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-Leaning 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 masters 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.

802B 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 masters 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.

803A Assessment of Students with Mild Disabilities
Fall. 3(3-0) RB: Admission into the Special Education program 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.

804A Literacy Instruction for Students with Mild Disabilities
Fall, Spring. 3(2-3) RB: (CEP 840) and Admission into the Special Education program. R: Open to students in the Special Education-Learning Disabilities major and open to masters students in the Special Education major and open to graduate students in the Education major. Methods for teaching literacy to students with mild disabilities. Collecting, analyzing, and interpreting data related to the teaching and programming of literacy instruction.

805 Learning Mathematics with Technology
Spring. 3(3-0) Current technologies for teaching and learning mathematics with understanding. Technology for multiple representations of mathematical ideas, modeling, and algorithmic learning environments. Psychological and mathematical perspectives on learning mathematics.

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

807 Capstone in Educational Technology
Fall, Spring, Summer. 3(3-0) R: Open to masters students in the Educational Technology major or approval of department. Culmination of the Master of Arts in Educational Technology degree experience. Assessment and synthesis of educational technology knowledge and skill development.

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 instructional principles and methods to educational problems in the K-12 classroom. Development of technological applications which are interactive, multisensory, and innovative.

812 Applying Educational Technology to 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. 3(3-0) Web-based professional teaching and student portfolios. Authentic assessment, evaluation rubrics, alternative assessment. Portfolios for teaching writing, science, social studies, and art.

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

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

817 Learning Technology through Design
Spring, Summer. 3(3-0) 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.

818 Creativity in Teaching and Learning
Fall, Summer. 3(3-0) Value and relevance of creativity in education. Recognizing, analyzing, and supporting creativity in multiple contexts. Psychological, motivational, and organizational aspects of creativity.

820 Teaching Students Online
Fall, Summer. 3(3-0) RB: CEP 810 and CEP 811 and CEP 812 Strategies for constructing and implementing online curricula aimed at students across the lifespan.

822 Approaches to Educational Research
Fall, 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.

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.

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 graduate students in the Special Education major and open to masters 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.
Counseling, Educational Psychology and Special Education—CEP

883 Psychology of Classroom Discipline
Summer. 3(3-0) RB: 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) RB: 12 graduate credits in Educational Psychology or related areas. 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
Spring. 3(3-0) 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.

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) P: 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.

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

893F Special Education Internship: Teaching Children with Learning Disabilities
Fall. 3 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 803A R: Open to graduate students in the Special Education major. Supervised student teaching in elementary and secondary education programs for learning disabled 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) RB: CEP 862 R: Open only to masters students in the Rehabilitation Counseling major. Supervised practicum in a rehabilitation or human services setting.

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 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.

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

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

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 masters 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 R: Open only to doctoral students. 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) R: (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. Psychological learning contexts in and out of school. Transfer and representation of knowledge.

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

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

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

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

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

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

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 Socio-cultural 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, 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 Basic Concepts in Educational and Social Science Measurement
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 scores and latent trait measurement models.

921 Psychometric Theory I
Spring. 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
Fall of even 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. SA: SME 926 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 research methods. 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.
Advanced Topics in Multivariate Data Analysis II
Spring of odd years. 4(4-0) RB: CEP 934 R: Open to graduate students.
Application of discrete and continuous multivariate methods in educational research.

Survey Research Methods in Education
Spring of odd years. 3(3-0) RB: CEP 933 R: Open to graduate students.

Latent Variable and Structural Equation Modeling
Spring of odd years. 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 discerning variability relationships between aspects of studied phenomena. Contributions to construct validation and theory development.

Seminar in Educational Measurement
Spring of odd years. 3(3-0) P: CEP 920 R: Open to graduate students.
Current issues in educational measurement. Ethics and standards in testing, educational testing policy, school effectiveness indices, and parameters of teacher testing.

Academic Issues in Special Education for At-Risk Students
Fall of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Academic assessment and instructional research in special education. Inquiry in special education related to the design and evaluation of academic programs for learning disabled, mentally retarded, emotionally impaired, and other low achieving students.

Single-case Experimental Designs for Intervention Research
Spring. 3(3-0) P: (CEP 844 and CEP 845 and CEP 854) or (CEP 900 and CEP 930) R: Open to graduate students in the College of Education and open to lifelong graduate students in the College of Education.
Research methodology course focused on experimental analysis of educational practices and interventions for individual students, classrooms, or schools.

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.

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.

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

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

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 Rehabilitation Counselor Education major.
Theory and practice of supervising prospective counselors. Approaches, models, and strategies.

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

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.

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.

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.

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.

Research Design and Methods for Educational Psychology in 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.

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.

Learning in Complex Domains
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.

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 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.

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.

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: CEP 960 or concurrently R: Open only to Ph.D. students in the Rehabilitation Counselor Education major.

965 Psychosocial Bases of Rehabilitation and Disability
Fall of even years. 3(3-0) R: CEP 964 R: Open to doctoral students in the Rehabilitation Counselor Education major.
Practice and research issues in rehabilitation counseling.

968 Research Methods in Counseling and School Psychology
Spring, 3(3-0) RB: CEP 933 R: Open to doctoral students in the Rehabilitation Counselor Education major or in the School Psychology major.
Research topics and designs in counseling psychology, with emphasis on the development of a viable research proposal.

969 Clinical Supervision in Counseling and School Psychology
Fall, Spring, 3(2-3) RB: 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) 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.

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 interview, 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) R: Open to doctoral students.
Issues, scholarship, tools, and scholars central to the research on literacy and technology.

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

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

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

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

993K Practicum in PhD School Psychology
Fall, Spring. 3(3-7) A student may earn a maximum of 6 credits in all enrollments for this course. P: 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.

994K Internship in PhD School Psychology
Fall, Spring. 3(2-20) A student may earn a maximum of 9 credits in all enrollments for this course. P: CEP 993K 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 23 credits. A student may earn a maximum of 30 credits in all enrollments for this course. R: Open to doctoral students in the Department of Counseling, Educational Psychology, and Special Education.
Doctoral dissertation research.