Counseling, 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 to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education-Deaf Education major or in the Special Education-Learning Disabilities major.
Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.

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

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: 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: 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: 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: 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: CEP 441B

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

444 Education of Students with Severe and Multiple Disabilities (W)
Spring. 3(3-0) P: 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 co-operative 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(3-0) 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
Spring. 1(0-5) P: CEP 440
Field placement experience in a self-contained classroom of deaf and hard-of-hearing students.

490 Independent Study in Counseling, Educational Psychology, and Special Education
Fall, Spring. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.
Supervised individual or small group study of the practice of counseling, educational psychology, or special education.

502A Internship in Teaching Diverse Learners II: Learning Disabilities
Fall. 3(2-4) RB: (CEP 801A and CEP 802A) P: Completion of Tier I writing requirement. 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 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: Deaf Education
Fall. 3(2-4) RB: CEP 801A and CEP 802C and TE 501 R: 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, communication, and social outcomes.

800 Psychology of Learning in School and Other Settings
Fall, Spring. 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 and applications 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 major. C: CEP 802A concurrently or CEP 802C concurrently or 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(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 specialist or doctoral students in the School Psychology 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 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 Admission into the teacher certification program in emotional impairment or learning disabilities. R: Open only to masters 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. C: CEP 502A concurrently or CEP 804A 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 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 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 802A and TE 501) and Admission into the teacher certification program in emotional impairment or learning disabilities. R: Open only to master's students in the Special Education major. Not open to students with credit in CEP 804C. C: CEP 502A concurrently or CEP 803A concurrently.
Collecting, analyzing, and interpreting data related to the teaching and learning of literacy in 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 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 804A. C: 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, Summer. 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.

815 Technology and Leadership
Fall, Spring, Summer. 3(3-0) RB: CEP 810 and CEP 811 and CEP 812 Professional development strategies. Project management, planning and evaluation. Relationship building. Ethical and social implications of technology integration.

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.

818 Creativity in Teaching and Learning
Fall, Spring. 3(3-0)
## CEP—Counseling, Educational Psychology and Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>820</td>
<td>Teaching K-12 Students Online</td>
<td>Fall, Spring. 3(3-0) RB: CEP 810 and CEP 811 and CEP 812 Strategies for constructing and implementing online curricula aimed at K-12 students.</td>
</tr>
<tr>
<td>821</td>
<td>Measurement and Evaluation for Counseling and Development</td>
<td>Fall, Spring, Summer. 3(3-0) Assessment of intelligence, aptitude, achievement, interests, career development, work and personal values, and personality.</td>
</tr>
<tr>
<td>822</td>
<td>Approaches to Educational Research</td>
<td>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.</td>
</tr>
<tr>
<td>823</td>
<td>Overview of Balanced Assessment Systems</td>
<td>Fall. 3(3-0) Assessments and assessment systems at the international, national, state, district, school, and classroom levels. Creating, selecting, administering, and reporting types of assessments. Investigating student achievement through assessments used at different levels.</td>
</tr>
<tr>
<td>825</td>
<td>Educational Assessments and Testing Programs</td>
<td>Spring, 3(3-0) P: CEP 823 Advanced review of educational assessments and testing programs at the international, national, state, district, and school levels. Purposes and types of assessments and tests used. How results are used. Implications of results for education at national, state, and local levels.</td>
</tr>
<tr>
<td>826</td>
<td>Evaluation of Educational Programs and Policies</td>
<td>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.</td>
</tr>
<tr>
<td>827</td>
<td>Classroom, School and Community Programs for Students with Emotional Impairments</td>
<td>Fall, 3(3-0) P: 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.</td>
</tr>
<tr>
<td>829</td>
<td>Seminar in Emotional Impairments: Academic and Social Issues</td>
<td>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.</td>
</tr>
<tr>
<td>832</td>
<td>Educating Students with Challenging Behavior</td>
<td>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.</td>
</tr>
<tr>
<td>833</td>
<td>Increased Student Learning through School Planning</td>
<td>Fall, Spring, 2(2-0) Understanding student planning and school culture that promote student learning. Research-based practices and procedures leading to accountability. Designing and implementing sustainable change in school operations.</td>
</tr>
<tr>
<td>834</td>
<td>Practicum for Planning Increased Student Learning</td>
<td>Fall, Spring, 3(1-4) P: CEP 833 Implementing school improvement focused on increasing student learning using research-based practices and procedures.</td>
</tr>
<tr>
<td>835</td>
<td>Practicum for Leadership in Increasing Student Learning</td>
<td>Fall, Spring, 3(1-4) P: CEP 834 or concurrently RB: Designed for people who are in leadership roles, either formally or informally, in their school and school planning efforts. Understanding leadership issues and implementing leadership strategies for school improvement for increasing student learning guided by research-based practices and procedures.</td>
</tr>
<tr>
<td>837</td>
<td>Analyzing, Using, and Reporting Assessment Results</td>
<td>Fall. 3(3-0) P: CEP 825 Analysis, use and reporting of assessment results from international, national, state, district, school, and classroom assessments. Effective reporting of results to students, parents, teachers, administrators, school boards, and other members of the public. Use of assessment results to improve instruction.</td>
</tr>
<tr>
<td>838</td>
<td>Psychosocial Development in Deaf and Hard of Hearing Individuals</td>
<td>Spring of even years. 3(3-0) P: 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.</td>
</tr>
<tr>
<td>840</td>
<td>Teaching Exceptional Children and Youth in General Education</td>
<td>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.</td>
</tr>
<tr>
<td>841</td>
<td>Classroom and Behavior Management in the Inclusive Classroom</td>
<td>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.</td>
</tr>
<tr>
<td>842</td>
<td>Methods of Instruction in Inclusive Classrooms</td>
<td>Fall. 3(3-0) P: 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.</td>
</tr>
<tr>
<td>847</td>
<td>Advanced Studies in Deaf Education</td>
<td>Spring of odd years. 3(3-0) P: CEP 442B and CEP 804C RB: Teaching endorsement in Deaf Education. Research topics relating to the education of Deaf and Hard-of-Hearing students.</td>
</tr>
<tr>
<td>848</td>
<td>Issues in the Instructional Use of Sign Language</td>
<td>Spring. 3(3-0) P: 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.</td>
</tr>
<tr>
<td>858</td>
<td>Special Education Law</td>
<td>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.</td>
</tr>
<tr>
<td>859</td>
<td>Independent Study: Education of Deaf Learners</td>
<td>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.</td>
</tr>
<tr>
<td>860</td>
<td>Stress Management</td>
<td>Fall, Spring. 3(3-0) Physiological and psychological foundations of the human stress response. Therapeutic approaches to stress management.</td>
</tr>
<tr>
<td>860A</td>
<td>Perspectives in Multicultural Counseling</td>
<td>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.</td>
</tr>
<tr>
<td>861</td>
<td>Counseling Theory, Philosophy, and Ethics</td>
<td>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.</td>
</tr>
</tbody>
</table>
893B  Internship in School Psychology  
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 9 credits in all enrollments for this course. 

891  Special Topics in Educational Psychology and Educational Technology  
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. 
Special topics in various areas of study in counseling, educational psychology and special education.

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. 
Practicum in a rehabilitation counseling major. Supervised internship experience in community rehabilitation settings.

893B  Internship in School Psychology  
Fall, Spring. 3(3-20) A student may earn a maximum of 15 credits in all enrollments for this course. 
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. 
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. 
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. 
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. 
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. 
School Psychology major. C: CEP 884 concurrently.

894A  Rehabilitation Counseling Practicum  
Fall, Spring. 6(3-12) RB: CEP 862 R: Open only to master's students in the Rehabilitation Counseling major. 
Supervised practicum in a rehabilitation counseling 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. 
School Psychology major. C: CEP 884 concurrently.

894C  Counseling Practicum  
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. 
Supervised counseling experience in schools or agencies. 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. 
Supervised 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. 
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. 
Supervised field experience with students who have learning disabilities. Planning, implementing, and critiquing instruction in elementary and secondary school settings.

895  Research Ethics  
Summer. 1(1-0) Interdepartmental with Educational Administration and Kinesiology and Teacher Education. Administered by Kinesiology, R: Open to graduate students. SA: PES 895. 

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. 
Supervised field experience with students who have learning disabilities. Planning, implementing, and critiquing instruction in elementary and secondary school settings.

900  Proseminar in Learning, Technology and Culture  
Fall. 3(3-0) R: Open to doctoral students in the Department of 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 Educational Psychology
Spring: 3(3-0) P: CEP 900 R: Open only to doctoral students in the Department of Counseling, Educational Psychology and Special Education. SA: CEP 901
Historical, theoretical, empirical, methodological, and philosophical issues. Research literature on learning and development in educational settings.

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 settings.

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
Fall, Spring: 3(3-0) R: Open to graduate students. Theories and research in cultural psychology. Relationships 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.

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. 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.

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: 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: 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: 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 theory, 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 Proseminar 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 Proseminar 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: SME 926 Continuation of SME 926.

930 Educational Inquiry

931 Introduction to Qualitative Methods in Educational Research
Fall: Spring, Summer: 3(3-0) Interdepartmental with Educational Administration and Teacher Education. Administered by Teacher Education. P: CEP 930 Concepts and assumptions underlying multiple traditions of qualitative research methods in education. Relationship between research questions and qualitative research design. Epistemology, methods, and ethical issues of ethnography, case study research, grounded theory, oral history and discourse analysis. Criteria for appraising and critiquing qualitative research designs, claims, and evidence.
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: 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) RB: CEP 934 R: CEP 933 R: Open only to Ph.D. students. Synthesis and meta-analysis in educational research.

936 Synthesis of Educational Research  
Spring of odd years. 4(4-0) RB: CEP 933 R: CEP 930 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.


938 Latent Variable and Structural Equation Modeling  
Spring. 3(3-0) P: CEP 933 R: Open to graduate students. Principles and applications of latent variable and structural equation modeling. Testing substantive theories in the social, behavioral, educational, and biomedical sciences. Statistical modeling methodology for examining causality relationships between aspects of studied phenomena. Contributions to construct validation and theory development.

939 Seminar in Educational Measurement  
Fall of even years. 3(3-0) P: 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 related 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  
Fall. 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. Librarians 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. 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: 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) Interdepartmental with Teacher Education. Administered by Teacher Education. R: Open only to Ph.D. 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 Counseling 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 Advanced Perspectives on Culture, Diversity and Social Justice in Counseling
Fall of even years. 3(3-0) R: Open to educational specialists or doctoral students in the Rehabilitation Counseling Education major or in the School Psychology major.
Culture, gender, disability, and other diversity dynamics as they affect human functioning and counseling practices and multicultural education. Strategies and techniques for multicultural perspectives in counseling and inclusive pedagogy in counselor education.

962 Seminar in Counseling, Educational Psychology and Special Education—CEP
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.

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.

966 Psychological Diagnosis and Assessment I
Fall. 3(3-0) R: 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 Special Topics in Learning, Technology and Culture
Fall, Spring. 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.
Special topics in learning, technology, and culture in education.

991B Special Topics in Educational Statistics and Research Design
Fall. Spring. 3(0-4) A student may earn a maximum of 16 credits in all enrollments for this course. RB: CEP 993 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: CEP 893K and CEP 894K R: Open only to Ph.D. students.
Supervision of practicing graduate students. School psychological service delivery to school-aged populations. Clinical research.

994A Counseling Psychology Practicum I
Fall. 3(3-9) R: 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(0-8) P: 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: 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: 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.