

# REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION (RP & SE)

## RP & SE 100 – DISABILITY AND SOCIETY

3 credits.

Provides introductory and interdisciplinary life-span perspectives on disability, relevant for both education and non-education majors. Introduces theoretical, cultural, and political models of disability and explores the lived experiences of persons with disabilities (or people who are perceived to have disabilities) in society.

**Requisites:** None

**Course Designation:** Breadth – Social Science

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

## RP & SE 121 – DISABILITY AND SUBSTANCE ABUSE

3 credits.

Designed to provide an entry-level overview of disability under federal legislation and regulation, substance use and abuse among persons with disabilities as either a primary or secondary disability, the physical, psychological, and socio-cultural effects of drugs, and the impact substance abuse or dependence has on the capacity of individuals with disabilities to live independently, work, and otherwise engage in a full range of life activities.

**Requisites:** None

**Course Designation:** Breadth – Social Science

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify the variability of definitions of disability in federal legislation or regulations such as the Americans with Disabilities Act, Social Security Act, Individuals with Disabilities Education Act, and the Rehabilitation Act.

Audience: Undergraduate

2. Identify the physiological, psychosocial, cultural, and other factors associated with substance abuse or dependence among persons with disability as a primary or co-morbid impairment.

Audience: Undergraduate

3. Identify the impact on major life areas, such as independent living, work, and leisure associated with substance abuse or dependence.

Audience: Undergraduate

4. Identify and classify major categories of licit and illicit drugs.

Audience: Undergraduate

5. Demonstrate an understanding of the multi-faceted nature and controversy related to substance use and abuse.

Audience: Undergraduate

6. Describe the physical effects of substance use on various body systems (including tolerance, addiction, and withdrawal symptoms) and the capacity of these effects to aggravate or diminish symptoms associated with specific disabilities.

Audience: Undergraduate

7. Develop an understanding of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across an individual's lifespan among persons with a disability.

Audience: Undergraduate

8. Increase understanding of social and cultural issues in regard to disability and substance use, prevention, public policy, and law.

Audience: Undergraduate

9. Expand knowledge and understanding of current research findings related to disability and substance use, abuse, and current laws.

Audience: Undergraduate

10. Analyze controversial issues surrounding disability and substance abuse.

Audience: Undergraduate

## **RP & SE 125 – HEALTH AND REHABILITATION PROFESSIONS**

3 credits.

An exploration of various health and rehabilitation professions within the United States health care system, including educational requirements, professional expectations, and practice sites. Consideration is given to career planning in health and rehabilitation professions with review of current employment opportunities and workforce trends.

**Requisites:** None

**Course Designation:** Breadth – Social Science

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe roles of professionals in various health and rehabilitation professions.

Audience: Undergraduate

2. Assess current employment opportunities in the health and rehabilitation professions.

Audience: Undergraduate

3. Find and share current literature relating to current issues in the health and rehabilitation professions.

Audience: Undergraduate

4. Using established university career exploration resources, assess interests and aptitudes for various health and rehabilitation professions.

Audience: Undergraduate

5. Summarize similarities and differences between the various health and rehabilitation professions, including their educational requirements and practice settings.

Audience: Undergraduate

6. Assess readiness for a particular health and rehabilitation professional education program and establish a plan to address areas of need.

Audience: Undergraduate

7. Complete an interview with a professional in the area of interest.

Audience: Undergraduate

8. Complete a group project on a current health and rehabilitation professions issue, including a paper and a class presentation.

Audience: Undergraduate

## **RP & SE/LEGAL ST 135 – DISABILITY AND THE CRIMINAL JUSTICE SYSTEM**

3 credits.

Explores the interaction between the criminal justice system and disability. Explores common experiences of persons with disability such as limited access to community services, poverty, and homelessness and the connection of these experiences to mass incarceration. Explores federal disability rights laws and the implementation of these laws in education, legal, and incarceration settings. Introduction to criminal justice reform to address the experiences of persons with disabilities in this system.

**Requisites:** None

**Course Designation:** Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify the causes for over-incarceration of people with disabilities in the United States

Audience: Undergraduate

2. Demonstrate knowledge and understanding of the federal and state policies related to the incarceration and community monitoring of persons with disabilities who have been involved in the criminal justice system

Audience: Undergraduate

3. Demonstrate knowledge of roles and functions that rehabilitation professionals fill within the criminal justice system

Audience: Undergraduate

4. Demonstrate knowledge of treatment programming for individuals with disabilities who are incarcerated and the efficacy of different interventions in increasing community re-integration

Audience: Undergraduate

5. Demonstrate knowledge of community supports for individuals with disabilities subsequent to their release from institutional care

Audience: Undergraduate

6. Develop an awareness of the ethical standards of professional practice that rehabilitation professionals working with individuals with disabilities within the legal system

Audience: Undergraduate

## **RP & SE 200 – ISSUES IN SPECIAL EDUCATION**

3 credits.

Designed for learning about special education, particularly related to careers in this field. Provides information on the history and evolution of special education and special educators' roles.

**Requisites:** None

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE 210 – THE DISABILITY EXPERIENCE**

3 credits.

Introduction to the modern disability experience, with an emphasis on disability justice and advocacy. Examines the societal implications and individual experiences of disability, centering the voices of individuals with disabilities themselves, and discusses strategies that can be used to work toward their full participation and inclusion in society.

**Requisites:** None**Course Designation:** Breadth – Social Science

Level – Elementary

L&amp;S Credit – Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Define the term “disability” in multiple ways and in multiple contexts

Audience: Undergraduate

2. Explain various models of disability, including the medical and social models, and describe how those models affect the lives of individuals with disabilities

Audience: Undergraduate

3. Summarize the foundational implications of the disability rights movement and how it relates to current disability justice and advocacy actions

Audience: Undergraduate

4. Describe how societal attitudes affect the lives of people with disabilities and explain strategies to modify them

Audience: Undergraduate

5. Articulate the role of power and the impact of bias, stigma, stereotypes, and prejudice in the lives of individuals with disabilities, and describe ways to reduce them

Audience: Undergraduate

6. Illustrate an intersectional approach to the experience of disability, including the implications of living with multiple minoritized statuses (BIPOC, LGBTQIA+, etc.)

Audience: Undergraduate

7. Examine the ways that people react to the onset of a disability or chronic illness, including coping, acceptance, adaptation, and disability identity development

Audience: Undergraduate

8. Explain the role of families, relationships, human intimacy, and sexuality in the disability experience

Audience: Undergraduate

9. Develop into confident and effective advocates for the full participation and inclusion of individuals with disabilities in everyday society

Audience: Undergraduate

**RP & SE 300 – INDIVIDUALS WITH DISABILITIES**

3 credits.

Designed to expand the knowledge base of future educators, clinicians, and society members to better understand and serve the diverse needs and interests of individuals with disabilities. Introduces the concept of disability as well as the field of special education. The history, etiology, and characteristics of specific categories of disability are examined, as are educational and other federally mandated programs designed to address the needs of both children and adults with disabilities. Topics germane to the study of disability and the field of special education are explored.

**Requisites:** None**Course Designation:** Level – Elementary

L&amp;S Credit – Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Demonstrate an understanding of the concepts of ability differences and exceptionality

Audience: Undergraduate

2. Articulate knowledge of the specific categories of disability designated by federal law and characteristics associated with those categories

Audience: Undergraduate

3. Summarize significant legislation and litigation that has affected the education and lives of individuals with disabilities

Audience: Undergraduate

4. Demonstrate knowledge of interventions utilized by professionals who work with people who have disabilities or are at risk of being identified as having a disability

Audience: Undergraduate

**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. Learn to apply positive psychology concepts in personal and professional contexts to cultivate fulfilling, healthy, and meaningful lives.

**Requisites:** Sophomore standing**Course Designation:** Level – Elementary

L&amp;S Credit – Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2024

**RP & SE 311 – INTERNATIONAL PERSPECTIVES ON DISABILITY IN AUSTRALIA**

3 credits.

Examine the lived experience of Australians with disabilities, comparing the treatment of and services provided to disabled US Americans and Australians with respect to the standards outlined in the United Nations' Convention on the Rights of Persons with Disabilities (CRPD) and localized policies abroad, and considering the US and Australia's multicultural landscape and shared colonial background. Understand issues surrounding disability access, inclusion, and rights globally to become effective advocates for positive change. Must have sophomore standing and a valid passport.

**Requisites:** Consent of instructor

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Discuss the implications of the 2007 Convention on the Rights of Persons with Disabilities for individuals with disabilities in the US and Australia

Audience: Undergraduate

2. Describe and compare issues related to access and inclusion of people with disabilities from diversity of cultural backgrounds in the US and Australia

Audience: Undergraduate

3. Describe and compare the services and supports that are provided to individuals with disabilities in the US and Australia

Audience: Undergraduate

4. Articulate international development needs with respect to the rights and services provided to people with disabilities, and work to improve them

Audience: Undergraduate

**RP & SE 316 – HEALTH PROMOTION FOR INDIVIDUALS WITH DISABILITY AND CHRONIC ILLNESS**

3 credits.

Addresses theories and research related to health psychology, health behavior and quality of life. Focus on understanding models of healthy lifestyle interventions, assessment/intervention strategies for health promotion, factors affecting health behavior, public health initiatives. Attention is given to application of practical tools for promoting health and preventing secondary conditions for individuals with disabilities and chronic illness.

**Requisites:** Declared in Rehabilitation Psychology, Health Promotion and Health Equity, or classified as Pre-Rehabilitation Psychology or Pre-Special Education

**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify health issues, health promotion and health practices that increase functioning and reduce secondary conditions due to disability and chronic illness.

Audience: Undergraduate

2. Engage in dialogue across professional disciplines related to health and disability

Audience: Undergraduate

**RP & SE 320 – INTRODUCTION TO TEACHING IN SPECIAL EDUCATION**

3 credits.

Provides an overview of teaching in early childhood and K-12 special education and introduces the content of and highlights the underlying themes (e.g., inclusion, collaboration) embedded in teacher preparation courses required for licensing in early childhood special education and K-12 special education.

**Requisites:** Declared in Special Education BSE, Elementary Education and Special Education BSE, or Special Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Describe the legal and procedural foundation of education for students with disabilities (e.g., The Individuals with Disabilities Education Act (IDEA), Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), 504 Plan).

Audience: Both Grad & Undergrad

2. Describe the initial preparation standards of early childhood/K-12 special educators, high leverage practices, and recommended practices.

Audience: Both Grad & Undergrad

3. Identify, write, and communicate individualized goals based on students' and families' assets, needs, priorities, and values.

Audience: Both Grad & Undergrad

4. Develop lesson plans that reflect high expectations and individualized goals and promote students' full membership and participation in inclusive programs, schools, and communities.

Audience: Both Grad & Undergrad

5. Articulate the roles and purposes of assessment in teaching in special education.

Audience: Both Grad & Undergrad

6. Apply knowledge of the IFSP/IEP processes to advocate for students with disabilities and their families.

Audience: Graduate

**RP & SE 325 – SELF MANAGEMENT OF CHRONIC ILLNESS AND DISABILITY**

3 credits.

Provides knowledge and understanding of concepts of self-management of chronic illness and disability using both theoretical and empirically-based approaches. Includes discussion of collaboration among healthcare providers in helping individuals manage symptoms of their chronic health conditions, condition-specific education about the typical symptoms and advice about the decisions and actions that the individual with the chronic health condition can take when those symptoms occur, and coping skills that can be facilitated to address the emotional reactions and stress related to chronic health conditions.

**Requisites:** Declared in Health Promotion and Health Equity BS or Rehabilitation Psychology BS

**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Define Self-Management in the context of health

Audience: Undergraduate

2. Analyze the theoretical models and research on condition-specific, empirically based interventions that promote self-management

Audience: Undergraduate

3. Apply the tripartite approach to specific chronic health conditions

Audience: Undergraduate

**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 and declared in Rehabilitation Psychology, Special Education, Disability Rights and Services Certificate, Special Education MS or classified as Pre-Rehabilitation Psychology or Pre-Special Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE 335 – INTRODUCTION TO SPORT PSYCHOLOGY**

3 credits.

Examines the psychological factors that influence participation in sport and exercise. Theories and interventions used to understand and enhance performance will be examined. Additionally, mental health, substance use and transition out of sport will be reviewed.

**Requisites:** None**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. demonstrate understanding of major theories and approaches of motivation and performance anxiety theories

Audience: Undergraduate

2. demonstrate understanding of peak performance theories and the skills and the theoretical underpinnings of these skills.

Audience: Undergraduate

3. demonstrate understanding of clinical mental health diagnoses within the specific population of athletes.

Audience: Undergraduate

4. demonstrate professional ethics and behaviors with mental health processes, including steps to take for individuals with suicidal ideation.

Audience: Undergraduate

5. synthesize knowledge and use insight and creativity to better understand and create programs for those working with athletes both with performance and mental health issues.

Audience: Undergraduate

6. demonstrate understanding of multicultural issues that impact athletic environments and personal performance.

Audience: Undergraduate

7. demonstrate an understanding of psychosocial theories of injury and aspects associated with athletic injury and possible return to sport or completion of career

Audience: Undergraduate

8. design and create professional presentations utilizing current research and synthesizing information from finding and professional resources.

Audience: Undergraduate

9. synthesize knowledge and use insight and creativity to better understand athletic identity as it relates to the process of transition out of sport with a special look at career transition.

Audience: Undergraduate

**RP & SE 355 – REMOTE SERVICE PROVISION STRATEGIES FOR HEALTH AND REHABILITATION PROVIDERS**

3 credits.

Explore the use of technology to provide evaluation, consultation, and services to the community. Study the creation and use of telecounseling and other remote strategies to provide services that are accessible to individuals unable to receive care in a traditional office setting. Introduce technology for remote service provision and a foundational knowledge to effectively integrate this service modality as this practice evolves.

**Requisites:** Sophomore standing**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Demonstrate knowledge of different remote service provision strategies and technology

Audience: Undergraduate

2. Demonstrate an understanding of the ethical implications of remote service provision

Audience: Undergraduate

3. Identify the basic requirements for the delivery of remote services

Audience: Undergraduate

4. Demonstrate the ability to differentiate and apply different telecounseling technologies and practices

Audience: Undergraduate

5. Identify basic remote service provision standards

Audience: Undergraduate

6. Demonstrate knowledge of public concerns regarding new treatment modalities

Audience: Undergraduate

7. Identify methods to promote and advocate the use of remote technologies to overcome geographic barriers to deliver treatment and education

Audience: Undergraduate

**RP & SE/CURRIC 365 – TEACHING MATHEMATICS IN INCLUSIVE SETTINGS**

3 credits.

Introduction to a variety of approaches for teaching mathematics to students in inclusive schools

**Requisites:** None

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe and implement principles of systematically designed instruction to develop lesson plans that foster high-quality mathematics instruction for students with disabilities.

Audience: Undergraduate

2. Determine a multitude of tools to assess students' mathematical learning and utilize assessment results to adjust instructional practice.

Audience: Undergraduate

3. Identify, employ, and advocate for instructional practices that promote rich learning experiences and meaningful inclusion of students with disabilities in mathematical settings.

Audience: Undergraduate

4. Evaluate mathematics as a practice, as a philosophy, and how it impacts your own identity as a teacher and the identities of students with disabilities

Audience: Undergraduate

5. Articulate key mathematics concepts relevant to special educators' instruction in K-12 settings.

Audience: Undergraduate

**RP & SE 405 – CURRENT TOPICS IN SPECIAL EDUCATION**

1 credit.

Explores current issues, topics, and trends in special education.

**Requisites:** None

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**RP & SE/CURRIC 406 – RACE, INTERSECTIONALITY, AND EQUITY IN EDUCATION**

3 credits.

Addresses a range of issues to help teachers more thoughtfully and equitably serve their students of color and develop a critical and historical understanding of the racism, marginalization, and exclusion that is endemic to the U.S. public school system. Provides an overview of foundational constructs that are essential for pre-service teachers preparing to teach and serve diverse students and families. Explore how race, racism, and racialization in education intersect with class, gender, dis/ability, religion, sexuality, etc. to shape inequitable schooling conditions and experiences for students of color. Analyze the effects at the individual, interactional, institutional, and societal levels. Consider how power always-already enables particular policies and practices that reproduce educational inequities and hence sustain white privilege and dominance.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others.

Audience: Undergraduate

2. Recognize and question cultural assumptions and knowledge claims as they relate to race and ethnicity.

Audience: Undergraduate

3. Articulate how the past has affected present day circumstances regarding race and racial inequalities in the U.S.

Audience: Undergraduate

4. Apply course concepts to their lives outside the classroom by respectfully participating in our multicultural society.

Audience: Undergraduate

**RP & SE 435 – OVERVIEW OF EARLY CHILDHOOD SPECIAL EDUCATION**

3 credits.

An introduction to the Early Childhood Special Education profession including historical, philosophical, social and psychological foundations, awareness of values, ethical and legal issues, staff relations, and the importance of becoming an advocate for children and families. Analyze trends in early education, including diversity, early intervention, early childhood special education, family centered practices, legislation, public policy, and developmentally appropriate practice.

**Requisites:** Declared in Special Education: Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12 BSE, Special Education: Early Childhood Special Education Birth-Grade 3 BSE, or Certificate in Disability Rights and Services

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Describe the curriculum models and instructional and intervention approaches that primarily guide early childhood special education practice.

Audience: Undergraduate

2. Explain key components of early childhood special education practice, including assessment, multi-tiered systems of support, systematic instruction, and collaboration with families and other professionals

Audience: Undergraduate

3. Understand, evaluate, and apply research to support evidence-based practice with young children with disabilities.

Audience: Undergraduate

4. Identify the ethical and legal guidelines that shape the profession of early intervention/early childhood special education.

Audience: Undergraduate

**RP & SE 445 – SPECIAL EDUCATION PRACTICUM: EARLY ADOLESCENCE THROUGH ADOLESCENCE**

3-6 credits.

Approved placement with a qualified cooperating teacher serving students with disabilities in any of grades 6-12, supervised by a qualified university supervisor. Includes observation and supervised practice in the field of special education and discussion focusing on reflection and application of special education theories to practical settings.

**Requisites:** Declared in the Special Education BSE or Special Education: Teacher Certification MS

**Course Designation:** Workplace - Workplace Experience Course  
Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Reflect on their actions and attitudes in the classroom to improve their practice.

Audience: Both Grad & Undergrad

2. Plan and carry out lessons, reflecting a variety of instructional strategies and arrangements, to meet the needs of a wide range of students.

Audience: Both Grad & Undergrad

3. Demonstrate professional communication skills with parents, related services providers, and other members of the education community.

Audience: Both Grad & Undergrad

4. Demonstrate an ability to proactively manage the learning environment

Audience: Both Grad & Undergrad

5. Identify research that supports their instructional decisions and interactions with students.

Audience: Graduate

6. Demonstrate professional leadership and advocacy skills in the school setting.

Audience: Graduate



**RP & SE 455 – EARLY CHILDHOOD SPECIAL EDUCATION  
METHODS: INCLUSIVE STRATEGIES FOR INFANTS AND  
TODDLERS**

3 credits.

Explore instructional approaches and practices that support developmentally appropriate, effective, and inclusive early childhood education and evidenced-based intervention for infants and toddlers (i.e., birth-3 years old). Learn strategies to support access to the general education curriculum, participation, and achievement of young children with developmental delays and disabilities. Examines "what" to teach, the selection of developmentally- and individually-appropriate child goals and objectives, and "how" to teach, the practical components of developing and delivering effective, evidenced based instruction and intervention. Emphasis on adapting general early childhood education curriculum and practices in order to support children's individualized goals within inclusive classrooms. Addresses planning and implementing instruction in alignment with state and federal mandates.

**Requisites:** Declared in Special Education: Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12 or Special Education: Early Childhood Special Education Birth-Grade 3 BSE

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Write individualized family service outcomes in alignment with policy and quality standards and use said outcomes to determine supports and intervention strategies for young children (Birth-3 years) with developmental delays or disabilities and their families.  
Audience: Undergraduate

2. Apply an understanding of early childhood curriculum, child strengths and support needs, and family preferences, support needs, and characteristics to determine curricular adaptations, instructional strategies, and family support strategies.  
Audience: Undergraduate

3. Identify different methods of family-based practices and family capacity-building practices in order to determine how to partner with and support families and young children (Birth-3 years) from a variety of backgrounds.  
Audience: Undergraduate

**RP & SE 457 – ELEMENTARY STUDENT TEACHING SEMINAR -  
ELEMENTARY/SPECIAL EDUCATION DUAL MAJOR**

1 credit.

Addresses professionalism, research and problem solving, assessment, and collaborative skills relevant to the elementary and special education student teaching placement.

**Requisites:** Declared in Elementary Education: Middle Childhood Through Early Adolescence/Special Education Dual Cert

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 460 – EARLY CHILDHOOD SPECIAL EDUCATION  
METHODS: INCLUSIVE STRATEGIES FOR PRESCHOOL AND EARLY  
ELEMENTARY**

3 credits.

Covers instructional approaches and practices that support developmentally appropriate, effective, and inclusive early childhood education and evidenced-based intervention for preschool and early elementary-age children (i.e., 3-8 years old). Focuses on strategies for supporting access to the general education curriculum, participation, and achievement of young children with developmental delays and disabilities. Learn "what" to teach, the selection of developmentally- and individually-appropriate child goals and objectives, and "how" to teach, the practical components of developing and delivering effective, evidenced based instruction and intervention. Emphasis is placed on adapting general early childhood education curriculum and practices in order to support children's individualized goals within inclusive classrooms. Addresses planning and implementing instruction in alignment with state and federal mandates.

**Requisites:** Declared in Special Education: Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12 or Special Education: Early Childhood Special Education Birth-Grade 3 BSE

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Write individualized annual goals and short-term objectives in alignment with policy and quality standards and use said goals to determine supports and instructional strategies for young children (Prek-3rd grade) with developmental delays or disabilities.  
Audience: Undergraduate

2. Apply an understanding of early childhood curricular standards, child strengths and support needs, and family preferences and characteristics to determine curricular adaptations and instructional strategies.  
Audience: Undergraduate

3. Distinguish the multiple purposes and processes of progress monitoring and determine appropriate methods of progress monitoring for different types of goals/objectives and instructional contexts.  
Audience: Undergraduate

4. Identify multiple ways to partner with families and other professionals to collaboratively determine and implement supports for young children (Prek-3rd grade) with developmental delays or disabilities.  
Audience: Undergraduate

## **RP & SE 464 – DIAGNOSIS, ASSESSMENT, AND INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION**

3 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:** Declared in Special Education, Elementary Education: Middle Childhood Through Early Adolescence/Special Education Dual Cert or Special Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Demonstrate knowledge of basic terminology used in assessment

Audience: Both Grad & Undergrad

2. Articulate knowledge of educators, families and other professionals roles in the assessment process

Audience: Both Grad & Undergrad

3. Demonstrate knowledge of different types of assessment including specific uses, limitations and culturally responsive practices

Audience: Both Grad & Undergrad

4. Demonstrate knowledge of how formal and informal assessments can be used for instructional decision-making and monitoring student progress

Audience: Both Grad & Undergrad

5. Articulate knowledge of the legal rights and responsibilities of the IEP team including educators, parents and other members

Audience: Both Grad & Undergrad

6. Articulate understanding of legal mandates and accountability of schools and how they relate to students with disabilities.

Audience: Both Grad & Undergrad

7. Identify current research in the field that supports their decisions about what interventions to include in the IEPs of students with disabilities.

Audience: Graduate

8. Identify research-based practices in the area of collaboration when developing the IEPs of students with disabilities.

Audience: Graduate

## **RP & SE 465 – LANGUAGE AND READING INSTRUCTION FOR STUDENTS WITH DISABILITIES**

3 credits.

Designed to prepare future special educators to plan and provide language and reading instruction to a broad range of students with disabilities.

**Requisites:** Declared in Special Education, Elementary Education: Middle Childhood Through Early Adolescence/Special Education Dual Cert or Special Education MS

**Course Designation:** Gen Ed - Communication Part B

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Articulate an understanding of typical and atypical language development and the ways in which exceptional conditions can interact with a student's experience with and use of language

Audience: Both Grad & Undergrad

2. Articulate an understanding of difficulties that a student with a disability might display in the areas of oral language, phonological awareness, phonics fluency, vocabulary, reading comprehension, and written expression.

Audience: Both Grad & Undergrad

3. Select and carry out appropriate research-based instructional strategies to improve the reading skills of K-12 students, based on knowledge of a wide range of tools, pedagogies, and assessments.

Audience: Both Grad & Undergrad

4. Identify current research in the field that supports their decisions about what interventions to include in reading instructional and intervention plans for students with disabilities.

Audience: Graduate

**RP & SE 466 – DIVERSITY IN SPECIAL EDUCATION**

3 credits.

Provides an overview of the context and unique considerations for providing special education services to culturally and linguistically diverse learners and their families. Upon completion, describe the diversity of students who receive special education services, including trends over time, and identify deficit orientations toward diversity, culture and disability that limit youths' opportunities to learn.

**Requisites:** Declared in Special Education BSE, Special Education MS, Elementary Education BSE: Middle Childhood Through Early Adolescence/Special Education Dual Cert, or Disability Rights and Services Certificate

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe the diversity of students who receive special education services, including trends over time  
Audience: Undergraduate

2. Identify deficit orientations toward diversity, culture and disability that limit youths' opportunities to learn  
Audience: Undergraduate

3. Construct IEP goals that take students' cultural background and linguistic characteristics into account  
Audience: Undergraduate

4. Identify ongoing professional and personal development goals that will increase ability to be responsive to a diversity of learners with disabilities and their families as a future teacher.  
Audience: Undergraduate

**RP & SE 467 – ELEMENTARY STUDENT TEACHING SEMINAR**

2 credits.

Addresses professionalism, research and problem solving, assessment, and collaborative skills relevant to the elementary special education student teaching placement.

**Requisites:** Declared in Special Education, Elementary Education: Middle Childhood Through Early Adolescence/Special Education Dual Cert or Special Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 468 – SECONDARY STUDENT TEACHING SEMINAR**

2 credits.

Addresses professionalism, research and problem solving, assessment, and collaborative skills relevant to the secondary special education student teaching placement.

**Requisites:** Declared in Special Education, Elementary Education: Middle Childhood Through Early Adolescence/Special Education Dual Cert or Special Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**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:** Declared in Special Education, Elementary Education: Middle Childhood Through Early Adolescence/Special Education Dual Cert or Special Education MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 473 – CLASSROOM MANAGEMENT FOR INCLUSIVE CLASSROOMS**

3 credits.

Focus on theories and practices to promote positive, proactive, and culturally responsive management of K-12 inclusive classrooms. Topics covered include multi-tiered systems of support, functional behavior assessment, and behavioral intervention plan.

**Requisites:** Declared in Special Education BSE, Special Education MS, or Elementary Education BSE: Middle Childhood Through Early Adolescence/Special Education Dual Cert

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Illustrate the understandings of the various sociocultural factors and contexts influencing interpersonal interactions and behaviors.

Audience: Both Grad & Undergrad

2. Analyze challenging behaviors using culturally responsive and functional approaches.

Audience: Both Grad & Undergrad

3. Apply classroom management theories and approaches to develop behavioral goals and objectives, behavioral assessment systems, and functional behavioral assessment-based interventions.

Audience: Both Grad & Undergrad

4. Evaluate evidence to determine and implement evidence-based classroom management approaches

Audience: Graduate

**RP & SE 475 – SPECIAL EDUCATION PRACTICUM: EARLY CHILDHOOD AND ELEMENTARY**

1-9 credits.

Supervised practicum teaching in an approved placement with a qualified cooperating teacher serving students with disabilities birth through grade 9.

**Requisites:** Declared in Special Education BS, Elementary Education BS, Elementary Education and Special Education BS, or Special Education: Teacher Certification MS

**Course Designation:** Workplace - Workplace Experience Course

**Repeatable for Credit:** Yes, for 3 number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Reflect on their actions and approaches in the classroom to improve their practice

Audience: Undergraduate

2. Plan and carry out lessons, reflecting a variety of instructional strategies and arrangements, to meet the needs of a wide range of students

Audience: Undergraduate

3. Demonstrate professional communication skills with parents, related service providers, and other members of the education community

Audience: Undergraduate

4. Demonstrate an ability to proactively manage the learning environment

Audience: Undergraduate

**RP & SE 476 – SPECIAL EDUCATION PRACTICUM: SECONDARY (GRADES 4-12)**

1-9 credits.

Practicum teaching in an approved placement with a qualified cooperating teacher serving students with disabilities in any of grades 4-12, supervised by a qualified university supervisor. Placement schedule determined by course instructor.

**Requisites:** Declared in Special Education BSE, Special Education MS, or Elementary Education BSE: Middle Childhood Through Early Adolescence/Special Education Dual Cert

**Course Designation:** Workplace - Workplace Experience Course

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Reflect on actions and approaches in the classroom to improve practice

Audience: Undergraduate

2. Plan and carry out lessons, reflecting a variety of instructional strategies and arrangements, to meet the needs of a wide range of students

Audience: Undergraduate

3. Demonstrate professional communication skills with parents, related service providers, and other members of the education community

Audience: Undergraduate

4. Demonstrate an ability to proactively manage the learning environment

Audience: Undergraduate

### RP & SE 477 – SPECIAL EDUCATION STUDENT TEACHING: ELEMENTARY (PK - GRADE 9)

6-12 credits.

Full time student teaching in an approved placement with a qualified cooperating teacher serving students with disabilities in any of grades PK-Grade 9, supervised by a qualified university supervisor. Placement schedule follows the host school district calendar.

**Requisites:** Declared in Special Education BSE, Special Education MS, or Elementary Education BSE: Middle Childhood Through Early Adolescence/Special Education Dual Cert

**Course Designation:** Workplace - Workplace Experience Course  
Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Reflect on actions and attitude in the classroom in order to improve practice  
Audience: Both Grad & Undergrad

2. Demonstrate ability to plan, implement, and assess learning activities that meet the needs of students  
Audience: Both Grad & Undergrad

3. Demonstrate professional communication skills across a variety of formats in contacts with parents, related service providers, and other members of the relevant education community  
Audience: Both Grad & Undergrad

4. Recognize and apply principles of ethical and professional conduct.  
Audience: Graduate

### RP & SE 478 – SPECIAL EDUCATION STUDENT TEACHING: SECONDARY (GRADES 4-12)

6-12 credits.

Full time student teaching in an approved placement with a qualified cooperating teacher serving students with disabilities in any of grades 4-12, supervised by a qualified university supervisor. Placement schedule follows the host school district calendar.

**Requisites:** Declared in Special Education BSE, Special Education MS, or Elementary Education BSE: Middle Childhood Through Early Adolescence/Special Education Dual Cert

**Course Designation:** Workplace - Workplace Experience Course  
Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Reflect on actions and attitude in the classroom in order to improve practice  
Audience: Both Grad & Undergrad

2. Demonstrate ability to plan, implement, and assess learning activities that meet the needs of students  
Audience: Both Grad & Undergrad

3. Demonstrate professional communication skills across a variety of formats in contacts with parents, related service providers, and other members of the relevant education community  
Audience: Both Grad & Undergrad

4. Recognize and apply principles of ethical and professional conduct.  
Audience: Graduate

### 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:** Spring 2024

### 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:** Declared in Rehabilitation Psychology and concurrent enrollment in RP & SE 630

**Course Designation:** Gen Ed - Communication Part B

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

### **RP & SE 505 – BIOLOGICAL, PSYCHOSOCIAL, AND VOCATIONAL ASPECTS OF DISABILITIES**

3 credits.

Provides an overview of disabilities with an emphasis on biological, psycho-social, and vocational aspects.

**Requisites:** RP & SE 125 or 325

**Course Designation:** Breadth – Social Science

Level – Intermediate

L&S Credit – Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Develop an understanding of the various definitions of chronic illness and disability.

Audience: Undergraduate

2. Gain a basic knowledge of the biological aspects of disability, including health conditions and body functions and structure.

Audience: Undergraduate

3. Gain a basic knowledge of the meaning and importance of activity and participation in the lives of people with disabilities.

Audience: Undergraduate

4. Gain a basic knowledge of the salient environmental factors that affect the disability experience.

Audience: Undergraduate

5. Gain a basic knowledge of the salient personal factors that affect the disability experience.

Audience: Undergraduate

6. Consider the several aspects of disability in combination with regards to the topic of psychosocial adaptation.

Audience: Undergraduate

### **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

**Course Designation:** Grad 50% – Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

### **RP & SE 510 – PARTNERING WITH FAMILIES AND OTHER PROFESSIONALS IN EARLY CHILDHOOD SPECIAL EDUCATION**

3 credits.

Provides the knowledge and skills to implement federal and state mandates as well as professional organization recommendations for special education and related services programs. Explores collaboration in schools, community systems and families, family functioning, historical perspectives of family life and school involvement, effective relationships between home, school, community, communication among professionals and with families, school-based programs as well as multicultural considerations including those related to race, ethnicity, gender, language, and culture, among others. Gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Apply family capacity-building practices to support families to make informed decisions and advocate for their young children.

**Requisites:** Declared in Special Education: Early Childhood Special Education/Special Education Dual Certification Birth-Grade 12 BSE, Special Education: Early Childhood Special Education Birth-Grade 3 BSE, or Certificate in Disability Rights and Services

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth

Audience: Undergraduate

2. Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning

Audience: Undergraduate

3. Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

Audience: Undergraduate

## RP & SE 515 – ACCESS TO THE GENERAL CURRICULUM FOR STUDENTS WITH DISABILITIES

3 credits.

Prepares special educators to develop curriculum for students with disabilities aligned with general education content. Identifying appropriate Individualized Education Plan goals, supplementary aids and services, and service coordination in inclusive school contexts will be emphasized. Activities will cover three main topics, which will be woven through our activities, class readings, and assignments throughout the semester. These topics are: (a) planning supports for inclusion and access throughout the school day; (b) developing meaningful grade- and standards-aligned Individualized Education Plans; and (c) teaching and adapting general curriculum content.

**Requisites:** Declared in Special Education BSE, Special Education MS, or Elementary Education BSE: Middle Childhood Through Early Adolescence/Special Education Dual Cert

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Understand the components of curriculum planning for students with disabilities.

Audience: Both Grad & Undergrad

2. Analyze curricular materials and adapt them for students with disabilities.

Audience: Both Grad & Undergrad

3. Apply knowledge of curriculum and curricular adaptations to instructional plans for students with disabilities

Audience: Both Grad & Undergrad

4. Identify current research in the field that supports their instructional and curricular adaptation decisions as a teacher.

Audience: Graduate

5. Implement strategies for collaboration and leadership within the school setting that improve access to the general curriculum for students with disabilities.

Audience: Graduate

## RP & SE 520 – CASE MANAGEMENT AND COMMUNITY RESOURCES

3 credits.

Provides an introduction to the concepts and processes of case management, including case planning, service coordination, referral to and utilization of other disciplines, and client advocacy; and integrating community resources and services for rehabilitation planning with persons with disabilities. Emphases on the basic principles of supporting persons with disabilities within clinical and service systems. Fosters knowledge and understanding of how theories and research translate into appropriate case management practices and explores the case management roles and processes involved in integrated, interdisciplinary, and community service settings.

**Requisites:** RP & SE 125, 316, or PSYCH 202

**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Describe the history and development of counseling case management and understand the roles and functions of case managers in goal development, planning, coordination, and delivery of rehabilitation and mental health services.

Audience: Both Grad & Undergrad

2. Understand the role of benefit and payment systems for health care and rehabilitation including Health Insurance, Worker Compensation, Short and Long-term Disability, Social Security benefit programs, and state, federal, and private sector Vocational Rehabilitation programs.

Audience: Both Grad & Undergrad

3. Describe rehabilitation case management in life care planning, disability management and expert witness testimony.

Audience: Both Grad & Undergrad

4. Identify and critically evaluate community resources relevant to case management in rehabilitation counseling and mental health practice settings and identify techniques for working effectively in teams and across disciplines.

Audience: Both Grad & Undergrad

5. Understand the skills and techniques necessary to manage cases and caseloads during the rehabilitation and mental health counseling process.

Audience: Graduate

6. Demonstrate effective communication and writing skills for case recording and documentation, case planning, coordination, referral, and assisting consumers in accessing other needed services.

Audience: Both Grad & Undergrad

7. Identify legal and ethical issues and responsibilities in case management and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

Audience: Both Grad & Undergrad

8. Identify culturally competent and relevant strategies for case management.

Audience: Both Grad & Undergrad



**RP & SE 535 – INTRODUCTION TO FORENSIC REHABILITATION**

3 credits.

Overview of the roles and functions of rehabilitation professionals who provide services and expert testimony in matters of litigation, such as worker's compensation, personal injury, product liability, medical/professional malpractice, catastrophic injury, and others. Ethical standards, practices, and common situations found in the litigation process.

**Requisites:** RP & SE 125 or 325

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify the roles and functions that rehabilitation professionals fill within the legal system

Audience: Undergraduate

2. Demonstrate knowledge and understanding of the different characteristics and needs which vocational rehabilitation professionals can address in each of the various legal venues in which they may serve

Audience: Undergraduate

3. Develop an awareness of the ethical standards of professional practice that rehabilitation professionals follow in their work as testifying experts or consultants within the legal system

Audience: Undergraduate

4. Discern and state appropriate actions that the professional should make when confronted by unethical and/or illegal practices, in conjunction with their service as a testifying expert or consultant

Audience: Undergraduate

5. Demonstrate their knowledge, understanding, and the application of outcomes of key cases and precedents governing the admissibility of testimony and evidence that affect professionals in the role of testifying expert or consultant

Audience: Undergraduate

**RP & SE 605 – DEVELOPMENT, LEARNING AND EDUCATION FOUNDATIONS IN SPECIAL EDUCATION**

3 credits.

Key issues and trends in special education today are examined in detail. These issues and trends are discussed within the context of ecological models of human development. Gain knowledge about child and adolescent development within the contexts of families, peer groups, schools, and communities. Apply this knowledge to teaching and practice linking these to current concepts and issues in the field. Examines the role of education and educators in providing effective supports and services to promote student learning and well-being, considering the "whole child". Gain awareness, knowledge and skills to be critical thinkers, effective educators, and leaders in the field of education including special education. Although much of what is covered will have clear implications for intervention and practice, this is not a methods or techniques course with a "how to" focus.

**Requisites:** Declared in Art Education BS, Elementary Education BS, Special Education BS, Elementary Education and Special Education BS, or Special Education: Teacher Certification MS

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Demonstrate an understanding of theoretical and empirical perspective on student knowledge and skills, and educational program components and services associated with positive outcomes for all students, including students with disabilities and those from diverse backgrounds.

Audience: Both Grad & Undergrad

2. Demonstrate an understanding of how contextual factors interact with the process of human development and use this knowledge to respond to the varying abilities and behaviors of diverse individuals.

Audience: Both Grad & Undergrad

3. Identify strategies and effective practices to promote development and learning of diverse students.

Audience: Both Grad & Undergrad

4. Demonstrate an understanding that professional practice requires on going attention to developmental issues; social justice and equity, and what is and isn't effective practice.

Audience: Both Grad & Undergrad

5. Use discussion to articulate, learn, revise, and expand ideas.

Audience: Both Grad & Undergrad

6. Use self-reflection as a tool for examining authentic problems and issues of practice.

Audience: Both Grad & Undergrad

7. Integrate and communicate course content, experiences, and activities effectively.

Audience: Both Grad & Undergrad

8. Lead peers in a discussion about educational equity, strategies, and effective practices to promote the development and learning of diverse students

Audience: Graduate



**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:** Declared in Rehabilitation Psychology, Special Education, Elementary Education: Middle Childhood through Early Adolescence/ Special Education Dual Cert, or Special Education graduate program

**Course Designation:** Workplace - Workplace Experience Course  
Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**RP & SE 660 – SPECIAL TOPICS**

1-3 credits.

Examines a variety of topics related to rehabilitation psychology and special education.

**Requisites:** None

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify contemporary disability issues and their significance for educational and/or rehabilitation purposes and practices.  
Audience: Both Grad & Undergrad

2. Critically analyze disability-related policies and issues.

Audience: Graduate

3. Demonstrate knowledge and reflective responses about specific disability-related issues in the course.

Audience: Both Grad & Undergrad

**RP & SE 690 – RESEARCH OR THESIS**

1-3 credits.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**RP & SE 699 – INDEPENDENT READING**

1-3 credits.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**RP & SE 700 – RESEARCH METHODS IN REHABILITATION, MENTAL HEALTH, & SPECIAL EDUCATION**

3 credits.

Research and program evaluation methods and understanding of published research in clinical rehabilitation counseling, mental health counseling, and special education settings.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**RP & SE 710 – MULTICULTURAL ISSUES IN SPECIAL EDUCATION**

3 credits.

Designed to engage 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:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**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 graduate program, Clinical Rehabilitation Counseling, or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2018

**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. Does not include a field method component.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 720 – CLINICAL REHABILITATION & MENTAL HEALTH COUNSELING - ASSESSMENT**

3 credits.

Psychometric theory and statistics and testing and assessment procedures in clinical rehabilitation and mental health counseling practice.

**Requisites:** Declared in Clinical Rehabilitation Counseling, Counseling, or Rehabilitation Counselor Education graduate program

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify and explain individual and group educational and psychometric theories related to assessment  
Audience: Graduate

2. Identify and analyze ethical issues relevant to assessment  
Audience: Graduate

3. Identify, explain, and use the core methodology of assessment procedures (e.g., reliability, validity, standardization) in evaluating assessment procedures  
Audience: Graduate

4. Use knowledge of assessment procedures to administer, score, and interpret results using available psychometric statistics  
Audience: Graduate

5. Differentiate and explain assessment considerations relevant to gender, racial and ethnic background, disability, and other social and cultural factors related to assessment  
Audience: Graduate

6. Identify appropriate assessment tools and methods to gather information for different assessment purposes in different clinical situations  
Audience: Graduate

7. Analyze assessment information for individualized planning with the client to support the clinical rehabilitation and mental health counseling process  
Audience: Graduate

**RP & SE 721 – ADDICTIONS COUNSELING**

3 credits.

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 Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 725 – CLINICAL REHABILITATION COUNSELING - CAREER DEVELOPMENT & INTERVENTIONS**

3 credits.

Career development and related interventions in clinical rehabilitation counseling practice.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**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:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**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. Gain familiarity 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

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

## RP & SE 732 – CLINICAL REHABILITATION COUNSELING - FOUNDATIONS

3 credits.

History, development, principles, and theories and models of clinical rehabilitation counseling and psychosocial theory and research relevant to disability.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Summarize the history and development of rehabilitation counseling  
Audience: Graduate

2. Identify and explain theories and models related to rehabilitation counseling  
Audience: Graduate

3. Summarize and explain broad social science theory that addresses psychosocial aspects of disability, including client, family, other supports, and societal considerations  
Audience: Graduate

4. Identify the several barriers and facilitators of social participation for clients, including environmental, attitudinal, and individual  
Audience: Graduate

5. Identify and explain principles of rehabilitation, including prevention, intervention, wellness, consultation, education, and advocacy  
Audience: Graduate

6. Identify roles and settings of rehabilitation counselors and the delivery systems of rehabilitation within the continuum of care, including a consideration of emergency management systems within rehabilitation agencies  
Audience: Graduate

7. Identify and explain the legal and ethical considerations specific to clinical rehabilitation counseling  
Audience: Graduate

8. Identify professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling (e.g., legislation, discrimination, and assistive technology)  
Audience: Graduate

9. Identify and explain cultural factors relevant to rehabilitation counseling  
Audience: Graduate

10. Examine professional issues that affect rehabilitation counselors, including independent provider status, third party reimbursement, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems  
Audience: Graduate

## RP & SE 735 – LEGAL & ETHICAL BASES OF COUNSELING

3 credits.

Legal and ethical issues for counselors, with an emphasis on the American Counseling Association (ACA) and Commission on Rehabilitation Counselor Certification (CRCC) ethics codes and Wisconsin statutes relevant to counseling practice and research.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Identify potential ethical concerns in counseling, supervision, and teaching activities  
Audience: Graduate

2. Apply and analyze the Commission on Rehabilitation Counselor Certification's (CRCC) code of ethics, the American Counseling Association's (ACA) Ethics Code for counselors, and the relevance of ethics codes to ethical decision making and practice  
Audience: Graduate

3. Integrate legal considerations related to professional practice into their ethical decision-making  
Audience: Graduate

4. Apply knowledge about statutes and legal issues pertinent to rehabilitation counseling professionals and counseling practice  
Audience: Graduate

5. Summarize the nature of an ethical issue/dilemma through ethics awareness  
Audience: Graduate

6. Apply an ethical decision making model for case analysis using relevant law, regulations, policies, codes, values and principles to develop options/ plans of action to address identified ethical issues  
Audience: Graduate

## RP & SE/COUN PSY/ED PSYCH 736 – SEMINAR IN PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

3 credits.

Seminar in the psychology of individual differences, providing broad and general coverage of theory and research related to individual and cultural differences.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE/COUN PSY/ED PSYCH 737 – SEMINAR IN HISTORY AND SYSTEMS OF PSYCHOLOGY**

3 credits.

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/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**RP & SE 750 – CLINICAL REHABILITATION COUNSELING - MEDICAL & PSYCHOSOCIAL ASPECTS**

3 credits.

Medical and psychosocial information regarding chronic illnesses and disabilities in clinical rehabilitation counseling practice.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Define common medical terminology, medical treatments, and procedures

Audience: Graduate

2. Give examples of the functional impact of chronic illnesses and disabilities

Audience: Graduate

3. Identify principles of health and wellness that can improve the lives of persons with chronic illnesses and disabilities; how public health initiatives can be applied to improving health and well-being of individuals with disabilities

Audience: Graduate

4. Use medical and psychosocial information for clinical rehabilitation counseling and rehabilitation planning

Audience: Graduate

5. Identify roles of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork

Audience: Graduate

6. Give examples of medical treatments, complementary and alternative medicine approaches, assistive technology, health promotion, and prevention efforts to reduce or accommodate for the functional limitations of chronic health conditions

Audience: Graduate

7. Identify vocational, psychosocial, and independent living implications of various chronic illnesses and disabilities

Audience: Graduate

**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/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**RP & SE 780 – INTRODUCTION TO RESEARCH IN SPECIAL EDUCATION**

3 credits.

Introduction to research in the field of special education and provides an opportunity to acquire knowledge related to research methodology, gain competencies in critically consuming research, and spark interests in conducting action research.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Analyze themes and identify gaps in special education research through reviews of existing research

Audience: Graduate

2. Identify and reflect on ethical issues and considerations in special education research (e.g., bias, power dynamic, access, equity, confidentiality)

Audience: Graduate

3. Identify and articulate action research questions based on research interests

Audience: Graduate

4. Select appropriate research methods to answer action research questions

Audience: Graduate

5. Apply knowledge of special education research to engage in action research

Audience: Graduate

6. Apply knowledge of special education research to select, evaluate, and innovate practices

Audience: Graduate

7. Evaluate the quality of four different types of special education research (i.e., qualitative research, correlational research, group design research, and single case design research)

Audience: Graduate

**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. 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:** ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/ RP & SE 719

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**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. 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:** ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/ RP & SE 788

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE 810 – CLINICAL REHABILITATION COUNSELING -  
COUNSELING TECHNIQUES**

3 credits.

Basic counseling skills and techniques in clinical rehabilitation counseling practice.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE 820 – CLINICAL REHABILITATION COUNSELING -  
COUNSELING THEORIES**

3 credits.

Theories of counseling and related interventions in clinical rehabilitation counseling practice.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE 830 – CLINICAL REHABILITATION COUNSELING -  
DIAGNOSIS & TREATMENT PLANNING**

3 credits.

Diagnostic assessment and planning of treatment, interventions and services in clinical rehabilitation counseling, including both clinical and career and work-related assessments and interventions, in addition to advocacy.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Identify strategies to advocate for individuals with disabilities at the individual, group, institutional, and societal levels to: (a) promote opportunity and access, (b) improve the quality of life for individuals with disabilities, and (c) remove potential barriers to the provision of access to services

Audience: Graduate

2. Recognize when disability occurs in tandem with other social justice issues (e.g., poverty, homelessness, trauma) and identify and explain appropriate support to address these issues

Audience: Graduate

3. Conduct diagnostic interviews and mental status examinations and use different classification systems such as the DSM, ICD, ICF for diagnostic purposes

Audience: Graduate

4. Conduct an effective intake interview and gather the necessary information for initial formulation of a treatment plan and a comprehensive understanding of the client and the presenting problems

Audience: Graduate

5. Interpret and use the results of symptom inventories and psychoeducational and personality assessments with case studies

Audience: Graduate

6. Formulate biopsychosocial histories and apply them to writing a treatment plan for a client that includes measurable goals, objectives, cultural considerations, and that includes advocacy as an intervention

Audience: Graduate

7. Identify the role of clinical formulation in treatment planning and document biopsychosocial case conceptualizations

Audience: Graduate

8. Develop comprehensive assessments in vocational rehabilitation and apply assessment results for consumers' career planning

Audience: Graduate

9. Conduct a job analysis and design worksite accommodations

Audience: Graduate

10. Conduct transferable skills analysis and assessment of work readiness

Audience: Graduate

**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 735

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 840 – CLINICAL REHABILITATION COUNSELING - GROUP COUNSELING**

3 credits.

Theory and technique in group counseling in clinical rehabilitation counseling practice.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE/ED POL/ED PSYCH/ELPA 842 – LEGAL FOUNDATIONS OF SPECIAL EDUCATION AND PUPIL SERVICES**

3 credits.

Legal requirements and issues relative to special education and pupil services programs; special education, juvenile justice, programs for English language learners, programs for children who are homeless; examination of applicable federal and state statutes and case law.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe various legal issues and identify those issues inherent in the delivery of pupil services.

Audience: Graduate

2. Explain the foundation created by federal disability law (Section 504, ADA, IDEA).

Audience: Graduate

3. Describe the relationship between state and federal law in the delivery of special education.

Audience: Graduate

4. Apply legal principles to a set of facts.

Audience: Graduate

5. Explain the relationship between statutory and regulatory requirements and practice.

Audience: Graduate

6. Identify various analytic frameworks that guide legal analysis.

Audience: Graduate

7. Apply principles and/or frameworks to a situation or issue.

Audience: Graduate

8. Analyze existing policies and practice from a legal perspective.

Audience: Graduate

9. Explain the dynamic nature of this branch of school law and will identify tools and resources available to help them remain current.

Audience: Graduate

**RP & SE 860 – REHABILITATION COUNSELING PSYCHOLOGY-CLINICAL PRACTICE SEMINAR**

1 credit.

Concurrent seminar for clinical practice students in RP & SE 880, 890, and 900 or 910.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**RP & SE 870 – REHABILITATION COUNSELOR EDUCATION - ASSESSMENT THEORY & RESEARCH**

3 credits.

Review of research and scholarly literature on theory, models, and methods of assessment; and research priorities, approaches, and methods to improving assessment practices in clinical rehabilitation counseling.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Summarize and explain historical perspectives concerning the nature and meaning of assessment and testing in rehabilitation counseling

Audience: Graduate

2. Summarize and explain the importance of research related to assessment in advancing the counseling profession, including how to critique and/or evaluate research related to assessment to inform rehabilitation counseling knowledge and practice

Audience: Graduate

3. Summarize, explain, and use basic measurement concepts, principles, and methodologies, including, standardized and non-standardized assessment practices, norm- and criterion-referenced assessments, group and individual assessments, statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations, and reliability and validity in the use of assessments

Audience: Graduate

4. Summarize and explain the state of the art in assessment practice, as well as the underlying research base, including issues and trends in different types of assessments, methods of effectively preparing for and conducting initial assessment meetings, including interviewing

Audience: Graduate

5. Summarize and explain implications of the literature for the pre-professional and continuing education needs of practicing rehabilitation counselors and instructional approaches for meeting those needs

Audience: Graduate

6. Explain and illustrate approaches to teaching assessment coursework to students in clinical rehabilitation counseling and closely related fields and provide continuing education to practitioners

Audience: Graduate

7. Explain the conduct of assessment-related research, including instrument development and measuring variables under study in other types of research

Audience: Graduate

8. Use knowledge of assessment theory and research to prepare a scholarly paper on a topic related to assessment that might possibly be published in a rehabilitation or related journal

Audience: Graduate

9. Utilize assessments for diagnostic and intervention planning purposes, assessing aggression or danger to others, self-inflicted harm, or suicide, identifying trauma and abuse, as well as reporting abuse, assessing addiction and substance use disorders as well as assessments relevant to academic/educational, career, social, and personal development

Audience: Graduate

10. Summarize and explain the state of the art in using environmental



**RP & SE 871 – FOUNDATIONS OF SPECIAL EDUCATION**

3 credits.

Engage participants in a critical exploration of Special Education issues and trends as located in social, cultural, philosophical, and historical contexts.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**RP & SE 872 – SEMINAR IN SPECIAL EDUCATION RESEARCH**

3 credits.

Equips the knowledge and skills necessary to be thoughtful critically consumers and producers of education and special education research. Designed to: (a) provide 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) critically appraise published peer-reviewed research in special education; (c) develop the skills necessary to summarize, synthesize and expand upon research already conducted on topics of personal and professional relevance; and (d) communicate research ideas, findings, and implications for practice and future research to a variety of audiences in an effective and professional manner.

**Requisites:** RP & SE 871

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**RP & SE 873 – PROFESSIONAL DEVELOPMENT FOR FUTURE SPECIAL EDUCATION RESEARCHERS AND FACULTY IN HIGHER EDUCATION**

1 credit.

Provides information and professional development on careers in academia. Designed for students to take multiple times to correspond to their developmental needs and professional development.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2021

**RP & SE 875 – MIXED METHODS INQUIRY IN DISABILITY, EDUCATION AND RELATED RESEARCH**

3 credits.

Addresses the theory and practice of mixed methods inquiry, particularly within disability-related fields of study. Introduces to mixed methods design, data collection, and analysis approaches. Discuss how mixed methods inquiry builds on experimental and quasi-experimental quantitative research, qualitative research, and general social science frameworks for research inquiry. Additional topics include the history of mixed methods research, various philosophical traditions and paradigms applied when mixing methods, purposes for mixed methods research, and contemporary issues in mixed methods inquiry.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Describe the historical roots of contemporary mixed methods approaches

Audience: Graduate

2. Identify different purposes for mixed methods research and the implications they have for mixed methods design, data collection, and analysis

Audience: Graduate

3. Articulate the various philosophical frameworks and paradigms for mixing methods and the implications they have for mixed methods design, data collection, and analysis

Audience: Graduate

4. Analyze mixed methods studies to identify features of rigorous design and limitations

Audience: Graduate

5. Apply a mixed methods inquiry approach to explore a research topic

Audience: Graduate

**RP & SE 880 – CLINICAL REHABILITATION COUNSELING - SUPERVISED PRACTICUM I**

3 credits.

Supervised experience in clinical rehabilitation counseling practice (beginning).

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Summer 2023



**RP & SE 890 – CLINICAL REHABILITATION COUNSELING – SUPERVISED PRACTICUM II**

3 credits.

Supervised experience in clinical rehabilitation counseling practice (intermediate).

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2023

**RP & SE 900 – CLINICAL REHABILITATION COUNSELING – SUPERVISED PRACTICUM III**

3 credits.

Supervised experience in clinical rehabilitation counseling practice (advanced).

**Requisites:** Declared in Rehabilitation Counselor Education graduate program and completion of RP & SE 880 and 890

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Apply knowledge regarding ethical standards of professional counseling organizations and credentialing bodies and related ethical and legal considerations in professional counseling

Audience: Graduate

2. Apply knowledge regarding strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Audience: Graduate

3. Apply knowledge regarding general frameworks for understanding differing abilities and strategies for differentiated interventions

Audience: Graduate

4. Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making

Audience: Graduate

5. Apply knowledge of counseling theories and techniques in developing a personal model of counseling

Audience: Graduate

6. Apply knowledge regarding characteristics and functions of effective group leaders

Audience: Graduate

7. Apply knowledge regarding methods of effectively preparing for and conducting initial assessment meetings

Audience: Graduate

8. Apply knowledge regarding evidence-based counseling practices to identify and implement those practices

Audience: Graduate

9. Apply knowledge regarding social science theory that addresses psychosocial aspects of disability

Audience: Graduate

10. Apply knowledge regarding principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Audience: Graduate

11. Apply knowledge and skill in conducting diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

Audience: Graduate

12. Apply knowledge and skill in conducting career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

Audience: Graduate

**RP & SE 903 – REHABILITATION COUNSELOR EDUCATION - PSYCHOSOCIAL THEORY & RESEARCH**

3 credits.

Review of theory and research on psychosocial aspects of chronic illness and disability; and research priorities, approaches, and methods to improving understanding of psychosocial factors in clinical rehabilitation counseling.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2022

**Learning Outcomes:** 1. Explain the concepts of evidence-based practice, culturally-sensitive psychosocial interventions, and psychosocial research methodologies

Audience: Graduate

2. Identify and explain societal attitudes toward people with disabilities and the intersectionality of race/ethnicity, gender, class and disability, with special emphasis on how attitudinal and environmental barriers restrict community integration and participation of people with disabilities especially those facing multiple intersecting oppressions

Audience: Graduate

3. Use strategies through which these attitudes can be modified/become more positive

Audience: Graduate

4. Identify and explain the contributions of theories of personality to the study of psychosocial reactions to loss and disability

Audience: Graduate

5. Describe the role of developmental concepts (e.g., body image, self-concept) in adjusting to disability

Audience: Graduate

6. Summarize models of disability and how the different social constructions of disability affect service delivery and the full inclusion of people with disabilities in society

Audience: Graduate

7. Explain models of depression related to chronic illness and disability

Audience: Graduate

8. Describe models of psychosocial adaptation to physical and traumatic disability (e.g., traumatic brain injuries) with special emphasis on the process (e.g., experiences, reactions, behaviors, phases) of adaptation

Audience: Graduate

9. Identify and explain the commonalities (transpersonal) and individualities (personal) of the experiences and reactions that follow the onset of disability

Audience: Graduate

10. Summarize the literature related to mediators and moderators (e.g., coping and social support) between life stressors and psychosocial adjustment to chronic illness and disability

Audience: Graduate

11. Explain the process of familial psychosocial adaptation to the onset of a disability in one of its members

Audience: Graduate

12. Use counseling/therapeutic intervention strategies to working with people with disabilities (i.e., strategies for coping with adjusting to

**RP & SE 910 – CLINICAL REHABILITATION COUNSELING - INTERNSHIP**

6-12 credits.

Full-time supervised experience in clinical rehabilitation counseling.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Apply knowledge regarding ethical standards of professional counseling organizations and credentialing bodies and related ethical and legal considerations in professional counseling

Audience: Graduate

2. Apply knowledge regarding strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Audience: Graduate

3. Apply knowledge regarding general frameworks for understanding differing abilities and strategies for differentiated interventions

Audience: Graduate

4. Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making

Audience: Graduate

5. Apply knowledge of counseling theories and techniques in developing a personal model of counseling

Audience: Graduate

6. Apply knowledge regarding characteristics and functions of effective group leaders

Audience: Graduate

7. Apply knowledge regarding methods of effectively preparing for and conducting initial assessment meetings

Audience: Graduate

8. Apply knowledge regarding evidence-based counseling practices to identify and implement those practices

Audience: Graduate

9. Apply knowledge regarding social science theory that addresses psychosocial aspects of disability

Audience: Graduate

10. Apply knowledge regarding principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Audience: Graduate

11. Apply knowledge and skill in conducting diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

Audience: Graduate

12. Apply knowledge and skill in conducting career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

Audience: Graduate

13. Apply knowledge and skill in conducting strategies to advocate for

**RP & SE 920 – REHABILITATION COUNSELOR EDUCATION – COUNSELING SUPERVISION**

3 credits.

Supervised experience with concurrent instruction in the individual and group supervision of practicum students in Clinical Rehabilitation Counseling.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Describe the purposes of clinical supervision  
Audience: Graduate

2. Identify theoretical frameworks and models of clinical supervision  
Audience: Graduate

3. Describe roles and relationships related to clinical supervision  
Audience: Graduate

4. Apply and practice skills of clinical supervision  
Audience: Graduate

5. Identify styles of supervision and practice development of a personal style of clinical supervision  
Audience: Graduate

6. Demonstrate assessment techniques for evaluating supervisees' developmental level and other relevant characteristics  
Audience: Graduate

7. Describe modalities of clinical supervision and the use of technology  
Audience: Graduate

8. Identify administrative procedures and responsibilities related to clinical supervision  
Audience: Graduate

9. Describe techniques in evaluation, remediation, and gatekeeping in clinical supervision  
Audience: Graduate

10. Identify legal and ethical issues and responsibilities in clinical supervision  
Audience: Graduate

11. Identify culturally relevant strategies for conducting clinical supervision  
Audience: Graduate

12. Apply and practice strategies for personal and professional self-evaluation and implications for practice  
Audience: Graduate

**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:** Declared in Rehabilitation Counselor Education or Special Education PHD

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**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:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2016

**RP & SE 930 – REHABILITATION COUNSELOR EDUCATION – TEACHING**

3 credits.

Supervised experience with concurrent instruction in teaching methods with graduate students in clinical rehabilitation counseling and undergraduates in rehabilitation psychology.

**Requisites:** Declared in Rehabilitation Counselor Education or Special Education PHD

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe the essential elements and implications of Accreditation Standards for graduate-level training in clinical rehabilitation counseling and rehabilitation counselor education  
Audience: Graduate

2. Describe and discuss the implications of role and expectations of rehabilitation counselor educators  
Audience: Graduate

3. Describe and discuss implications of rehabilitation counselor education history and current status  
Audience: Graduate

4. Describe and apply understanding of the multiple factors influencing teaching and learning.  
Audience: Graduate

### **RP & SE 940 – REHABILITATION COUNSELOR EDUCATION - SUPERVISED RESEARCH**

1-3 credits.

Supervised experience in rehabilitation research and scholarship.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Use the knowledge and skill acquired in classroom courses in statistics, measurement and instrument construction, research design, and scholarly writing in supervised research and scholarly projects in contributing to a scholarly product, whether independently or in collaboration with faculty

Audience: Graduate

### **RP & SE 941 – INTERNSHIP: RESEARCH**

1-3 credits.

Supervised participation in conducting, evaluation, and reporting university level research.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

### **RP & SE 942 – INTERNSHIP IN POSTSECONDARY TEACHING**

3 credits.

Supervised experience with concurrent instruction in teaching methods and development of teaching philosophy with graduate students in special education.

**Requisites:** Graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Understand the role and expectations of special education teacher educator

Audience: Graduate

2. Apply models of adult development and learning to instructional strategies, including attention to identities of learners and their importance within instructional settings

Audience: Graduate

3. Utilize research on effective pedagogical strategies in face to face and online settings

Audience: Graduate

4. Understand the process of course design and syllabus development, including selection and management of assessment tools

Audience: Graduate

5. Articulate a personal teaching philosophy as a special education teacher educator

Audience: Graduate

### **RP & SE 945 – INTERNSHIP IN REHABILITATION COUNSELOR EDUCATION I**

3 credits.

Supervised experience in counseling and direct service, supervision, teaching, research, and advocacy and leadership.

**Requisites:** Declared in Rehabilitation Counselor Education graduate program

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Describe the purposes of clinical supervision, counseling, teaching, research and scholarship, and leadership and advocacy in rehabilitation counselor education.

Audience: Graduate

2. Demonstrate advanced skill in case conceptualization and presentation in clinical supervision, counseling, teaching, research and scholarship, and leadership and advocacy in rehabilitation counselor education.

Audience: Graduate

3. Demonstrate knowledge and skills in rehabilitation counselor education gained through coursework and practical experiences in counseling and direct service, supervision, teaching, research, and/or leadership and advocacy.

Audience: Graduate

4. Demonstrate knowledge and advanced skills in leading peer professional discussion in rehabilitation counselor education.

Audience: Graduate

**RP & SE 955 – INTERNSHIP IN REHABILITATION COUNSELOR EDUCATION II**

3 credits.

Supervised experience in counseling and direct service, supervision, teaching, research, and advocacy and leadership.

**Requisites:** RP & SE 945

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe the purposes of clinical supervision, counseling, teaching, research and scholarship, and leadership and advocacy in rehabilitation counselor education

Audience: Graduate

2. Demonstrate advanced skill in case conceptualization and presentation in clinical supervision, counseling, teaching, research and scholarship, and leadership and advocacy in rehabilitation counselor education

Audience: Graduate

3. Demonstrate knowledge and skills in rehabilitation counselor education gained through coursework and practical experiences in counseling and direct service, supervision, teaching, research, and/or leadership and advocacy

Audience: Graduate

4. Demonstrate knowledge and advanced skills in leading peer professional discussion in rehabilitation counselor education

Audience: Graduate

**RP & SE 980 – CLINICAL REHABILITATION COUNSELING - ADVANCED ASSESSMENT PRACTICE**

3 credits.

Advanced assessment practices and interpretation of findings in clinical rehabilitation counseling, including the assessment of intelligence, neuropsychological functioning, and personality.

**Requisites:** Declared in Clinical Rehabilitation Counseling or Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2022

**Learning Outcomes:** 1. Identify historical perspectives concerning the nature and meaning of assessment and testing in counseling

Audience: Graduate

2. Evaluate what types of assessment information would be useful for rehabilitation, career, and life planning

Audience: Graduate

3. Identify appropriate assessment tools, including interviews and behavioral observation, to gather the information necessary for diagnosis and treatment planning

Audience: Graduate

4. Summarize the core methodology of assessment procedures (e.g., reliability, validity, standardization)

Audience: Graduate

5. Summarize the process involved to administer, score, and interpret results of assessment procedures with particular emphasis on the WAIS-IV Compose written reports of assessment results

Audience: Graduate

6. Compose written reports of assessment results

Audience: Graduate

7. Identify the implications of client assessment for rehabilitation and vocational/life planning with the client

Audience: Graduate

8. Apply and analyze research, including critical appraisal of research, in interpreting and utilizing cognitive assessments to inform practice

Audience: Graduate

9. Identify the limits and ethical issues relevant to cognitive assessment

Audience: Graduate

10. Summarize assessment considerations relevant to individual differences such as gender, racial and ethnic background, and disability

Audience: Graduate

11. Identify the applications of assessment in a variety of rehabilitation, school and work settings

Audience: Graduate

**RP & SE 983 – REHABILITATION COUNSELOR EDUCATION - LEADERSHIP & PROFESSIONAL ISSUES**

3 credits.

Leadership theory and practice, history, basic philosophy, and professional issues in clinical rehabilitation counseling and rehabilitation counselor education.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**Learning Outcomes:** 1. Examine and understand the history and philosophy of counseling and rehabilitation counseling; legislation; current perspectives on rehabilitation counselor educator roles and functions  
Audience: Graduate

2. Identify and discuss leadership and advocacy in counseling and rehabilitation counseling organizations and other institutions  
Audience: Graduate

3. Review professional preparation for rehabilitation counselor educators  
Audience: Graduate

4. Review professional standards (credentialing, qualifications, and affiliations) for counselors, rehabilitation counselors, and rehabilitation counselor educators  
Audience: Graduate

5. Review rehabilitation service delivery systems in terms of organizations, service coordination, community resources, and staff requirements  
Audience: Graduate

6. Identify and discuss contemporary issues related to counseling and rehabilitation counseling  
Audience: Graduate

7. Summarize and explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice  
Audience: Graduate

**RP & SE 984 – REHABILITATION COUNSELOR EDUCATION - COUNSELING THEORY & RESEARCH**

3 credits.

Review of research and scholarly literature on theory, models and methods of counseling and related interventions, research priorities, approaches, and methods to improve counseling practices in clinical rehabilitation counseling.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Teach counseling theory and technique in a graduate program in Clinical Rehabilitation Counseling or a related counseling specialty (e.g., techniques, theories, group counseling courses, practicum and internship seminars)  
Audience: Graduate

2. Review and conduct research related to this content  
Audience: Graduate

3. Practice at an advanced level and effectively supervise entry-level counseling students and professionals  
Audience: Graduate

## RP & SE 985 – ADVANCED METHODOLOGIES IN DISABILITY & REHABILITATION RESEARCH

3 credits.

Advanced statistical methods, design, instrumentation, and procedures in research and program evaluation in disability and rehabilitation settings.

**Requisites:** Declared in Rehabilitation Counselor Education

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe foundational knowledge of quantitative and qualitative research designs including problems and hypotheses; constructs, variables, and definitions; designs of research; measurements; and data collection  
Audience: Graduate

2. Identify advanced research designs, methods, and multivariate statistics in professional counseling research  
Audience: Graduate

3. Describe classic research in the rehabilitation, counseling, and psychology literature  
Audience: Graduate

4. Outline implications of design issues when working with diverse populations and multicultural topics  
Audience: Graduate

5. Evaluate rehabilitation counseling research proposals with regard to: the sufficiency of the literature review as a foundation for the research questions/hypotheses, the clarity of the research questions/hypotheses, the sufficiency of the reason(s) for conducting the study, and the adequacy of the proposed methodology  
Audience: Graduate

6. Develop crystalized dissertation research ideas  
Audience: Graduate

7. Practice skills in developing a dissertation research proposal. The proposal will contain the research problem (the research questions and why they are important to address), a review of the literature to provide a foundation for the research questions/hypotheses, and the research methodology (e.g., the research design, the sampling population, instrumentation, procedures, and data analysis)  
Audience: Graduate

## RP & SE 988 – REHABILITATION COUNSELOR EDUCATION - DISSERTATION RESEARCH SEMINAR

1 credit.

Seminar taken in conjunction with RP & SE 990 to facilitate conceptualization, methodology, presentation, writing, and defense of the dissertation proposal and research.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe the structure and requirements of the Rehabilitation Counselor Education dissertation process  
Audience: Graduate

2. Demonstrate advanced understanding of the procedures and expectations for the different elements of the dissertation process  
Audience: Graduate

3. Present rehabilitation counseling research effectively  
Audience: Graduate

4. Demonstrate progression toward dissertation completion  
Audience: Graduate

5. Demonstrate advanced understanding of rehabilitation counseling research proposals with regard to: the sufficiency of the literature review as a foundation for the research questions/hypotheses, the clarity of the research questions/hypotheses, the sufficiency of the reason(s) for conducting the study, and the adequacy of the proposed methodology  
Audience: Graduate

6. Demonstrate skills in developing and defending a dissertation research proposal and/or final dissertation draft  
Audience: Graduate

## RP & SE 990 – RESEARCH OR THESIS

1-3 credits.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

## 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:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**RP & SE 999 – INDEPENDENT READING**

1-3 credits.

**Requisites:** Consent of instructor

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024