Construction Management Program—CMP

222 Statics and Strengths of Materials
Spring. 3(3-0) P:M: (CMP 210 and CMP 211) and (MTH 124 or MTH 132 or LBS 118) and (PHY 183 or PHY 231 or PHY 231B or PHY 231C) SA: BCM 222 Not open to students with credit in ME 221 or ME 222. Equilibrium of forces. Free body diagrams. Force components. Bending moments. Stress and strain. Mechanical properties of materials. Beams and trusses. Computer applications. Indeterminate structures.

230 Utility Systems
Spring. 4(4-0) P:M: (CMP 210 and CMP 211) SA: BCM 230 Heating, cooling, ventilating, electrical, gas, lighting, water, waste water, telecommunications, fire protection, safety, security, and sound control systems in residential and commercial construction. Applicable codes.

305 Site Construction and Measurement
Fall. 3(2-2) P:M: (CMP 230) R: Open only to juniors or seniors in the Construction Management major. SA: BCM 305 Site construction methods, materials and equipment for buildings, soil, foundation, erosion, and storm water. Layout, leveling, surveying, and underground utilities.

315 Construction Quantity Surveying
Spring. 3(2-2) P:M: (CMP 305) and (CSE 101 or CSE 131 or CSE 231 or CSS 110 or LBS 126) R: Open only to juniors and seniors in the Construction Management or Civil Engineering major. SA: BCM 315 Measurement of quantities for construction projects. Work breakdown structure. Industry standards.

322 Structural Systems
Fall. 3(3-0) P:M: (CMP 222) or (ME 221 or ME 222) R: Open only to juniors or seniors in the Construction Management or Civil Engineering majors. SA: BCM 322 Not open to students with credit in CE 406. Structural design using wood, steel and concrete. Beams, columns, footings, and foundation walls. Loading, soils.

325 Real Estate Principles and Construction Finance
Fall. 4(4-0) P:M: (EC 201 or EC 202 or EC 251H or EC 252H) and (MTH 124 or MTH 132 or LBS 118) R: Open only to juniors or seniors in the Construction Management major or approval of department. SA: BCM 325 Financial methods and instruments utilized in construction, rehabilitation, development, and purchase of real estate. Terms, contracts, valuation, brokerage, taxation, risk, and interest rate analysis.

328 Construction Presentation Graphics
Fall. Spring. 2(1-2) P:M: (CMP 230) and (CSE 101 or CSE 131 or CSE 231 or CSS 110 or LBS 126) R: Open only to juniors or seniors in the Construction Management major. SA: BCM 328 Graphic communication methods used in construction organizations.

335 Land Development
Spring. 3(3-0) P:M: (CMP 211 and CMP 305) and (CMP 325 or UP 458) R: Open only to juniors or seniors in the Construction Management or Civil Engineering or Landscape Architecture or Urban and Regional Planning major. SA: BCM 335 Methods and practices of land development. Market research. Financial feasibility. Land use regulations. Legal documentation. Site analysis and design. Case studies.

385 Construction Documents and Contracts (W)
Spring. 3(3-0) P:M: (CMP 305) Completion of Tier I writing requirement. R: Open only to juniors and seniors in the Construction Management or Civil Engineering or Landscape Architecture major. SA: BCM 385 Construction contracts for commercial and residential projects. Contract procedures, bidding, changes, substitutions. Specifications. Insurance, bonding, claims, disputes, and payments. Responsibilities of owners and contractors.

401 Construction Safety Management
Spring. 3(3-0) P:M: (CMP 305) RB: (CMP 385 or CMP 423 or concurrently) R: Open only to juniors or seniors in the Construction Management or Civil Engineering major. SA: BCM 401 Construction safety with Occupational Safety and Health Administration (OSHA) emphasis. General safety and health provisions, records, and safety management programs. Personnel protection and life saving equipment. Economic impact of safety program.

411 Construction Project Scheduling
Fall. Spring. 3(2-2) P:M: (STT 200 or STT 201 or STT 315 or STT 421) and (CMP 315 and CMP 322) R: Open only to juniors or seniors in the Construction Management or Civil Engineering major. SA: BCM 411 Basic construction project scheduling procedures. Work breakdown structure, critical path method, and scheduling logic. Activity durations, status reports, resource allocation, and control.

415 Cost Estimating and Analysis

423 Construction Project Management
Fall. Spring. 3(3-0) P:M: (CMP 385 and CMP 411 or concurrently and CMP 415 or concurrently) R: Open only to juniors in the Construction Management or Civil Engineering major. SA: BCM 423 Construction management principles and practices. Project planning and controls.

435 Residential Building Projects (W)
Spring. 3(1-4) P:M: (ACC 201 and ACC 202) or (ACC 230) and (CMP 328 and CMP 353 and CMP 423 or concurrently) and completion of Tier I writing requirement. R: Open only to seniors in the Construction Management major. SA: BCM 435 Development of a residential project and business plan.

436 Commercial Building Projects (W)
Spring. 3(1-4) P:M: (ACC 201 and ACC 202) or (ACC 230) and (CMP 328 and CMP 353 and CMP 423 or concurrently) and completion of Tier I writing requirement. R: Open only to seniors in the Construction Management major. SA: BCM 436 Evaluation, procurement, and management of commercial building projects.

490 Independent Study
Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 8 credits in all enrollments for this course. R: Open only to Construction Management majors. Approval of department; application required. SA: BCM 490 Special problems in acquisition and development of residential land, design, construction technology, building materials, finance, marketing, construction management, or land use codes and regulations.

491 Special Topics in Building Construction Management
Fall, Spring. 1 to 4 credits. A student may earn a maximum of 8 credits in all enrollments for this course. P:M: (CMP 210) R: Open only to Construction Management majors. Approval of department. SA: BCM 491 Topics such as computer methods in building construction management, construction technology, solar energy, special land use codes, or new technology management.

493 Professional Internship in Building Construction Management.
Fall, Spring, Summer. 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Open only to juniors or seniors in the Construction Management major. Approval of department; application required. A student may earn a maximum of 6 credits in all enrollments for any or all of these courses: ABM 493, AEE 493, ANR 493, ANS 493, CMP 493, CSS 493, EEP 493, FIM 493, FSC 493, FW 493, HRT 493, PKG 493, PLP 493, PRR 493, and RD 493. SA: BCM 493 Supervised professional experiences in agencies and businesses related to a student's major field of study.

COUNSELING, CEP
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

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(3-0) R: Open only to undergraduate students in deaf education, learning disabilities, kinesiology, and audiology and speech sciences. 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
Psychological theories of human adjustment. Implications for effective learning, self-development, and adaptation.

261 Substance Abuse
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:M: 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
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:M: Completion of Tier I writing requirement. RB: (CEP 442B) 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: CEP 840 Political, social, methodological, historical, philosophical, and legal issues in educating deaf children and youth.

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

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

444 Education of Students with Severe and Multiple Disabilities (W)
Spring. 3(3-0) P:M: Completion of Tier I writing requirement. R: Not open to freshmen or sophomores.

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

451 Models of Special Education Administration and Services
Fall. 3(3-1) R: Open only to students admitted to the teacher certification program in emotional impairment 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.

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

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

480 Practicum Experience with Deaf Students

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

502B Internship in Teaching Diverse Learners II: Emotional Impairment
Spring. 6(2-24) RB: (CEP 801A and CEP 802A and TE 501) R: Open only to students admitted to the teacher certification program in emotional impairment or to master's students in the Special Education major. Not open to students with credit in CEP 502A or CEP 502C or CEP 502D or CEP 893F. C: CEP 803A concurrently and CEP 804A concurrently. Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students who are emotionally impaired in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

502C Internship in Teaching Diverse Learners II: Deaf Education
Spring. 6(2-24) RB: (CEP 801A and CEP 802C and TE 501) R: Open 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 502A or CEP 502B or CEP 502D or CEP 893F. C: CEP 803C concurrently and CEP 804C concurrently. Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students who are deaf or hard of hearing in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic, communication, and social outcomes.

502D Internship in Teaching Diverse Learners II: Visual Impairment
Spring. 6(2-24) RB: (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 and 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.

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(2-3) RB: (TE 401) R: Open only to students admitted to the teacher certification program in special education or to master's students in the Special Education ma C: (CEP 802A concurrently or CEP 802C concurrently) and (TE 501 concurrently). Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with impairments. Advocacy for students with impairments in school and community settings.

802 Developing Positive Attitudes toward Learning
Fall. 3(3-0) RB: (CEP 800)
Behavioral, individual-difference, and cognitive perspectives on student motivation to learn.

802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment
Fall. 3(3-1) RB: (CEP 501) R: Open only to students admitted to the teacher certification program in emotional 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 and CEP 801A concurrently. Qualitative and quantitative research methods on teaching and learning of students with emotional or learning impairments. Framing educational problems in special education. Designing and assessing studies of mathematics and problem-solving.

802C Reflection and Inquiry in Teaching Special Education I: Deaf Education
Fall. 3(2-3) 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 802C or CEP 802D. C: CEP 801A concurrently and TE 501 concurrently. Qualitative and quantitative research methods on teaching and learning of deaf students. Framing education problems in special education. Designing and assessing studies of language development for students who are deaf or hard of hearing.

803A Professional Role in Teaching Special Education II: Assessment of Mild Impairment
Spring. 3(2-3) RB: (CEP 801A and CEP 802A and TE 501) R: Open only to students admitted to the teacher certification program in emotional 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 or CEP 502B concurrently) and (CEP 804A concurrently). School-agency alliances for fostering student learning. Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students who are mildly impaired. Engage with families to improve responsiveness to the assessment.

803C Professional Role in Teaching Special Education II: Assessment of Deaf Students
Spring. 3(2-3) RB: (CEP 801A and CEP 802C and TE 501) 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 803C or CEP 803D. C: CEP 502C concurrently and 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) RB: (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 803C or CEP 804C. C: CEP 502D concurrently and CEP 804D concurrently. School-agency alliances for fostering student learning. Informal and formal assessment methods for expected outcomes for students who are blind. Engage with families to improve responsiveness to the assessment of expected outcomes.

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

804C Reflection and Inquiry in Teaching Special Education II: Deaf Education
Spring. 3(2-3) RB: (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 804A or CEP 804D. C: CEP 502C concurrently, CEP 803C concurrently. Collecting, analyzing and interpreting data related to teaching, learning and educational policy. Appraising and reporting results of inquiry. Designing and assessing studies of teaching practice in academic subject learning related to students who are deaf or hard of hearing.

804D Reflection and Inquiry in Teaching Special Education II: Visual Impairment
Spring. 3(2-3) RB: (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 802D concurrently and CEP 803D 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 with Technology
Fall. 3(3-0) Interdepartmental with Teacher Education.

806 Learning Science with Technology
Spring. 3(3-0) Interdepartmental with Teacher Education.
Possibilities, ideas, and issues associated with teaching science with technology. How K-12 teachers use Internet resources (e.g. simulations, databases, communities) to facilitate science learning. Contemporary conceptual perspectives from educational psychology on important issues of learning.

807 Proseminar in Educational Technology
Fall, Summer. 3(3-0) R: Open only to master's students in the Teaching and Learning with Technology major or approval of department.
Perspectives on educational technology, current theories, research findings, and methods of design and evaluation.

808 Instructional Design
Fall. 3(3-0)
Theories, historical perspectives and application of instructional design principles to design of courses, learning modules, and on-line learning environments. Relationship of instructional design to constructivist approaches to learning.

810 Teaching for Understanding with Computers
Fall, Spring, Summer. 3(3-0)
Integration of productivity tools and web-based resources in school settings to improve teaching and learning.
Adapting Innovative Technologies to Educational Problems in School Settings

Applications of technology in K-12 settings. Define, implement, and evaluate technology-based solutions to educational problems in school settings.

Electronic Portfolios for Teaching and Learning

Web-based professional teaching and student portfolios. Authentic assessment, evaluation rubrics, alternative assessment. Portfolios for teaching writing, science, social studies, and art.

Emotional and Social Development of School-Age Youth

Research on emotional and social development from birth through adolescence. Personality development. Implications for teaching and learning.

Technology, Teaching and Learning Across the Curriculum

Uses of technologies in teaching subject matter. Disciplinary perspectives on teaching and learning with technology.

Learning Technology through Design


Measurement and Evaluation for Counseling and Development

Assessment of intelligence, aptitude, achievement, interests, career development, work and personal values, and personality.

Approaches to Educational Research

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.

Evaluation of Educational Programs and Policies

Interdepartmental with Teacher Education. RB: (CEP 822)

Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation.

Classroom, School and Community Programs for Students with Emotional Impairments

Fall, 3(3-0) P.M: (CEP 885 or concurrently) R: Open only to master's students in the Special Education Emotional Impairment area of emphasis.

Organizing and managing classrooms and community-based school management programs for students with emotional impairments and/or behavioral disorders. Creating positive classroom and school climates.

Behavior Analysis and Intervention for Students with Emotional Impairments

Spring, 3(3-0) P.M: (CEP 827) R: Open only to master's students in the Special Education Emotional Impairment area of emphasis.


Seminar in Emotional Impairments: Academic and Social Issues

Fall, 3(3-0) R: Open only to master's students in the Special Education Emotional Impairment area of emphasis.

Aligning cognitive and social goals in the design, implementation, and evaluation of academic curricula for students with emotional impairments. Psychological, social, and contextual factors related to instruction.

Educating Students with Challenging Behavior

Spring, 3(3-0) RB: Teaching certificate R: Open only to graduate students in the College of Education.

Evidence-based classroom interventions for students with disruptive and other behavior problems within general education. Effective teaching approaches for students with challenging behavior.

Psychosocial Development in Deaf and Hard of Hearing Individuals

Spring of even years. 3(3-0) P.M: (CEP 442B and CEP 804C) RB: Teaching endorsement in Deaf Education.

Psychological and social forces that shape the lives of Deaf and Hard-of-Hearing individuals in the school, home, workplace, and community environments.

Teaching Exceptional Children and Youth in General Education

Spring, 3(3-0)

Characteristics of students with disabilities and special needs. Implications for legal and professional responsibilities of general education teachers. Effective instructional strategies to support these students in K-12 classrooms.

Classroom and Behavior Management in the Inclusive Classroom

Summer, 3(3-0)

Identification of behavioral, social and academic characteristics of children with special needs. Principles and techniques for classroom and behavioral management in the inclusive classroom: designing school-wide, classroom-based and individual interventions.

Methods of Instruction in Inclusive Classrooms

Fall, 3(3-0) P.M: (CEP 840)

Principles for creating inclusive classrooms that support learning for all students. Instructional practices for providing differentiated instruction and making adaptations and accommodations. Evaluating student progress and program efficacy.

Advanced Studies in Deaf Education

Summer, 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P.M: (CEP 842B and CEP 804C) RB: Teaching endorsement in Deaf Education.

Research topics relating to the education of Deaf and Hard-of-Hearing students.

Issues in the Instructional Use of Sign Language

Spring of odd years. 3(3-0) P.M: (CEP 442B and CEP 804C) RB: Teaching endorsement in Deaf Education.

Instructional applications of American Sign Language and other forms of signed communication in the education of Deaf and Hard-of-Hearing students.

Special Education Internship: Teaching Children and Youth with Visual Impairments

Fall, 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. RB: (CEP 802D and CEP 803D and CEP 804D and CEP 843B) R: Open only to graduate students in the Special Education major. C: CEP 847B concurrently and CEP 848B concurrently.

Supervised student teaching in elementary and secondary education programs for blind and visually impaired children.

Special Education Internship: Teaching Deaf-Blind Children and Youth

Fall, 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. RB: (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.

Techniques of Orientation and Mobility I

Fall, 3(1-4) RB: (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.

Techniques of Orientation and Mobility II

Fall, 3(1-4) P.M: (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 Counseling, Rehabilitation Counseling, and School Psychology. 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) R: (CEP 861 and CEP 862) R: Open only to graduate students in Counseling, Rehabilitation Counseling, and 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-M: (CEP 821 and CEP 861 and CEP 862) Supervised training and practice in mental health testing assessment, and use of the DSM-IV.
888 Theories of Child Psychotherapy
Spring, 3(3-2) P.M. (CEP 865) R: Open only to Ed.S. or Ph.D. students in the School Psychology major.

889 Consultation in School Psychology
Spring, 3(3-0) P.M. (CEP 884 and CEP 880 and CEP 881 and CEP 887 and CEP 888) R: Open only to Ph.D. and Ed. Specialist students in the School Psychology major.

890 Independent Study
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course.
Individual or group study guided by a faculty member.

893A Rehabilitation Counseling Internship
Fall, Spring, Summer. 3 to 9 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: (CEP 894A) R: Open only to master's students in the Rehabilitation Counseling major.
Supervised internship experience in community rehabilitation settings.

893B Internship in School Psychology
Fall, Spring. 3(3-0) A student may earn a maximum of 15 credits in all enrollments for this course. RB: (CEP 894B) R: Open only to Ed.S. or Ph.D. students in the School Psychology major.
Supervised experience in the practice of school psychology. Diagnostics, consultation and intervention.

893C Counseling Internship
Spring, 3 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. P.M: (CEP 894C) Application and integration of knowledge and skills in counseling individuals and groups in schools and agencies. Assessment, intervention, and evaluation of outcomes in field settings.

893D Special Education Internship: Teaching Deaf Children and Youth
Fall, Spring. 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. RB: (CEP 440 and CEP 442B and CEP 801A and CEP 802C) R: Open only to graduate students in the Special Education major.
Supervised student teaching in elementary and secondary programs for deaf or hearing impaired students.

893F Special Education Internship: Teaching Children with Learning Disabilities
Fall, Spring. 4 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. RB: (CEP 803A) R: Open only to graduate students in the Special Education major.
Supervised student teaching in elementary and secondary education programs for learning disabled students.

893G Special Education Internship: Teaching Children with Emotional Impairments
Fall, Spring. 4 to 9 credits. A student may earn a maximum of 9 credits in all enrollments for this course. RB: (CEP 803A) R: Open only to graduate students in the Special Education major.
Supervised student teaching in elementary and secondary programs for emotionally impaired students.

894A Rehabilitation Counseling Practicum
Fall, Summer. 6(3-12) RB: (CEP 862) R: Open only to master's students in the Rehabilitation Counseling major.
Supervised practicum in a rehabilitation or human services setting.

894B School Psychology Practicum
Fall, Spring. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: (CEP 885) R: Open only to graduate students in the School Psychology major. C: CEP 884 concurrently.
Administration and interpretation of individual scales. Report writing. Consultation and team decision making.

894C Counseling Practicum
Fall, Spring. 6(3-12) RB: (CEP 863) R: Open only to master's students in Counseling.
Supervised counseling experience in schools or agency. Analysis and critique of these experiences through group and individual consultation with the instructor.

894D Practicum in Educational Psychology
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: (CEP 800 and CEP 801) R: Open only to graduate students in the 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. RB: (CEP 857B and CEP 857C) R: Open only to graduate students in the Special Education major.
Supervised field experience in teaching independent travel to visually impaired and blind students in elementary and secondary education programs.

894F Special Education Practicum: Children and Youth with Learning Disabilities
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. R: Open only to graduate students in the Special Education major. C: CEP 802A concurrently and CEP 804A concurrently.
Supervised field experience with students who have learning disabilities. Planning, implementing, and critiquing instruction in elementary and secondary school settings.

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

894I Special Education Practicum: Children and Youth in Deaf Education
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. RB: (CEP 440 or concurrently) R: Open only to graduate students in the Special Education major.

895 Research Ethics
Summer, 1(1-0) Interdepartmental with Teacher Education; Kinesiology; Educational Administration. 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. SA: PES 905Identifying 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 Counseling, 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.M. (CEP 900) R: Open only to Ph.D. students in Counseling, Educational Psychology and Special Education. SA: CEP 901Historical 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.M. (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.
Counseling, Educational Psychology and Special Education—CEP

961 Perspectives on Diversity in Counseling Psychology
Spring, 4(3-4) R: Open only to Ed.S. or Ph.D. students in the Counseling Psychology or Counselor Education or Rehabilitation Counselor Education or School Psychology major.

Cultural, gender, and disability dynamics as they affect human functioning and counseling practices. Strategies and techniques for multicultural perspectives in counseling.

962 Psychology of Career Development
Spring, 3(3-0) R: (CEP 864) R: Open only to Ph.D. students in the Counseling Psychology or Counselor Education or Rehabilitation Counselor Education major.

Theories of career choice and development. Psychological processes underlying vocational behavior.

963 Ethics in Counseling Psychology
Spring, 3(3-0) R: Open only to Ed.S. or Ph.D. students in the Counseling Psychology or Counselor Education or Rehabilitation Counselor Education or School Psychology major.

Traditional and contemporary issues in theory, research, practice and training with a focus on ethics including theoretical principles, standards, codes of conduct, and legal issues.

964 Counseling Foundations
Fall of odd years, 3(3-0) RB: (CEP 960 or concurrently) R: Open only to Ph.D. students in the Counselor Education or Rehabilitation Counselor Education major.


965 Current Research and Issues in Counseling
Fall of even years, 3(3-0) RB: (CEP 964) R: Open only to Ph.D. students in the Counselor Education or Rehabilitation Counselor Education major.

Practice and research issues in rehabilitation counseling and school counseling.

966 Psychological Diagnosis and Assessment I
Fall, 3(3-0) RB: (CEP 960) R: Open only to Ph.D. students in the Counseling Psychology major.


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

968 Research Methods in Counseling Psychology
Fall, 3(3-0) RB: (CEP 933) R: Open only to Ph.D. students in the Counseling Psychology or Rehabilitation Counselor Education or Counselor Education major.

Research topics and designs in counseling psychology, with emphasis on the development of a viable research proposal.

969 Supervision of Counseling Psychologists
Spring, 3(2-3) RB: (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.

971 Teaching Practicum in Counselor Education
Fall of even years, 3(3-2) P:M: (CEP 970) R: Open only to doctoral students in the Counseling Psychology or Counselor Education or Rehabilitation Counselor Education or School Psychology major.

Development of personalized teaching portfolios. Preparation of training modules that address critical issues in counseling and teaching evaluation.

975 Psychological Assessment of Cognitive Dysfunction
Spring of even years, 3(3-0) RB: (CEP 966 or CEP 880) R: Open only to doctoral or Educational Specialist students in the Department of Counseling, Educational Psychology and Special Education.


982 Seminar in Counseling, Educational Psychology and Special Education
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to Ph.D. students in the College of Education.

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

990 Independent Study
Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to Ph.D. students.

Individual or small group study, guided by a faculty member, in the areas of Counseling, Educational Psychology and Special Education.

991A Special Topics in Learning, Technology and Culture
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open only to doctoral students in the College of Education.

Special topics in learning, technology, and culture in education.

991B Special Topics in Educational Statistics and Research Design
Fall, Spring, 4(4-0) A student may earn a maximum of 16 credits in all enrollments for this course. RB: (CEP 933) R: Open only to Ph.D. students.

Special topics in educational statistics and research design.

994A Counseling Psychology Practicum I
Fall, 3(0-9) RB: (CEP 960) R: Open only to Ph.D. students in the Counseling Psychology major.

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

994B Counseling Psychology Practicum II
Spring, 3(0-9) P:M: (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:M: (CEP 994B) R: Open only to Ph.D. students in the Counseling Psychology major.

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

994D Laboratory and Field Experience in Special Education
Fall, Spring, 3(1-6) R: Open only to Ph.D. students in Special Education. Approval of department.

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

995 Practicum in Research Design and Data Analysis
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. RB: (CEP 933) R: Open only to doctoral students in the College of Education.

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

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

Doctoral dissertation research.

CRIMINAL JUSTICE  CJ

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
Fall, 4(4-0) RB: A background in general chemistry and biology.