EFFECTS OF MOOD-ALTERING CHEMICALS

TREATMENT APPROACHES

APPLICATIONS FOR EFFECTIVE LEARNING, SELF-DEVELOPMENT, AND CULTURAL UNDERSTANDING

COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY, AND SPECIAL EDUCATION

COLLEGE OF EDUCATION

150 Reflections on Learning
Fall, Spring. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education.

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

260 Dynamics of Personal Adjustment
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.

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 multilevel classrooms. Factors that mediate access to knowledge.

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

250 Literacy Instruction for Students with Mild Impairments (W)
Spring. 3(3-1) R: Completion of Tier I Writing Requirement R: Open to juniors or seniors in the Special Education-Learning Disabilities major and open to graduate students 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. Selection and assessment of linguistic and other forms of assessment.

433 Practicum Experiences in Deaf Education
Fall. 1(0-5) R: 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.

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) 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 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 therapy 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-Deaf Education Disabilities major.

Educating students with disabilities in the general education classroom through principles of Universal Design for Learning and assistive technology.
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 listener process, interpersonal style, and barriers to communication. Emphasis on the mastery of microskills.

470 Disability in a Diverse Society  
Fall, Spring, Summer. 3(3-0) R: Open 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.

490 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.

491 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.

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

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

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

801A Collaboration and Consultation in Special Education  
Spring. 3(2-3) RB: TE 401 or CEP 840 R: Open to students in the Special Education-Learning Disabilities major and open to graduate students in the Special Education major and open to graduate students in the Education major. C: CEP 804A concurrently and CEP 502A concurrently. Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with disabilities. Advocacy for students with disabilities 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 learning disabilities. R: Open to master's students or educational specialists or doctoral students in the School Psychology major or in the Special Education major. C: TE 501 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 Bilingual Instruction in Deaf Education  
Spring. 3(3-0) P: CEP 432 RB: Admission to the teacher certification program in deaf education. R: Open to undergraduate students in the Special Education-Deaf Education major and open to master's students in the Special Education major. Not open to students with credit in CEP 802A. C: CEP 801A concurrently and TE 501 concurrently. Preparation to teach language (literacy, oracy, and signacy) to students who are deaf/hard of hearing via a bilingual approach, American Sign Language and English.

803 Assessment of Students with Mild Disabilities  
Fall, Spring. 3(2-3) R: Open to students in the Special Education-Learning Disabilities major and open to graduate students in the Special Education major and open to students in the Educational Specialist in School Psychology major. Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students with mild disabilities. Engaging with families to improve responsiveness to the assessment.

804 Literacy Instruction for Students with Mild Disabilities  
Fall, Spring. 3(2-3) R: Open to graduate students in the Special Education major and open to master's students in the Special Education major. The integrated use and development of spoken English within literacy and content area instruction of students who are deaf/hard-of-hearing.

804C American Sign Language in the Classroom  
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. The integrated use and development of American Sign Language (ASL) within content area instruction of students who are deaf/hard-of-hearing.

805 Learning Mathematics with Technology  
Fall. 3(3-0) Interdepartmental with Teacher Education. Administered by Counseling, Educational Psychology, and Special Education. Current technologies for teaching and learning mathematics with understanding. Technology for multiple representations of mathematical ideas, modeling, and authentic learning environments. Psychological and mathematical perspectives on learning mathematics.

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 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.

810 Teaching for Understanding with Technology  
Fall, Spring, Summer. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. Application and integration of productivity tools and web-based resources in educational 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 methodological 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 Issues of Practice
Fall, Spring, Summer. 3(3-0) 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.

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. 3(3-0) RB: CEP 810 and CEP 811 and CEP 812

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)

820 Teaching K-12 Students Online
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.

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

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

823 Overview of Balanced Assessment Systems
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.

825 Educational Assessments and Testing Programs
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.

826 Evaluation of Educational Programs and Policies
Spring. 3(3-0) Interdepartmental with Teachers Education. Administered by Counseling, Educational Psychology and Special Education. RB: CEP 822
Qualitative and quantitative methods to assess the effectiveness of public policies and resulting educational programs. Theory and practice of program evaluation.

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

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

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

830 Classroom-Based Assessment
Spring. 3(3-0)
Types of assessment used by educators in the classroom. Use of past and future assessments.

831 Administration of Educational Assessment Programs
Fall. 3(3-0) P: CEP 823
Procedures for administering national, state, and district assessments.

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

834 Practicum for Planning Increased Student Learning
Fall, Spring. 3(1-4)
Implementing school improvement focused on increasing student learning using research-based practices and procedures.

835 Practicum for Leadership in Increasing Student Learning
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. Increasing student learning guided by research-based practices and procedures.

836 Assessing the Academic Achievement of Special Needs Students
Spring. 3(3-0) P: CEP 823
Strategies and procedures for administration of national, state, and district assessments for special needs students with disabilities and English language learners.

837 Analyzing, Using, and Reporting Assessment Results
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.

838 Psychosocial Development in Deaf and Hard of Hearing Individuals
Spring of even years. 3(3-0) P: 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.

840 Policies, Practices, and Perspectives in Special Education
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.

841 Classroom and Behavior Management in the Inclusive Classroom
Summer. 3(3-0)
Identification of behavioral, social and academic characteristics of children with special needs. Principles and techniques for classroom and behavioral management in the inclusive classroom: designing school-wide, classroom-based and individual interventions.
842 Content-Area Instruction for Students with Mild Disabilities  
Spring. 3(3-0) P: CEP 840 R: Open to graduates 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 and open to master's students in the Education major. Characteristics of Autism Spectrum Disorders (ASD). History; etiology; past and present theories of autism spectrum disorders. Prevalence, comorbidity 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. Theoretical and empirical bases for designing, implementing and evaluating intervention programs. Child and youth development. Understanding risk and resiliency. At-risk youth.

868 Medical Aspects of Disability  
Fall. 3(3-0) R: 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 rehabilitation. Forensic rehabilitation, disability management, return to work programs, vocational expert practices, managed care, and life care planning issues.

867 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) R: CEP 870 Types of cognitive and emotional disabilities and their implications for vocational rehabilitation. Psychosocial adjustments to chronic disease and disability.

872 Social and Environmental Aspects of Rehabilitation  
Spring. 3(3-0) Social and political factors that handicap individuals with disabilities. The Independent Living movement, philosophy, legislation and services. Accommodations and enabling technology. Attitude modification and client empowerment.

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.
Counseling, Educational Psychology and Special Education

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. Applications of case management strategies, processes and practices in rehabilitation counseling.

877 Assessment in Rehabilitation
Fall. 3(3-0) R: CEP 870 R: Open to masters students. Advanced assessment techniques and strategies for rehabilitation settings.

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. RB: Past or concurrent mathematics teaching experience. SA: SME 879

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. Social and emotional assessment and intervention with children and adolescents in school.

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 of and strategies for the resolution of classroom discipline problems.

884 Roles and Functions of School Psychologists
Fall. 3(3-0) R: Open to educational specialists or doctoral students in the School Psychology major. Multiple roles of school psychologists from a systems perspective. Historical, legal, ethical, and cultural issues.

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

886 Psychological Assessment and Intervention I
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 development 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(2-3) 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) R: CEP 880 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.

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
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.

893L Rehabilitation Counseling Practicum
Fall. Summer. 3(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.

894C Rehabilitation Counseling Practicum
Fall. Summer. 3(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 865 R: Open only to master's students in the School Psychology major. C: CEP 884 concurrently. Administration and interpretation of individual scales. Report writing. Consultation and team decision making.
Supervised field experience with deaf and hard-of-
critiquing instruction in elementary and secondary

Supervised field experience in teaching independent
school settings.

Supervised field experience with students who have
critiquing instruction in elementary and secondary
hearing students. Planning, implementing, and
evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

Supervised counseling experience in schools or
counseling and Youth in Deaf Education

Earn a maximum of 10 credits in all enroll-
ments for this course. R: Open only to graduate stu-
dents in the Special Education major.

Supervised field experience in teaching independent
travel to visually impaired and blind students in
elementary and secondary education programs.

Supervised practicum, at the elementary or second-
ary levels, working with students who are identified as
having Autism Spectrum Disorder.

Supervised practicum with students who have
critiquing instruction in elementary and secondary
hearing students. Planning, implementing, and
evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

Practicum in Educational Psychology
Fall, Spring, Summer. 1 to 3 credits. A stu-
dent may earn a maximum of 6 credits in all enroll-
ments for this course. R: CEP 800 and
CEP 801 R: Open only to graduate stu-
dents in the Learning, Technology and Cul-
ture major. C: CEP 884 concurrently.

Practicum in educational, business, or consulting
settings. Possible projects include designing, devel-
opng, implementing, or evaluating instructional
programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

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 enroll-
ments for this course. R: CEP 857B and
CEP 857C R: Open only to graduate stu-
dents in the Special Education major.

Supervised field experience in teaching independent
travel to visually impaired and blind students in
elementary and secondary education programs.

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 enroll-
ments for this course. R: Open only to grad-
uate students in the Special Education ma-
jor. 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.

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 enroll-
ments for this course. R: Open only to grad-
uate students in the Special Education ma-
jor.

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

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 enroll-
ments for this course. R: CEP 440 or con-
currently R: Open only to graduate students in
the Special Education major.

Supervised field experience with deaf and hard-of-
hearing students. Planning, implementing, and
critiquing instruction in elementary and secondary
school settings.

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 second-
ary levels, working with students who are identified as
having Autism Spectrum Disorder.

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. As-
essment, consultation, and intervention.

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

Identifying and resolving ethical problems in re-
search. Collegial interactions. Authorship, publica-
tion, and reviewing practices. Data management.
Ownership of data and intellectual property. Con-
icts of interest. Protection of human and animal
subjects. Lab safety and compliance.

Master's Thesis Research
Fall, Spring, Summer. 1 to 9 credits. A stu-
dent 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.

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.

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.

Proseminar in Educational Technology
Spring. 3(3-0) P: (CEP 900) R: Open to doc-
toral students.

Historical, theoretical, empirical, methodological,
and philosophical issues. Research literature on
technology in education.

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.

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

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

Cultural Perspectives on Learning and
Development
Spring of even years. 3(3-0)

Theories and research in cultural psychology. Rela-
tions among culture, learning, and human develop-
ment in school and other settings such as family,
community, and work. Implications for educational
practice.

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 stu-
dents.

Research literature on psychological aspects of
teachers and teaching. Topics include teacher's
decision-making, learning from experience, and
devotional changes.

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

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.

Intellectual History of Educational
Psychology
Fall. 3(3-0) R: Open to doctoral students.
Ideas and perspectives on learning and develop-
ment that have shaped modern psychological
learning of school subject matters. Learning and
development in relation to educational settings.

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 stu-
dents.

Theory and research on the development, teaching,
and learning of reading comprehension birth through
adulthood.

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.

926  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. Research on the learning and teaching of mathematics. Focus on curriculum, discourse, equity and teacher education.

927  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 927 Research on the learning and teaching of mathematics. Focus on teaching, student learning, assessment and policy.

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. 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
Fall, Spring. 3(3-0) RB: (CEP 822 or CEP 930 or KIN 871) or a course in introductory college algebra. R: Open to graduate students in the College of Education and open to doctoral students in the Mathematics Education major or approval of department. 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. R: Open to graduate students in the College of Education and open to doctoral students in the Mathematics Education major or approval of department. 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 to graduate students. 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 to graduate students. Application of discrete and continuous multivariate methods in educational research.

937  Survey Research Methods in Education
Spring of even years. 4(3-3) RB: CEP 933 R: Open to graduate students. Principles and techniques of survey research methodology. Alternative sampling designs. Development of scales and questionnaires. Data analysis procedures. Emphasis on applications in education.

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.

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 or approval of department. 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 multiply/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.
Counseling, Educational Psychology and Special Education—CEP

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 Counselor Education
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
Fall of even years. 3(3-0) Interdepartmental 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. Literacies 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: SME 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.

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) A student may earn a maximum of 6 credits in all enrollments for this course. Interdepartmental with Teacher Education. Administered by Teacher Education.
R: Open to doctoral students.
Language and literacy development with an alternating focus on early childhood, 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 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) 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) 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: 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.

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

972 Neurobiological Bases of Learning and Behavior
Spring of odd years. 3(3-0) R: Open only to doctoral students in the School Psychology major.
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.
973  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.

980  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.

981  Research on Literacy and Technology  
Spring of odd years. 3(3-0) P: CEP 880 R: Open to graduate students. 
Theory and research on the development, teaching, and learning of writing, birth through adulthood.

980  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.

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

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

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

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

994A  Counseling Psychology Practicum I  
Fall. 3(0-9) R: CEP 860 R: Open only to Ph.D. students in the Counseling Psychology major. 
Supervised practice in counseling, assessment, diagnosis and related professional activities within an agency providing counseling and psychological services.

994B  Counseling Psychology Practicum II  
Spring. 3(0-9) P: CEP 884A 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.

993K  Internship in PhD School Psychology  
Fall, Spring, Summer. 3(2-20) A student may earn a maximum of 9 credits in all enrollments for this course. P: CEP 893K 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.