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.

201 Current Issues in Education Fall, Spring. 3(3-0) Interdepartmental with Educational Administration and Teacher Education. Administered by Teacher Education. Contemporary and perennial issues in elementary, secondary, and higher education.

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 or in the Child Development 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 Literacy Instruction for Students With Mild Impairments (W) Spring. 3(3-1) P: Completion of Tier I Writing Requirement R: Open to students in the Special Education-Learning Disabilities major or in the Special Education major. C: TE 301 concurrently. Reading and writing instruction for struggling learners. Characteristics of literacy problems in students with mild impairments. Adaptation for teaching reading and writing.

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.

370 Educating Students with Special Needs Fall of even years. 3(3-0) Categories of special education. Identification criteria, prevalence, demographics of exceptional children. Interventions and instructional practices. Law, advocacy, and family systems.

371 Fundamentals of Conflict and Conflict Resolution in Educational Settings Fall of odd years. 3(3-0) Nature of conflict, cooperation and competition, trust and suspicion, negotiation and mediation, power, and violence as they relate to the theoretical and practical issues of conflict resolution. Application of conflict theory to organizational and educational settings.

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.

430 Introduction to Deaf Education (W) Fall. 3(3-1) P: Completion of Tier I Writing Requirement SA: CEP 440 Political, social, methodological, historical, philosophical, and legal issues in educating deaf children and youth.

431 Lesson Design and Instruction in Deaf Education Fall. 3(3-1) P: CEP 430 R: Open to undergraduate students in the Special Education-Deaf Education major and open to master’s students in the Special Education major. Basic knowledge and skills needed to effectively design and implement instruction with students who are deaf/hard-of-hearing.

432 Language Assessment and Intervention in Deaf Education Spring. 3(3-1) P: CSD 333 R: Open to undergraduate students in the Special Education-Deaf Education major and open to master’s students in the Special Education major. Language assessment and intervention with deaf/hard-of-hearing students. Designing and assessing studies of language development for students who are deaf or hard-of-hearing, ages 5 through 21.

433 Practicum Experiences in Deaf Education Fall. 1(0-5) P: CEP 430 R: Open to undergraduate students in the Special Education-Deaf Education major and open to master’s students in the Special Education major. C: CEP 431 concurrently and CEP 432 concurrently. Field experience with students who are deaf/hard-of-hearing.

434 Structure of English and American Sign Language Fall. 3(3-1) P: CEP 442A R: Open to undergraduate students in the Special Education-Deaf Education major and open to master’s students in the Special Education major. Linguistic structures of English and American Sign Language in preparation for teaching them in a parallel manner to deaf/hard-of-hearing students at various levels.

435 Oral Instruction in Deaf Education I Spring. 3(3-1) P: CEP 432 R: Open to undergraduate students in the Special Education-Deaf Education major and open to master’s students in the Special Education major. Use and development of spoken English within literacy and content area instruction of students who are deaf/hard-of-hearing.

436 Seminar: Methods of Content Area Instruction in Deaf Education Fall. 1(1-0) R: Open to undergraduate students in the Special Education-Deaf Education major and open to master’s students in the Special Education major. C: TE 401 concurrently and TE 402 concurrently. Modification of general education content area instruction for students who are deaf/hard-of-hearing.

441A American Sign Language I Fall, Summer. 3(3-0) P: CEP 341 Basic production, conversation and grammatical analysis of American Sign Language (ASL).

441B American Sign Language II Spring, Summer. 3(3-0) P: CEP 441A Intermediate production, conversation and grammatical analysis of American Sign Language (ASL).

442A American Sign Language III Fall. 3(3-0) P: CEP 441B Advanced production, conversation and grammatical analysis of American Sign Language (ASL).

442B American Sign Language IV Spring. 3(3-0) P: CEP 442A Mastery level production, conversation and grammatical analysis of American Sign Language (ASL).

444 Education of Students with Severe and Multiple Disabilities (W) Spring. 3(3-0) R: Open to Tier I writing requirement. C: 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 Universal Design for Learning in the General Education Classroom Fall. 3(1-2) R: Open to students in the Special Education-Learning Disabilities major. Educating students with disabilities in the general education classroom through principles of Universal Design for Learning and assistive technology.
### Counseling, Educational Psychology and Special Education—CEP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>801</td>
<td>Psychological Development: Learner Differences and Commonalities</td>
<td>Fall, Spring. 3(3-0): R: Open to students in the Special Education-Deaf Education major and open to master's students in the Special Education major. Development of differences and commonalities in learners across the lifespan. Contextual influences on development. Implications for learning in schools and other settings.</td>
</tr>
<tr>
<td>802</td>
<td>Developing Positive Attitudes toward Learning</td>
<td>Fall, 3(3-0): R: CEP 800. Behavioral, individual-difference, and cognitive perspectives on student motivation to learn.</td>
</tr>
<tr>
<td>805</td>
<td>Learning Mathematics with Technology</td>
<td>Fall. 3(3-0): R: Open to undergraduate students in the Special Education-Deaf Education major and open to master's students in the Special Education major. C: CEP 442B concurrently.</td>
</tr>
<tr>
<td>806</td>
<td>Learning Science with Technology</td>
<td>Fall. 3(3-0): R: Open to undergraduate students in the Special Education-Deaf Education major and open to master's students in the Special Education major. C: CEP 442B concurrently.</td>
</tr>
<tr>
<td>807</td>
<td>Proseminar in Educational Technology</td>
<td>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.</td>
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<tr>
<td>810</td>
<td>Teaching for Understanding with Technology</td>
<td>Fall, Spring. 3(3-0): A student may earn a maximum of 6 credits in all enrollments for this course.</td>
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*Notes:*
- **500C Internship in Teaching Diverse Learners II: Deaf Education**
  - Spring. 6(2-24) RB: CEP 801A and CEP 802A and TE 501 R: Open to students in the Special Education-Deaf Education major. Not open to students with credit in CEP 502C or CEP 893F. C: CEP 503C concurrently and CEP 804C concurrently.
  - Fieldwork in heterogeneous classrooms. Increased emphasis on student teaching. Teaching students with learning disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

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*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.

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*Independent Study in Counseling, Educational Psychology, and Special Education*

Fall, Spring, Summer. 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.

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*Special Topics 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. R: Not open to freshmen or sophomores. Current issues in educational psychology and child and adolescent development in educational settings.

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*Internship in Teaching Diverse Learners II: Learning Disabilities*  
Spring. 6(2-24) RB: CEP 801A and CEP 802A and TE 501 R: Open to students in the Special Education-Deaf Education major. Not open to students with credit in or CEP 502C 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.

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*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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Enrollments</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 811</td>
<td>Applying Innovative Technologies to Education</td>
<td>Fall, Spring, Summer 3(3-0)</td>
<td>A student may earn a maximum of 6 credits in all enrollments for this course. Applications of instructional principles and methods to educational problems in the K-12 classroom. Development of technological applications which are interactive, multisensory, and innovative.</td>
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<tr>
<td>CEP 812</td>
<td>Applying Educational Technology to Issues of Practice</td>
<td>Fall, Spring, Summer 3(3-0)</td>
<td>A student may earn a maximum of 6 credits in all enrollments for this course. Applications of technology in K-12 settings. Identification, implementation, and evaluation of technology-based solutions to educational issues in school settings.</td>
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<tr>
<td>CEP 813</td>
<td>Electronic Portfolios for Teaching and Learning</td>
<td>Fall, Spring 3(3-0)</td>
<td>Web-based professional teaching and student portfolios. Authentic assessment, evaluation rubrics, alternative assessment Portfolios for teaching writing, science, social studies, and art.</td>
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<tr>
<td>CEP 815</td>
<td>Technology and Leadership</td>
<td>Fall, Spring 3(3-0): CEP 810 and CEP 811 and CEP 812</td>
<td>Professional development strategies. Project management, planning and evaluation. Relationship building. Ethical and social implications of technology integration.</td>
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<tr>
<td>CEP 816</td>
<td>Technology, Teaching and Learning Across the Curriculum</td>
<td>Spring 3(3-0)</td>
<td>Uses of technologies in teaching subject matter. Disciplinary perspectives on teaching and learning with technology.</td>
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<tr>
<td>CEP 817</td>
<td>Learning Technology through Design</td>
<td>Fall, Spring 3(3-0)</td>
<td>A student may earn a maximum of 6 credits in all enrollments for this course. Design of educational tools and software. Designing for learners. Human computer interaction. Art and aesthetics of design. Iterative design. Collaboration in design.</td>
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<tr>
<td>CEP 818</td>
<td>Creativity in Teaching and Learning</td>
<td>Fall, Spring 3(3-0)</td>
<td>Value and relevance of creativity in education. Recognizing, analyzing, and supporting creativity in multiple contexts. Psychological, motivational, and organizational aspects of creativity.</td>
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<tr>
<td>CEP 820</td>
<td>Teaching K-12 Students Online</td>
<td>Fall, Spring 3(3-0): CEP 810 and CEP 811 and CEP 812</td>
<td>Strategies for constructing and implementing online curricula aimed at K-12 students.</td>
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<tr>
<td>CEP 821</td>
<td>Measurement and Evaluation for Counseling and Development</td>
<td>Fall, Spring, Summer 3(3-0)</td>
<td>Assessment of intelligence, aptitude, achievement, interests, career development, work and personal values, and personality.</td>
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<tr>
<td>CEP 822</td>
<td>Approaches to Educational Research</td>
<td>Fall, Spring, Summer 3(3-0)</td>
<td>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>
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<tr>
<td>CEP 823</td>
<td>Overview of Balanced Assessment Systems</td>
<td>Fall 3(3-0)</td>
<td>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>
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<tr>
<td>CEP 825</td>
<td>Educational Assessments and Testing Programs</td>
<td>Spring 3(3-0): CEP 823</td>
<td>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>
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<tr>
<td>CEP 826</td>
<td>Evaluation of Educational Programs and Policies</td>
<td>Spring 3(3-0)</td>
<td>CEP 822</td>
<td>Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation.</td>
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<tr>
<td>CEP 827</td>
<td>Classroom, School and Community Programs for Students with Emotional Impairments</td>
<td>Fall 3(3-0): CEP 885 or concurrently</td>
<td>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>
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<tr>
<td>CEP 829</td>
<td>Seminar in Emotional Impairments: Academic and Social Issues</td>
<td>Fall 3(3-0): CEP 827</td>
<td>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>
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<tr>
<td>CEP 830</td>
<td>Classroom-Based Assessment</td>
<td>Spring 3(3-0)</td>
<td>Types of assessment used by educators in the classroom. Use of past and future assessments.</td>
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<tr>
<td>CEP 831</td>
<td>Administration of Educational Assessment Programs</td>
<td>Fall 3(3-0): CEP 823</td>
<td>Procedures for administering national, state, and district assessments.</td>
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<tr>
<td>CEP 832</td>
<td>Educating Students with Challenging Behaviors</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>
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<tr>
<td>CEP 834</td>
<td>Practicum for Planning Increased Student Learning</td>
<td>Fall, Spring 3(1-4): CEP 833</td>
<td>Implementing school improvement focused on increasing student learning using research-based practices and procedures.</td>
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<tr>
<td>CEP 835</td>
<td>Practicum for Leadership in Increasing Student Learning</td>
<td>Fall, Spring 3(1-4): CEP 834 or concurrently</td>
<td>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>
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<tr>
<td>CEP 836</td>
<td>Assessing the Academic Achievement of Special Needs Students</td>
<td>Spring 3(3-0): CEP 823</td>
<td>Strategies and procedures for administration of national, state, and district assessments for special needs students with disabilities and English language learners.</td>
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<tr>
<td>CEP 837</td>
<td>Analyzing, Using, and Reporting Assessment Results</td>
<td>Fall 3(3-0): CEP 825</td>
<td>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>
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<tr>
<td>CEP 838</td>
<td>Psychosocial Development in Deaf and Hard of Hearing Individuals</td>
<td>Spring of even years 3(3-0): CEP 441B and CEP 431 RB: Teaching endorsement in Deaf Education. Psychological and social forces that shape the lives of deaf/hard-of-hearing individuals in the school, home, workplace, and community environments.</td>
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<tr>
<td>CEP 840</td>
<td>Policies, Practices, and Perspectives in Special Education</td>
<td>Summer 3(3-0): R: Open to graduate students in the Special Education major and open to graduate students in the Education major. Characteristics of students with disabilities and special needs. Implications for legal and professional responsibilities of teachers. Impact of federal and state policies on special education practices. Multicultural issues in special education.</td>
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<tr>
<td>CEP 841</td>
<td>Classroom and Behavior Management in the Inclusive Classroom</td>
<td>Summer 3(3-0):</td>
<td>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>
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</table>
842 Content-Area Instruction for Students with Mild Disabilities
Spring. 3(3-0) P: CEP 840 R: Open to graduate students in the Special Education major and open to master's students in the Education major.
Principles for teaching mathematics, science, and social studies in inclusive classrooms that support learning for all students. Instructional practices for providing differentiated instruction and making adaptations and accommodations in these content areas.

843 Autism Spectrum Disorders: Characteristics and Educational Implications
Fall. 3(3-0) R: Open to graduate students in the Special Education major. Characteristics of Autism Spectrum Disorders (ASD). History; etiology; past and present theories of autism spectrum disorders. Prevalence, comorbid conditions, research on ASD. Impact of ASD on learning, family systems, and communities.

844 Applied Behavior Analysis
Fall. 3(3-0) R: Open to graduate students in the Special Education major. Concepts, principles, techniques, strategies, interventions, and research within the field of Applied Behavior Analysis (ABA). History of ABA. Data collection, measurement, design, analysis. Functional analysis.

845 Autism Spectrum Disorders: Assessment and Intervention
Spring. 3(3-0) R: Open to graduate students in the Special Education major. Eligibility assessment, ongoing academic and behavioral assessment and corresponding established treatment interventions for students with Autism Spectrum Disorders.

846 Autism Spectrum Disorders: Advanced Topics
Spring. 3(3-0) R: Open to graduate students in the Special Education major. Theories, technologies, practices and research related to the education of students with Autism Spectrum Disorders. Academic, behavioral, social, and communicative programming for students with Autism Spectrum Disorders. Assistive and augmentative communication. Program evaluation. Creating service systems using ancillary, community, and family personnel.

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: 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: 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.

850 Technology and Literacy for Students with Mild Disabilities
Summer. 3(3-0) P: CEP 840 R: Open to graduate students in the Special Education major and open to master's students in the Education major.
Use of technology to improve literacy learning and performance for students with mild disabilities.

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

866 Psychoeducational Interventions for Children and Youth
Summer. 3(3-0) R: Open to graduate students in the Counseling major.

868 Medical Aspects of Disability
Fall. 3(3-0) RB: CEP 861 and CEP 870
Types of physical disabilities and their implications for vocational rehabilitation. Theories of adjustments to and adaptation to physical disabilities.

869 Private Sector Rehabilitation
Fall. 3(3-0) P: CEP 870 RB: (CEP 862 or concurrently) and (CEP 864 or concurrently) Strategies and techniques in private sector rehabilita-
tion. Forensic rehabilitation, disability management, return to work programs, vocational expert practices, managed care, and life care planning issues.

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 Cognitive and Psychological Aspects of Disability
Spring. 3(3-0) RB: CEP 870
Types of cognitive and emotional disabilities and their implications for vocational rehabilitation. Psychosocial adjustments to chronic disease and disabil-
ity.

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. Accommoda-
tions and enabling technology. Attitude modification and client empowerment.

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.

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) R: CEP 870 and (CEP 893A or concurrently) R: Open only to Master's students in Rehabilitation Counseling.

877 Assessment in Rehabilitation
Fall: 3(3-0) R: CEP 870 R: Open to masters students.

879 Teaching College Mathematics
Fall of even years. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. Interdepartmental with Mathematics and Mathematics Education and Teacher Education. Administered by Mathematics Education. R: Past or concurrent mathematics teaching experience. SA: SME 679

880 Cognitive Assessment
Fall: 3(3-0) R: 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 Social and Emotional Assessment and Intervention
Spring: 3(3-0) R: CEP 885 R: Open to educational specialists or doctoral students in the School Psychology major.

882 Seminar in Counseling, Educational Psychology and Special Education
Fall, Spring, Summer. 1 to 3 credits. 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 and strategies for the resolution of classroom discipline problems.

884 Roles and Functions of School Psychologists
Spring of odd years. 3(3-0) R: 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.

886 Psychological Assessment and Intervention I
Spring. 3(2-3) R: Open to educational specialists or doctoral students in the School Psychology major. 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 and related educational measurement concepts.

887 Psychological Assessment and Intervention II
Spring. 3(2-3) P: CEP 886 R: Open only to Ed.S. or Ph.D. students in the School Psychology major. Assessment and remediation of learning and developmental problems of children and adolescents. Major methods of assessment and remediation of learning problems. Assessments and interventions for low-incidence disabilities.

888 Theories of Child Psychotherapy
Spring. 3(3-0) P: 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) and CEP 881 and CEP 884 and CEP 886 R: Open to educational specialists or doctoral students in the School Psychology major. School-based consultation, theoretical models and consultation skills. Communication and interpersonal skills, conflict management and, joint problem-solving. Ethical issues. Research on consultation.

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.

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. RB: CEP 804A 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 849B 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: 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.

893J Special Education Internship: Teaching Children with Autism Spectrum Disorders
Summer. 3 to 6 credits. R: Open to graduate students in the Special Education major. Supervised internship at the elementary or secondary levels, working with students who are identified as having Autism Spectrum Disorder.

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. Clinical experiences in a school setting as well as primary prevention, team decision making, and special education determination.

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

894B School Psychology Practicum
Fall, Spring. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 885 R: Open only to graduate students in the School Psychology major. C: CEP 884 concurrently. Administration and interpretation of individual scales. Report writing. Consultation and team decision making.
894C  Counseling Practicum
Fall, Spring. 6(3-12) RB: CEP 863 R: Open only to master's students in 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. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 800 and CEP 801 R: Open only to graduate students in the Learning, Technology and Culture major. C: CEP 884 concurrently.
Practicum in educational, business, or consulting settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

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

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

894G  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.

894H  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. R: Open only to graduate students in the Special Education major.

894J  Special Education Practicum: Children and Youth with Autism Spectrum Disorders
Summer. 3 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to graduate students in the Special Education major.
Supervised practicum, at the elementary or secondary levels, working with students who are identified as having Autism Spectrum Disorder.

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. 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. R: Open only to master's students in the Department of Counseling, Educational Psychology and Special Education.
Master's thesis research.

900  Proseminar in Learning, Technology and Culture
Fall. 3(3-0) R: Open 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.

901B  Proseminar in Educational Technology
Spring. 3(3-0) P: (CEP 900) 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. Psychodiagnostic 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. Relationships 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)
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 teaching and learning. 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 of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
Theories that have shaped educational psychology. Learning of school subject matters. Learning and development in relation to educational settings.

912  Reading Comprehension: Research and Theory
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
Theory and research on the development, teaching, and learning of reading comprehension birth through adulthood.

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 in Sociocultural Context
Fall of even years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
The learning and development of literacy and the role of literacy in mediating cognition, affect, and action in educational contexts. Relationship between literacy 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 Instrument Construction in Psychology and Education
Fall. 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.

924 Proseminar in Mathematics Education I
Fall of odd years. 3(3-0) Interdepartmental with Mathematics and Mathematics Education and Teacher Education. Administered by Mathematics Education. SA: SME 926
Research on the learning and teaching of mathematics. Focus on curriculum, discourse, equity and teacher education.

925 Proseminar in Mathematics Education II
Fall of even years. 3(3-0) Interdepartmental with Mathematics and Mathematics Education and Teacher Education. Administered by Mathematics Education. SA: SME 926
Research on the learning and teaching of mathematics. Focus on teaching, student learning, assessment and policy.

930 Educational Inquiry
Fall, Spring. 3(3-0)

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. RB: 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: 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 Advanced Topics in Multivariate Data Analysis III
Spring of even years. 4(4-0) R: Open only to graduate students in the College of Agriculture and Natural Resources or College of Education or College of Human Ecology.

937 Survey Research Methods in Education
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.

938 Seminar in Educational Measurement
Spring of even years. 3(3-0) P: CEP 920 R: Open to graduate 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.

939 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.

940 Academic Issues in Special Education
Spring 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.
Counseling, Educational Psychology and Special Education—CEP

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) R: Open only to doctoral students. 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(3-0) 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) 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) R: 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. 3(3-0) Interdepartmental with Mathematics and Mathematics Education and Teacher Education. Administered by Mathematics Education. RB: MTHE 927 and at least one approved research methods course. SA: CME 954 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 research design 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. Problems of learning in complex and ill-structured domains. Real-world knowledge application. Learning difficult subject matter. Situated, collaborative, and case-based approaches to learning in complex domains. Technologies for enabling new kinds of learning.

958 History of Literacy Research and Instruction
Fall of odd years. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education. R: Open to doctoral students. Key historical, political, scholarly, and educational issues influencing literacy curriculum and pedagogy.

959 Acquisition, and Development of Language and Literacy
Spring. 3(3-0) R: Open only to doctoral students. Language and literacy development with an alternating focus on early and middle childhood and adolescence and adulthood. Major areas of language and literacy development including phonology, orthography, morphology, semantics, syntax, and pragmatics. Connections between oral and written language development. Home and school influences on language and literacy development. Individual differences in language and literacy development.

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 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 Counselor 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.

963 Ethics in Counseling and School Psychology
Spring. 3(3-0) R: Open only to Ph.D. students. Code of conduct and legal issues. Ethics including ethical theory, principles, standards, codes of conduct, and legal issues.

964 Practice and Professional of Rehabilitation Counseling
Spring of odd years. 3(3-0) R: CEP 960 or concurrently R: Open only to Ph.D. students in the Rehabilitation Counselor Education major. Foundations and practice of rehabilitation. Pre-service preparation issues. Professional and policy implications.

965 Psychosocial Bases of Rehabilitation and Disability
Spring of odd years. 3(3-0) R: CEP 964 R: Open only to Ph.D. students in the Rehabilitation Counselor Education major. Practice and research issues in rehabilitation counseling.

966 Research Methods in Counseling and School Psychology
Fall. 3(3-0) R: 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
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.

Neurobiological Bases of Learning and Behavior
Spring of odd years. 3(3-0) RB: Course in child development R: Open to graduate students.
Development of neural systems related to learning and behavior in children who are typically developing and children who have developmental or acquired disorders. Learning neuroanatomy, brain development, and the typical and non-typical outcomes associated with how children experience academic, social and behavioral outcomes. Influence and interplay among neurodevelopmental, genetic, and environmental factors.

Child Neuropsychological Assessment
Spring of even years. 3(3-0) P: CEP 880 and CEP 972 R: Open to graduate students.
Best practice in neuropsychological assessment of children, including interviewing, assessment, hypothesis testing and feedback.

Writing, Research, and Theory
Fall of even years. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students.
Theory and research on the development, teaching, and learning of writing, birth through adulthood.

Research on Literacy and Technology
Spring of odd years. 3(3-0) R: Open to doctoral students.
Issues, scholarship, tools, and scholars central to the research on literacy and technology.

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

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.

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.

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.

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 in School Psychology.
Supervision of practicing graduate students. School psychological service delivery to school-aged populations. Clinical research.

Counseling Psychology Practicum I
Fall, (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.

Counseling Psychology Practicum II
Spring, (3-0-9) 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.

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.

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.

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.

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.