CEP—Counseling, Educational Psychology and Special Education

COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION  CEP

Department of Counseling, Educational Psychology, and Special Education
College of Education

150  Reflections on Learning
Fall, Spring, Summer. 3(3-0) Interdepartmental with Teacher Education. Administered by Teacher Education. Students' experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.

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

240  Diverse Learners in Multicultural Perspective
Fall, Spring, Summer. 3(3-0) R: Open to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education-Learning Disabilities major and open to undergraduate students in the Child Development major. Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.

260  Dynamics of Personal Adjustment
Fall, Spring, Summer. 3(3-0) Theories and issues in psychological adjustment. Dynamics operating within individuals and in their interactions with others. Implications for learning, development, and well-being.

261  Substance Abuse
Fall, Spring, Summer. 3(3-0) Effects of mood-altering chemicals. Treatment approaches and resources. Special emphasis on adolescent users.

301  Literacy Instruction for Students With Mild Impairments (W)
Fall, Spring, 3(3-1) P: 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.

345  Language and Literacy Development and Disorders
Fall. 3(3-0) R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Language delays and disorders and their impact on reading and writing achievement. Interventions for language-based literacy problems.

370  Educating Students with Special Needs
Categories of special education. Identification criteria, prevalence, demographics of exceptional children, Interventions and instructional practices. Law, advocacy, and family systems.

416  Teaching and Learning With Technology
Fall, Spring, Summer. 3(3-0) R: Open to juniors or seniors or graduate students in the College of Education. Uses of multimedia technology and social media in teaching and learning. Developing plans for integrating technology in classroom. Designing digital online portfolio as tool for professional development. Teaching school subject matter with technology.

449  Behavior Management in Special Education
Spring. 3(3-4) 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 learning disabilities. R: Open to undergraduate students in the Special Education-Learning Disabilities major. Application of theory and research to special education program design and implementation.

452  Assistive Technology for Students with Learning Disabilities
Fall. 3(1-2) CEP 240 R: Open to students in the Special Education-Learning Disabilities Major. Assistive Technology (AT) for advancing educational outcomes for K-12 students with learning disabilities; applications of technology to compensate for disabilities and improve educational, social, and behavioral competences.

460  Communication Skill Training for the Helping Professional
Fall, Spring. 3(3-0) R: Not open to freshmen or sophomores. Interpersonal communication focusing on dynamics of listening process, interpersonal style, and barriers to communication. Emphasis on the mastery of microskills.

470  Disability in a Diverse Society
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 3 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. (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 disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

800  Psychology of Learning in School and Other Settings
Fall, Spring, Summer. 3(3-0) Learning as active, socially-mediated construction of knowledge in school, home, community, and work settings. What is learned, how it is taught and learned, and what learners bring to the setting.

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

801A  Collaboration and Consultation in Special Education
Fall, 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 802A 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) R: 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) R: 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. A student may earn a maximum of 6 credits in all enrollments for this course. 

803A Assessment of Students with Mild Disabilities  
Fall. 3(2-3) R: Admission into the Special Education program R: Open to students in the Special Education-Learning Disabilities major and open to graduates 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  
Spring. 3(2-3) R: CEP 840 and Admission into the Special Education program. R: Open to students in the Special Education-Learning Disabilities major and open to master's 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) R: Open to master's students in the Special Education-Learning Disabilities major and open to graduates students in the Special Education major. 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  
Fall. 3(3-0) R: Open to master's students in the Special Education major or in the Special Education major. 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.

807 Capstone in Educational Technology  
Fall, Spring, Summer. 3(3-0) R: Open to master's 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.

809 Data-Driven Instruction within Multi-Tiered Systems of Support  
Fall. 3(3-0) R: Open to graduate students in the College of Education or approval of department. Applying the multi-tiered systems of support framework directly to school settings. Integrating knowledge of instruction from other courses to make data-based decisions for students.

810 Teaching for Understanding with Technology  
Fall, Spring, Summer. 3(3-0) R: Open to students in the Special Education-Learning Disabilities major and open to master's students in the Special Education major and open to graduate students in the Education major. 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. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Education major. 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. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Education major. Applications of technology in K-12 settings. Identification, implementation, and evaluation of technology-based solutions to educational issues in school settings.

813 Electronic Assessment for Teaching and Learning  
Fall. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Education major. Foundational theories of assessment. Critical examination of methods (e.g., portfolios, rubrics, surveys, tests, self-evaluations), and digital tools that allow educators to gather information, analyze it, and make informed pedagogical choices. Design of assessments for learning, as learning of and learning, especially in digital contexts.

814 Computational Thinking for K12 Educators  
Fall. 3(3-0) R: Open to graduate students in the Special Education major or in the Special Education major. Teaching computational thinking to K12 students.

815 Technology and Leadership  
Fall, Spring. 3(3-0) R: CEP 810 and CEP 811 and CEP 812 R: Open to graduate students in the Special Education major and open to graduate students in the Education major. 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) R: Open to graduate students in the Special Education major or in the Special Education major. Uses of technologies in teaching subject matter. Disciplinary perspectives on teaching and learning with technology.

817 Learning Technology through Design  
Spring. 3(3-0) R: Open to graduate students in the Special Education major and open to graduate students in the Education major. 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. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Education major. 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.

820 Teaching Students Online  
Fall, Spring, Summer. 3(3-0) R: CEP 810 and CEP 811 and CEP 812 R: Open to graduate students in the Special Education major and open to graduate students in the Education major. Strategies for constructing and implementing online curricula aimed at students across the lifespan.

822 Approaches to Educational Research  
Fall. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Educational Technology degree. 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.

824 Programming Concepts for K12 Educators  
Fall. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Educational Technology degree. Intersections between creativity and computing in cross-disciplinary K12 contexts and subject areas.

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

833 Creativity in K12 Computing Education  
Spring. 3(3-0) R: Open to master's students in the Special Education major and open to graduate students in the Educational Technology degree. 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.

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 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, comorbid conditions, research on ASD. Impact of ASD on learning, family systems, and communities.

844 Applied Behavior Analysis for Teachers
Fall. 3(3-0) R: Open to graduate students in the Department of Counseling, Educational Psychology, and Special Education and open to lifelong graduate students in the College of Education.
Concepts, principles, techniques, strategies, interventions, applications and research within the field of Applied Behavior Analysis (ABA). History of ABA. Data collection, measurement, design, analysis. Functional analysis. Ethical guidelines.

845 Autism Spectrum Disorders: Assessment and Intervention
Spring. 3 to 4 credits. P: CEP 844 R: Open to graduate students in the Department of Counseling, Educational Psychology, and Special Education and open to lifelong graduate students in the College of Education.
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) P: CEP 844 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.

848 Supervision in Applied Behavior Analysis
Summer. 3(3-0) R: Open to students in the Applied Behavior Analysis Major or in the Applied Behavior Analysis in Special Education Graduate Certificate.
Effective supervision strategies in behavior analytic practice.

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.

851 Concepts and Principles in Applied Behavior Analysis
Fall. 3(3-0) R: Undergraduate training in behavior analysis, psychology, special education, or related field. R: Open to master's students in the Department of Counseling, Educational Psychology, and Special Education.
Fundamental elements, concepts and principles in applied behavior analysis.

852 Experimental Analysis of Behavior
Fall. 3(3-0) R: Undergraduate training in behavior analysis, psychology, special education, or related field. R: Open to master's students in the Department of Counseling, Educational Psychology, and Special Education.
Basic behavioral processes and human and nonhuman learning with a focus on the experimental analysis of behavior.

853 Functional Behavior Assessment and Behavior Change
Fall. 3(3-0) P: (CEP 845) and (CEP 851 or CEP 942) RB: Undergraduate training in behavior analysis, psychology, special education, or related field. R: Open to master's students in the Department of Counseling, Educational Psychology, and Special Education and open to graduate students in the Applied Behavior Analysis in Special Education Major.
Foundational knowledge and applied skills to administer behavioral assessments and interventions.

854 Ethics in Behavior Analysis
Spring. 3(3-0) P: CEP 844 and CEP 845 R: Open to graduate students in the Department of Counseling, Educational Psychology, and Special Education and open to lifelong graduate students in the College of Education.
Advanced topics in applied behavior analysis with an emphasis on the Professional and Ethical Compliance Code for Behavior Analysts outlined by the Behavior Analyst Certification Board.

855 Verbal Behavior in Education
Fall. 3(3-0) P: CEP 844 and CEP 845 and CEP 854 R: Open to graduate students in the Department of Counseling, Educational Psychology, and Special Education.
Applications of verbal behavior to language and literacy instruction for students with disabilities.

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
Spring. 3(3-0) R: Open to graduate students in the College of Education and open to graduate students in the Department of Human Development and Family Studies.
Forming, working with, and ending groups. Developing and carrying out agendas in counseling. Simulated individual and group practice.

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

866 Psychoeducational Interventions for Children and Youth
Summer. 3(3-0)

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

870 Foundations of Rehabilitation Counseling
Fall. 3(3-0) R: Open only to master's students in the Rehabilitation Counseling major. History, philosophy, values, legislation, policy and practice of the field of rehabilitative counseling.

871 Cognitive and Psychological Aspects of Disability
Spring. 3(3-0) RB: CEP 870 Types of cognitive and emotional disabilities and their implications for vocational rehabilitation. Psychosocial adjustments to chronic disease and 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.
4

CEP—Counseling, Educational Psychology and Special Education

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.

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 master's 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
Curriculum materials, case studies, approaches to teaching and student learning of particular mathematics topics.

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.

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. 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 developmental 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) R: CEP 885 R: Open only to Ed.D. or Ph.D. students in the School Psychology major.

889 Consultation in School Psychology
Spring. 3(3-0) P: CEP 880 and CEP 881 or concurrently and CEP 884 and CEP 886 R: Open to educational specialist 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. 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. 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. 3 to 9 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 894 A: Open only to master's 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
Fall, 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.

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

894D Practicum in Educational Psychology
Fall, Spring. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 800 and CEP 801 R: Open only to graduate students in the Learning, Technology and Culture major. C: CEP 884 concurrently.
Practicum in educational, business, or consulting settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

894F Practicum in Applied Behavior Analysis
Fall, Spring. 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course. RB: Previous or current coursework in Applied Behavior Analysis. R: Approval of department.
Supervised practicum in the use of behavior analytic practices, techniques, and strategies with children and/or adults with autism and other disabilities in school, home, or clinic-based settings.

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. RB: Previous or current coursework in Applied Behavior Analysis. R: Approval of department.
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
Fall, Summer. 3 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: 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.
903 Cognitive Development Across the Lifespan
Spring. 3(3-0) R: Open to doctoral students. Cognitive aspects of human development. Relation-ship 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 develop-ment 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. Rela-tions among culture, learning, and human develop-ment in school and other settings such as family, community, and work. Implications for educational practice.

906 Cultural History of Educational Psychology
Spring. 3(3-0) R: Open to doctoral students in the College of Education. History of technology and learning in formal and informal settings. Historical, theoretical, empirical, methodological, and philosophical issues in the study of technology in education. Teachers’ use of educa-tional technology.

907 Psychological Study of Teaching
Spring 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 deci-sion-making, learning from experience, and develop-mental changes.

908 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. Research literature on reading and development that have shaped educational psychology. Learning how to use comprehension strategies for teaching reading.

909 Cognitive 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 technol-o-gies.

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 stu-dents. 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 theories and research on the learning of mathematics. Development of mathematical thinking and knowledge in school and other settings.

914 Psychology and Language Education
Fall of even years. 3(3-0) R: Open to doctoral students. Knowledge about how students learn and develop language skills 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 stu-dents. 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.

916 Intellectual History of Educational Technology
Spring. 3(3-0) R: Open to doctoral students in the College of Education. History of technology and learning in formal and informal settings. Historical, theoretical, empirical, methodological, and philosophical issues in the study of technology in education. Teachers’ use of educa-tional technology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>926</td>
<td>Proseminar in Mathematics Education I</td>
<td>3(3-0)</td>
<td>Fall, Spring</td>
<td>Interdepartmental with Mathematics Education and Teacher Education. Administered by Mathematics Education. SA: SME 926</td>
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<tr>
<td>927</td>
<td>Proseminar in Mathematics Education II</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Mathematics Education and Teacher Education. Administered by Mathematics Education. SA: SME 927</td>
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<tr>
<td>931</td>
<td>Introduction to Qualitative Methods in Educational Research I</td>
<td>3(3-0)</td>
<td>Fall, Spring, Summer</td>
<td>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.</td>
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<tr>
<td>932</td>
<td>Quantitative Methods in Educational Research I</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 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.</td>
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<td>934</td>
<td>Multivariate Data Analysis I</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students. Multivariate methods, matrix algebra, and the general linear model as applied to educational research settings.</td>
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<tr>
<td>935</td>
<td>Advanced Topics in Multivariate Data Analysis II</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students. Application of discrete and continuous multivariate methods in educational research.</td>
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<tr>
<td>938</td>
<td>Latent Variable and Structural Equation Modeling</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 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.</td>
</tr>
<tr>
<td>939</td>
<td>Seminar in Educational Measurement</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students. Current issues in educational measurement. Ethics and standards in testing, educational testing policy, school effectiveness indices, and parameters of teacher testing.</td>
</tr>
<tr>
<td>941</td>
<td>Academic Issues in Special Education for At-Risk Students</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students in the Special Education major. 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.</td>
</tr>
<tr>
<td>942</td>
<td>Single-case Experimental Designs for Intervention Research</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 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.</td>
</tr>
<tr>
<td>943</td>
<td>Multicultural Issues in Special Education</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate 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.</td>
</tr>
<tr>
<td>944A</td>
<td>Rehabilitation Counselor Pedagogy</td>
<td>3(3-0)</td>
<td>Fall, Spring</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students. Pedagogical tools and issues associated with teaching and learning in pre-service rehabilitation counselor preparation programs.</td>
</tr>
<tr>
<td>944B</td>
<td>Teaching Internship in Rehabilitation Counselor Education</td>
<td>3(3-0)</td>
<td>Fall, Spring</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students in the Rehabilitation Counselor Education Major. Course design and teaching experience under the direct supervision of a faculty member.</td>
</tr>
<tr>
<td>944C</td>
<td>Clinical Practice Practicum in Rehabilitation Counseling</td>
<td>3(3-0)</td>
<td>Fall, Spring</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students in the Rehabilitation Counselor Education Major. Supervised counseling experience in human services, rehabilitation or educational settings to further develop skills, knowledge, and behaviors appropriate for professional counseling practice.</td>
</tr>
<tr>
<td>944D</td>
<td>Clinical Supervision Internship in Rehabilitation Counselor Education</td>
<td>3(3-0)</td>
<td>Fall, Spring</td>
<td>Interdepartmental with Educational Administration and Teacher Education. RB: CEP 930 to graduate students in the Rehabilitation Counselor Education Major. Theory and practice of supervising prospective counselors. Approaches, models, and strategies.</td>
</tr>
<tr>
<td>946A</td>
<td>Regression Analysis for Education Policy</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration. RB: CEP 930 to graduate students. Knowledge of: central tendency and dispersion, correlation and cross-tabulations, sampling distribution, hypothesis testing, confidence intervals, testing differences in means, tests of associations. R: Open to graduate students. Foundations of regression analysis. Underlying assumptions. Applications to education policy with attention to challenges of establishing causal relations. STATA software skills for independent scholarly investigations.</td>
</tr>
<tr>
<td>949</td>
<td>Critical Issues in Special Education</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration. RB: CEP 930 to graduate 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.</td>
</tr>
<tr>
<td>952</td>
<td>Technology for Teaching and Learning in Higher Education</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration. RB: CEP 930 to graduate students in the Special Education major. 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.</td>
</tr>
<tr>
<td>953</td>
<td>Teachers and Technology</td>
<td>3(3-0)</td>
<td>Fall</td>
<td>Interdepartmental with Educational Administration. RB: CEP 930 to graduate students in the Special Education major. Impact of new technologies on teacher knowledge and practices of teaching. Teachers’ use of technology, teacher knowledge, teacher education, and changing roles of teachers.</td>
</tr>
</tbody>
</table>
Language and literacy development. Home and school influences on language development. Mathematics education research in the areas of policy, teaching, teacher learning, and student learning with particular attention to how research design influence research findings.


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. Cognitive, affective, and behavioral aspects of language and literacy development. Special topics in educational statistics and research design influence research findings.

Acquisition and development of language and literacy. 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.

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.

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

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.

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.

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.
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.

994D Laboratory and Field Experience in Special Education
Fall, Spring. 3(1-6) R: Open only to Ph.D. students in Special Education. Approval of department.
Supervised experience working with students with disabilities in K-12 classrooms, for students who need additional experience in teaching environments.

994K Internship in PhD School Psychology
Fall, Spring. 1 to 3 credits. 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 to doctoral students in the School Psychology Major.
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.