COUNSELING, EDUCATIONAL PSYCHOLOGY 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 Education Major or in the Child Development Major or in the Elementary Teacher Certification Program (Admitted) or in Secondary Teacher Certification Program (Admitted). 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)
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
Spring. 3(3-0) R: Open to undergraduate students in the Special Education-Learning Disabilities Major. Language and literacy development. Communication delays and disorders and their impact on reading and writing achievement. Interventions for language-based literacy problems.

370 Educating Students with Special Needs
Spring 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.

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(3-0) 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
Spring. 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 Disabilities
Spring. 3(3-0) P: CEP 240 and CEP 451 R: Open to students in the Special Education-Learning Disabilities Major. Assistive technology for advancing educational outcomes in PK-12 students with disabilities; applications for compensation for disabilities and improve educational, social, and behavioral competencies.

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 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 803F. 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.

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(3-2) RB: 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. 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
Spring. 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, Spring. 3(3-2) RB: (CEP 301) and Admission to the teacher certification program in learning disabilities. R: Open to master's students or educational specialist or doctoral students in the School Psychology Major or in the Special Education Major and open to graduate students in the Special Education Leadership: Multi-Tiered Systems of Support Major and open to graduate students in the Educational Technology 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.

803A Assessment of Students with Mild Disabilities
Spring. 3(2-3) 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 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 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)

806 Learning Science with Technology
Spring. 3(3-0)
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 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
Spring. 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) 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. Identifying, implementing, and evaluating of technology-based solutions to educational issues in school settings.

813 Electronic Assessment for Teaching and Learning
Spring. 3(3-0)
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 and of learning, especially in digital contexts.

814 Computational Thinking for K12 Educators
Spring. 3(3-0)
Teaching computational thinking to K12 students.

815 Technology and Leadership
Fall, Spring. Summer. 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
Spring, Summer. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.

818 Creativity in Teaching and Learning
Spring, Summer. 3(3-0)

820 Teaching Students Online
Fall, Spring. 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
Spring. 3(3-0)
Alternative methods of educational research. Identifying researchable problems in education and developing research proposal. Applications of descriptive and inferential statistics for analyzing and critiquing published studies.

824 Programming Concepts for K12 Educators
Spring. 3(3-0)
Fundamental concepts of programming, computing, and computing systems for K12 educators. Instruction of computer science in K12 settings and subject areas.

825 Capstone in Multi-Tiered Systems of Support
Spring. 3(3-0) P: CEP 809 RB: Enrollees should be currently employed by a school (any grade kindergarten through 12th grade) or have a relationship with a school that allows for access to group level data. R: Open to graduate students in the Special Education Leadership: Multi-Tiered Systems of Support Major.
Leadership roles in schools for MTSS. Program evaluation for MTSS components. Focus on utility of MTSS assessment, intervention programming, and disproportionality. Course project to demonstrate leadership in MTSS.

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.

833 Creativity in K12 Computing Education
Spring. 3(3-0)
Intersections between creativity and computing in cross-disciplinary K12 contexts and subject areas.
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
Spring. 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 for Teachers
Spring. 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, 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 for Students with Disabilities
Spring. 3(3-0) R: Open to graduate students in the Special Education Major and open to master's students in the Education Major.

Use of assistive technology and online learning for students with disabilities.

851 Concepts and Principles in Applied Behavior Analysis
Spring. 3(3-0) R: Open to graduate 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
Spring. 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
Spring. 3(3-0) P: (CEP 845) and (CEP 851 or CEP 842) 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 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: Undergraduate training 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
Spring. 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 Theories
Spring. 3(3-0)

Foundations, applications, critiques of counseling theories and techniques from rehabilitation and mental health perspective. Evidence-based research to inform interventions, assessments, planning, program evaluation, outcome analysis, and consumer satisfaction.

862 Individual Counseling and Helping Relationships
Spring. 3(3-0) P: CEP 861

Microskills in counseling, person-centered counseling theory, relationship building, and principles of empathy, positive regard, and genuineness. Development of self-awareness, sensitivity, and competence in authentic communication.

864 Career Development
Summer. 3(3-0)

Career development theory, counseling, decision-making, advocacy, labor market trends, inclusion and retention of people with disabilities at work.

865 Foundations of Forensic Rehabilitation
Spring of even years. 3(3-0) R: Prior academic or professional work in rehabilitation counseling, litigation, insurance claims, or disability determination. R: Open to master's students in the Rehabilitation Counseling Major and open to doctoral students in the Rehabilitation counselor Education Major or approval of department.

Roles and functions of forensic rehabilitation professionals, vocational opinions, knowledge and skills analysis, instrument utilization, legal issues related to catastrophic injury, loss of earnings capacity, ethical standards, rules of evidence, and common situations in the litigation process.

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


868 Medical Aspects of Disability
Summer. 3(3-0)

Medical terminology, medical aspects of physical, sensory and developmental disabilities. Impact on function, accommodation, and adjustment. Implications for service provision.

870 Foundations of Rehabilitation Counseling and the Counseling Profession
Spring. 3(3-0)

Rehabilitation counseling and related professions. History, philosophy, practice, professional identity, organizations, credential, and community resources. Psychosocial aspects of disability.
CEP—Counseling, Educational Psychology and Special Education

871 Cognitive and Psychological Aspects of Disability
Summer. 3(3-0)
Cognitive, psychological and psychiatric disabilities (diagnosis, case conceptualization, and biopsychosocial interventions). Impact of mental illness on individual, family and community integration. Critique of interventions.

872 Social and Cultural Diversity in Disability
Spring. 3(3-0)
Social, cultural, and political aspects of counseling, advocacy for individuals with disabilities, and client self-advocacy; barriers, prejudices, and processes of oppression and discrimination; and inclusion, participation, access, and universal design.

873 Employment Strategies for Individuals with Disabilities
Spring. 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.

874 Counseling Ethics
Spring. 3(3-0)
American Counseling Association and Commission on Rehabilitation Counselor Certification ethics codes, unique ethical dilemmas and legal aspects in rehabilitation counseling, awareness and skills for ethical practice and decision-making.

876 Professional Issues in Rehabilitation Counseling
Spring. 3(3-0) RB: 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
Spring. 3(3-0) RB: CEP 870 R: Open to master's students. Advanced assessment techniques and strategies for rehabilitation settings.

878 Counseling and Group Work
Spring. 3(3-0) P: CEP 862 and CEP 874 Group work and counseling theory. Factors in development and facilitation of group work, and critical issues (e.g., disability, special populations). Experiential practice as a group leader and member.

879 Teaching College Mathematics
Spring 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
Spring. 3(3-0) RB: 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) RB: 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) RB: Teaching experience. Theories and strategies for the resolution of classroom discipline problems.

884 Roles and Functions of School Psychologists
Spring. 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
Spring, Summer. 3(3-0) RB: 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(3-2) R: Open to educational specialists or doctoral students in the School Psychology major. Psychological and educational assessments and interventions for learning, behavioral, and developmental problems of children and adolescents. Problem-solving assessment model. Informal and formal assessment methods and related educational measurement concepts.

887 Theories of Child Psychotherapy
Spring. 3(3-2) 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.

888 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. 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.

891C Special Topics in Rehabilitation Counseling
Fall, Spring, 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: Prior academic or professional work in rehabilitation counseling, or related field of academic study or applicable professional work. R: Open to graduate students. Various topics in rehabilitation counseling.

893A Rehabilitation Counseling Internship
Fall, Spring, Summer. 1 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. P: CEP 870 and CEP 861 and CEP 862 and CEP 874 and CEP 876 and CEP 894A RB: CEP 894A R: Open to master's students in the Rehabilitation Counseling Major. Community-based rehabilitation counseling internship.

893F Special Education Internship: Teaching Children with Learning Disabilities
Spring, 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
Spring, 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
Spring, Summer. 3(2-1) P: CEP 870 and CEP 861 and CEP 862 and CEP 874 and CEP 876 R: Open to master's students in the Rehabilitation Counseling Major. Community-based rehabilitation counseling practicum.
894D Practicum in Educational Psychology
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: CEP 800 and CEP 801 R: Open only to graduate students in the Learning, Technology and Culture major. C: CEP 884 concurrently.
Practicum in educational, business, or consulting settings. Possible projects include designing, developing, implementing, or evaluating instructional programs; conducting research; or working with practitioners to incorporate innovative instructional technologies.

894F Practicum in Applied Behavior Analysis
Fall, Spring, Summer. 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. 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
Spring. 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. C: CEP 802A concurrently and CEP 804A concurrently.
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, Summer. 1 to 3 credits. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open to graduate students in the School Psychology Major. SA: CEP 893B
Supervised experience in school psychology. Assessment, consultation, and intervention.

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

899 Master's Thesis Research
Fall, Spring. Summer. 1 to 9 credits. A student may earn a maximum of 15 credits in all enrollments for this course. R: Open only to master's students in the Department of Counseling, Educational Psychology and Special Education. Master's thesis research.

900 Proseminar in Educational Psychology and Educational Technology I
Spring, 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.

901 Proseminar in Educational Psychology and Educational Technology II
Spring, 3(3-0) R: Open to doctoral students in the Educational Psychology and Educational Technology Major. Further work on historical theoretical, empirical, methodological, and philosophical issues. Scholarship and research skills.

902 The Psychology of Learning School Subtexts
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
Spring, 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) R: Open to doctoral students. 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
Spring 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
Spring, 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
Spring, 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
Spring 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
Spring 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
Spring 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.

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 educational technology.

918 Theories of School-Based Psychological Interventions
Spring, 3(2-3) R: 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 Cultural Factors and Evidence-Based Practice in Children's Mental Health
Spring, 3(3-0) R: Open to educational specialist or doctoral students in the School Psychology Major. A multicultural approach to psychology, the cultural competence to serve diverse populations, a critical perspective on the cultural validity of mental health interventions, and awareness of equity and justice in practice and research.
920 Basic Concepts in Educational and Social Science Measurement
Spring, 3(3-0) P: CEP 932 RB: Familiarity with a statistical package.
Development and evaluation of standardized techniques for measuring psychological constructs. Instrument development, validity, reliability, norming, and scaling using both raw score and latent trait measurement models.

921 Psychometric Theory I
Spring, 3(3-0) P: 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
Spring of odd years, 3(3-0) RB: (CEP 921) and one statistics course. R: Open only to Ph.D. students.
Expansion of generality theory, test and item bias, and equating. Measurement of change, profile analysis, scaling approaches, and validity generalization.

923 Item Response Theory
Spring 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.

925 Applied Research in Special Education
Spring of odd years. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. P: CEP 900 and CEP 930 and CEP 932 R: Open to doctoral students in the Special Education Major.
Research design and statistical methods for special education research in laboratory and field settings.

926 Proseminar in Mathematics Education I
Spring, 3(3-0) Interdepartmental with 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
Spring, 3(3-0) Interdepartmental with 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
Fall, Spring. 3(3-0)

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

932 Quantitative Methods in Educational Research I
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
Spring, Summer. 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
Spring, 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 Hierarchical Linear Models (HLM)
Spring of odd years. 4(4-0) P: (CEP 932 and CEP 933) R: Open to graduate students.
Applicability of hierarchical linear models (also known as multilevel or random effects models) in educational and social sciences when data involve nested/clustered structures.

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

938 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 examining causality relationships between aspects of studied phenomena. Contributions to construct validation and theory development.

939 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.

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

942 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.

943 Multicultural Issues in Special Education
Spring of odd years. 3(3-0) R: Open only to doctoral students in the Special Education major.
Relationships among race, gender, culture, social class, and disability. Individual, group and societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity.

944A Rehabilitation Counselor Pedagogy
Spring of odd years. 3(3-0)
Pedagogical tools and issues associated with teaching and learning in pre-service rehabilitation counseling preparation programs.

944B Teaching Internship in Rehabilitation Counselor Education
Fall, Spring, Summer. 3(0-12) R: Open to doctoral students in the Rehabilitation Counseling Education Major.
Course design and teaching experience under the direct supervision of a faculty member.

944C Clinical Practice Practicum in Rehabilitation Counseling
Fall, Spring. 3(0-12) R: Open to doctoral students in the Rehabilitation Counseling Education Major.
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 Internship in Rehabilitation Counselor Education
Fall, Spring. 3(1-6) A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to doctoral students in the Rehabilitation Counselor Education Major.
Theory and practice of supervising prospective counselors. Approaches, models, and strategies.
**CEP—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.

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 993K 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.