REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION (RP & SE)

RP & SE 200 — ISSUES IN SPECIAL EDUCATION
3 credits.
Designed for students interested in learning about special education, particularly careers in this field. Course will provide information on the history and evolution of special education and special educators’ roles.
**Requisites:** Only students with Freshman or Sophomore standing may enroll
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE 300 — INDIVIDUALS WITH DISABILITIES
3 credits.
An overview of the characteristics and problems of exceptional children and youth. Definition and classification systems, etiology of handicapping conditions, educational services, and adult adjustment. Current controversies and future trends.
**Requisites:** Open to Freshmen
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE 310 — POSITIVE PSYCHOLOGY AND WELL BEING
3 credits.
Introduction to positive psychology, or the science of human strengths, mental health, and well-being. Covers theory and current research on positive psychology including concepts of optimism, flow, gratitude, and purpose in life. Positive psychology concepts are discussed within the context of health promotion, with an emphasis on minimizing the impact of illness and disability. Students learn to apply positive psychology concepts in personal and professional contexts to cultivate fulfilling, healthy, and meaningful lives for themselves and individuals around them.
**Requisites:** Sophomore standing
**Repeatable for Credit:** No

RP & SE 330 — BEHAVIOR ANALYSIS: APPLICATIONS TO PERSONS WITH DISABILITIES
3 credits.
Children with exceptional learning and behavior characteristics (contrasting views and practices); a humanistic behavioral approach; development and evaluation of behavior change programs, classification and foundations of exceptional learning and behavior characteristics, and facilitating behavior change in different settings.
**Requisites:** RP & SE 300 SPE or RPS or PSR
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE/CURRIC 365 — TEACHING MATHEMATICS IN INCLUSIVE SETTINGS
4 credits.
Designed to introduce preservice teachers to a variety of approaches for teaching mathematics to students in inclusive schools.
**Requisites:** Admission to certification program or consent of instructor
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE 401 — AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES
1 credit.
Covers theoretical foundations for the assessment and selection of assistive technology and augmentative and alternative communication (AAC) for students with significant disabilities.
**Requisites:** Admission to certification program or consent of instructor
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE 402 — METHODS IN TEACHING FUNCTIONAL SKILLS
1 credit.
Applies knowledge and skills for functional assessment and applied behavior analysis in the design and implementation of an individualized, functional curriculum for students with moderate to profound intellectual disabilities and autism spectrum disorders.
**Requisites:** RPSE 300 admission to certification program or consent of instructor
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE 403 — PROMOTING ADOLESCENT LITERACY FOR STUDENTS WITH DISABILITIES
1 credit.
Designed to prepare future special educators to plan and provide language and reading instruction to adolescents with disabilities.
**Requisites:** Must have taken RPSE 300 and RPSE 465.
**Repeatable for Credit:** No
**Last Taught:** Fall 2017

RP & SE 404 — METHODS IN TEACHING SCIENCE & SOCIAL STUDIES FOR STUDENTS WITH DISABILITIES
1 credit.
Prepares future special educators to plan and provide Science and Social Studies instruction to a broad range of students with disabilities.
**Requisites:** RPSE 300 and admission to certification program or consent of instructor
**Repeatable for Credit:** No
**Last Taught:** Spring 2017

RP & SE 405 — CURRENT TOPICS IN SPECIAL EDUCATION
1 credit.
Explores current issues, topics, and trends in special education.
**Requisites:** Consent of instructor
**Repeatable for Credit:** Yes, unlimited number of completions
**Last Taught:** Fall 2017
RP & SE 450 — COLLABORATING WITH FAMILIES OF INDIVIDUALS WITH DISABILITIES
3 credits.

The impact of disability on families; collaborative approaches to involving families in service planning.
Requisites: RPSE 300 Jr st
Repeatable for Credit: No
Last Taught: Fall 2011

RP & SE 457 — ELEMENTARY STUDENT TEACHING SEMINAR - ELEMENTARY/SPECIAL EDUCATION DUAL MAJOR
1 credit.

Course addresses professionalism, research and problem solving, assessment, and collaborative skills relevant to the elementary and special education student teaching placement for students in the Elementary/Special Education Dual Major degree program.
Requisites: Declared in Elementary Education program
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 464 — DIAGNOSIS, ASSESSMENT, AND INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION
4 credits.

Introduction to assessment terms and tools used to assist in the identification and diagnosis of students with disabilities; provide the skills necessary to collect and use assessment data to promote the successful outcomes in core academic instruction for students with disabilities.
Requisites: RP & SE 300 admission to cert program or cons inst
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 465 — LANGUAGE AND READING INSTRUCTION FOR STUDENTS WITH DISABILITIES
4 credits.

Designed to prepare future special educators to plan and provide language and reading instruction to a broad range of students with disabilities.
Requisites: RPSE 300 and admission to certification program or consent of instructor
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 466 — DIVERSITY IN SPECIAL EDUCATION
3 credits.

Introductory overview of special education for culturally and linguistically diverse (CLD) learners with disabilities.
Requisites: Must have taken RPSE 300.
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 467 — ELEMENTARY STUDENT TEACHING SEMINAR
2 credits.

Course addresses professionalism, research and problem solving, assessment, and collaborative skills relevant to the elementary special education student teaching placement.
Requisites: Admission to certification program, concurrent registration in RPSE 477 or consent of instructor
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 468 — SECONDARY STUDENT TEACHING SEMINAR
2 credits.

Course addresses professionalism, research and problem solving, assessment, and collaborative skills relevant to the secondary special education student teaching placement.
Requisites: Admission to certification program , consent of instructor, or concurrent registration in RPSE 478
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 469 — ACADEMIC INSTRUCTION: LEARNING AND BEHAVIORAL DISABILITIES
3 credits.

Features of effective academic instruction for students with learning and behavioral disabilities. Applications to reading, language, writing, spelling, mathematics, science, and social studies instruction. Phonemic awareness and phonics instruction included.
Requisites: RP & SE 300 330 or cons inst
Repeatable for Credit: No
Last Taught: Summer 2012

RP & SE 470 — INDIVIDUALS WITH LEARNING AND BEHAVIORAL DISABILITIES
3 credits.

Provides basic and comprehensive information about biological, educational, sociological, cultural, economic and legal phenomena that impinge upon individuals with a wide array of learning and behavioral disabilities.
Requisites: RP & SE 300, So st or cons inst
Repeatable for Credit: No
Last Taught: Spring 2012

RP & SE 471 — METHODS AND CURRICULUM: LEARNING AND BEHAVIORAL DISABILITIES, K-9
3 credits.

Individualized educational planning in academic, social-emotional and behavioral areas for students with learning and behavioral disabilities, grades kindergarten through nine. Philosophy and content based on application of theory-to-practice and empirical techniques.
Requisites: RP & SE 469, 470, admission to cert prog con reg in 475
Repeatable for Credit: No
Last Taught: Fall 2013
RP & SE 472 — METHODS IN TRANSITION AND VOCATIONAL EDUCATION
3 credits.

Provides information and methods necessary to provide individualized programming in transition and vocational education for students with disabilities, grades six through twelve.

Requisites: RPSE 300 and admission to the SE certificate program or consent of instructor
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 473 — MANAGEMENT: STUDENTS WITH LEARNING AND BEHAVIORAL DISABILITIES
3 credits.

Topics and issues regarding the educational management of students with learning and behavioral disabilities in grades kindergarten through twelve.

Requisites: RP & SE 469, 470 admission to cert prog
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 474 — DIAGNOSIS AND ASSESSMENT: LEARNING AND BEHAVIORAL DISABILITIES
3 credits.

Educational evaluation, including participation in Multi-Disciplinary Team planning and curriculum based assessment of pupils with learning and behavioral disabilities in grades kindergarten through twelve.

Requisites: RP & SE 471 or 472 admission to cert prog
Repeatable for Credit: No
Last Taught: Spring 2013

RP & SE 475 — SPECIAL EDUCATION PRACTICUM: MIDDLE CHILDHOOD - EARLY ADOLESCENCE
3-6 credits.

Practicum teaching in an approved placement with a qualified cooperating teacher serving students with disabilities in any of grades K-8, supervised by a qualified university supervisor. Placement schedule determined by course instructor.

Requisites: Admission to Special Education certificate program and consent of department
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 476 — PRACTICUM: STUDENTS WITH LEARNING AND BEHAVIORAL DISABILITIES, 6-12
5-7 credits.

A minimum of 225 hours per semester required. An approved placement with a qualified cooperating teacher and supervised by a teacher certified in special education (intellectual disabilities, behavioral/emotional disabilities, learning disabilities). Approved placement for students in grades six through twelve.

Requisites: RP & SE 469, 470, admission to cert prog con reg in 472
Repeatable for Credit: No
Last Taught: Spring 2013

RP & SE 477 — SPECIAL EDUCATION STUDENT TEACHING: MIDDLE CHILDHOOD - EARLY ADOLESCENCE
6-12 credits.

Full time student teaching in an approved placement with a qualified cooperating teacher serving students with disabilities in any of grades K-8, supervised by a qualified university supervisor. Placement schedule follows the host school district calendar.

Requisites: Admission to Special Education certificate program
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 478 — SPECIAL EDUCATION STUDENT TEACHING: EARLY ADOLESCENCE - ADOLESCENCE
6-12 credits.

Full time student teaching in an approved placement with a qualified cooperating teacher serving students with disabilities in any of grades 6-12, supervised by a qualified university supervisor. Placement schedule follows the host school district calendar.

Requisites: Admission to Special Education certificate program
Repeatable for Credit: No
Last Taught: Summer 2017

RP & SE 479 — LANGUAGE AND READING INSTRUCTION: LEARNING & BEHAVIORAL DISABILITIES
3 credits.

Specific methods, strategies, and procedures for assessing and teaching reading and language skills to students with learning and behavioral disabilities. Covers methods of teaching phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Requisites: RP & SE 469
Repeatable for Credit: No
Last Taught: Spring 2012

RP & SE 500 — REHABILITATION-COUNSELING PSYCHOLOGY: FOUNDATIONS
3 credits.

History, philosophy, principles, legislation, and development of vocational rehabilitation; organizational structure and objectives of the principal community agencies.

Requisites: None
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 501 — REHABILITATION-COUNSELING PSYCHOLOGY: APPLICATIONS
3 credits.

Introduction to rehabilitation and human service programs for people with disabilities and other special needs. Emphasis on communication relevant to professional service, particularly writing.

Requisites: Con reg in RPSE 630 for 3 cr
Repeatable for Credit: No
Last Taught: Fall 2017
RP & SE 505 — BIOLOGICAL, PSYCHOSOCIAL, AND VOCATIONAL ASPECTS OF DISABILITIES
3 credits.

This course will provide students with an overview of disabilities with an emphasis on biological, psychosocial, and vocational aspects.
Requisites: RPSE 300 SPE or RPS or PSR
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE/CURRIC 506 — STRATEGIES FOR INCLUSIVE SCHOOLING
3 credits.

Comparison of historical and current practices in special education; legal, philosophical, and programmatic changes leading to inclusive models of education; emphasis on concepts of collaboration, cooperative learning structures, and curricular and instructional adaptations to accommodate learners with disabilities in general education classrooms.
Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 540 — ASSESSMENT OF ADULTS WITH DISABILITIES
3 credits.

Assesses the vocational status and potential of people who have disabilities, with paper and pencil and situational-performance tests.
Requisites: Cons inst
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 550 — REHABILITATION PSYCHOLOGY-MEDICAL ASPECTS
2-3 credits.

Medical and psychiatric care and rehabilitation; physical restoration; etiology, prognosis and therapy of common disabling conditions.
Requisites: None
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 560 — PSYCHOSOCIAL ASPECTS OF CHRONIC ILLNESS AND DISABILITY
3 credits.

Provides a Bio-psycho-social approach to the dynamics of coping and adjustment to disability and chronic illness and investigates the effects of prevailing societal attitudes towards persons with disabilities and strategies for attitude change.
Requisites: Cons inst
Repeatable for Credit: No
Last Taught: Fall 2016

RP & SE 630 — INTERNSHIP IN REHABILITATION OR SPECIAL EDUCATION
2-6 credits.

Practicum experience in state or community agencies or in public school programs serving individuals with physical, cognitive, emotional, learning, social or behavioral problems.
Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 660 — SPECIAL TOPICS
1-6 credits.

An individualized approach in a variety of settings to learning problems encountered by those working with the atypical.
Requisites: Cons inst
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 690 — RESEARCH OR THESIS
1-3 credits.

Requisites: Masters stdts cons inst
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

RP & SE 699 — INDEPENDENT READING
1-3 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 700 — SEMINAR: REHABILITATION PSYCHOLOGY RESEARCH
2-3 credits.

Continuing seminar for students in rehabilitation counseling; methods, research information, dissemination, and/or thesis development. May be repeated for credit.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Summer 2017

RP & SE 710 — MULTICULTURAL ISSUES IN SPECIAL EDUCATION
3 credits.

This course is designed to engage participants in an exploration and discussion of issues and trends in special education as relates to the diversity of populations, based on race/ethnicity, socioeconomic backgrounds, disability label, gender, language dominance, etc., receiving special education.
Requisites: Declare in Special Education or Rehabilitation Psychology graduate program
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 715 — EQUITY AND FULL PARTICIPATION FOR INDIVIDUALS WITH SIGNIFICANT DISABILITIES
3 credits.

Analysis of historical and contemporary trends and issues pertaining to persons with significant disabilities (i.e., significant intellectual disability, multiple disabilities, and autism spectrum disorder) across the lifespan. Topics include: an overview of the field of significant disabilities, historical trends, and current directions in curriculum design for students with significant disabilities, and valued outcomes for persons with significant disabilities.
Requisites: Declared in Special Education or Rehabilitation Psychology graduate program
Repeatable for Credit: No
Last Taught: Fall 2017
RP & SE/COUN PSY/CURRIC/ED POL/ED PSYCH/ELPA 719 — INTRODUCTION TO QUALITATIVE RESEARCH
3 credits.

Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. This course does not include a field method component.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 721 — ADDICTIONS COUNSELING
3 credits.

This course provides an overview of the evidence-based practices and common practices for the treatment of addiction disorders. Emphasis is placed on training of the interventions used in the treatment of substance abuse and dependence.

Requisites: Declared in a Special Education or Rehabilitation Psychology graduate program
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 725 — CAREER COUNSELING AND JOB PLACEMENT FOR PEOPLE WITH DISABILITIES
3 credits.

Basic aspects of career development and job placement for people with disabilities.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2016

RP & SE/COUN PSY/PSYCH 729 — ADVANCED SOCIAL PSYCHOLOGY
3 credits.

Intensive examination of theoretical conceptions in contemporary social psychology, including learning-theoretic, reinforcement, incentive, cognitive, and psychodynamic approaches, and research in selected topic areas reflecting these approaches, such as aggression, attitude formation and change, conformity, limitation and modeling, interpersonal attraction, perception of others, prosocial behavior, and social influence.

Requisites: Grad st or Sr st and cons inst
Repeatable for Credit: No
Last Taught: Summer 2017

RP & SE/COUN PSY 730 — PROFESSIONAL COUNSELING ORIENTATION
3 credits.

Provides a broad understanding of professional counselor roles and functions. Also provides a broad understanding of the ethical and legal standards for professional counselors. Students will familiarize themselves with the ACA Code of Ethics, as well as with credentialing standards and organizations relevant to the practice of mental health counseling.

Requisites: Declared in a Rehabilitation Psychology or Counseling Psychology graduate program
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE/COUN PSY/ED PSYCH 735 — LEGAL AND ETHICAL BASES OF COUNSELING AND PSYCHOLOGY
3 credits.

Legal and ethical issues for psychologists, with an emphasis on the APA ethics code and Wisconsin statutes relevant to psychological research and practice.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE/COUN PSY/ED PSYCH 736 — SEMINAR IN PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
3 credits.

Graduate-level seminar in the psychology of individual differences, providing broad and general coverage of theory and research related to individual and cultural differences.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2016

RP & SE/COUN PSY/ED PSYCH 737 — SEMINAR IN HISTORY AND SYSTEMS OF PSYCHOLOGY
3 credits.

Graduate-level seminar in the history of psychology, providing broad and general coverage of the development of psychology as a scientific discipline. Includes coverage of philosophy of science and systems of psychological inquiry, with applications to current research in psychology.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Summer 2017

RP & SE 741 — COMPUTER SOFTWARE AND QUALITATIVE DATA ANALYSIS
3 credits.

This course is designed to provide students opportunity to gain knowledge and skill for coding and analyzing qualitative data using NVivo, a qualitative analysis software package. Qualitative data includes audio, video, and visual artifacts and representations collected and created through interviews, document reviews, memos, and observation. It is a lab course; therefore, students bring their own data and work through analytic exercises following an individualized path to assignment completion. Readings and discussions will focus on epistemic perspective and analysis.

Requisites: RPSE 788 and RPSE 789 or consent of instructor
Repeatable for Credit: No

RP & SE 777 — EDUCATING STUDENTS IN ALTERNATIVE SETTINGS
3 credits.

Examines influences on the provision of high quality educational services to students who are confined, committed or selectively placed in alternative settings. For the purpose of this course, alternative settings will be defined as juvenile correctional facilities, day treatment and residential schools, and other non-traditional special schools for students with emotional and behavioral needs. Theoretical and historical perspectives on the role of educators and academic instruction in alternative settings will also be explored.

Requisites: Graduate or professional standing
Repeatable for Credit: No
RP & SE/COUN PSY/CURRIC/ED POL/ED PSYCH/ELPA 788 — QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS I
3 credits.
Introductory field methods experience in qualitative research. Students will learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, reflect on their utility in education research.
Requisites: CURRIC/ED POL/RP SE/COUN PSY/ELPA/ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE/COUN PSY/CURRIC/ED POL/ED PSYCH/ELPA 789 — QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS II
3 credits.
Focus on data analysis and translation of finds and implications. Students will gain theoretical and practical knowledge and skills regarding coding and analysis techniques, use of qualitative analytic tools, strategies for sharing findings with audiences beyond research team.
Requisites: Students must have taken Curric/Ed Pol/RPSE/Coun Psych/ELPA/ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788.
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 801 — RESEARCH, POLICIES AND PRACTICES IN SPECIAL EDUCATION
3 credits.
Issues, research and theory in the education of individuals with disabilities. Advanced technical writing and reporting.
Requisites: Post masters st cons inst
Repeatable for Credit: No
Last Taught: Fall 2014

RP & SE 802 — SPECIALIZED STUDIES OF INDIVIDUALS WITH DISABILITIES
3 credits.
Links among research, theory and practice in relation to major contemporary issues. Part of initial 2 crse requirement in spec educ doctoral study, 801-802
Requisites: Post masters st cons inst.
Repeatable for Credit: No
Last Taught: Spring 2015

RP & SE 803 — CURRENT ISSUES IN SPECIAL EDUCATION
1 credit.
Required of all full-time graduate students in special education; student research and current topics of special interest. D. stdts in spec ed
Requisites: Reg of all full-time Ph.
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2014

RP & SE 810 — REHABILITATION COUNSELING PSYCHOLOGY-TECHNIQUES
2-3 credits.
Counseling tools and techniques as used in the rehabilitation process with disabled or disadvantaged persons; use of counseling theory and techniques, diagnostic procedures and the decision-making process, and relationships within a multi-disciplinary team.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 820 — REHABILITATION COUNSELING PSYCHOLOGY-THEORIES AND ISSUES
2-3 credits.
Theoretical bases of counseling and related individualized procedures used in rehabilitation counseling; relevance for professional practice with physically, mentally and culturally handicapped persons; evaluation of related research.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE/ELPA 835 — LEADERSHIP FOR INCLUSIVE SCHOOLING
3 credits.
Examines historical and organizational context of special education administration at the federal, state and local levels. Includes policy implementation, constituency management, coordination, communication, and current issues.
Requisites: ELPA 702 735
Repeatable for Credit: No
Last Taught: Summer 2017

RP & SE 840 — REHABILITATION COUNSELING PSYCHOLOGY-GROUP PROCEDURES
3 credits.
Theory, technique, and supervised practice in conducting group counseling and related procedures with persons with physical and mental handicaps.
Requisites: Crses in counseling thry tech cons inst
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE/COUN PSY 850 — CONSULTATION PROCEDURES FOR COUNSELORS
3 credits.
A systematic investigation of and the application of consultation procedures for counselors in educational, community, and rehabilitative agencies. Consultation as applied with individuals and organizational structures.
Requisites: Cons inst
Repeatable for Credit: No
Last Taught: Spring 2016
RP & SE 860 — REHABILITATION COUNSELING PSYCHOLOGY-CLINICAL PRACTICE SEMINAR
1 credit.
Concurrent seminar for clinical practice students in 880, 890, and 900 or 910.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 870 — SEMINAR: ASSESSMENT IN REHABILITATION PSYCHOLOGY
3 credits.
Evaluation of current literature related to theory, models, methods and practice in assessment.
Requisites: Ed Psych 370, 371, 372, or RP SE 340, or equiv, ED Psych 561, or Psych 615, or equiv, or written cons inst
Repeatable for Credit: No
Last Taught: Spring 2016

RP & SE 871 — FOUNDATIONS OF SPECIAL EDUCATION
3 credits.
This course is designed to engage participants in a critical exploration of Special Education issues and trends as located in social, cultural, philosophical, and historical contexts.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 872 — SEMINAR IN SPECIAL EDUCATION RESEARCH
3 credits.
This course is designed to equip students with the knowledge and skills necessary to be thoughtful, critically consumers and producers of education and special education research. The course is designed to: (a) provide students with an overview of the variety of research methods and approaches typically used in special education and the utility of these methods and approaches in addressing educational problems and issues; (b) prepare students to critically appraise published peer-reviewed research in special education; (c) allow students to develop the skills necessary to summarize, synthesize, and expand upon research already conducted on topics of personal and professional relevance; and (d) prepare students to communicate research ideas, findings, and implications for practice and future research to a variety of audiences in an effective and professional manner.
Requisites: RPSE 871
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 873 — PROFESSIONAL DEVELOPMENT FOR FUTURE SPECIAL EDUCATION RESEARCHERS AND FACULTY IN HIGHER EDUCATION
1 credit.
The purpose of this course is to provide students with information and professional development on careers in academia. This repeatable course is designed for students to take multiple times to correspond to their developmental needs and professional development interests.
Requisites: Graduate student; RPSE 871
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 880 — REHABILITATION COUNSELING PSYCHOLOGY-SUPERVISED PRACTICUM I
2-3 credits.
Practical experience in counseling handicapped persons.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Summer 2017

RP & SE 890 — REHABILITATION COUNSELING PSYCHOLOGY-SUPERVISED PRACTICUM II
2-3 credits.
Practical experience in counseling handicapped persons.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 900 — REHABILITATION COUNSELING PSYCHOLOGY-SUPERVISED PRACTICUM III
2-3 credits.
Practical experience in counseling handicapped persons.
Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 903 — PSYCHOSOCIAL THEORY AND RESEARCH IN REHABILITATION PSYCHOLOGY
3-6 credits.
Review of theory and research.
Requisites: Cons inst or RP & SE 801 RP & SE 802
Repeatable for Credit: No
Last Taught: Fall 2016

RP & SE 910 — REHABILITATION COUNSELING PSYCHOLOGY-INTERNSHIP
6-12 credits.
Full-time supervised experience in a rehabilitation setting. Activities include: the work of the counselor on the job; the work of the counselor educator in supervision; research activity; counselor coordinator on the job.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 920 — REHABILITATION COUNSELING PSYCHOLOGY-COUNSELING SUPERVISION
3 credits.
Designed to help supervisors-in-training gain the knowledge and skills necessary to supervise practicing rehabilitation counselors. Emphasis will be given to the supervisory relationship and process of individual and group supervision. The course will also explore supervisory roles, evaluation methods, supervision research, legal and ethical issues, and socio-cultural issues in supervision. Practical application of these skills will be acquired, under faculty supervision, through the direct supervision of master’s level students in the rehabilitation counseling program.
Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017
RP & SE 921 — INTERNSHIP: ADVANCED PROFESSIONAL PRACTICES
1-3 credits.

Field work in therapeutic intervention, organization and administration, and clinical needs assessment within various special education service delivery settings. Opportunity to relate relevant theoretical backgrounds to clinical organization and field problems.

Requisites: Consent of instructor
Repeatable for Credit: No
Last Taught: Fall 2015

RP & SE/COUN PSY 925 — SEMINAR IN COUNSELING PSYCHOLOGY
3 credits.

History, ethical and professional issues and problems, and current status of the psychological specialty of counseling psychology.

Requisites: Couns psych or rehab psych special ed majors or cons inst
Repeatable for Credit: No
Last Taught: Fall 2016

RP & SE 930 — REHABILITATION COUNSELING PSYCHOLOGY-PRACTICE TEACHING
1-3 credits.

Supervised experience in teaching activities with concurrent instruction. May be repeated for credit.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Summer 2017

RP & SE 940 — REHABILITATION COUNSELING PSYCHOLOGY-SUPERVISED RESEARCH
1-3 credits.

Supervised practicum participation in a rehabilitation research project. May be repeated for credit.

Requisites: Cons inst, only doctoral stdts
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE 941 — INTERNSHIP: RESEARCH
1-3 credits.

Supervised participation in conducting, evaluation, and reporting university level research. May be repeated for credit.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE/COUN PSY/ED PSYCH 944 — INTERNSHIP PREPARATION
1 credit.

Primary goal of this course is to help students in Counseling Psychology, Rehabilitation Psychology Special Education, and the School Psychology Program prepare for their internship by providing recourses, guidelines, and support in selecting and applying to internship sites.

Requisites: Dissertator status in the department
Repeatable for Credit: No
Last Taught: Spring 2012

RP & SE 980 — ADULT COGNITIVE ASSESSMENT
3 credits.

Administration, scoring and interpretation of measures of adult intelligence; introduction to neurophychological and other cognitive assessment approaches; discussion of issues and applications in rehabilitation practice.

Requisites: Cons inst, Ph D stdts only, course in tests and measurement
Repeatable for Credit: No
Last Taught: Fall 2016

RP & SE 983 — SEMINAR: PROFESSIONAL ISSUES IN REHABILITATION PSYCHOLOGY
3-6 credits.

Historical development of rehabilitation programming and the professional specialties of rehabilitation psychology; basic philosophy, theoretical systems and processes; professional and scientific ethics; and other professional issues.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 984 — SEMINAR: PRINCIPLES OF BEHAVIOR CHANGE IN REHABILITATION PSYCHOLOGY
3-6 credits.

Theories and principles underlying individual and group methods of management, education, and rehabilitation of handicapped individuals; assessment of methods as related to acquisition of new skills or modification of ineffective behavior; problems in the application of methods in the home, school, institutional, and work settings; unique considerations for specific handicapping conditions.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

RP & SE 985 — INDIVIDUALS WITH DISABILITIES: ADVANCED RESEARCH METHODOLOGIES
3 credits.

Requisites: Cons inst, Grad st, 2 crses in stats, 1 crse in measurement
Repeatable for Credit: No
Last Taught: Spring 2017

RP & SE 990 — RESEARCH OR THESIS
1-3 credits.

Requisites: Cons inst (PhD stdts)
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

RP & SE/COUN PSY/ED PSYCH/PSYCH 995 — PREDOCTORAL INTERNSHIP
0 credits.

Registration for Ph.D. students who have successfully defended the dissertation and are in the process of completing the required predoctoral internship.

Requisites: Successful dissertation defense
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017
RP & SE 999 — INDEPENDENT READING
1-3 credits.

Requisites: Cons inst (PhD stdts)
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017