 804
- 824. Classroom Assessment**  
Fall, Spring, 3(3-0) Interdepartmental with Teacher Education.  
R: Open only to graduate students in College of Education.  
Basic assessment for classroom teachers. Design, development, and use of objective test and other methods of assessing and grading student progress, including portfolios and performance assessments.
- 826. Evaluation of Educational Programs and Policies**  
Spring, 3(3-0) Interdepartmental with Teacher Education.  
P: CEP 822.  
Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation. QP: CEP 803 QA: CEP 808
- 840. Introduction to Educating Deaf Children**  
Fall, 4(3-2)  
P: CEP 442B. R: Open only to Master's students in the Deaf Education Emphasis.  
Political, social, methodological, historical, philosophical, and legal issues in educating deaf children and youth. QA: CEP 865, CEP 865G, CEP 865K
- 841. Educational Provisions for Deaf Children**  
Fall, 3(3-0)  
P: CEP 442B. R: Open only to Master's students in the Deaf Education Emphasis.  
Adaptation of educational methods, materials, and curriculum. Learning characteristics of deaf children. Development of lesson plans. QA: CEP 465A, CEP 465K
- 842A. Language Development in Deaf Children: Elementary Level**  
Fall, 3(3-0)  
P: CEP 442A. R: Open only to Master's students in the Deaf Education Emphasis of Special Education and in Audiology and Speech Sciences.  
Materials and methods for assessment and instruction in American Sign Language and English for deaf children. QP: CEP 465D QA: CEP 465B
- 842B. Language Development in Deaf Children: Secondary Level**  
Fall, 3(3-0)  
P: CEP 442A. R: Open only to graduate students in the Deaf Education Emphasis of Special Education, and in Audiology and Speech Sciences.  
Language development in deaf adolescents. Materials and methods for assessment and instruction in American Sign Language and English. QP: CEP 465D QA: CEP 865B
- 843. Communication Modalities in Deaf Education**  
Fall, 4(3-2)  
P: CEP 442A. R: Open only to Master's students in the Deaf Education Emphasis of Special Education, and in Audiology and Speech Sciences.  
Teaching and learning the use of speech, audition, signs, and print in the education of deaf children. QP: CEP 465D QA: CEP 465C CEP 465F
- 845. Educational Technology in Special Education**  
Fall, 3(1-4)  
P: CEP 443A or concurrently. R: Open only to graduate students in the Deaf Education, Blind Education and Deaf-Blind Education Emphases of Special Education.  
Technological adaptations for communication, including low technology and high technology, and innovative uses for common devices. QP: CEP 472A QA: CEP 472E

**Counseling, Educational Psychology and Special Education—Descriptions  
of  
Courses**

**846. Formal and Informal Assessment in Special Education**  
Fall. 3(2-2)

R: Open only to graduate students in Special Education and School Psychology. Standard and alternative methods, techniques, and instruments for identifying and diagnosing academic problems. Interpretation of diagnostic profiles for the mildly impaired.  
QP: CEP 869B QA: CEP 869B

**847A. Evaluation and Remediation for Mildly Impaired Elementary Students**  
Fall. 3(3-0)

P: CEP 846. C: CEP 893F R: Open only to graduate students in Special Education. Strategies for the evaluation and remediation of reading and written language disorders. Development and modification of reading and writing programs.  
QP: CEP 869B QA: CEP 869F

**847B. Evaluation and Remediation for Mildly Impaired Secondary Students**  
Fall. 3(3-0)

P: CEP 846. C: CEP 893G R: Open only to graduate students in Special Education. Strategies for evaluation and remediation of reading and written language disorders. Selection, development, evaluation, and modification of reading and writing programs.  
QP: CEP 869B QA: CEP 869F

**848A. Problems in Learning Elementary Mathematics**  
Spring. 3(3-0)

P: CEP 846. C: CEP 894G R: Open only to graduate students in Special Education. Techniques and instruments for identifying and remediate learning problems in mathematical areas at the elementary level.  
QP: CEP 460 QA: CEP 869G

**848B. Problems in Learning Secondary Mathematics**  
Spring. 3(3-0)

P: CEP 846. C: CEP 894H R: Open only to graduate students in Special Education. Techniques and instruments for identifying and remediate learning problems in mathematical areas at the secondary level.  
QP: CEP 460, CEP 869A, CEP 869B QA: CEP 869G

**849. Behavior Management in Special Education**  
Spring. 3(3-0)

R: Open only to graduate students in Special Education. 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.  
QP: CEP 869A QA: CEP 869J

**850. Special Education Consultation Models**  
Fall. 3(3-0)

P: CEP 846 or approval of department. R: Open only to graduate students in Special Education. Methods, techniques, and models of consulting with teachers and parents. Role identification, problem-solving techniques, individual and group communication processes. Emphasis on mainstreaming strategies.  
QP: CEP 460, CEP 869B QA: CEP 869D

**851. Models of Special Education Administration and Services**  
Spring. 3(3-0) Interdepartmental with

Educational Administration. R: Open only to graduate students in College of Education. Application of theory and research to special education program design and implementation.  
QA: CEP 875D, CEP 869D

**852. Students With Disabilities in the Regular Classroom**  
Fall, Spring, Summer. 3(3-0)

R: Open only to graduate students in College of Education. Problems and issues in educating children with disabilities in the least restrictive environment. Emphasis on legal, attitudinal, and practical factors which influence teachers and students.  
QA: CEP 863A

**854A. Blind Children In Elementary Education**  
Fall. 5(2-6)

P: CEP 443B. R: Open only to graduate students in Education. Curricula, methods, media and support services for teaching sensory concept development, communication and other skills to blind and low-vision children. Access to the basic curriculum of general education.  
QA: CEP 472B, CEP 472E

**854B. Clinical Teaching: Blind Children in Elementary Education**  
Spring. 1 to 15 credits. A student may

earn a maximum of 15 credits in all enrollments for this course. P: CEP 443B, CEP 854A. R: Open only to graduate students in the College of Education. Supervised student teaching in elementary education programs for blind and visually impaired children.  
QA: CEP 870K

**855A. Blind Youth in Secondary Education**  
Spring. 3(1-4)

R: Open only to graduate students in Education. Life adjustment and community education curriculum. Enabling skills for a successful transition from school to work.  
QA: CEP 472D

**855B. Clinical Teaching: Blind Youth in Secondary Education**  
Spring. 1 to 15 credits. A student may

earn a maximum of 15 credits in all enrollments for this course. P: CEP 443B, CEP 855A. R: Open only to graduate students in the College of Education. Supervised student teaching in secondary education programs for blind and visually impaired youth.  
QA: CEP 870

**856A. Deaf-Blind Children and Youth in Elementary and Secondary Education**  
Fall. 4(3-2)

P: CEP 441A or concurrently; CEP 443A or concurrently. R: Open only to graduate students in Education. Assessing and teaching deaf-blind students. Sensory skills, behavior management and modification, language, communication and independent living.  
QA: CEP 471A, CEP 471D

**856B. Clinical Teaching: Deaf-Blind Children and Youth**  
Spring. 1 to 15 credits. A student may

earn a maximum of 15 credits in all enrollments for this course. P: CEP 856A. R: Approval of department. Supervised student teaching in elementary and secondary education programs for deaf-blind students.  
QA: CEP 871, CEP 871K

**856C. Clinical Teaching: Deaf-Blind Youth in Secondary Education**  
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 Special Education with an emphasis in blindness. Approval of department. Supervised teaching experience in secondary education programs for deaf-blind students.  
QA: CEP 871

**857A. Principles of Orientation and Mobility**  
Fall. 2(1-3)

R: Open only to graduate students in Special Education. Philosophical, social, and psychological aspects of independent mobility for persons who are blind and disabled. Environmental awareness and concept development in using adaptive travel techniques for navigation.  
QA: CEP 472G

**857B. Techniques of Orientation and Mobility I**  
Fall. 3(1-4)

C: CEP 857A or R: Open only to graduate students in Special Education with an emphasis in deaf education or blind education or approval of department. Methods of orientation and navigation related to blindness. Structure, function, and problems with the proprioceptive system in relation to orientation and mobility.  
QA: CEP 472I

**857C. Techniques of Orientation and Mobility II**  
Spring. 3(1-4)

C: CEP 857B or R: Open only to graduate students in Special Education with an emphasis in deaf education or blind education or approval of department. Advanced techniques and methods for negotiating the range of outdoor environments from rural and residential to complex business areas. Simulated under blindfold and low vision conditions.  
QA: CEP 472J

**858. Special Education Law**

Fall. 3(3-0) Interdepartmental with Educational Administration. R: Seniors and above. Analysis of State and Federal regulations, guidelines and court decisions related to special education and examination of their impact.  
QA: CEP 875C

**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.  
QA: CEP 865M

**860. Stress Management**  
Fall, Spring. 3(3-0)

Physiological and psychological foundations of the human stress response. Therapeutic approaches to stress management.  
QA: CEP 850B

**860A. Perspectives in Multicultural Counseling**  
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.  
QA: CEP 844F

**861. Counseling Theory, Philosophy, and Ethics**  
Fall. 3(3-0)

R: Open only to graduate students in Counseling, Rehabilitation Counseling, and School Psychology. 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.  
QA: CEP 840B

**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.  
QA: CEP 840A, CEP 840J

**863. Counseling and Consulting Models and Strategies**  
Spring. 3(3-0)

P: CEP 861, 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.  
QP: CEP 840A, CEP 840B QA: CEP 840E, CEP 840D

**Descriptions—Counseling, Educational Psychology and Special Education  
of  
Courses**

**864. Career Counseling**

Spring, 3(3-0)  
R: Open only to graduate students in Education. Career development theories and labor market and occupational information. Assessing and planning aspects of career counseling with various populations. QA: CEP 840C

**870. Foundations of Rehabilitation Counseling**

Fall, 3(3-0)  
R: Open only to graduate students in Rehabilitation Counseling. Approval of department. History, philosophy, values, legislation, policy and practice of the field of rehabilitative counseling. QA: CEP 842A

**871. Medical and Psychological Aspects of Disability**

Fall, 3(3-0)  
Types of physical, cognitive and emotional disabilities and their implications for vocational rehabilitation. Psychosocial adjustments to chronic disease and disability. QA: CEP 842M, CEP 842P

**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. QA: CEP 842K

**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. QA: CEP 842B, CEP 842D

**874. Habilitation Strategies**

Summer, 3(3-0)  
Historical, legislative, theoretical, and operational aspects of the transition from school to work for youth with congenital, developmental, and other severe disabilities. QA: CEP 842Q

**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)  
P: CEP 870, CEP 893A concurrently. R: Open only to Master's students in Rehabilitation Counseling. Applications of case management strategies, processes and practices in rehabilitation counseling. QP: CEP 842A QA: CEP 842L

**880. Individual Measurement: The Binet and Wechsler Scales**

Fall, 3(3-0)  
P: CEP 820. R: Open only to Educational Specialist and Ph.D. students in School Psychology and Counseling Psychology. Measurement of intelligence. Observation, practice, supervision, interpretation, and report writing in an educational setting. QP: CEP 400 or CEP 401 or PSY 415 QA: CEP 802A, CEP 802B

**881. Personality Assessment**

Spring, 3(3-0)  
P: CEP 821, CEP 885, PSY 475. Projective and objective personality assessment of children and adolescents in school. QP: CEP 401, CEP 818A, PSY 427A QA: CEP 802C

**882. Seminar in Counseling, Educational Psychology and Special Education (MTC)**

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. QA: CEP 882

**883. Psychology of Classroom Discipline**

Summer, 3(3-0)  
R: Open only to graduate students in College of Education. Teaching experience. Approval of department. Theories of and strategies for the resolution of classroom discipline problems. QA: CEP 814

**884. Roles and Functions of School Psychologists: Focus on Consultation**

Spring of even-numbered years, 3(3-0)  
P: CEP 801, CEP 821, CEP 880. R: Open only to graduate students in School Psychology. Multiple roles of school psychologists from a systems perspective. Emphasis on consultation strategies for working with schools and families. Historical, legal, ethical, and cultural issues. QP: CEP 802A, CEP 812A, CEP 401, CEP 802B QA: CEP 818B

**885. Behavior Disorders in Children**

Fall, 3(3-0)  
P: 12 graduate credits in Educational Psychology or related area. R: 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. QA: CEP 818A

**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.

**893A. Rehabilitation Counseling Internship**

Fall, Spring, Summer, 9(1-40)  
P: CEP 894A. R: Open only to graduate students in Rehabilitation Counseling or Rehabilitation Counseling and School Counseling. Approval of department. Supervised internship experience in community rehabilitation settings. QP: CEP 840F QA: CEP 842J

**893B. Internship in School Psychology**

Fall, Spring, 3(0-20)  
P: CEP 894B. R: Open only to graduate students in School Psychology. Supervised experience in the practice of school psychology. Diagnostics, consultation and intervention. QP: CEP 802A, CEP 802B, CEP 802C, CEP 818A, CEP 869B QA: CEP 818C

**893C. Counseling Internship**

Fall, Spring, 3 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. P: CEP 865. R: Open only to masters students in Counseling. 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. QP: CEP 840D, CEP 840E QA: CEP 884, CEP 840F, CEP 840G

**893D. Teaching Internship in Elementary Deaf Education**

Spring, 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. P: CEP 840, CEP 841, CEP 842A, CEP 843. R: Open only to graduate students in Special Education. Approval of department. Supervised teaching of deaf students in a public school or school for deaf children.

**893E. Teaching Internship in Secondary Deaf Education**

Spring, 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. P: CEP 840, CEP 841, CEP 842B, CEP 843. R: Open only to graduate students in Special Education. Approval of department. Supervised teaching of deaf students in a public school or school for deaf children.

**893F. Special Education Internship in Elementary Teaching**

Fall, Spring, 4 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. P: CEP 846. R: Open only to graduate students in the mildly impaired/elementary emphasis in Special Education. Supervised teaching of mildly impaired, learning disabled students in elementary schools or clinical settings. QP: CEP 460 QA: CEP 869K

**893G. Special Education Internship in Secondary Teaching**

Fall, Spring, 4 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. P: CEP 846, CEP 847B or CEP 848B concurrently. R: Open only to graduate students in the mildly impaired/secondary emphasis in Special Education. Supervised teaching of mildly impaired, learning disabled students in secondary schools or clinical settings. QP: CEP 460 QA: CEP 869K

**894A. Rehabilitation Counseling Practicum**

Fall, Spring, 6(3-12)  
P: CEP 862. R: Open only to graduate students in Rehabilitation Counseling. Supervised practicum in a rehabilitation or human services setting. QP: CEP 840A QA: CEP 840F

**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. P: CEP 880, CEP 885; CEP 846 or concurrently. C: CEP 884 R: Open only to graduate students in School Psychology. Approval of department. Administration and interpretation of individual scales. Report writing. Consultation and team decision making. QP: CEP 802A, CEP 802B, CEP 818A QA: CEP 818C

**894C. Counseling Practicum**

Fall, Spring, 4(3-5)  
P: CEP 863. R: Open only to graduate students in Counseling. Supervised counseling experience in schools or agency. Analysis and critique of these experiences through group and individual consultation with the instructor. QP: CEP 840D, CEP 840E QA: CEP 840F, CEP 840G

**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. P: CEP 800, CEP 801. R: Open only to graduate students in Educational Psychology. Approval of department. 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 te

**894E. Practicum in Orientation and Mobility**

Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. P: CEP 857C. R: Open only to graduate students in Education. Supervised practice in teaching independent travel to visually impaired and blind students in elementary and secondary education. QA: CEP 472K, CEP 473K

**894F. Practicum in Orientation and Mobility: Secondary Education**  
Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
P: CEP 857C. R: Open only to graduate students in Special Education with an emphasis in blindness. Supervised teaching of independent travel to visually impaired and blind students in secondary education.  
QA: CEP 473K

**894G. Teaching Practicum: Mildly Impaired Children in Elementary Education**  
Fall, Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
P: CEP 846. C: CEP 847A R: Open only to graduate students in Special Education.  
Field experience with students who have mild impairments. Planning, implementing, and critiquing instruction in school settings.  
QA: CEP 869K

**894H. Teaching Practicum: Mildly Impaired Youth in Secondary Education**  
Fall, Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
P: CEP 846. C: CEP 847B R: Open only to graduate students in Special Education.  
Field experience with students who have mild impairments. Planning, implementing, and critiquing instruction in school settings.  
QA: CEP 869K

**894I. Teaching Practicum: Deaf Children in Elementary Education**  
Fall, Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
P: CEP 840 or concurrently. R: Open only to graduate students in Special Education.  
Field experience with deaf and hard-of-hearing students. Planning, implementing, and critiquing instruction in school settings.  
QA: CEP 465K

**894J. Teaching Practicum: Deaf Youth in Secondary Education**  
Fall, Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
P: CEP 840 or concurrently. R: Open only to graduate students in Special Education.  
Field experience with deaf and hard-of-hearing students. Planning, implementing, and critiquing instruction in school settings.  
QA: CEP 465K

**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.  
QA: CEP 899

**900. Proseminar in Educational Psychology I**  
Fall, 3(3-0)  
R: Open only to Ph.D. students in Counseling, Educational Psychology, and Special Education.  
Historical, theoretical, empirical, methodological, and philosophical issues. Research literature on learning, teaching subject matter, and social-cultural contexts.  
QP: CEP 812A, CEP 811 QA: CEP 911

**901. Proseminar in Educational Psychology II**  
Spring, 3(3-0)  
P: CEP 900. R: Open only to Ph.D. students in Counseling, Educational Psychology and Special Education.  
Further work on historical theoretical, empirical, methodological, and philosophical issues. Research literature on learning, teaching, subject matter, and social-cultural contexts.  
QA: CEP 911

**902. The Psychology of Learning School Subjects**  
Spring, 3(3-0)  
R: Open only to Ph.D. students in the College of Education.  
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.  
QA: CEP 917

**903. Cognitive Development across the Lifespan**  
Fall, 3(3-0)  
P: CEP 801. R: Open only to Ph.D. students in Education.  
Development of thinking skills in learning across the lifespan from three theoretical perspectives. Relationship between cognitive development and learning in schools and other contexts.  
QP: CEP 812A

**904. Social-Emotional Development across the Lifespan**  
Spring, 3(3-0)  
P: CEP 801 or CEP 803. R: Open only to Ph.D. students in the College of Education.  
Qualitative and quantitative measurement of changes in emotional, and social aspects of human development.  
QP: CEP 812 or CEP 813 or CEP 812B

**905. Cultural Perspectives on Learning and Development**  
Spring of even-numbered years, 3(3-0)  
P: CEP 800, CEP 801 R: Open only to graduate students in College of Education.  
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.  
QP: CEP 812A, CEP 811

**906. Sociocultural Bases of Cognition and Education**  
Fall of even-numbered years, 3(3-0)  
R: Open only to Ph.D. students in Education.  
Social and cultural-historical mediation of human cognition. Emphasis on the formative role of educational contexts in influencing both what and how we think, feel, and act.

**907. Psychological Study of Teaching**  
Fall of odd-numbered years, 3(3-0) Interdepartmental with Teacher Education.  
R: Open only to Ph.D. students in Education.  
Research literature on psychological aspects of teachers and teaching. Topics include teacher's decision-making, learning from experience and developmental changes.  
QA: CEP 913

**908. Instructional Theories**  
Spring of even-numbered years, 3(3-0)  
P: CEP 809. R: Open only to graduate students in Educational Psychology.  
Characteristics of instructional-design theories. Empirical inquiry, specific subject matters, and meta-theories.  
QP: CEP 811, CEP 838A, CEP 838B QA: CEP 911

**909. Cognition and Technology**  
Spring, 3(3-0)  
R: Open only to Ph.D. students in College of Education.  
Technology in education. Theories and research on cognition and technology. Epistemological, social, ethical, and policy issues raised by technology. Computer as metaphor for mind. Representational systems.

**910. Current Issues in Motivation and Learning**  
Spring of odd-numbered years, 3(3-0)  
R: Open only to Ph.D. students in Education.  
Enduring questions about motivation and learning. Role of skill versus will in motivation. Higher-order thinking in learning.

**912. Psychology and Pedagogy of Literacy**  
Fall of even-numbered years, 3(3-0) Interdepartmental with Teacher Education.  
R: Open only to doctoral students in College of Education, College of Arts and Letters, and College of Social Science.  
Psychological, historical, and methodological foundations of research and practice in literacy instruction.  
QA: CEP 919

**913. Psychology and Pedagogy of Mathematics**  
Fall of odd-numbered years, 3(3-0) Interdepartmental with Teacher Education.  
P: CEP 902 R: Open only to Ph.D. students in College of Education.  
Psychological theory and research on the learning of mathematics. Development of mathematical thinking and knowledge in school and other settings.  
QP: CEP 917

**914. Psychology and Pedagogy of Science**  
Fall of odd-numbered years, 3(3-0) Interdepartmental with Teacher Education.  
P: CEP 902. R: Open only to Ph.D. students in College of Education.  
Psychological and epistemological aspects of learning and teaching science.

**915. Language, Literacy and Learning**  
Spring of odd-numbered years, 3(3-0) Interdepartmental with Teacher Education.  
R: Open only to Ph.D. students in Education.  
Role of language in mediating cognition, affect, and action in educational contexts. Relationship between oral and written discourse and sociocultural contexts.  
QA: CEP 915

**916. Technology and Education**  
Fall of even-numbered years, 3(3-0)  
R: Open only to doctoral students in College of Education.  
Diffusion of instructional technology in schools and other settings. Evaluation of effects of technology. Policy issues, including technology for special populations. Case studies of technology use in institutions.

**917. Current Applications in Educational Technology**  
Fall of odd-numbered years, 3(3-0)  
R: Open only to Ph.D. students in College of Education or approval of department.  
Recent developments in educationally relevant applications of computers and other instructional media. Case studies of innovative uses of technologies in schools and universities.

**918. School-Based Psychological Interventions**  
Spring of even-numbered years, 3(3-0)  
P: CEP 885. R: Open only to Ph.D. students in School Psychology, Counseling, Educational Psychology, Special Education, and Social Work.  
Direct and indirect strategies focusing on children, teachers, administrators, programs and organizations. Topics include prereferral interventions, group interventions in schools, and peer-oriented interventions.

**919. Current Research and Issues in School Psychology**  
Spring of odd-numbered years, 3(3-0)  
P: CEP 401, CEP 904. R: Open only to Ph.D. students in School Psychology, Counseling Psychology, and Special Education.  
Rotating topics include role function, diagnosis and eligibility concerns, innovative educational and behavioral interventions.

**Descriptions—Counseling, Educational Psychology and Special Education  
of  
Courses**

**920. Educational Assessment**  
Fall. 3(3-0)

R: Open only to doctoral students in College of Education, College of Human Ecology, and College of Social Science.

Teacher-made and standardized techniques for measuring achievement. Topics include grading, policy issues, affective assessment, and performance measurement.

**921. Psychometric Theory I**  
Spring. 3(3-0)

P: CEP 821 or CEP 920; CEP 930.

Classical test theory. Generalizability theory. Item response theory. Reliability and validity of criterion referenced tests. Differential item functioning. QP: CEP 400, CEP 401, CEP 904 QA: CEP 800

**922. Psychometric Theory II**  
Fall of odd-numbered years. 3(3-0)

P: CEP 921; 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. QP: CEP 800 QA: CEP 900A

**923. Item Response Theory**  
Spring of even-numbered years. 3(3-0)

P: CEP 921, CEP 933.

Item response theory applied to test construction, scaling, and equating tests and their items. QP: CEP 800, CEP 905 QA: CEP 940

**924. Educational Data and the Law**  
Spring of odd-numbered years. 3(3-0)

P: CEP 821 or CEP 824 or CEP 920.

Educational and policy perspectives on assessment-related legal cases and the use of statistical evidence in legal arguments. Topics include teacher licensure, diploma sanction tests, discrimination challenges, and due process. QP: CEP 400 or CEP 401 QA: CEP 939

**930. Educational Inquiry**  
Fall, Spring. 4(4-0) Interdepartmental with Teacher Education.

R: Not open to students with credit in CEP 822.

Alternative approaches to educational research: quantitative, interpretive, and customized. Theoretical assumptions, sources of questions, data collection and analysis, and rhetoric.

**933. Quantitative Methods in Educational Research**  
Fall, Spring. 4(4-0) Interdepartmental with Teacher Education.

P: CEP 822 or CEP 930. One introductory research design or statistics course. R: Open only to doctoral students in College of Education, College of Agriculture and Natural Resources, or College of Human Ecology.

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. QP: CEP 904 QA: CEP 905, CEP 906

**934. Multivariate Data Analysis I**  
Fall. 4(4-0)

P: CEP 933 R: Open only to doctoral students in College of Education, College of Agriculture and Natural Resources, and College of Human Ecology.

Multivariate methods, matrix algebra, and the general linear model as applied to educational research settings. QP: CEP 906, CEP 942

**935. Advanced Topics in Multivariate Data Analysis II**  
Spring of odd-numbered years. 4(4-0)

P: CEP 934 R: Open only to doctoral students in College of Education, College of Agriculture and Natural Resources, and College of Human Ecology.

Application of discrete and continuous multivariate methods in educational research. QP: CEP 906 QA: CEP 942

**936. Synthesis of Educational Research**  
Spring of even-numbered years. 4(4-0)

P: CEP 933. R: Open only to Ph.D. students. Synthesis and meta-analysis in educational research. QP: CEP 906

**939. Seminar in Educational Measurement**  
Fall of even-numbered years. 3(3-0)

P: CEP 921. R: Open only to doctoral students in College of Education.

Current issues in educational measurement. Topics include ethics and standards in testing, school effectiveness indices, and parameters of teacher testing. QP: CEP,900A QA: CEP 900B

**940. Policy Analysis of Trends in Special Education**  
Spring. 3(3-0)

R: Open only to doctoral students in Special Education or approval of department.

Economic, social, legal and organizational trends in special education within the theoretical framework of organizational change. QP: CEP 976

**941. Academic Issues in Special Education for At-Risk Students**  
Spring of even-numbered years. 3(3-0)

R: Open only to doctoral students in Special Education or approval of department.

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. QP: CEP 976

**942. Educational Perspectives on Low-Incidence Populations in Special Education**  
Fall of even-numbered years. 3(3-0)

R: Open only to doctoral students in Special Education in College of Education.

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. QP: CEP 460

**943. Multicultural Issues in Special Education**  
Fall of odd-numbered years. 3(3-0)

R: Open only to doctoral students in Special Education or approval of department.

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.

**944. Research Seminar in Special Education**  
Fall. 3(3-0)

P: CEP 933. R: Open only to Ph.D. students in Special Education.

Application of research methods in special education. Topics include data collection, analysis, interpretation, and dissemination. QP: CEP 911

**944D. Practicum in Counselor Education**  
Fall, Spring. 3(1-6) A student may earn a maximum of 15 credits in all enrollments for this course.

R: Open only to doctoral students in Rehabilitation Counseling and School Counseling. Approval of department.

Theory and supervised practice in educating, and supervising prospective counselors. Approaches, models, and strategies.

**949. Critical Issues in Special Education**  
Spring. 3(3-0)

P: CEP 901. R: Open only to doctoral students in Special Education or approval of department.

Topics in special education, including cognition and sensory impairments, literacy for at-risk students, program design, small sample research, and staff development.

**960. Theoretical Foundations of Counseling Psychology**  
Fall. 3(3-0)

R: Open only to Ph.D. students in Counseling Psychology and School Psychology.

Theoretical models of counseling, personality, and behavior change. Research literature on the process and outcomes of counseling. Selected professional issues. QA: CEP 948A

**961. Perspectives on Diversity in Counseling Psychology**  
Fall. 3(3-0)

R: Open only to doctoral students in Counseling Psychology, Clinical Psychology, and Family and Child Ecology.

Cultural, gender, and disability dynamics as they affect human functioning and counseling practices. QA: CEP 957

**962. Psychology of Career Development**  
Spring. 3(3-0)

P: CEP 864. R: Open only to Ph.D. students.

Theories of career choice and development. Psychological processes underlying vocational behavior. QP: CEP 840C QA: CEP 948B

**963. Ethics in Counseling Psychology**  
Spring. 3(3-0)

R: Open only to doctoral students in Counseling Psychology and School Psychology, Rehabilitation Counseling and School Counseling, and Family and Child Ecology.

Foundations of ethical decision making. Professional ethics, standards, principles, guidelines, and issues in training and work. Selected legal issues. QA: CEP 953

**964. Counseling Foundations**  
Spring of odd-numbered years. 3(3-0)

P: CEP 960 or concurrently. R: Open only to doctoral students in College of Education.

Foundations and practice of rehabilitation and school counseling. Pre-service preparation issues. Professional and policy implications.

**965. Current Research and Issues in Counseling**  
Spring of even-numbered years. 3(3-0)

P: CEP 964. R: Open only to doctoral students in Rehabilitation Counseling and School Counseling. Approval of department.

Practice and research issues in rehabilitation counseling and school counseling.

**966. Psychological Diagnosis and Assessment I**  
Fall. 3(3-0)

P: CEP 960. C: CEP 994A R: Open only to doctoral students in Counseling Psychology.

Principles of psychological testing and measurement. Principles of clinical interviewing. Cognitive and intellectual assessment. Career development and choice assessment. QP: CEP 948A QA: CEP 902A, CEP 954, CEP 902B

**967. Psychological Diagnosis and Assessment II**  
Spring. 3(3-0)

P: CEP 966. C: CEP 994B R: Open only to Ph.D. students in Counseling Psychology.

Diagnostic categories, mental status examination, differential diagnosis, and objective and projective psychological assessment. QA: CEP 902B, CEP 954, CEP 902A

**968. Research Methods in Counseling Psychology**  
Fall. 3(3-0)

P: CEP 933. R: Open only to Ph.D. students in Counseling Psychology.

Research topics and designs in counseling psychology, with emphasis on the development of a viable research proposal. QP: CEP 906 QA: CEP 952



## CRIMINAL JUSTICE CJ

### School of Criminal Justice College of Social Science

**969. Supervision of Counseling Psychologists**  
Spring. 3(2-3)

P: CEP 967, CEP 994B. R: Open only to Ph.D. students in Counseling Psychology and School Psychology.

Theoretical, empirical and practical aspects of the supervisory relationship. Process and outcome variables.

QP: CEP 956C

**982. Seminar in Counseling, Educational Psychology and Special Education (MTC)**

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 doctoral students in 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 Educational Psychology**

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.

QA: CEP 911

**991B. Special Topics in Educational Statistics and Research Design**

Fall, Spring. 4(4-0)

P: CEP 933. R: Open only to Ph.D. students.

QP: CEP 906

**994A. Counseling Psychology Practicum I**

Fall. 3(0-9)  
P: CEP 960. C: CEP 966 R: Open only to Ph.D. students in Counseling Psychology.

Supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.

QP: CEP 948A QA: CEP 956A, CEP 956B

**994B. Counseling Psychology Practicum II**

Spring. 3(0-9)  
P: CEP 994A. C: CEP 967 R: Open only to Ph.D. students in Counseling Psychology.

Intermediate supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.

QA: CEP 956C

**994C. Advanced Practicum in Counseling Psychology**

Spring. 3(0-9)  
P: CEP 994B. R: Open only to Ph.D. students in Counseling Psychology.

Client conceptualization, assessment, intervention design, ethical and professional development issues, supervision, and consultation.

QA: CEP 958B

**995. Practicum in Research Design and Data Analysis**

Spring. 3 credits.  
P: CEP 933. R: Open only to Ph.D. students in Education.

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

QP: CEP 904, CEP 905

**999. Doctoral Dissertation Research**

Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 36 credits in all enrollments for this course.

R: Open only to Ph.D. students.

**110. Introduction to Criminal Justice**

Fall, Spring, Summer. 3(3-0)

Description and analysis of agencies and processes involved in administration of justice in the United States.

QA: C J 110

**210. Introduction to Forensic Science**

Spring. 4(4-0)

Techniques of crime scene search. Collection and preservation of physical evidence. Class and individual scientific tests. Rules of evidence governing admissibility of physical evidence. Expert testimony.

QA: C J 210

**220. Criminology**

Fall, Spring. 3(3-0) Interdepartmental with Sociology.

P: CJ 110 or SOC 100. R: Open only to undergraduate students in Criminal Justice or Forensic Science or Sociology or approval of school.

Introduction to the socio-legal foundation of crime. Crime typology and measurement procedures. Theory and public policy. Societal responses to crime and criminals.

QP: C J 110, SOC 241 QA: C J 320, SOC 320

**292. Methods of Criminal Justice Research**

Fall, Spring, Summer. 4(4-0)

P: CJ 220. R: Not open to freshmen. Open only to students in the School of Criminal Justice.

Logic, design, analysis and ethical principles in criminal justice research. Indicators of crime and its control.

QP: C J 320, SOC 320 or QA: C J 492

**335. Police Process**

Fall, Spring. 3(3-0)

P: CJ 292. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

Roles, responsibilities, issues, and trends pertinent to contemporary law enforcement organizations in contemporary society.

QP: C J 492 QA: C J 335

**355. Juvenile Justice Process**

Fall, Spring, Summer. 3(3-0)

P: CJ 292. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

The juvenile justice system and law. Theories of juvenile delinquency and deviance. Sociological, psychological, and anthropological perspectives.

QP: C J 492 QA: C J 355

**365. Corrections Process**

Fall, Spring, Summer. 3(3-0)

P: CJ 292. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

Historical and contemporary views of offender management and treatment. Corrections system operation. Effects of institutionalization. Alternatives to incarceration.

QP: C J 492 QA: C J 365

**375. Criminal Law Process**

Fall, Spring. 4(4-0)

P: CJ 292. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

Administration of criminal law. Investigation, prosecution, adjudication, and sentencing. Constitutional safeguards and legal controls on official action.

QP: C J 492 QA: C J 375

**385. Introduction to Private Security**

Fall. 3(3-0)

R: Not open to freshmen and sophomores.

Relationships of private protective services with public law enforcement. In individuals, businesses, and governments providing prevention, protection, investigation and disaster recovery services. Protection of persons, property, and information.

QA: C J 485

**400H. Honors Study**

Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course.

R: Open only to Honors College seniors, or approval of school.

Faculty-supervised group or individual study dealing with a phase of the criminal justice system.

QA: C J 400H

**419. Forensic Science I**

Fall. 3(0-6)

P: CJ 210, CJ 292, CEM 252, CEM 255, PHY 232, PHY 252. R: Open only to seniors in Forensic Science. Forensic science laboratory practice. Scientific instruments. Chain of custody. Scientific analysis of trace evidence and controlled substances.

QP: C J 210, C J 492, CEM 243, CEM 244, CEM 245, PHY 239, PHY 259 QA: C J 312, C J 313

**420. Forensic Science II**

Spring. 3(0-6)

P: CJ 419. R: Open only to seniors in Forensic Science. Scientific analysis of pattern evidence and evidence from human origin. Presentation of scientific evidence in court. Rules governing admissibility of scientific evidence. Case work and mock trials.

QP: C J 312, C J 313 QA: C J 314

**421. Minorities, Crime, and Social Policy**

Spring of even-numbered years. 3(3-0)

P: CJ 110. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

A socio-historical analysis of the effects of race and ethnicity on legitimate social opportunities, criminal behavior, victimization, and differential judicial processing. Analysis of the impact of assimilation and acculturation on criminal behavior, victimization, and criminal justice processes.

QP: C J 110 QA: C J 409

**422. Comparative and Historical Criminal Justice**

Fall of odd-numbered years. 3(3-0)

P: CJ 110. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

Comparative study of criminal justice systems. Theories, types, and effects of intervention.

QP: C J 110 QA: C J 822

**425. Women and Criminal Justice**

Spring of odd-numbered years. 3(3-0)

Interdepartmental with Women's Studies.

P: CJ 220 or WS 201. R: Open only to juniors in Criminal Justice and Women's Studies.

Theories on women's victimization and criminality. Women's experiences as victims, offenders, and criminal justice employees. Laws and their effects on the rights of women in the criminal justice system.

QP: C J 320, SOC 320, WS 201 QA: C J 425

**432. Community Policing**

Fall, Spring. 3(3-0)

P: CJ 335. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

Community policing philosophy, applications, issues, and contemporary research. Community policing models.

QP: C J 335 QA: C J 318

**433. Law Enforcement Intelligence Operations**

Spring. 3(3-0)

P: CJ 335. R: Open only to juniors or seniors in Criminal Justice or Forensic Science.

Law enforcement intelligence as an analytic tool for case development and resource allocation. Historical, ethical, legal, and operational issues affecting current practice.

QP: C J 335 QA: C J 409

**434. Police Administration**

Fall. 3(3-0)

P: CJ 335. R: Open only to seniors in Criminal Justice.

Organizational theory, leadership, communications, and labor relations in police administration. Historical and legal perspectives.

QP: CJ 335 QA: C J 434

**435. Investigation Procedures**

Spring of odd-numbered years. 3(3-0)

P: CJ 375. R: Open only to seniors in Criminal Justice or Forensic Science.

Laws of evidence controlling investigative procedures. Crime scene concerns. Multi-agency investigation.

QP: C J 375 QA: C J 315