CEP—Counseling, Educational Psychology and Special Education

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 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 special education-deaf education, special education-learning disabilities, kinesiology, and audiology and speech sciences majors. Not open to students with credit in TE 250.

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

260 Dynamics of Personal Adjustment
Fall, Spring, Summer. 3(3-0)

Psychological theories of human adjustment. Implications for effective learning, self-development, and adaptation.

261 Substance Abuse
Fall, Spring. 3(3-0)

Effects of mood-altering chemicals. Treatment approaches and resources. Special emphasis on adolescent users.

301 Introduction to Students With Mild Impairments (W)
Spring, 3(2-2) P:M: Completion of Tier I writing requirement. R: Open only to students admitted to the Special Education-Emotional Impairment or Special Education-Learning Disabilities major.

Learning and emotional impairments. Characteristics, causes, educational approaches, theories, and issues pertaining to students with mild impairments.

341 American Sign Language and the Deaf Community
Fall, Spring, Summer. 2(2-0)

Orientation to deaf culture. Essential signing for those expecting to have intermittent contact with deaf adults.

416 Teaching and Learning With Technology
Fall, Spring, Summer. 3(3-0) R: Open only to juniors or seniors or graduate students in the College of Education.

Uses of technology in teaching and learning. Developing plans for implementing and evaluating uses of technology in the classroom setting.

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

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

441A American Sign Language I
Fall, Spring, Summer. 3(3-0) P: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


442B American Sign Language IV
Spring, 3(3-0) P:M: CEP 442A


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.

449 Behavior Management in Special Education
Spring, 3(3-0) SA: CEP 849

Management practices for behavior problems and disorders. Applied behavior analysis, social skills acquisition through cooperative learning and cooperative discipline. Focus on problem-solving and peer collaboration.

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

Application of theory and research to special education program design and implementation.

452 Students With Disabilities in the Regular Classroom
Fall, Summer. 3(3-4) SA: CEP 852

Problems and issues in educating children with disabilities in the least restrictive environment. Legal, attitudinal, and practical factors which influence teachers and students.

460 Communication Skill Training for the Helping Professional
Fall, Spring. 3(3-0) R: Not open to freshmen or sophomores.

Interpersonal communication focusing on dynamics of listening process, interpersonal style, and barriers to communication. Emphasis on the mastery of microskills.

470 Disability in a Diverse Society
Spring. 3(3-0) R: Open only to juniors or seniors or graduate students.

Needs and life experiences of persons with various physical and mental disabilities, types of services designed to meet these needs, multicultural issues relevant to disabilities, and career opportunities available in the field.

480 Practicum Experience with Deaf Students
Spring. 1(0-5) P:M: CEP 440

Field experience in a self-contained classroom of deaf and hard-of-hearing 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 in the Special Education-Learning Disabilities major or to master's students in the Special Education major. Not open to students with credit in CEP 802C or CEP 893F. C: CEP 803C concurrently and CEP 804C concurrently.

Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students with learning disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

502C Internship in Teaching Diverse Learners II: Deaf Education
Spring. 6(2-24) RB: CEP 801A and CEP 802C and TE 501 R: Open to lifelong graduate students in the Special Education-Deaf Education major. Not open to students with credit in CEP 502A or CEP 893D. C: CEP 803C concurrently and CEP 804C concurrently.

Internship in heterogeneous classrooms, increased emphasis on independent teaching. Teaching students who are deaf or hard of hearing in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic, communicative, 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.
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801A Professional Role in Teaching Special Education I: Collaboration and Consultation
Fall. 3(2-3) RB: TE 401 R: Open only to students admitted to the teacher certification program in special education or to master's students in the Special Education major. C: CEP 802A concurrently or CEP 802C concurrently or TE 501 concurrently. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 803A. C: CEP 502C concurrently or CEP 804C concurrently.

Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with impairments. Advocacy for students with impairments in school and community settings.

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

802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment
Fall. 3(2-3) RB: (CEP 301 and Admission to the teacher certification program in emotional impairment or learning disabilities. R: Open only to master's students in the Special Education major or educational specialists or doctoral students in the School Psychology major. Not open to students with credit in CEP 802C. C: TE 501 concurrently and CEP 801A concurrently.

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

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

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

803A Professional Role in Teaching Special Education II: Assessment of Mild Impairment
Spring. 3(2-3) RB: CEP 801A and CEP 802A and TE 501) and CEP 502C and TE 501) Admission to the teacher certification program in deaf education. Open only to master's students in the Special Education major. Not open to students with credit in CEP 803C. C: CEP 502C concurrently or CEP 804C concurrently.

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

803C Professional Role in Teaching Special Education II: Assessment of Deaf Students
Spring. 3(2-3) RB: (CEP 801A and CEP 802C and TE 501) and CEP 502C concurrently or CEP 804C concurrently. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 803A. C: CEP 502C concurrently or CEP 804C concurrently.

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

804A Reflection and Inquiry in Teaching Special Education II: Mild Impairment
Spring. 3(2-3) RB: (CEP 801A and CEP 802C and TE 501) and CEP 502C concurrently or CEP 803A concurrently.

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

804C Reflection and Inquiry in Teaching Special Education II: Deaf Education
Spring. 3(2-3) RB: (CEP 801A and CEP 802C and TE 501) and CEP 502C concurrently or CEP 803C concurrently.

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

805 Learning Mathematics with Technology
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education.


806 Learning Science with Technology
Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education.

Possibilities, ideas, and issues associated with teaching science with technology. How K-12 teachers use Internet resources (e.g., simulations, databases, communities) to facilitate science learning. Contemporary conceptual perspectives from educational psychology on important issues of learning.

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

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

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

811 Adapting Innovative Technologies to Education
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.
Application of instructional principles and methods to educational problems in the K-12 classroom. Development of technological applications which are interactive, multisensory, and innovative.

812 Applying Educational Technology to Problems of Practice
Fall, Spring, 3(3-0)
Applications of technology in K-12 settings. Define, implement, and evaluate technology-based solutions to educational problems in school settings.

813 Electronic Portfolios for Teaching and Learning
Fall, Spring. 3(3-0)
Web-based professional teaching and student portfolios. Authentic assessment, evaluation rubrics, alternative assessment. Portfolios for teaching writing, science, social studies, and art.

816 Technology, Teaching and Learning Across the Curriculum
Spring. 3(3-0)
Uses of technologies in teaching subject matter. Disciplinary perspectives on teaching and learning with technology.

817 Learning Technology through Design
Fall, Spring. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.

821 Measurement and Evaluation for Counseling and Development
Fall, Spring. 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. Administered by Counseling, Educational Psychology, and Special Education. RB: CEP 822
Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation.

827 Classroom, School, and Community Programs for Students with Emotional Impairments
Fall. 3(3-0) P:M: CEP 885 or concurrently RB: Emotional Impairment area of emphasis. R: Open only to master's students in the Special Education major.
Organizing and managing classrooms and community-based school management programs for students with emotional impairments and/or behavioral disorders. Creating positive classroom and school climates.

828 Behavior Analysis and Intervention for Students with Emotional Impairments
Spring. 3(3-0) P:M: CEP 827 RB: Emotional Impairment area of emphasis. R: Open only to master's students in the Special Education major.

829 Seminar in Emotional Impairments: Academic and Social Issues
Fall. 3(3-0) RB: Emotional Impairment area of emphasis. R: Open only to master's students in the Special Education major.
Aligning cognitive and social goals in the design, implementation, and evaluation of academic curricula for students with emotional impairments. Psychological, social, and contextual factors related to instruction.

832 Educating Students with Challenging Behavior
Spring. 3(3-0) RB: Teaching certificate R: Open only to graduate students in the College of Education.
Evidence-based classroom interventions for students with disruptive and other behavior problems within general education. Effective teaching approaches for students with challenging behavior.

838 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.

840 Teaching Exceptional Children and Youth in General Education
Spring. 3(3-0)
Characteristics of students with disabilities and special needs. Implications for legal and professional responsibilities of general education teachers. Effective instructional strategies to support these students in K-12 classrooms.

841 Classroom and Behavior Management in the Inclusive Classroom
Summer. 3(3-0)
Identification of behavioral, social, and academic characteristics of children with special needs. Principles and techniques for classroom and behavioral management in the inclusive classroom: designing school-wide, classroom-based and individual interventions.

842 Methods of Instruction in Inclusive Classrooms
Fall. 3(3-0) P: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.

847 Advanced Studies in Deaf Education
Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P:M: CEP 442B and CEP 804C RB: Teaching endorsement in Deaf Education.
Research topics relating to the education of Deaf and Hard-of-Hearing students.

848 Issues in the Instructional Use of Sign Language
Spring of odd years. 3(3-0) P: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.

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

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

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

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

861 Counseling Theory, Philosophy, and Ethics
Fall. 3(3-0) R: Open only to graduate students in the Counseling major or Rehabilitation Counseling major or School Psychology major.
Selected counseling theories. Foundations of ethical decision-making. Professional standards, guidelines, and issues concerning the training and work of the counselor and school psychologist. Legal issues and precedents.

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

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

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

865 Assessment and Research in Counseling and School Psychology
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.

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 adjustments to chronic disease and disability.

872 Social and Environmental Aspects of Rehabilitation
Spring. 3(3-0)
Social and political factors that handicap individuals with disabilities. The Independent Living movement, philosophy, legislation and services. Accommodations and enabling technology. Attitude modification and client empowerment.
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873 Employment Strategies for Individuals with Disabilities
Fall. 3(3-0)
Public policy, resources, and intervention strategies for assisting persons with disabilities to adapt to the work-place and to achieve vocational outcomes. Assisting employers in accommodating and retaining employees with disabilities.

874 Transition from School to Adult Life for Students with Disabilities
Summer. 3(3-0)
Historical, legislative, theoretical, and operational aspects of the transition from school to adult life for students with disabilities.

875 Substance Abuse and Treatment
Summer. 3(3-0)
Physical, intellectual, social, and psychological effects of chemical use and abuse. Assessment tools and strategies for therapeutic intervention.

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

877 Vocational Assessment and Research in Rehabilitation
Fall. 3(3-0) R: 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.

878 Diagnosis, Treatment and Community Services in Psychiatric Rehabilitation
Summer. 3(3-0)
Major types of psychiatric conditions and their effects on personal and vocational functions. Diagnostic criteria and procedures. Treatment planning and expected outcomes. Medical and psychosocial rehabilitation models of treatment. Community services.

879 Teaching College Mathematics
Fall. 3(3-0) RB: CEP 821 R: Open only to Ed.S. or Ph.D. students in the School Psychology or Counseling Psychology major. Prerequisites: College algebra, trigonometry, and CEP 201 and CEP 821 R: Open only to Master's students in the School Psychology or Counseling Psychology major.

880 Cognitive Assessment
Fall. 3(3-0) RB: CEP 821 R: Open only to Ed.S. or Ph.D. students in the School Psychology or Counseling Psychology major. Measurement of intelligence. Observation, practice, supervision, interpretation, and report writing in an educational setting.

881 Personality Assessment
Spring. 3(3-0) RB: CEP 821 and CEP 885 and PSY 475 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.

882 Seminar in Counseling, Educational Psychology and Special Education
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. Seminar in the various fields of emphasis in Counseling, Educational Psychology and Special Education.

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

884 Roles and Functions of School Psychologists
Spring of odd years. 3(3-0) RB: CEP 801 and CEP 821 and CEP 880 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.

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

886 Psychological Assessment and Intervention I
Fall. 3(2-3) R: Open only to Ed.S. or Ph.D. students in the School Psychology major. Conceptual and legal definitions of high-incidence disabilities. Psychological and educational assessments and interventions for learning, behavioral, and developmental problems of children and adolescents. Problem-solving assessment model. Informal and formal assessment methods. Eligibility determinations for special education.

887 Psychological Assessment and Intervention II
Spring. 3(2-3) P:M: CEP 885 R: Open only to Ed.S. or Ph.D. students in the School Psychology major.

888 Theories of Child Psychotherapy
Spring. 3(2-3) P:M: CEP 885 R: Open only to Ed.S. or Ph.D. students in the School Psychology major. Models of psychotherapy for children and adolescents. Empirically-supported, brief models appropriate for school and community-based practice. Critical appraisal of models, methods, and selected techniques.

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 9 credits in all enrollments for this course. RB: CEP 894A R: Open only to master's students in the Rehabilitation Counseling major. Supervised internship experience in community rehabilitation settings.

893B Internship in School Psychology
Fall. Spring. 3(3-0) 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.
893K Practicum in School Psychology  
Fall, Spring, Summer. 3(3-10) A student may earn a maximum of 12 credits in all enrollments for this course. RB: CEP 883 and CEP 884 and CEP 885 and CEP 886 R: Open to educational specialists or doctoral students in the School Psychology major. Administration and interpretation of information-gathering approaches. School-based consultation, team decision making, and prereferral intervention.

894D Practicum in Educational Psychology  
Fall, Summer. 6(3-12) RB: CEP 882 R: Open only to master's students in the Rehabilitation Counseling Practicum. 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. 3(3-12) RB: CEP 863 R: Open only to master's students in the Counseling major. Supervised counseling experience in schools or agency. Analysis and critique of these experiences through group and individual consultation with the instructor.

894D Practicum in Educational Psychology  
Fall, Spring. Summer. 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 Special Education major. Practicum in educational, business, or consulting settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

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

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

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

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

894K Internship in School Psychology  
Fall, Spring. 3(3-15) A student may earn a maximum of 9 credits in all enrollments for this course. RB: CEP 893K R: Open to graduate students in School Psychology major. Not open to students with credit in CEP 893B. Supervised experience in school psychology. Assessment, consultation, and intervention.

895 Research Ethics  
Summer. 1(1-0) Interdepartmental with Educational Administration and Kinesiology and Teacher Education. 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 365.

897 Psychological Study of Teaching  
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Research literature on psychological aspects of teachers and teaching. Topics include teacher's decision-making, learning from experience, and developmental changes.

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, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: CEP 883 and CEP 884 concurrently. Open only to graduate students in the Special Education major. Administration and interpretation of information-gathering approaches. School-based consultation, team decision making, and prereferral intervention.

901A Proseminar in Educational Psychology  
Spring. 3(3-0) P.M. R: CEP 800 R: Open only to doctoral students in the Department of Counseling, Educational Psychology and Special Education. SA: CEP 901 A student may earn a maximum of 12 credits in all enrollments for this course. RB: CEP 884 concurrently. Open only to master's students in the Counseling major. C: CEP 884 concurrently. Administration and interpretation of individual scales. Report writing. Consultation and team decision making.

901B Proseminar in Educational Technology  
Spring. 3(3-0) P.M. R: Open to doctoral students. Historical, theoretical, empirical, methodological, and philosophical issues. Research literature on technology in education.

902 The Psychology of Learning School Subjects  
Spring. 3(3-0) R: Open to doctoral students. Psychological theories and research regarding learning and teaching of school subjects, including mathematics, science, and reading. Psychological learning contexts in and out of school. Transfer and representation of knowledge.

903 Cognitive Development Across the Lifespan  
Fall. 3(3-0) R: Open to doctoral students. Cognitive aspects of human development. Relationship between cognitive development and learning in school and other contexts.

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

905 Cultural Perspectives on Learning and Development  
Spring of even years. 3(3-0) R: Open to doctoral students. Theories and research in cultural psychology. Relations among culture, learning, and human development in school and other settings such as family, community, and work. Implications for educational practice.

907 Psychological Study of Teaching  
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Research literature on psychological aspects of teachers and teaching. Topics include teacher's decision-making, learning from experience, and developmental changes.

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

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

911 Intellectual History of Educational Psychology  
Fall. 3(3-0) R: Open to doctoral students. Ideas and perspectives on learning and development that have shaped educational psychology. Learning of school subject matters. Learning and development in relation to educational settings.
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912 Psychological and Cognitive Aspects of Literacy Learning
Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Theory and research on psychological and cognitive aspects of literacy learning and use in sociocultural contexts.

913 Psychology and Pedagogy of Mathematics
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. RB: CEP 902 R: Open to doctoral students. Psychological theory and research on the learning of mathematics. Development of mathematical thinking and knowledge in school and other settings.

915 Literacy, Learning and Development in Sociocultural Context
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Role of language and literacy in mediating cognition, affect, and action in educational contexts. Relationship between oral and written discourse and sociocultural contexts.

916 Technology and K-12 Education
Spring. 3(3-0) R: Open to doctoral students. Technology for teaching and learning in K-12 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 to doctoral students. Design knowledge as it intersects education, psychology, communications, engineering, media theory, art and aesthetics. Research methodologies for understanding design. Design of educational media.

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

919 Current Research and Issues in School Psychology
Spring of even years. 3(3-0) R: Open only to Ed.S. or Ph.D. students in the School Psychology major. Rotating topics include role function, diagnosis and eligibility concerns, innovative educational and behavioral interventions.

920 Construction of Psychoeducational Instruments
Spring. 3(3-0) P:M: CEP 932 RB: Familiarity with a statistical package. Development and evaluation of standardized techniques for measuring psychoeducational constructs. Instrument development, validity, reliability, norming, and scaling using both raw score and latent trait measurement models.

921 Psychometric Theory I
Fall. 3(3-0) P:M: CEP 920 and CEP 933 RB: Experience using a statistical package. Theory-oriented introduction to psychometrics and the measurement of educational and psychological traits. Measurement, scaling, validity, true score test theory, measurement error, reliability, generalizability, item response theory, measurement bias, and factor analysis.

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

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

926 Prosemear in Mathematics Education I
Fall. 3(3-0) Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education. Administered by Science and Mathematics Education. Research on the learning and teaching of mathematics. Teaching, teacher and student learning, curriculum, and educational policy. Historical, philosophical, empirical, and theoretical perspectives.

927 Prosemear in Mathematics Education II
Spring. 3(3-0) Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education. Administered by Science and Mathematics Education. P:M: SME 926 Continuation of SME 926.

930 Educational Inquiry

931 Qualitative Methods in Educational Research
Fall, Spring, Summer. 4(4-0) Interdepartmental with Educational Administration and Teacher Education. Administered by Teacher Education. RB: CEP 930 Multiple traditions of qualitative research in education. 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) RB: (CEP 822 or CEP 930 or KIN 871) or a course in introductory research methods. College algebra. Students from the College of Agriculture and Natural Resources and College of Human Ecology. R: Open only to graduate students in the College of Education, College of Agriculture and Natural Resources, and College of Human Ecology. Techniques in data collection and data analysis used in educational and psychological research. Graphical and tabular representation of data. Concepts of statistical inference in educational contexts.

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

934 Multivariate Data Analysis I
Fall. 4(4-0) RB: CEP 933 R: Open only to doctoral students in the College of Education or College of Agriculture and Natural Resources or College of Human Ecology. Multivariate methods, matrix algebra, and the general linear model as applied to educational research settings.

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

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

937 Survey Research Methods in Education
Spring of even years. 4(3-3) RB: CEP 933 R: Open only to graduate students in the College of Agriculture and Natural Resources or College of Education or College of Human Ecology. Principles and techniques of survey research methodology. Quantitative sampling designs. Development of scales and questionnaires. Data analysis procedures. Emphasis on applications in education.

939 Seminar in Educational Measurement
Fall of even years. 3(3-0) P:M: CEP 920 R: Open only to doctoral students in the College of Education. Current issues in educational measurement. Ethics and standards in testing, educational testing policy, school effectiveness indices, and parameters of teacher testing.

940 Policy Analysis of Trends in Special Education
Spring of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major or approval of department. Economic, social, legal and organizational trends in special education within the theoretical framework of organizational change.
941 Academic Issues in Special Education for At-Risk Students
Fall of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Academic assessment and instructional research in special education. Inquiry in special education relating to the design and evaluation of academic programs for learning disabled, mentally retarded, emotionally impaired, and other low achieving students.

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

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

944A Rehabilitation Counselor Pedagogy
Fall of odd years. 3(3-0)
Pedagogical tools and issues associated with teaching and learning in pre-service rehabilitation counseling preparation programs.

944B Teaching Practicum in Rehabilitation Counselor Education
Fall, Spring, Summer. 3(0-12) R: Open only to Ph.D. students in Rehabilitation Counselor Education.
Course design and teaching experience under the direct supervision of a faculty member.

944C Clinical Practice Practicum in Rehabilitation Counseling
Fall of even years. 3(0-9) R: Open only to Ph.D. students in Rehabilitation Counselor Education.
Supervised counseling experience in human services, rehabilitation or educational settings to further develop skills, knowledge, and behaviors appropriate for professional counseling practice.

944D Clinical Supervision Practicum in Rehabilitation Counselor Education
Fall, Spring, Summer. 3(1-6) A student may earn a maximum of 6 credits in all enrollments for this course. R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.
Theory and practice of supervising prospective counselors. Approaches, models, and strategies.

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

950 Proseminar in Counseling Psychology
Fall. 3(3-0) R: Open only to Ph.D. students in the Counseling Psychology major.
Historical development of counseling psychology as a professional discipline. Traditional and contemporary issues in theory, research, practice, and training.

951 Technology, Society, and Culture
Fall. 3(3-0) R: Open to doctoral students.
Interactions among technology, society, and culture, with special attention to education. Technology adoption as a social phenomenon. Effects of technology on communication, social interaction, and sharing of knowledge. Effects of systems and practices on technology.

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

953 Teachers and Technology
Fall of even years. 3(3-0) R: Open to doctoral students.
Impact of new technologies on teacher knowledge and practices of teaching. Teachers' use of technology, teacher knowledge, teacher education, and changing roles of teachers.

954 Design and Methods in Mathematics Education Research
Fall of odd years. 3(3-0) Interdepartmental with Mathematics and Science and Mathematics Education and Teacher Education.
Administered by Science and Mathematics Education. RB: SME 926 and SME 927
History, current trends, and issues pertaining to research design and methods in mathematics education research. Mathematics education research in the areas of policy, teaching, teacher learning, and student learning with particular attention to how features of research designs influence research findings.

955 Research Design and Methods for Educational Psychology an Educational Technology
Fall. 3(3-0) P:M: CEP 930 and CEP 932 R: Open to doctoral students.
Research design and methods for studying learning, development, technology, and culture in educational contexts: classrooms, computer-mediated environments, homes, communities, and workplaces.

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

957 Learning in Complex Domains
Fall. 3(3-0) R: Open to doctoral students.

958 Using Literacy to Learn: Curriculum and Pedagogy
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education. R: Open only to Ph.D. students in the College of Education.
Centrality of oral and written language in all school learning. Curriculum as text and instruction as discourse. Historical development of literacy curriculum and pedagogy as conceptualized and enacted in school settings. Language of teaching and learning in the classroom.

959 Acquisition and Development of Language and Literacy
Spring. 3(3-0) R: Open only to doctoral students in the College of Education.

960 Theoretical Foundations of Counseling
Fall of even years. 3(3-0) R: Open only to doctoral students in the Rehabilitation Counselor Education major or educational specialists and doctoral students in the School Psychology major.
Theoretical models of counseling, personality, behavior change, and career development. Research literature on the process and outcomes of counseling. Selected professional issues.

961 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.

963 Ethics in Counseling and School Psychology
Spring. 3(3-0) R: Open only to Ph.D. students in the Rehabilitation Counselor Education or Ed.S. and Ph. D. students in School Psychology.
Traditional and contemporary issues in theory, research, practice, and training with a focus on ethics including ethical theory, principles, standards, codes of conduct, and legal issues.

964 Practice and Profession of Rehabilitation Counseling
Spring of even years. 3(3-0) RB: CEP 960 or concurrently R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.

965 Psychosocial Bases of Rehabilitation and Disability
Spring of odd years. 3(3-0) RB: CEP 964 R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.
Practice and research issues in rehabilitation counseling.
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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 and School Psychology  
Fall. 3(3-0) RB: CEP 933 R: Open only to Ph.D. students in the School Psychology or Rehabilitation Counselor Education major. 
Research topics and designs in counseling psychology, with emphasis on the development of a viable research proposal.

969 Clinical Supervision in Counseling and  
School Psychology  
Spring. 3(2-3) RB: CEP 967 and CEP 994B 
Theoretical, empirical, and practical aspects of the supervisory relationship. Process and outcome variables.

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

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

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

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

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

993K Practicum in PhD School Psychology  
Fall, Spring. 3(3-7) A student may earn a maximum of 6 credits in all enrollments for this course. P:M: CEP 893K and CEP 894K R: Open only to Ph.D. students in School Psychology. Supervision of practicing graduate students. School psychological service delivery to school-aged populations. Clinical research.

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

994B Counseling Psychology Practicum II  
Spring. 3(0-9) P: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.

994K Internship in PhD School Psychology  
Fall, Spring. 3(2-20) A student may earn a maximum of 9 credits in all enrollments for this course. P:M: CEP 993K RB: CEP 893K and CEP 894K R: Open only to Ph.D. students in School Psychology. School psychological service delivery to school-aged populations. Experience in professional psychology.

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

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