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

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 840, CPS 842, R: Open only to Computer Science majors. Approval of department.
Current research in the general theory of algorithms and computational complexity.
QP: CPS 881 QA: CPS 811

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 899

COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION
CEP
Department of Counseling, Educational Psychology and Special Education
College of Education

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 899

Counseling, Educational Psychology and Special Education—Descriptions of Courses

428B. ELEMENTARY CURRICULUM AND INSTRUCTION FOR THE MENTALLY IMPAIRED
Fall, Spring 3(3-0).
P: CEP 441C, CEP 492C, 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 490 QA: CEP 492B

428C. SECONDARY CURRICULUM AND INSTRUCTION FOR THE MENTALLY IMPAIRED
Fall, Spring 3(3-0).
P: CEP 441C, CEP 492B, 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 490 QA: CEP 492C

441A. AMERICAN SIGN LANGUAGE I
Fall, Spring, Summer 3(3-0)
P: CEP 441C. 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 441C.
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 465B, CEP 465F, CEP 465G

443A. AMERICAN SIGN LANGUAGE III
Fall, Spring, Summer 3(3-2)
P: CEP 441B.
QP: CEP 465F, CEP 465G

442A. AMERICAN SIGN LANGUAGE IV
Fall, Spring, Summer 3(3-2)
P: CEP 442A.

443A. TACTILE COMMUNICATION SYSTEMS I
Fall 3(3-4)
R: Not open to freshmen and sophomores.
Reading and writing standard English Braille notation, 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(3-4)
P: CEP 443A.
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 480 QA: CEP 482D, CEP 469B

450. COMMUNICATION SKILL TRAINING FOR THE HELPING PROFESSIONAL
Fall, Spring, Summer 3(3-0)
R: Not open to freshmen or sophomores.
Instruction and training in dynamics of listening process, interpersonal style, and barriers to communication. Self-study. Interpersonal process manual.
QA: CEP 450

460C. PSYCHOEDUCATIONAL CHARACTERISTICS OF THE MILDLY IMPAIRED
Fall, Spring 3(3-0)
P: CEP 460, C: CEP 492B, CEP 492C, CEP 467K concurrently; or CEP 465B or CEP 465C, CEP 460R.
R: Open only to majors in Special Education. Cognitively, 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 490 QA: CEP 490C

460F. ACADEMIC ASSESSMENT OF THE MILDLY IMPAIRED
Fall, Spring 3(3-0)
P: CEP 460, TE 310, TE 312, TE 315. C: CEP 460L, CEP 468K R: Open only to majors in Special Education.
Screening and placement procedures. Terminology and interpretation of tests used for the assessment of mildly impaired learners, achievement, personality, and interests of the mildly impaired.
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.
QP: CEP 490, TE 310, TE 312, TE 315 QA: CEP 460L

460M. ACADEMIC ASSESSMENT OF THE MILDLY IMPAIRED
Fall, Spring 3(3-0)
P: CEP 460, TE 310, TE 312, TE 315. C: CEP 460L, CEP 468K R: Open only to majors in Special Education.
Assessment 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 490, TE 310, TE 312, TE 315 QA: CEP 460L

460E. PRACTICUM: SPECIAL EDUCATION CORE
Fall, Spring 3(0-2)
P: CEP 460, CEP 310, TE 312, TE 315. C: CEP 460L, CEP 465M R: Open only to majors in Special Education.
Supervised practicum in an educational program for mildly impaired learners, including effective classroom management and theory.
Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.
QP: CEP 490, TE 310, TE 312, TE 315 QA: CEP 460L

466B. ELEMENTARY CURRICULUM AND INSTRUCTION FOR THE EMOTIONALLY IMPAIRED
Fall, Spring, 2(2-0)
P: CEP 460, CEP 492C, CEP 466C 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 490 QA: CEP 466B

466C. SECONDARY CURRICULUM AND INSTRUCTION FOR THE EMOTIONALLY IMPAIRED
Fall, Spring, 2(2-0)
P: CEP 460, CEP 490C, CEP 466C 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 490 QA: CEP 466C

466K. PRACTICUM: EMOTIONALLY IMPAIRED CHILDREN AND YOUTH
Fall, Spring 3(0-3)
P: CEP 460, CEP 490C, 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 490 QA: CEP 466K

480. COMMUNICATION SKILL TRAINING FOR THE HELPING PROFESSIONAL
Fall, Spring, Summer 3(3-0)
R: Not open to freshmen or sophomores.
Instruction and training in dynamics of listening process, interpersonal style, and barriers to communication. Self-study. Interpersonal process manual.
QA: CEP 450
Courses of Description

467K. Practicum: Mentally Impaired Children and Youth
Fall, Spring. 3(0-8)
P: CEP 460, CEP 422B, CEP 426C, 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(0-0)
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 Commodities
Fall, Spring, Summer. 3(0-0)
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)
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. Examinations of 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 methodology. Educational development, including analysis, design, implementation, and evaluation.
QA: CEP 824, CEP 800

808. Instructional Design I
Fall. 3(3-0)
P: CEP 507, 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 learning. Emphasis on information processing, transfer, demonstration, practice, mental set motivation. Exposition vs. discovery of facts, concepts, principles and skills.
QP: CEP 833A QA: CEP 885B

810. Teaching for Understanding with Computers
Fall, Spring, Summer. 3(3-0)
P: CEP 416
Curriculum theory 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 modern techniques and 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 maintain 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 810
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 Youth
Fall, Spring, Summer. 3(3-0)
Research on emotional and social development from birth through early adulthood. Implications for teaching and learning.
QA: CEP 813

815. Alternative Perspectives on Human Abilities
Spring. 3(3-0) Interdepartmental with Teacher Education.

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 818B, TE 818C

820. 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 and describing problems in education and developing research proposals. Applications of descriptive and inferential statistics for analyzing and critiquing published studies.
QP: CEP 808, CEP 804

824. Classroom Assessment
Fall, Spring, Summer. 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 442A 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 curricula to 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
Spring. 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.
QP: CEP 465D QA: CEP 865B

843. Communication Modalities in Deaf Education
Fall. 4(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.
Teaching and learning the use of speech, sign language, and print in the education of deaf children.
QP: CEP 465D QA: CEP 465B

845. Educational Technology in Special Education
Fall. 3(1-4)
P: CEP 442A or concurrently, R: Open only to graduate students in the Deaf Education, Blind Education and Deaf-Blind Education Emphasizes of Special Education.
Technological adaptations for communication, including low technology and high technology, and innovative uses for common devices.
QP: CEP 472A QA: CEP 472B
Counseling, Educational Psychology and Special Education—Descriptions of Courses

846. Formal and Informal Assessment in Special Education
Fall, 3(3-0)
R: Open only to graduate students in Special Education and School Psychology.
Methods and alternative methods, techniques, and instruments for identifying and diagnosing academic problems. Interpretation of diagnostic profiles for the initial identification of students. Model test construction. Problems and issues in performing psychological examinations. Emphasis on legal, ethical, and practical factors which influence teachers and students.
QA: CEP 869B
QP: CEP 868B

847A. Evaluation and Remediation for Mildly Impaired Elementary Students
Fall, 3(3-0)
P: CEP 846, C: CEP 892G R: Open only to graduate students in Special Education.
Strategies for evaluation and remediation of reading and written language disorders. Development and modification of reading and writing programs.
QP: CEP 869B

847B. Evaluation and Remediation for Mildly Impaired Secondary Students
Fall, 3(3-0)
P: CEP 846, C: CEP 892G 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

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 remediation learning problems in mathematical areas at the elementary level.
QP: CEP 400 QA: CEP 896G

848B. Problems in Learning Secondary 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 remediation learning problems in mathematical areas at the secondary level.
QP: CEP 400 QA: CEP 896G

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 Service Delivery
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 870D, 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, ethical, and practical factors which influence teachers and students.
QA: CEP 863A

854A. Blind Children in Elementary Education
Fall, 3(3-0)
P: CEP 443R, R: Open only to graduate students in Education.
Curricular 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 472K

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 443R, CEP 854A. R: Open only to graduate students in Education.
Supervised student teaching in elementary education programs for blind and visually impaired children.
QA: CEP 870W

855A. Blind Youth in Secondary Education
Spring, 3(1-4)
R: Open only to graduate students in Education. Life adjustment and community education curricula. 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 443R, 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 870W

856A. Deaf/Blind Children and Youth in Elementary and Secondary Education
Fall, 4(3-0)
P: CEP 441A or concurrently; CEP 443A or concurrently. R: Open only to graduate students in Education.
Assessing and teaching deafblind students. Sensory skills, behavior management and modification, language, communication and independent living.
QA: CEP 472D

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.
Supervised teaching experience in secondary education programs for deaf-blind students.
QA: CEP 871

857A. Principles of Orientation and Mobility
Fall, 3(3-0)
R: Open only to graduate students in Special Education.
Philosophical, social, and psychological aspects of individual 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(3-0)
P: 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)
P: 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: Open only to graduate students in Special Education.
Analysis of State and Federal regulations, guidelines and court decisions related to special education and examination of their impact.
QA: CEP 876C

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(3-3)
Physiological and psychological foundations of the human stress response. Therapeutic approaches to stress management.
QA: CEP 859B

860A. Perspectives in Multicultural Counseling
Spring, 3(3-0)
Impact of health, socio-cultural, economic, educational, legal, and vocational issues on the delivery of counseling services to diverse populations. Utilization process in both institutional and personal change.
QA: CEP 854F

861. Counseling Theory, Philosophy, and Ethics
Fall, Spring, 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(2-3)
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.
QA: CEP 840A, CEP 840B QA: CEP 840E, CEP 840D
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 students in Rehabilitation Counseling. Approval of department.  
History, philosophy, values, legislation, policy and practice of the field of rehabilitation 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, 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 employees 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.  
QA: CEP 842L

876. Professional Issues in Rehabilitation Counseling  
Spring, 3(3-0)  
P: CEP 870, CEP 892A concurrently. R: Open only to Master’s students in Rehabilitation Counseling. Applications of case management strategies, processes and practices in rehabilitation counseling.  
QA: CEP 842QA Q: CEP 842L

880. Individual Measurement: The Binet and Wechsler Scales  
Fall, 3(3-0)  
QP: CEP 460 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.  
Perspective 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 832

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 and strategies for the resolution of classroom discipline problems.  
QA: CEP 814

884. Roles and Functions of School Psychologists: Focus on Consultation  
Spring, 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 461, CEP 802B QA: CEP 818D

885. Behavior Disorders in Children  
Fall, 3(3-0)  
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.  

892A. Rehabilitation Counseling Internship  
Fall, Summer, 9(1-40)  
P: CEP 894A. R: Open only to graduate students in Rehabilitation Counseling. Counseling and School Counseling. Approval of department. Supervised internship experience in community rehabilitation settings.  
QP: CEP 840F QA: CEP 842J

892B. Internship in School Psychology  
Fall, Spring, 3(3-0)  
P: CEP 894B. R: Open only to graduate students in School Psychology. Supervised experience in the practice of school psychology. Diagnosis, consultation and intervention.  
QP: CEP 802A, CEP 802B, CEP 802C, CEP 818A, CEP 802B QA: CEP 818C

892C. 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 Defect 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.  
QA: CEP 472K, CEP 473K

893E. Teaching Internship in Secondary Defect 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.

894A. Rehabilitation Counseling Practicum  
Fall, Spring, Summer. 3(3-12)  
P: CEP 892. R: Open only to graduate students in Rehabilitation Counseling. Supervised practicum in a rehabilitation or human services setting.  
QP: CEP 840A QA: CEP 840P

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 894, CEP 885; CEP 846 or concurrently. C: CEP 854 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. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.  
P: CEP 885. R: Open only to graduate students in Counseling. Supervised counseling experience in schools or agency. Analysis and critique of those 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 890, CEP 885; CEP 846 or concurrently. C: CEP 854 R: Open only to graduate students in Educational Psychology. Approval of department. Practicum in educational, business, or counseling settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional to
Counseling, Educational Psychology and Special Education—Descriptions of Courses

894F. Practicum in Orientation and Mobility: 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 894C. R: Open only to graduate students in Special Education. Field experience with visually impaired and blind students in secondary education. QA: CEP 894K

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 894C. 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 894K

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 894C. 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 894K

894J. 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 894C. 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 894K

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. P: 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 901 or CEP 900. 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 912A

904. Social-Emotional Development across the Lifespan
Spring. 3(3-0)
P: CEP 901 or CEP 900. 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 912A or CEP 913 or CEP 912B

905. Cultural Perspectives on Learning and Development
Spring of even-numbered years. 3(3-0)
P: CEP 900, CEP 901. 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)
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 899. R: Open only to graduate students in Educational Psychology. Characteristics of instructional-design theories. Empirical inquiry, specific subject matter, and meta-theories. QP: CEP 811, CEP 833A, CEP 833B 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(0-0)
R: Open only to Ph.D. students in Education. Enduring questions about motivation and learning. Role of skill vs. 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

914. Psychology and Pedagogy of Mathematics
Fall of odd-numbered years. 3(3-0) Interdepartmental with Teacher Education. P: CEP 801. R: Open only to Ph.D. students in the 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

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 odd-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 institutional media. Case studies of innovative uses of technologies in schools and universities.

918. School-Based Psychological Interventions
Fall 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 preschool interventions, group interventions in school and peer-oriented interventions.

919. Current Research and Issues in School Psychology
Spring of odd-numbered years. 3(3-0)
P: CEP 401, CEP 901, 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.
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 901 or CEP 920; CEP 930.

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.

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.

924. Educational Data and the Law
Spring of odd-numbered years. 3(3-0)
P: CEP 831 or CEP 834 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.

925. Educational Inequality
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.

926. 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. Multivariate regression, analysis of variance, and basic principles of experimental design in educational applications.

927. Multivariate Data Analysis I
Fall. 4(4-0)
P: CEP 923. 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.

928. 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.

929. 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.
968. Supervision of Counseling Psychologists  
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 966C

969. 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.  
Seminars in the various fields of emphasis in counseling, educational psychology, and special education.

970. Research  
P: CEP 960; R: Open only to Ph.D. students.  
QP: CEP 966C

Criminal Justice—Descriptions of Courses

110. Introduction to Criminal Justice  
Fall, Spring, Summer. 3(0-0)  
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(1-0)  
QA: C J 210

220. Criminology  
Fall, Spring. 3(0-0) Interdepartmental with Sociology  
P: C J 110 or SOC 100; R: Open only to undergraduate students in Criminal Justice or Forensic Science or approval of school. Introduction to the socio-legal foundation of crime. Crime typology and measurement procedures. Theory and public policy. Societal responses to criminals.  
QP: C J 110, SOC 241 QA: C J 320, SOC 320

292. Methods of Criminal Justice Research  
Fall, Spring. 4(0-0)  
P: C:J 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. Process Police  
Fall, Spring. 3(0-0) P: C J 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. 3(0-0) P: C J 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 criminological perspectives.  
QP: C J 492 QA: C J 355

365. Corrections Process  
Spring, 3(0-0) P: C J 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(0-0) P: C J 292; R: Open only to juniors or seniors in Criminal Justice or Forensic Science. Administrative aspects 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(0-0)  
R: Not open to freshmen and sophomores. Relationships of private protective services with public law enforcement. Individuals, businesses, and government 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 Ph.D. students.