999 Master's Thesis Research
Fall, Spring, Summer. 1 to 8 credits. A student may earn a maximum of 24 credits in all enrollments for this course. R: Open only to Computer Science majors. Approval of department. SA: CPS 899
Master's thesis research.

902 Selected Topics in Recognition by Machine
Spring. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P:NM: (CSE 802 and CSE 803) R: Open only to Computer Science or Electrical Engineering majors. SA: CPS 902
Advanced topics in pattern recognition and computer vision such as Markov random fields, modeling and recognition of three dimensional objects, and integration of visual modules.

910 Selected Topics in Computer Networks and Distributed Systems
Spring of even years. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P:NM: (CSE 422 and CSE 812) R: Open only to Computer Science or Electrical Engineering majors. SA: CPS 910
Advanced topics and developments in high-bandwidth computer networks, protocol engineering, and distributed computer systems.

914 Formal Methods in Software Development
Fall. 3(3-0) P:NM: (CSE814 or CSE870) RB: Undergraduate courses in software engineering and in logic R: Open only to students in the Department of Computer Science and Engineering. SA: CPS 914
Current research in selected areas of software engineering such as: approaches for the incorporation of formal methods in software development; current projects using formal methods in software engineering; object-oriented analysis and development techniques; and approaches for the incorporation of user-interface analysis and design in software development.

920 Selected Topics in High Performance Computer Systems
Spring of odd years. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P:NM: (CSE 822) R: Open only to Computer Science and Engineering majors or approval of Department. SA: CPS 920
Design of high performance computer systems. Seminar format.

921 Advanced Topics in Digital Circuits and Systems (MTC)
Fall, Spring. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. Interdepartmental with Electrical and Computer Engineering. Administered by Department of Electrical and Computer Engineering. SA: CPS 921
Topics vary each semester. Topics such as testable and fault-tolerant digital systems, embedded architectures.

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:NM: (CSE 841) R: Open only to Computer Science or Electrical Engineering majors. SA: CPS 941
Topic such as second generation expert systems, human factors, natural language processing, speech understanding, neural networks, genetic algorithms and opportunistic planning.

960 Selected Topics in Algorithms and Complexity
Spring of odd years. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P:NM: (CSE 830 and CSE 860) R: Open only to graduate students in the Department of Computer Science and Engineering. Approval of department. SA: CPS 960
Current research in the general theory of algorithms and computational complexity.

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:NM: (CSE 880) R: Open only to Computer Science or Electrical Engineering majors. SA: CPS 980
Recent developments in areas such as distributed and parallel database systems, object oriented database systems, knowledgebase and expert database systems.

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. P:NM: (CSE 870) R: Open only to graduate students. Approval of department. SA: CPS 999
Doctoral dissertation research.

COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION CEP

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

150 Reflections on Learning
Fall, Spring, Summer. 3(3-0) Interdepartmental with Teacher Education. Administered by Department of Teacher Education. Students’ experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.

240 Diverse Learners in Multicultural Perspective
Fall, Spring, Summer. 3(3-2) Interdepartmental with Teacher Education. 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.

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

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

301 Introduction to Students With Mild Impairments (W)
Spring. 3(2-2) P:NM: Completion of Tier I writing requirement. R: Open only to students admitted to the teacher certification program in emotional impairment or learning disabilities.
Learning and emotional impairments. Characteristics, causes, educational approaches, theories, and issues pertaining to students with mild impairments.

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

416 Teaching and Learning With Technology
Fall, Spring. 3(3-0) R: Open only to juniors or senior 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.

440 Introduction to Educating Deaf Children (W)
Fall. 3(2-2) P:NM: Completion of Tier I writing requirement. SA: CPS 440B: R: Open only to students admitted to the teacher certification program in deaf education or to master’s students in the special education major. SA: CPS 840.
Political, social, methodological, historical, philosophical, and legal issues in educating deaf children and youth.

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

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

442A American Sign Language III
Fall. 3(3-0) P:NM: (CEP 442A)

442B American Sign Language IV
Spring. 3(3-0) P:NM: (CEP 442B)
Counseling, Educational Psychology—CEP and Special Education

443A Braille Literacy I
Fall. 3(1-4) R: Open only to undergraduate students in the Special Education major whose area of emphasis is visual impairment or to master’s students in the Special Education major. Reading and writing standard English Braille. Perkins Braillewriter and slate and stylus.

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

445 Educational Technology in Special Education
Spring. 3(1-4) P.NM: (CEP 443A or concurrently) R: Open only to seniors in the Special Education major whose area of emphasis is visual impairment or to master’s students in Special Education major. SA: CEP 845
Technological adaptations for communication, including low technology and high technology, and innovative uses for common devices.

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

451 Models of Special Education Administration and Services
Spring. 3(2-2) Interdepartmental with Educational Administration. R: Open only to students admitted to the teacher certification program in special education or learning disabilities or to master’s students in the Special Education major. Application of theory and research to special education program design and implementation.

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

456A Deaf-Blind Children and Youth in Elementary and Secondary Education
Fall. 4(3-2) P.NM: (CEP 441A or concurrently and CEP 443A or concurrently) R: Open only to students admitted to the teacher certification program in deaf education or visual impairment or to master’s students in the Special Education major. SA: CEP 856A
Assessing and teaching deaf-blind students. Sensory skills, behavior management and modification, language, communication and independent living.

457 Principles of Orientation and Mobility
Fall. 3(2-3) R: Open only to students admitted to the teacher certification program in visual impairment or to master’s students in the Special Education major. SA: CEP 857A
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.

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

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

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

502C Internship in Teaching Diverse Learners II: Deaf Education
Spring, 6(2-24) P.NM: (CEP 801A and CEP 802C and TE 501) R: Open only to students admitted to the teacher certification program in deaf education or master’s students in the Special Education major. Not open to students with credit in CEP 502A or CEP 502B or CEP 502D or CEP 893F. C: CEP 813C concurrently, CEP 804C concurrently.
Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students who are deaf or hard of hearing in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic, communication, and social outcomes.

502D Internship in Teaching Diverse Learners II: Visual Impairment
Spring, 6(2-24) P.NM: (CEP 801A and CEP 802D and TE 501) R: Open only to students admitted to the teacher certification program in visual impairment or to master’s students in the Special Education major. Not open to students with credit in CEP 502A or CEP 502B or CEP 502C or CEP 854B. C: CEP 803D concurrently, CEP 804D concurrently.
Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students who are blind or visually impaired in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic, daily living, and social outcomes.

500C Internship in Teaching Special Education I: Collaboration and Consultation
Fall, Spring, Summer. 3(3-0) R: Open only to students admitted to the teacher certification program in special education or to master’s students in the Special Education major. Not open to students with credit in TE 801. C: CEP 802A concurrently, CEP 802C concurrently, TE 501 concurrently.
Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with impairments. Advocacy for students with impairments in school and community settings.

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.

801 Psychological Development: Learner Differences and Commonalities
Fall, Spring, Summer. 3(3-0)
Development of differences and commonalities in learners across the lifespan. Contextual influences on development. Implications for learning in schools and other settings.

801A Professional Role in Teaching Special Education I: Collaboration and Consultation
Fall. 3(3-0) P.NM: (TE 401) R: Open only to students admitted to the teacher certification program in special education or to master’s students in the Special Education major. Not open to students with credit in TE 801. C: CEP 802A concurrently, CEP 802C concurrently, TE 501 concurrently.
Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with impairments. Advocacy for students with impairments in school and community settings.

802 Developing Positive Attitudes toward Learning
Fall. 3(3-0) P.NM: (CEP 800)
Behavioral, individual-difference, and cognitive perspectives on student motivation to learn.
802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment Fall. 3(2-3) P:N:M: (CEP 301) R: Open only to students admitted to the teacher certification program in mild impairment or learning disabilities or M.A. students in the Special Education major or Ed.S. or Ph.D. students in the School Psychology major. Not open to students with credit in CEP 802C or CEP 802D. C: TE 501 concurrently, CEP 801A concurrently.

Qualitative and quantitative research methods on teaching and learning of students with emotional or learning impairments. Framing educational problems in special education. Designing and assessing studies of mathematics and problem-solving.

802C Reflection and Inquiry in Teaching Special Education I: Deaf Education Fall. 3(2-3) R: Open only to students admitted to the teacher certification program in deaf education or to master's students in the Special Education major. Not open to students with credit in CEP 802A or CEP 802D. C: CEP 801A concurrently, TE 501A concurrently.

Qualitative and quantitative research methods on teaching and learning of deaf students. Framing education problems in special education. Designing and assessing studies of language development for students who are deaf or hard of hearing.

802D Reflection and Inquiry in Teaching Special Education I: Visual Impairment Fall. 3(2-3) R: Open only to students admitted to the teacher certification program in visual impairment or to master's students in the Special Education major. Not open to students with credit in CEP 802A or CEP 802D. C: CEP 801A concurrently, TE 501 concurrently.

Qualitative and quantitative research methods on teaching and learning of blind students. Framing education problems in special education. Designing and assessing studies of Braille literacy and other expected outcomes of special education.

803 Psychodynamics of Self-Concept Development and Self-Understanding Fall, Spring, Summer. 3(3-0)


803A Professional Role in Teaching Special Education II: Assessment of Mild Impairment Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802A and TE 501) R: Open only to students admitted to the teacher certification program in mild impairment or learning disabilities or M.A. students in the Special Education major or Ed.S. or Ph.D. students in the School Psychology major. Not open to students with credit in CEP 803C or CEP 803D. C: CEP 502A concurrently, CEP 502B concurrently, CEP 804A concurrently.

School-agency alliances for fostering student learning. Informal and formal assessment methods for diagnosing communication functions. Engage with families to improve responsiveness to the assessment of communication skills.

803B Professional Role in Teaching Special Education II: Assessment of Deaf Students Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802C and TE 501) R: Open only to students admitted to the teacher certification program in deaf education or to master's students in the Special Education major. Not open to students with credit in CEP 803A or CEP 803D. C: CEP 502C concurrently, CEP 804C concurrently.

School-agency alliances for fostering student learning. Informal and formal assessment methods for diagnosing communication functions. Engage with families to improve responsiveness to the assessment of communication skills.

803C Professional Role in Teaching Special Education II: Assessment of Deaf Students Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802C and TE 501) R: Open only to students admitted to the teacher certification program in deaf education or to master's students in the Special Education major. Not open to students with credit in CEP 803A or CEP 803D. C: CEP 502C concurrently, CEP 804C concurrently.

School-agency alliances for fostering student learning. Informal and formal assessment methods for diagnosing communication functions. Engage with families to improve responsiveness to the assessment of communication skills.

803D Professional Role in Teaching Special Education II: Visual Impairment Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802D and TE 501) R: Open only to students admitted to the teacher certification program in visual impairment or to master's students in the Special Education major. Not open to students with credit in CEP 803A or CEP 803D. C: CEP 502D concurrently, CEP 804D concurrently.

School-agency alliances for fostering student learning. Informal and formal assessment methods for diagnosing communication functions. Engage with families to improve responsiveness to the assessment of communication skills.

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.

804A Reflection and Inquiry in Teaching Special Education II: Mild Impairment Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802A and TE 501) R: Open only to students admitted to the teacher certification program in mild impairment or learning disabilities or to master's students in the Special Education major. Not open to students with credit in CEP 803C or CEP 803D. C: CEP 502A concurrently, CEP 502B concurrently, CEP 803A concurrently.

Collecting, analyzing and interpreting data related to the teaching and learning of literacy for students with learning or emotional impairments. Appraising and reporting results of inquiry. Developing and studying learning communities which facilitate learning for mildly impaired students.

804B Reflection and Inquiry in Teaching Special Education II: Deaf Education Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802C and TE 501) R: Open only to students admitted to the teacher certification program in deaf education or to master's students in the Special Education major. Not open to students with credit in CEP 803A or CEP 803D. C: CEP 502C concurrently, CEP 804C concurrently.

Collecting, analyzing and interpreting data related to teaching, learning and educational policy. Appraising and reporting results of inquiry. Designing and assessing studies of teaching practice in academic subject learning related to students who are deaf or hard of hearing.

804C Reflection and Inquiry in Teaching Special Education II: Mild Impairment Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802C and TE 501) R: Open only to students admitted to the teacher certification program in mild impairment or learning disabilities or M.A. students in the Special Education major or Ed.S. or Ph.D. students in the School Psychology major. Not open to students with credit in CEP 804A or CEP 804D. C: CEP 502C concurrently, CEP 804C concurrently.

Collecting, analyzing and interpreting data related to teaching, learning and educational policy. Appraising and reporting results of inquiry. Designing and assessing studies of teaching practice in academic subject learning related to students who are deaf or hard of hearing.

804D Reflection and Inquiry in Teaching Special Education II: Visual Impairment Spring. 3(2-3) P:N:M: (CEP 801A and CEP 802D and TE 501) R: Open only to students admitted to the teacher certification program in visual impairment or to master's students in the Special Education major. Not open to students with credit in CEP 804A or CEP 804C. C: CEP 502D concurrently, CEP 503D concurrently.

Collecting, analyzing and interpreting data on teaching, learning and educational policy. Appraising and reporting results of inquiry. Designing and assessing teaching and learning of Braille mathematics for students who are blind. Facilitating use of low vision.

805 Learning Mathematics Fall. 3(3-0) Interdepartmental with Teacher Education.

Learning and development of mathematical thinking and knowledge in educational settings. Examination of the mathematical thinking of the learner and the implications for teaching.

806 Learning of Science Fall. 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 Seminar 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.

808 Instructional Design I Fall. 3(3-0) P:N:M: (CEP 807) R: Open only to master's students in the Educational Technology and Instructional Design major or with departmental permission.

Goals, objectives, task description and analysis in instructional design. Evaluation as applied primarily to course and unit design.

809 Instructional Design II Spring. 3(3-0) P:M: (CEP 808) R: Open only to master's students in the Educational Technology and Instructional Design major or with departmental permission.

Principles of instructional design applied to lessons. Explanation, information processing, transfer, demonstration, practice, mental set motivation. Exposition vs. discovery of facts, concepts, principles and skills.

810 Teaching for Understanding with Computers Fall, Spring. Summer. 3(3-0) P:N:M: (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.

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:N:M: (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, multisensory, and innovative.
Counseling, Educational Psychology—CEP and Special Education

812 Applying Instructional Development and Educational Technology for Clients
Spring. 3(3-0) P:NM: (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.

813 Improving Student Problem Solving Skills through Technology
Fall, Spring. 3(3-0) P:NM: (CEP 416)
General problem-solving literature, the potential of technology in problem solving, Approaches to integrating technology into the teaching of problem-solving skills.

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.

818 Instructional Design III
Spring. 3(3-0) P:NM: (CEP 808 and CEP 809)
Creation, implementation and evaluation of alternative instructional designs.

819 Proseminar in Psychological Bases of Literacy Instruction
Spring, 3(3-0) P:NM: (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.

821 Measurement and Evaluation for Counseling and Development
Fall, Spring, Summer. 3(3-0)
Assessment of intelligence, aptitude, achievement, interests, career development, work and personal values, and personality.

822 Approaches to Educational Research
Fall, Spring, Summer. 3(3-0)
Alternative methods of educational research. Identifying researchable problems in education and developing a research proposal. Applications of descriptive and inferential statistics for analyzing and critiquing published studies.

826 Evaluation of Educational Programs and Policies
Spring. 3(3-0) Interdepartmental with Teacher Education. P:NM: (CEP 822)
Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation.

844 Advanced Studies in American Sign Language
Fall. 1(1-1) P:NM: (CEP 442B)
Sociocultural and linguistic issues relating to the educational use of American Sign Language with deaf children.

854A Special Education Internship: Teaching Children and Youth with Visual Impairments
Fall, Spring. 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. P:NM: (CEP 802D and CEP 803D and CEP 804D and CEP 443B) R: Open only to graduate students in the Special Education major. C: CEP 847B concurrently, CEP 848B concurrently. Supervised student teaching in elementary and secondary education programs for blind and visually impaired children.

856B Special Education Internship: Teaching Deaf-Blind Children and Youth
Fall, Spring. 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. P:NM: (CEP 456A) R: Open only to graduate students in the Special Education major. Supervised student teaching in elementary and secondary education programs for deaf-blind students.

857B Techniques of Orientation and Mobility I
Fall, Spring. 3(1-4) P:NM: (CEP 457) R: Open only to master's students in the Special Education major whose area of emphasis is orientation and mobility or orientation and mobility teaching. Methods of orientation and navigation related to blindness. Structure, function, and problems with the proprioceptive system in relation to orientation and mobility.

857C Techniques of Orientation and Mobility II
Fall, Spring. 3(1-4) P:NM: (CEP 457) R: Open only to master's students in the Special Education major whose area of emphasis is orientation and mobility or orientation and mobility teaching. Advanced techniques and methods for negotiating the range of outdoor environments from rural and residential to complex business areas. Simulations under blindfold and low vision conditions.

858 Special Education Law
Fall of even years. 3(3-0) Interdepartmental with Educational Administration. R: Open only to seniors or graduate students. Analysis of State and Federal regulations, guidelines and court decisions related to special education and examination of their impact.

859 Independent Study: Education of Deaf Learners
Fall, Spring. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to graduate students in College of Education. Directed individual study related to educating students who are deaf or hard of hearing.

860 Stress Management
Fall, Spring. 3(3-0)
Physiological and psychological foundations of the human stress response. Therapeutic approaches to stress management.

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

861 Counseling Theory, Philosophy, and Ethics
Fall. 3(3-0) R: Open only to graduate students in 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.

862 Introduction to Individual and Group Counseling
Fall, Spring. 3(3-0) R: Open only to graduate students in the College of Education, College of Human Ecology, or School of Social Work.
Forming, working with, and ending groups. Building relationships. Handling obstacles. Developing and carrying out agendas in counseling. Simulated individual and group practice.

863 Counseling and Consulting Models and Strategies
Spring. 3(3-0) P:NM: (CEP 861 and CEP 862) R: Open only to graduate students in Counseling, Rehabilitation Counseling, School Psychology.
Models and strategies for working with children, adolescents, and adults in counseling and consulting roles. Developing working relationships, assessing problems, setting goals, planning treatments, and evaluating outcomes.

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

865 Assessment and Research in Counseling
Spring. 3(3-0) P:NM: (CEP 821 and CEP 861 and CEP 862)
Supervised training and practice in mental health testing assessment, and use of the DSM-IV.

870 Foundations of Rehabilitation Counseling
Fall. 3(3-0) R: Open only to master's students in the Rehabilitation Counseling major.
History, philosophy, values, legislation, policy and practice of the field of rehabilitative counseling.

871 Medical and Psychological Aspects of Disability
Fall. 3(3-0)
Types of physical, cognitive and emotional disabilities and their implications for vocational rehabilitation. Psychosocial adjustment to chronic disease and disability.

872 Social and Environmental Aspects of Rehabilitation
Spring. 3(3-0)
Social and political factors that handicap individuals with disabilities. The Independent Living movement, philosophy, legislation and services. Accommodations and enabling technology. Attitude modification and client empowerment.
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 workplace and to achieve vocational outcomes. Assisting employers in accommodating and retaining employees with disabilities.

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.

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.

Professional Issues in Rehabilitation Counseling  
Spring. 3(3-0)  
P:NM: (CEP 870 and CEP 893A or concurrently)  
R: Open only to Master’s students in Rehabilitation Counseling. Applications of case management strategies, processes and practices in rehabilitation counseling.

Vocational Assessment and Research in Rehabilitation  
Fall. 3(3-0)  
P:NM: (CEP 821 and CEP 870)  
R: Open only to master’s students in Rehabilitation Counseling and doctoral students in Rehabilitation Counseling and School Counseling. Advanced assessment techniques and strategies for rehabilitation settings. Applied research and program evaluation in rehabilitation counseling.

Individual Measurement: The Binet and Wechsler Scales  
Fall. 3(3-0)  
P:NM: (CEP 821)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology or Counseling Psychology major.  

Personality Assessment  
Spring. 3(3-0)  
P:NM: (CEP 821 and CEP 885 and PSY 475)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology major.  
Projective and objective personality assessment of children and adolescents in school.

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.

Psychology of Classroom Discipline  
Summer. 3(3-0)  
Teaching experience. Theories of and strategies for the resolution of classroom discipline problems.

Roles and Functions of School Psychologists: Focus on Consultation  
Spring of odd years. 3(3-0)  
P:NM: (CEP 801 and CEP 821 and CEP 880)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology major.  
Multiple roles of school psychologists from a systems perspective. Emphasis on consultation strategies for working with schools and families. Historical, legal, ethical, and cultural issues.

Behavior Disorders in Children  
Fall. 3(3-0)  
P:NM: 12 graduate credits in Educational Psychology or related area.  
Not open to students with credit in PSY 853 or PSY 854.  
Characteristics, causes, and treatment of school-related behavior disorders in children within a developmental framework.

Psychological Assessment and Intervention I  
Fall. 3(2-3)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology major.  

Psychological Assessment and Intervention II  
Spring. 3(2-3)  
P:NM: (CEP 886)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology major.  

Theories of Child Psychotherapy  
Spring. 3(3-0)  
P:NM: (CEP 885)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology major.  

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.

Rehabilitation Counseling Internship  
Fall, Spring. Summer. 3 to 9 credits.  
A student may earn a maximum of 9 credits in all enrollments for this course.  
P:NM: (CEP 894A)  
R: Open only to master’s students in the Rehabilitation Counseling major.  
Supervised internship experience in community rehabilitation settings.

Internship in School Psychology  
Fall, Spring. 3(3-20)  
A student may earn a maximum of 15 credits in all enrollments for this course.  
P:NM: (CEP 894B)  
R: Open only to Ed.S. or Ph.D. students in the School Psychology major.  
Supervised experience in the practice of school psychology. Diagnostics, consultation and intervention.
Counseling, Educational Psychology—CEP and Special Education

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:NM: (CEP 800 and CEP 801) R: Open only to graduate students in the Educational Psychology major; C: CEP 884 concurrently. Practicum in educational, business, or consulting settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

894E Special Education Practicum: Children and Youth in Orientation and Mobility
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. P:NM: CEP 857B and CEP 857C) R: Open only to graduate students in the Special Education major. Supervised field experience in teaching independent travel to visually impaired and blind students in elementary and secondary education programs.

894G Special Education Practicum: Children and Youth with Learning Disabilities
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. R: Open only to graduate students in the Special Education major. Supervised field experience with students who have learning disabilities. Planning, implementing, and critiquing instruction in elementary and secondary school settings.

894H Special Education Practicum: Children and Youth with Emotional Impairments
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. R: Open only to graduate students in the Special Education major. Supervised field experience with students who have emotional impairments. Planning, implementing, and critiquing instruction in elementary and secondary school settings.

894I Special Education Practicum: Children and Youth in Deaf Education
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. P:NM: (CEP 440 or concurrently) R: Open only to graduate students in the Special Education major. Supervised field experience with deaf and hard-of-hearing students. Planning, implementing, and critiquing instruction in elementary and secondary school settings.

895 Research Ethics
Summer. 1(1-0) Interdepartmental with Kinesiology; Teacher Education; Educational Administration; Sociology; Romance Languages. Administered by Department of Kinesiology. R: Open only to graduate students in the Department of Counseling, Educational Psychology and Special Education or Department of Educational Administration or Department of Kinesiology or Department of Teacher Education. Identifying and resolving ethical problems in research, including issues related to collegial interactions; authorship, publication, and reviewing practices; data management; ownership of data and intellectual property; conflicts of interest; protection of human and animal subjects; and lab safety and compliance.

899 Master's Thesis Research
Fall, Spring, Summer. 1 to 9 credits. A student may earn a maximum of 15 credits in all enrollments for this course. R: Open only to master's students in the Department of Educational Psychology and Special Education. Master's thesis research.

900 Proseminar in Learning, Technology, and Culture
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.

901A Proseminar in Learning and Development
Spring, 3(3-0) P:NM: (CEP 900) R: Open only to Ph.D. students in Counseling, Educational Psychology and Special Education. SA: CEP 901 Historical theoretical, empirical, methodological, and philosophical issues. Research literature on learning and development in educational settings.

901B Proseminar in Technology and Education
Spring, 3(3-0) P:NM: (CEP 900) R: Open only to Ph.D. students in Learning, Technology, and Culture. Historical, theoretical, empirical, methodological and philosophical issues. Research literature on technology in education.

902 The Psychology of Learning School Subjects
Spring, 3(3-0) R: Open 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.

903 Cognitive Development across the Lifespan
Fall, 3(3-0) P:NM: (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.

904 Social-Emotional Development across the Lifespan
Spring, 3(3-0) P:NM: (CEP 801) R: Open only to doctoral students in the College of Education. Social and emotional aspects of human development. Relationship between social-emotional development and learning in school and other settings.

905 Cultural Perspectives on Learning and Development
Spring of even years. 3(3-0) P:NM: (CEP 800 and CEP 801) R: Open only to graduate students in the Department 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.

907 Psychological Study of Teaching
Fall of odd 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.

909 Cognition and Technology
Fall. 3(3-0) R: Open only to doctoral students in College of Education. Interaction of computer technologies and cognitive theories. Learning with new technologies; how technology influences theories of mind. How theories of cognition may guide the development of new technologies.

910 Motivation and Learning
Spring. 3(3-0) R: Open only to doctoral students in the College of Education. Enduring questions about motivation and learning. Role of skill versus will in motivation. Higher-order thinking in learning.

911 Intellectual History of Educational Psychology
Fall of even years. 3(3-0) Interdepartmental with Teacher Education. R: Open only to doctoral students in College of Education. Ideas and perspectives on learning and development that have shaped educational psychology. Learning of school subject matters. Learning and development in relation to educational settings.

912 Psychology and Pedagogy of Literacy
Fall of even years. 3(3-0) Interdepartmental with Teacher Education. R: Open only to doctoral students in College of Education. Theoretical, empirical, and philosophical foundations of research and practice in literacy instruction.

913 Psychology and Pedagogy of Mathematics
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. P:NM: (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.

914 Learning Science with Technology: Theoretical Perspectives
Spring of odd years. 3(3-0) Interdepartmental with Teacher Education. R: Open only to Ph.D. students in Education. Learning and teaching of science with the Internet and other technology-mediated environments and tools. Theories and research on the learning of science. Analysis of on-line and face-to-face science learning environments.

915 Language, Literacy and Learning
Spring of even 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.

916 Technology and K-12 Education
Spring. 3(3-0) R: Open only to doctoral students in the College of Education. Technology for teaching and learning in K12 settings. Historically important and current technology-rich innovations in terms of learning, teaching, curriculum, and social contexts of learning.
917 Design of Media for Learning
Fall of even years. 3(3-0) R: Open only to doctoral students in the College of Educa-
Design knowledge as it intersects education, psy-
chology, communications, engineering, media the-
ory, and aesthetics. Research methodologies for
understanding design. Design of educational media.

918 Theories of School-Based Psychological Interventions
Spring. 3/2-3 P:NM (CEP 884) R: Open only to Ed.S. or Ph.D. students in the School Psy-
chology major.
Theories and models of school-based interventions.
Theories of organization and purposes of schooling in society.
Theories of prevention of psychopa-
thology and promotion of children’s competence in
school settings.

919 Current Research and Issues in School Psychology
Spring of even years. 3(3-0) R: Open only to Ed.S. or Ph.D. students in the School Psy-
chology major.
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 stu-
dents in College of Education, College of
Human Ecology, and College of Social Sci-
extence.
Teacher-made and standardized techniques for
measuring achievement. Topics include grading,
policy issues, affective assessment, and perform-
ance measurement.

921 Psychometric Theory I
Spring. 3/3-0 P:NM (CEP 821 or CEP 920) and (CEP 930)
Classical test theory. Generalizability theory. Item
response theory. Reliability and validity of criterion
referenced tests. Differential item functioning.

922 Psychometric Theory II
Fall of odd years. 3(3-0) P:NM (CEP 921) and one statistics course. R: Open only to
Ph.D. students.
Expansion of generalizability theory, test and item
bias, and equating. Measurement of change, profile
analysis, scaling approaches, and validity generali-
ization.

923 Item Response Theory
Spring of odd years. 3(3-0) P:NM (CEP 921 and CEP 933)
Item response theory applied to test construction,
scaling, and equating tests and their items.

930 Educational Inquiry
Fall. Spring. 3(3-0)
Multiple sources of inquiry. Critical assessment of
common assumptions about research. Relationship
between data and theory. Objectivity, validity, and
causal inference across research traditions. Re-
search ethics. Relationship among researcher,
researched, and audience. Question formation.

931 Qualitative Methods in Educational Research
Fall. 4(4-0) Interdepartmental with Teacher Educa-
tion; Educational Administration. Admin-
istered by Department of Teacher Educa-
tion. P:NM (CEP 930) R: Open only to doctoral students. Approval of department.
Multiple traditions of qualitative research in educa-
tion. Approaches to theory, research questions and
design, data collection and analysis, and reporting.
Ethical issues. Appraising qualitative research.

932 Quantitative Methods in Educational Research I
Spring. 3(3-0) P:NM (CEP 930 or CEP 822 or KIN 871) or a course in introductory re-
search methods. RB: College algebra. Stud-
ents from the College of Agriculture and Natural Resources and College of Human Ecology should be enrolled in programs with a focus on education. R: Open only to graduate students in the College of Educa-
tion, College of Agriculture and Natural Re-
sources, and College of Human Ecology.
Techniques in data collection and data analysis used
in educational and psychological research. Graphical and tabular representation of data. Con-
cepts of statistical inference in educational contexts.

933 Quantitative Methods in Educational Research II
Fall. Spring. 3(3-0) P:NM (CEP 932) RB: Col-
lege algebra. Students from the College of Agriculture and Natural Resources and Col-
lege of Human Ecology should be enrolled in programs with a focus on education. R: Open only to graduate students in the Col-
lege of Education, College of Agriculture and Natural Resources, and College of Hu-
man Ecology.
Advanced techniques of data analysis and statistical
inference used in educational and psychological research. Multiple regression, analysis of variance,
and basic principles of experimental design in edu-
cational applications.

934 Multivariate Data Analysis I
Fall. 4(4-0) P:NM (CEP 934) R: Open only to doctoral students in College of Education,
College of Agriculture and Natural Resources,
College of Human Ecology.
Multivariate methods, matrix algebra, and the gen-
eral linear model as applied to educational research
settings.

935 Advanced Topics in Multivariate Data Analysis
Spring of even years. 4(4-0) P:NM (CEP 934) R: Open only to doctoral students in College of Education, College of Agriculture and Natural Resources, and College of Hu-
man Ecology.
Application of discrete and continuous multivariate
methods in educational research.

936 Synthesis of Educational Research
Spring of odd years. 4(4-0) P:NM (CEP
933) R: Open only to Ph.D. students.
Synthesis and meta-analysis in educational re-
search.

937 Survey Research Methods in Education
Spring of even years. 4(3-3) P:NM (CEP
933) R: Open only to graduate students in the College of Agriculture and Natural Re-
sources or College of Education or College of Human Ecology.
Principles and techniques of survey research meth-
odology. Alternative sampling designs. Development of scales and questionnaires. Data analysis proce-
dures. Emphasis on applications in education.

940 Policy Analysis of Trends in Special Education
Spring of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major or approval of department.
Economic, social, legal, and organizational trends in
special education within the theoretical framework of
organizational change.

941 Academic Issues in Special Education
Fall of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Academic assessment and instructional research in
special education. Inquiry in special education e-
lated to the design and evaluation of academic
programs for learning disabled, mentally retarded,
emotionally impaired, and other low achieving stu-
dents.

942 Educational Perspectives on Low-Incidence Populations in Special Education
Fall of even years. 3(3-0) R: Open only to doctoral students in Special Education in College of Education.
Practice and policy relating to the educational con-
sequences of low-incidence disabilities. Emphasis on deafness, blindness, deaf-blindness, and multi-
ple/severe disability. Placement and accommodation
issues in integrated educational settings.

943 Multicultural Issues in Special Education
Fall of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Relationships among race, gender, culture, social class, and disability. Individual and societal
responses to disability. Anthropological, social and
psychological theories about origins of cultural di-
versity.

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 Ph.D. students
in the Counselor Education or Rehabilitation Counselor Education major.
Theory and supervised teaching in educating and
supervising prospective counselors. Approaches,
models, and strategies.

949 Critical Issues in Special Education
(MTC)
Fall of even years. 3(3-0) P:NM (CEP 901) R: Open only to doctoral students in
the Special Education major.
Topics in special education, including cognition and
sensory impairments, literacy for at-risk students,
program design, small sample research, and staff
development.

950 Proseminar in Counseling Psychology
Fall. 3(3-0) R: Open only to Ph.D. students
in the Counseling Psychology major.
Historical development of counseling psychology as
a professional discipline. Traditional and contempo-
rary issues in theory, research, practice and training.
951 Technology, Society, and Culture
Fall. 3(3-0) R: Open only to doctoral stu-
dents.
Interactions among technology, society, and culture, with special attention to education. Technology adoption as a social phenomenon. Effects of tech-
nology on communication, social interaction, and sharing of knowledge. Effects of systems and prac-
tices on technology.

952 Technology for Teaching and Learning in
Higher Education
Spring. 3(3-0) R: Open only to doctoral stu-
dents.
Technology for support of teaching and learning in higher educational settings. Theories, research, and design of on-line learning. Electronic portfolios. Libraries in the age of the Internet.

953 Teachers and Technology
Fall of even years. 3(3-0) R: Open only to doctoral students in the College of Educa-
tion. Impact of new technologies on teacher knowledge and practices of teaching. Teachers’ use of technol-
gy, teacher knowledge, teacher education, and changing roles of teachers.

955 Research Design and Methods for
Learning, Technology, and Culture
Fall. 3(3-0) P.M: (CEP 930) and (CEP 932 or
TE 931) R: Open only to doctoral stu-
dents in the College of Education.
Research design and methods for studying learning, development, technology, and culture in educational contexts: classrooms, computer-mediated environ-
mments, homes, communities, and workplaces.

956 Mind, Media, and Learning
Fall. 3(3-0) R: Open only to doctoral stu-
dents.
Philosophy, psychology, and sociology of new me-
dia. Media effects and learning with media. Issues of gender, identity, culture in technologically mediated environments, including Internet, virtual reality, computer games, simulations, artificial intelligence (AI) systems, and pedagogical agents.

957 Learning in Complex Domains
Fall. 3(3-0) R: Open only to doctoral stu-
dents.
Problems of learning in complex and ill-structured domains. Real-world knowledge application. Learn-

960 Theoretical Foundations of Counseling
Psychology
Fall. 3(3-0) R: Open only to Ed.S. or Ph.D.
students in the Counseling Psychology or Rehabiliation Counseling Education or School Psychology or Counselor Education major.
Theoretical models of counseling, personality, and behavior change. Research literature on the process and outcomes of counseling. Selected professional issues.

961 Perspectives on Diversity in Counseling
Psychology
Spring. 4(3-4) R: Open only to Ed.S. or
Ph.D. students in the Counseling Psychol-
ogy or Counselor Education or Rehabilita-
ion Counseling Education or School Psych-
ology major.
Cultural, gender, and disability dynamics as they affect human functioning and counseling practices. Strategies and techniques for multicultural perspec-
tives in counseling.

962 Psychology of Career Development
Spring. 3(3-0) P.NM: (CEP 864) R: Open only to Ph.D. students in the Counseling Psychol-
ogy or Counseling Education or Rehабil-
tation Counseling Education major.
Theories of career choice and development. Psy-
chological processes underlying vocational behav-
ior.

963 Ethics in Counseling Psychology
Spring. 3(3-0) R: Open only to Ed.S. or
Ph.D. students in the Counseling Psychol-
ogy or Counselor Education or Rehabilita-
tion Counseling Education or School Psych-
ology major.

964 Counseling Foundations
Fall of even years. 3(3-0) P.NM: (CEP 960 or
concurrently) R: Open only to Ph.D. stu-
dents in the Counseling Education or Reha-
bilitation Counseling Education major.

965 Current Research and Issues in
Counseling
Fall of even years. 3(3-0) P.NM: (CEP 964)
R: Open only to Ph.D. students in the Coun-
selor Education or Rehabilitation Counseling Education major.
Practice and research issues in rehabilitation coun-
seling and school counseling.

966 Psychological Diagnosis and
Assessment I
Fall. 3(3-0) P.NM: (CEP 960) R: Open only to Ph.D. students in the Counseling Psychol-
ogy major.
Principles of psychological testing and measure-

967 Psychological Diagnosis and
Assessment II
Spring. 3(3-0) P.NM: (CEP 966) R: Open only to Ph.D. students in the Counseling Psychol-
ogy major. C: CEP 994B concur-
rently.
Diagnostic categories, mental status examination, differential diagnosis, and objective and projective psychological assessment.

968 Research Methods in Counseling
Psychology
Fall. 3(3-0) P.NM: (CEP 933) R: Open only to Ph.D. students in the Counseling Psychol-
ogy or Rehabilitation Counseling Educa-
tion or Counselor Education major.
Research topics and designs in counseling psychol-
ogy, with emphasis on the development of a viable research proposal.

969 Supervision of Counseling
Psychologists
Spring. 3(2-3) P.NM: (CEP 967 and CEP 994B) R: Open only to Ph.D. students in the Counseling Psychology major.
Theoretical, empirical, and practical aspects of the supervisory relationship. Process and outcome variables.

970 Counseling Across Educational Settings
Spring of even years. 3(3-2) P.NM: (CEP 960 and CEP 961 and CEP 962) R: Open only to doctoral students in the Counseling Psychology or Counselor Education or Rehabilitation Counseling Education or School Psychology major. C: CEP 963 concur-
rently.
Development of counseling programs and delivery of counseling services across multiple educational settings: elementary and secondary schools, alter-
native educational sites, community colleges, and universities.

971 Teaching Practicum in Counselor
Education
Fall of even years. 3(3-2) P:NM (CEP 970) R: Open only to doctoral students in the Coun-
seling Psychology or Counselor Education or Rehabilitation Counseling Education or School Psychology major.
Preparation of personalized teaching portfolios. Preparation of training modules that address critical issues in counseling and teaching evaluation.

972 Psychological Assessment of Cognitive
Dysfunction
Spring of even years. 3(3-0) P.NM: (CEP 966 or CEP 880) R: Open only to doctoral or Educa-
tional Specialist students in the Depart-
ment of Counseling, Educational Psychol-
ogy and Special Education.
Human neuroanatomy and the functional organiza-
tion of the central nervous system. Cognitive and behavioral sequelae of neurological disabilities. Neuropsychological assessment of intellect, mem-
ory, learning abilities, visuospatial functioning, and problem solving in children and adults.

975 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 enroll-
ments for this course. R: Open only to doc-
toral students in College of Education.
Seminars in the various fields of emphasis in coun-
seling, educational psychology, and special educa-
tion.

990 Independent Study
Fall, Spring, Summer. 1 to 6 credits. A stu-
dent may earn a maximum of 9 credits in all enroll-
ments for this course. R: Open only to Ph.D. students.
Individual or small group study, guided by a faculty member, in the areas of Counseling, Educational Psychology and Special Education.

991A Special Topics in Learning, Technology
and Culture
Fall, Spring. 1 to 3 credits. A stu-
dent may earn a maximum of 9 credits in all enroll-
ments for this course. R: Open only to doctoral students in the College of Educa-
tion.
Special topics in learning, technology, and culture in education.
991B Special Topics in Educational Statistics and Research Design
Fall, Spring. 4(4-0) A student may earn a maximum of 16 credits in all enrollments for this course. P:NM: (CEP 933) R: Open only to Ph.D. students.
Special topics in educational statistics and research design.

994A Counseling Psychology Practicum I
Fall. 3(0-9) P:NM: (CEP 960) R: Open only to Ph.D. students in the Counseling Psychology major.
Supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.

994B Counseling Psychology Practicum II
Spring. 3(0-9) P:NM: (CEP 994A) R: Open only to Ph.D. students in the Counseling Psychology major.
Intermediate supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.

994C Advanced Practicum in Counseling Psychology
Spring. 3(0-9) P:NM: (CEP 994B) R: Open only to Ph.D. students in the Counseling Psychology major.
Client conceptualization, assessment, intervention design, ethical and professional development issues, supervision, and consultation.

995 Practicum in Research Design and Data Analysis
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. P:NM: (CEP 933) R: Open only to doctoral students in the College of Education.
Supervised research practicum. Design, execution, analysis, presentation, critique, and revision of research projects.

999 Doctoral Dissertation Research
Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 54 credits in all enrollments for this course. R: Open only to doctoral students in the Department of Counseling, Educational Psychology and Special Education.
Doctoral dissertation research.

CRIMINAL JUSTICE

School of Criminal Justice
College of Social Science

110 Introduction to Criminal Justice
Fall, Spring. 4(4-0)
Description and analysis of agencies and processes involved in administration of justice in the United States.

210 Introduction to Forensic Science
Spring. 4(4-0)

220 Criminology
Fall, Spring. 4(4-0) Interdepartmental with Sociology. P:NM: (CJ 110 and SOC 100) R: Open only to students in the Criminal Justice or Sociology major or approval of school.

292 Methods of Criminal Justice Research
Fall, Spring. 4(4-0) P:NM: (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.

294 Criminal Justice Professionals
Fall. 2(1-2) P:M: (CJ 110 and CJ 220) P:NM: and one additional CJ course. R: Open only to sophomores or juniors or seniors in the School of Criminal Justice.

335 Police Process
Fall, Spring. 4(4-0) P:NM: (CJ 292) R: Open only to juniors or seniors in the Criminal Justice major.
Roles, responsibilities, issues, and trends pertinent to contemporary law enforcement organizations in contemporary society.

355 Juvenile Justice Process
Fall, Spring. 4(4-0) P:M: (CJ 220) R: Open only to juniors or seniors in the Criminal Justice major.
The juvenile justice system and law. Theories of juvenile delinquency and deviance. Sociological, psychological, and anthropological perspectives.

365 Corrections Process
Fall, Spring. 4(4-0) P:NM: (CJ 292) R: Open only to juniors or seniors in the Criminal Justice major.
Historical and contemporary views of offender management and treatment. Corrections system operation. Effects of institutionalization. Alternatives to incarceration.

375 Criminal Law Process
Fall, Spring. 4(4-0) P:NM: (CJ 292) RB: (CJ 110) R: Open only to juniors or seniors. Administration of criminal law. Investigation, prosecution, adjudication, and sentencing. Constitutional safeguards and legal controls on official action.

385 Introduction to Private Security
Fall. 3(3-0) R: Not open to freshmen or sophomores.
Relationships of private protective services with public law enforcement. Individuals, businesses, and governments providing prevention, protection, investigation and disaster recovery services. Protection of persons, property, and information.

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

421 Minorities, Crime, and Social Policy
Spring of odd years. 3(3-0) P:M: (CJ 110 or SOC 100) R: Open only to juniors or seniors.
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.

422 Comparative and Historical Criminal Justice
Fall of odd years. 3(3-0) P:NM: (CJ 110) R: Open only to juniors or seniors in the Criminal Justice major.
Comparative study of criminal justice systems. Theories, types, and effects of intervention.

425 Women and Criminal Justice
Spring of even years, 3(3-0) Interdepartmental with Women's Studies. P:NM: (CJ 220 or WS 201) R: Open only to juniors or seniors.
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.

432 Community Policing
Spring. 3(3-0) P:NM: (CJ 335) R: Open only to juniors or seniors in the Criminal Justice major.
Community policing philosophy, applications, issues, and research. Community policing models.

433 Law Enforcement Intelligence Operations
Spring. 3(3-0) P:NM: (CJ 335) R: Open only to juniors or seniors in the Criminal Justice major.
Law enforcement intelligence as an analytic tool for case development and resource allocation. Historical, ethical, legal, and operational issues affecting current practice.

434 Police Administration (W)
Fall. 3(3-0) P:M: Completion of Tier I writing requirement. P:NM: (CJ 335) R: Open only to seniors in the Criminal Justice major or approval of School.
Organizational theory, leadership, communications, and labor relations in police administration. Historical and legal perspectives.

435 Investigation Procedures
Fall. 3(3-0) P:NM: (CJ 375) R: Open only to seniors in the Criminal Justice major.

455 Delinquency and Treatment Approaches
Spring. 3(3-0) P:NM: (CJ 355) R: Open only to juniors or seniors in the Criminal Justice major.