COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION CEP

(Name change effective September 1, 1981. Formerly departments of Counseling and Educational Psychology, and Elementary and Special Education.)

College of Education

400. Testing and Grading
   (ED 465.) Fall, Winter, Spring. Summer. 3(3-0) T E 200 or T E 200A or T E 200B or T E 200C.

   Construction, use, and evaluation of teacher-made classroom tests, objective and essay, in elementary schools, secondary schools, and colleges. Statistical analysis of test scores and item responses. Grading problems.

401. Standardized Tests and Testing Programs
   (ED 464.) Fall, Winter, Spring. Summer. 3(3-0) Approval of department.

An overview of standardized tests and sources of information about them. Selection and use of standardized tests. Interpretation of standardized test scores. Local and widescale testing programs.

410. Instructional Design and Technology
   (E D 410.) Fall, Spring. 2 to 4 credits.

   May reverse for a maximum of 6 credits. T E 200 or T E 200A or T E 200B or T E 200C.

   Students design plans for implementing instruction via systems approach and application of learning principles.

411. School Learning I
   (ED 411.) Fall, Winter, Spring. Summer. 3(3-0) T E 200 or T E 200A or T E 200B or T E 200C.

   Verbal learning, concept formation, problem solving and transfer with implications for teaching in schools.

412. Human Growth and Development
   (ED 412.) Fall, Winter, Spring. Summer 4(2-4) T E 300 or T E 300A or T E 300B or T E 300C.

   Patterns in human growth and mental and emotional development of children 3 through 12 and adolescents 12 through 18; observation and participation in schools is an integral part of the course.

413. Mental Health of School Children
   (ED 413.) Fall, Winter, Spring. Summer. 3(3-0) T E 200 or T E 200A or T E 200B or T E 200C.

   Social and emotional adjustments of children. Emphasis on balancing factors favoring prevention and resolution of behavior difficulties and evaluation of school programs on basis of their contribution to mental health.

428A. Psycho-Educational Characteristics of the Mentally Retarded
   (ED 428A.) Fall, Winter. Summer. 3(3-0) CEP 460A or approval of department.

   Cognitive, affective and social characteristics of the mentally retarded. Implications for school learning and life adjustment. Differentiation of mental retardation from related conditions.
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Descriptions — Counseling, Educational Psychology and Special Education of Courses

460B. Educational Provisions for the Physically Handicapped (ED 427A.) Fall. 3(3.0) CEP 460A, T E 470. Facilities, programs, trends, methods, materials and terminology in education of the physically handicapped. Field trips to special classes and hospital school programs.

461. Core Seminar in Special Education (ED 489.) Fall, Winter, Spring, 2(0-0) T E 101, CEP 460A, admission to special education, core students only. Consideration of affective interactions with children, parents, other professionals, and self. Attention to sharing field experiences, examining belief-behavior consistency, teaching in the affective domain, and the parent-teacher partnership.

463A. The Exceptional Child in the Regular Classroom Spring, 2(2-0) T E 201B. Exceptional learners characteristics, and instruction strategies/curricular adaptations appropriate to such learners. Legislation mandating educational programs and affecting school practices will be reviewed.

465A. Educational Provisions for Deaf Children and Youth (ED 425A.) Winter. 3(3-0) CEP 460A, T E 470, ASC 454. Adaptation of educational methods, materials and curriculum to the needs of individuals with severe and profound hearing impairment.

465B. Language Development for the Deaf (ED 425B.) Fall, 3(3-0) CEP 460A. Theories of language development; considerations of systems in both oral and total communication philosophies; practice in manual communication.

465C. Speech Development for the Deaf (ED 425C.) Fall, 3(3-0) CEP 465B or concurrently. Techniques for aiding development of intelligible speech in individuals with severe and profound hearing loss.

465D. Manual Communication I (ED 425D.) Fall, Winter, Spring. Summer of odd numbered years, 3(2-2) Approval of department. Development of basic skills in finger spelling and the language of signs, with emphasis on signed English, practiced in simultaneous use with spoken English.

465E. Manual Communication II (ED 425E.) Fall, Winter, 2 to 4 credits. May reenroll for a maximum of 8 credits, CEP 465D. Continued development of skills in total communication for use in educational service delivery systems. Practice in simultaneous use of speech, finger spelling and the language of signs at an intermediate level.

465K. Field Experience: Deaf Education (ED 426A.) Fall, Winter. 2(0-0) T E 470, CEP 465B, CEP 460C or concurrently. Observation/participation in day classes for hearing impaired learners at elementary, secondary or post-secondary levels. Minimum 60 clock hours.

466A. Psycho-Educational Characteristics of the Emotionally Disturbed (ED 422A.) Fall, Winter, Spring. 3(0-0) CEP 460A. Psycho-educational characteristics of the emotionally disturbed are surveyed and evaluated. Additionally, various strategies which purport to educate the disturbed child are studied and evaluated.

466B. Remedial Practices with the Emotionally Disturbed (ED 422B.) Fall, Winter. 3(3-0) CEP 460A. Emphasis is on the specific learning disabilities of the emotionally disturbed, both in the area of assessment; specific methods and materials are surveyed and described in terms of their use.

466C. Classroom Management: Emotionally Disturbed (ED 422C.) Fall, Winter, Spring. 3(3-0) CEP 460A, CEP 460B and student teaching with emotionally disturbed. For student teachers in the area of the emotionally disturbed only. The primary emphasis is on psycho-educational curriculum, and management of the emotionally disturbed in school settings.

466K. Field Experience: Mental Retardation (ED 450C.) Fall, Winter, Spring. 3(0-0) May reenroll for a maximum of 9 credits. Approval of department. Supervised practicum in an educational program for mentally retarded learners.

469A. Psycho-Educational Evaluation of the Handicapped (ED 424B.) Fall, Winter. 3(3-0) CEP 460A. Screening and placement procedures. Terminology and interpretation of tests used for assessment of intelligence, aptitude, achievement, personality and interests of the handicapped.

469B. Educational Provisions for Learning Disabilities (ED 427B.) Fall, Winter. 3(0-0) CEP 460A. Characteristics and terminology of basic learning theories and learning disabilities. Educational practices and programs of major contributors. Field practice with learning disability children.

470A. Educational Provisions for the Visually Handicapped (ED 423A.) Fall, Summer. 3(3-0) CEP 460A, ASC 454. Causes and effects of visual impairment; definitions, statistics and trends; history and legislation; program and services for children and adults through schools, agencies and institutions; medical and psychological aspects.

470B. Curriculum, Methods and Materials for the Visually Handicapped (ED 423B.) Fall, Summer. 4(3-2) CEP 460A, CEP 470C or concurrently. Comprehensive curriculum essentials; required teacher competencies; and special principles of instruction. Resources, materials and methods of teaching at the elementary school level. Concurrent laboratory experience in classrooms with visually handicapped pupils.

470C. Braille (ED 432C.) Fall, Summer. 4(3-2) CEP 460A, ASC 454. A laboratory course designed to teach the skills of reading and writing standard English Braille using required tools.

470D. Low Vision and Its Facilitation (ED 432D.) Winter. Summer of odd numbered years. 3(3-0) PSL 323. Medical lectures and laboratory demonstrations regarding various pathologies leading to reduced vision. Visual and optical aids for utilization of residual vision. Educational implications of pathologies, reduced vision and optical aids.

470E. Daily Living Skills for Visually Handicapped Children (ED 432E.) Fall, Summer. 3(3-0) CEP 460A. Basic techniques for developing competencies in daily living skills including grooming, eating, orientation and mobility. Readiness activities. Use of cane as mode of travel.

470F. Communication Modifications for Visually Handicapped Children (ED 432F.) Spring. 3(3-0) CEP 470C. A laboratory course including Nemeth Code of Mathematics, science, music and language notation; preparation of classroom materials; establishing test reference materials. Emphasis upon instruction at the secondary level.

470J. Teaching Low Vision Skills (ED 489F.) Fall, Winter, Spring. 1(0-3) Juniors in education of visually handicapped or blind/deaf children. Assisting learners with limited residual vision make maximal use of prescribed low vision aids; interpreting the use of such aids to teachers of nonhandicapped children.

470K. Aiding Teachers of Visually Handicapped Learners (ED 490D.) Fall, Winter, Spring. 1(0-3) May reenroll for a maximum of 4 credits. Juniors in education of visually handicapped or blind/deaf children. Three separate experiences aiding teachers of preschool, primary, intermediate and adolescent-young adult, multi-handicapped visually handicapped learners in public and residential school programs.

470L. Teaching Daily Living Skills to Visually Handicapped Learners (ED 490G, 490L.) Fall, Winter, Spring. 1(0-3) Juniors in education of visually handicapped or blind/deaf children. Supervised practice with visually handicapped and blind/deaf learners to develop competencies in teaching orientation and mobility, and the other skills of daily living.

471A. Education of the Blind-Deaf (ED 425G.) Fall, Winter, Spring. 3(2-2) May reenroll for a maximum of 6 credits. ASC 322, ASC 377, ASC 454; or concurrently. Methods of teaching blind-deaf children including guiding principles; curriculum structure; readiness activities; sensory development; discipline; evaluation; methods of communication; speech and speech reading, and language, including language methods and principles.

471B. Teaching Optacon Reading to Blind School-Age Learners (ED 423H.) Fall, Winter. 1(0-2) Juniors in Special Education Department. A laboratory course emphasizing curriculum, teaching methods and materials designed to enable blind school-age learners to read print using the Optacon.
471K. Aiding Teachers of Blind/Deaf Learners
(ED 490E.) Fall, Winter, Spring. 1(0-3) May reenroll for a maximum of 3 credits.
Three separate experiences aiding teachers of blind/deaf learners in teaching low-functioning,
preacademic and primary level children.

475. Organization of Services for the Handicapped
(ED 424C.) Fall, Winter, Spring. 3(3-0) CEP 460A.
Identification and study of organizations important to the operation of special education proj­
ects including educational, state and voluntary agencies.

479. Field Experience: Special Education Core
(ED 490I.) Fall, Winter, Spring. 4(0-16) T E 101, CEP 460A; admission to special education, core students only.
Supervised practicum in an educational program for handicapped learners, taken concur­
rently with CEP 460A and CEP 475.

482. Seminars in Counseling, Educational Psychology and Special Education
Fall, Winter, Spring. 1 to 6 credits. May reenroll for a maximum of 6 credits. Approval of instructor.
Seminars in the various fields of emphasis in counseling, educational psychology and special education.

800. Principles of Educational Measurement
(ED 865.) Winter, Summer. 3(3-0) CEP 401 or CEP 400; CEP 904.
Nature of measurement and types of scales. Units, scores, norms, sampling, item analysis, batteries and profiles. Principles of reliability and validity. Use of test scores in decision making.

801. Seminar in Test Development
Spring. 3(3-0) CEP 400.
Techniques in preparing and developing achievement test items and tests.

802A. Appraisal of Individual Intelligence and Personality: Individual Measurement—Binet
(ED 865A.) Winter, Summer. 3(3-0) CEP 401 or CEP 400 or PSY 415; approval of instructor.
Fundamentals of individual intelligence measurement. Measurement of intelligence with the Stanford-Binet, observation, practice, and interpretation in an educational setting.

802B. Appraisal of Individual Intelligence and Personality: Individual Measurement—Wechsler
(ED 865B.) Fall, Spring, Summer. 3(3-0) CEP 401 or CEP 400 or PSY 415; approval of instructor.
Measurement of intelligence with the Wechsler scales. Observation, practice, supervision, and interpretation.

802C. Appraisal of Individual Intelligence and Personality: Personality Assessment in Education
(ED 866C.) Spring, 3(3-0) CEP 401 or CEP 400, CEP 513 or PSY 457.
Study of general personality structure and methods in personality assessment related to education.

803. Educational Research Methods
(ED 867.) Fall, Winter, Spring, Summer. 3(3-0)
Rationale for and methods of research in education. Emphasis is given to the identification of researchable problems and the interpretation of research studies in the student's major field.

804. Appraising Educational Research
(ED 882.) Winter, Summer. 4(4-0) Approval of instructor.
Appraisal of educational research from a data analytical point of view. Issues of statistical models and experimental design needed to critically examine research.

805. Educational Program Evaluation
(ED 877.) Winter, Summer. 3(3-0) CEP 904.
History and current status of program evaluation, including a review of various evaluation models, common problems of implementation and alternative evaluation designs.

809. Case Studies in Program Evaluation
Winter. 3(3-0) CEP 808. Interdepartmental with the Department of Teacher Education.
Analysis of previously conducted program evaluations in terms of decisions evaluators must make about evaluation models, purposes, design, conduct, and reporting.

810. Evaluating School Effectiveness
Winter. 3(3-0) CEP 808 or approval of instructor.
Approaches to evaluating school effectiveness. Recent research on school effectiveness, alternative strategies for examining measured student achievement and school characteristics.

811. Psychology of Classroom Learning
(ED 811.) Fall, Winter, Summer. 3(3-0) CEP 416 or CEP 411.
Survey of research with special attention to applications to teaching and development of school programs.

812A. Growth and Behavior
(ED 812.) Fall, Winter, Spring. 3(3-0) CEP 412 or approval of instructor.
Survey of research with special attention to applications to teaching and school programs.

812B. Psychology of Adolescence in the Schools
(ED 812B.) Fall, Spring, Summer. 3(3-0)
Adolescent growth and development with emphasis on physical maturation, intellectual growth self-concept development, impact of family and peer relations, social-emotional adjustment, problems teachers face with adolescence.

812C. Psychology of the Gifted Student
(ED 812C.) Spring. 3(3-0) CEP 812A or CEP 812B.
This course will focus on the psychosocial characteristics of gifted and talented students, the efficacy of administrative provisions, the development of creativity, and special talents.

813. Social and Emotional Behavior in the Classroom
(ED 813.) Fall, Winter, Spring. Summer. 3(3-0) Six credits in Psychology or Educational Psychology.
Survey of experimental and clinical research related to life factors which affect social-emotional development; implications for teaching.

814. Psychology of Classroom Discipline
(ED 814.) Summer. 3(3-0) Experience in teaching or pupil personnel work.
The study and practice of positive strategies for the resolution of classroom discipline problems.

818A. Behavior Disorders in Children
(ED 818A.) Spring. 3(3-0) 12 graduate credits in educational psychology or a related area.
Characteristics, causes and treatment of school related behavior disorders in children considered within a developmental framework.

818B. Roles and Functions of School Psychologists
(ED 818B.) Spring. 3(3-0) Admission to Ed.S. program or approval of instructor.
History and current status of the field. Current concerns in assessment, reporting of findings, consultation and legal-ethical responsibilities.

819C. Laboratory and Field Experience in School Psychology
(ED 819C.) Fall, Winter, Spring. 3 to 15 credits. Approval of instructor.
Supervised experience in a public school setting involving individual psychological instruments, preparation of written reports, participation in educational planning and placement conferences, and consultation regarding handicapped and normal children and youth.

818D. School Psychological Consultation
Spring. 3(3-0) CEP 818A. CEP 818B. Description and evaluation of the major approaches to psychosocial consultation as practiced by school psychologists.

820E. Diagnosis of Reading Difficulties
(ED 820E., EAC 820E.) Fall, Winter, Spring. Summer. 3(2-2) Graduate students in education; T E 820A or T E 820C or approval of department.
Causes and types of reading retardation are considered, and procedures for working with retarded readers are examined. Laboratory experiences in administering and interpreting standardized and informal tests are provided.

820G. Clinical Practice in Remedial Reading
(ED 820G., EAC 820G.) Fall, Winter, Spring. Summer. 3(2-2) Graduate students in education; T E 820A or T E 820C or approval of department; CEP 820C recommended.
Students work with individual cases, observe and practice group procedures in the University reading clinic.

820M. Seminar in Diagnostic and Remedial Reading
(ED 820M., EAC 820M.) Fall, Winter, Spring. Summer. 3(2-2) Graduate students in education; T E 820A or T E 820C or approval of department; CEP 820C recommended.
Focuses on the psychological and physiological nature of reading retardation, the relationships between clinical reading programs and the larger curriculum environment, and the role of the reading diagnostician.

824. Process of Instructional Development
(ED 824.) Winter, Summer. 3(3-0)
Application of a validated instructional systems approach to the development of practical solutions to critical teaching and learning problems for teachers, administrators, and media specialists.
825. Seminar in Instructional Television
  (ED 825.) Spring, Summer. 3(3-0) Approval of department. Interdepartmental with
  the Department of Telecommunication.
  Television uses in instruction, particularly as it concerns the learner, the classroom teacher,
  the instructional developer and the administration.

826. School Application of Portable ITV
  Fall. 3(3-0) CEP 410, CEP 431A, CEP 431B or approval of instructor.
  Application of concepts, principles, and skills relevant to portable ITV systems and television
  teaching techniques.

829. Medical Information for Human
  Services Professionals
  (ED 829.) Fall. 3(3-0) Approval of instructor.
  Provide a basic understanding of the major body systems and the chronic diseases and disabilities
  associated with these systems. Emphasis on medical
  lectures by physicians.

830. Administration of Educational
  Programs: Audio-Visual Programs
  (ED 830A.) Winter. 3(3-0) Twelve graduate credits in education including
  EAC 850 or approval of department.
  Designed to promote the study of application of theory and research to specialized program ar-
  eas. Persons will normally select the section allocated to their major program area.

831A. Effective Use of Instructional
  Media
  (ED 831A.) Fall, Winter, Spring, Summer.
  3(3-0) CEP 431A.
  Use of a range of instructional media within the context of a systematically planned program of
  objectives, learning principles, methods and evaluation.

831B. Graphics Design and Use in
  Instruction
  (ED 831B.) Fall, Winter, Spring, Summer.
  3(3-0) CEP 431A or approval of department.
  Concepts, principles and techniques for preparation and use of graphics in instruction. Design
  and presentation of materials for developmental boards, slides, transparencies, models, and exhibi-
  its. Simple production techniques for teaching.

831C. Photography in Instruction
  (ED 831C.) Fall, Summer.
  3(3-0) CEP 431A or approval of department.
  Design, production, and use of photographic materials for instruction. Production of photo-
  graphs, slides, filmstrips, overhead transparencies, sound tapes, and motion pictures. 35mm
  still camera (preferably a single lens reflex) required.

831D. Instructional Cinematography
  (ED 831D.) Winter.
  3(3-0) Approval of instructor.
  Potentials and limitations of motion pictures for instruction and informational programs.
  Writing and budgeting film proposals, scripting, filming techniques, sound, animation, compo-
  sition, film editing. Super 8mm format used.

832. Diffusion of Educational
  Innovations
  (ED 832.) Fall, Spring.
  3(3-0) Approval of instructor.
  Operational principles, techniques, and heuristics for gaining and maintaining change in educa-
  tional and training organizations.

833. Information Handling Systems
  (ED 833.) Fall, Spring.
  3(3-0) CEP 830 or approval of instructor.
  Design, implementation and study of information handling systems for print and non-print
  resources.

834. Computer Applications in
  Education I
  (ED 834.) Fall, Winter, Spring.
  3(3-0) CEP 115, CEP 424, or approval of instructor.
  Fundamentals of computer applications in education, with hands on experience. History of
  computer education, computer functioning related to educational problems. Hardware and
  software available for educational application.

834A. Computer Applications in
  Education II
  Fall, Winter, Spring.
  3(3-0) CEP 834.
  Computer applications in instruction (CAI), administration and research. Direct experience
  with a broad spectrum of computer software widely used in educational applications.

835. Instruction in College Teaching
  (ED 835.) Fall, Winter.
  3(3-0) Graduate student approval of instructor.
  Instructional psychology and system design principles applied to college teaching. Selecting
  lecture, discussion and other teaching modes. Techniques for planning, delivering and evalu-
  ating college teaching.

836. Computer Assisted
  Instruction
  Fall, Spring.
  3(3-0) CEP 434.
  Teaching applications of computer in instruction including evaluation of commercial course-
  ware, instruction in use of author languages (PILOT, AUTHOR, TalkTutor), and the process of development of CAI packages.

837. Instructional Product
  Development
  (ED 837.) Winter.
  3(3-0) CEP 410 or approval of instructor.
  Determining a need for, and designing, developing, evaluating, installing and maintaining in-
  structional products in a variety of settings including schools, universities, business, industry
  and government.

840A. Counseling Practice
  (ED 840A.) Fall.
  3(3-0) Admittion to M.A. Counseling Program.
  The practice of counseling and guidance in schools, community colleges, and rehabilitation
  agencies.

840B. Introduction to Counseling Theory
  (ED 840B.) Fall.
  3(3-0) Admittion to M.A. Counseling Program.
  Selected theories of counseling with special attention to the application of theories of learning
  in the counseling process.

840C. The Guidance Information Service
  (ED 840C.) Spring.
  3(3-0) CEP 840A, CEP 840B.
  The use of occupational, educational and social information in counseling interviews and in
  guidance programs.

840D. The Counseling Process
  (ED 840D.) Winter.
  3(3-0) CEP 840A, CEP 840B.
  The counseling process with emphasis given to students learning a systematic approach to coun-
  seling. Students practice interviewing skills in a counseling laboratory.

840E. Counseling and Consulting
  Strategies
  (ED 840E.) Spring, 3(3-0) CEP 840A, CEP 840B.
  Selected remedial and preventative counseling strategies will be studied. Methods and tech-
  niques for assisting with individual and environmental change will be examined. Procedures for
counseling with parents, teachers, and agency personnel will be studied.

840F. Counseling Practicum I
  (ED 840F.) Fall, Winter.
  4(4-0) CEP 840C, CEP 840D.
  Supervised counseling experienced in selected schools and agencies followed by analysis and
  critique of these experiences through group and individual consultation with instructor.

840G. Counseling Practicum II
  (ED 840G.) Fall.
  4(4-0) CEP 840F.
  Continuation of CEP 840F.

840H. Group Procedures in Counseling
  (ED 840H.) Summer.
  3(3-0) CEP 840F.
  An examination of theories of group counseling with special attention to goal-directed groups.
  Types of group counseling will be analyzed and practice in leading groups under simulated con-
  ditions will be provided.

840I. Research in Counseling
  (ED 840I.) Summer.
  3(3-0) CEP 904.
  Emphasis on research methods useful to counselors; measuring counseling outcomes, developing
  local test norms and expectancy tables, evaluating guidance services, studying behavior change
  in the single case.

840M. Development and Administration of
  Counseling Services
  (ED 840M.) Fall, Spring.
  3(3-0) CEP 840M.
  Identification and study of policy issues in counseling, service development strategies, adminis-
  trative issues, management and supervisory practices. Students will write a program prop-
  osal or issue analysis.

842A. Introduction to Rehabilitation
  Counseling
  (ED 842A.) Fall.
  3(3-0) Open to rehabilitation counseling majors only.
  Overview of field of rehabilitation. Orientation to the Michigan Division of Vocational Rehabili-
  tation. Rehabilitation counseling pre-practicum experience with Michigan Department of Voc-
  ional Rehabilitation.

842B. Overview of Rehabilitation
  Placement
  (ED 842B.) Winter.
  3(3-0) CEP 842A.
  An overview of the impact areas of job placement for the handicapped. Presentations on
  placement models, state agency approaches, pertinent legislation, and employer, counselor, and
  client perspectives.

842C. Assessing Vocational
  Potential
  (ED 842C.) Spring.
  3(3-0) CEP 842B.
  Techniques for assessing the vocational potential of disabled individuals including use of voca-
  tional tests, medical information, and occupational information for an integrated vocational
  appraisal.
842D. Employer Development and Services
(ED 815H.) Fall, 3(3-0) CEP 842B, CEP 842C.
Techniques for surveying employers, gaining entry for an interview, presenting oneself, client, and agency, and assisting clients in their search for employment.

842E. Research Applications in Rehabilitation
(ED 815J.) Fall, Winter, Spring, Summer. 3(3-0) CEP 842D concurrently or approval of department.
Individual study and research related to an aspect of rehabilitation.

842F. International Aspects of Rehabilitation and Special Education
(ED 815L.) Winter. 3(3-0) CEP 842A.
International dimensions of rehabilitation and special education including developmental perspectives, current status and issues in the field.

842G. Vocational Evaluation in Rehabilitation
(ED 815L.) Winter. 3(3-0) CEP 842A.
Vocational (work) evaluation: utilizes work, real or simulated, as the focal point for assessment and vocational counseling to assist individuals in vocational development. Majority of classes are held in an off-campus rehabilitation center.

842H. Legal Rights
(ED 851A.) Development of self-awareness and understanding of how one's personal and interpersonal style influences and is influenced by human relationships in educational settings.

844A. Introduction to Urban Counseling
(ED 817A.) Fall. 3(3-0) CEP 840A, CEP 840A concurrently.
Problems—health, socio-cultural, economic, educational, legal, vocational—as manifested by urban residents and their resolution through counseling. Emphasis on systems and personal change mechanisms.

844B. Systemic Counseling
(ED 817B.) Fall. 3(3-0) Approval of department.
An evaluation of the theory and philosophy of systemic counseling. Issues pertaining to systemic change will be examined.

844C. Urban Counseling Practicum
(ED 817C.) Fall, Winter, Spring, Summer. 3 credits. May reenroll for a maximum of 12 credits. CEP 844A or approval of department.
A minimum of 12 hours per week of supervised counseling will be performed in an urban agency setting. Emphasis on developing counseling skills applicable to urban residents and urban agencies.

844D. Urban Career Development System Analysis
(ED 817D.) Winter. 3(3-0) CEP 844A, approval of department.
Critique of existing theories of vocational (career) development and interest inventories for use with urban residents, examination of barriers to urban residents, and development of alternative models.

844E. Urban Counseling in the Elementary School
(ED 817E.) Summer. 3(3-0) Approval of department.
Seminar of issues and impact of the urban environment on the elementary child's personal and social responsibilities with implications for the role of the counselor.

844F. Sexism, Racism and Alienation in the Therapeutic Process
(ED 817F.) Spring. 3(3-0) CEP 844A.
Historical perspective, definition, manifestations and consequences of sexism, racism and alienation in promoting social inequality. Emphasis upon creating counseling interventions to address needs of alienated groups.

844G. Community Evaluative Research
(ED 817K.) Spring, 3(3-0) CEP 844A, CEP 803, CEP 904 or approval of department.
Application of evaluative research methods to the solution of urban problems; review of current evaluative techniques: identification of problems, design, experiments; review of selected studies.

850B. Stress Management
(ED 886B.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.
Principles of stress management and their application to personal and occupational stress situations.

851A. Development of Self-Understanding
(ED 886.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.
Development of self-awareness and understanding of how one's personal and interpersonal style influences and is influenced by human relationships in educational settings.

851B. Self-Concept Development and Enhancement
Fall, Spring, Summer. 3(3-0) Self-concept development from childhood through adulthood; how teachers, parents, and personal life experiences impact self-concept; enhancement strategies.

853A. The Handicapped Student in the Regular Classroom
(ED 889K.) Fall, Winter, Spring. 3(3-0) Teacher certification.
Problems and issues involved in educating children in the least restrictive environment (mainstream). Emphasis on legal, attitudinal, and practical factors which influence teachers and students.

855A. Issues in Education of Deaf
(ED 889A.) Spring, 3(3-0) Graduates.
Designed for graduate non-majors seeking to expand information and understanding of severe and profound hearing loss; educational implications, programs.

855B. Field Experience: Education of Deaf
(ED 889A.) Spring, 2 to 5 credits. May reenroll for a maximum of 10 credits. Graduate students, prior teaching or clinical experience. Supervised field experience in educational programs for the deaf and hearing impaired.

855M. Independent Study: Education of Deaf
(ED 889A.) Spring, 2 to 5 credits. May reenroll for a maximum of 10 credits. Graduate students. Supervised study in deaf education conducted according to a written agreement stating the problem or topical area of study, the methodology and the product of the study.

863A. Issues in Education of Emotionally Impaired
(ED 888B.) Fall, Spring, 3(3-0) Special Education majors only. Approval of instructor. This seminar focuses on crucial issues related to programming for emotionally impaired students.

866A. Issues in Education of Emotionally Impaired
(ED 832E.) Summer. 3(3-0) CEP 466A, CEP 466B, CEP 466C.
Review and analysis of recent research findings, intervention strategies, and curriculum developments applicable to emotionally impaired children and youth.

866B. Field Experience: Emotionally Impaired
(ED 890B.) Fall, Winter, Spring, Summer. 3 to 12 credits. May reenroll for a maximum of 18 credits. Graduate students with emphasis in emotionally impaired, approval of department. Supervised graduate field experience in educational programs for the emotionally impaired.

866M. Independent Study: Emotional Impairment
(ED 881B.) Winter, Spring, 2 to 6 credits. May reenroll for a maximum of 12 credits. Graduate students. Supervised study in emotional impairment conducted according to a written agreement stating the problem or topical area of study, the methodology and the product of the study.
Counseling, Teacher Relationships in regards to autism, task analysis, curriculum, re­view of department.

867J. Advanced Methods and Materials in Special Education: Mentally Handicapped Children and Youth (ED 852D.) Winter, 3(3-0) CEP 428A, CEP 428B, CEP 428C.
A study of research, trends, and programs in the area of mental retardation. Emphasis upon the relationship these factors have to problems of curricula, teaching methods, guidance of stu­dents, and general classroom management.

867K. Field Experience: Mental Retardation (ED 890C.) Fall, Winter, Spring, Summer. 1 to 12 credits. May reenroll for a maximum of 12 credits. Approval of Instructor.
Supervised graduate field experience in educational programs for the mentally retarded.

869D. Teacher Consultant Skills for Mainstreamed Children (ED 885.) Fall, Spring, 3(3-0) CEP 460A, CEP 869A or concurrent.
Consultant skills including role identification, problem-solving techniques, individual and group communication processes, in-service activities, school survival and study skills curriculum.

870M. Independent Study: Visually Handicapped or Blind/Deaf (ED 891D.) Fall, Spring, 3 to 12 credits. May reenroll for a maximum of 12 credits.
Supervised study in visually handicapped or blind/deaf conducted according to a written agreement stating the problem or topical area of study, the methodology and the product of the study.

871. Field Experience: Teaching Blind/Deaf Learners (ED 890E.) Fall, Winter, Spring. 3 to 12 credits. May reenroll for a maximum of 18 credits. Approval of department.
Supervised practice teaching in educational programs for the blind/deaf.

872. Analysis of Special Education Research (ED 886E.) Winter. 3(3-0) Approval of department.
Analysis of research studies in each special education disability area. Study of research design and procedures; discussion of theoretical and applied issues relating to the contents of the studies.

873. Parent-Teacher Relationships in Special Education (ED 889F.) Winter, Summer, 3(3-0) Approval of department.
Development of skills for parent-teacher conferences and consultant-teacher relationships. Strategies for managing home-school relationships in special education. Special problems of parents of handicapped children.

874. Community Agency Programs for the Handicapped (ED 889G., 889H.) Summer. 3(3-0) Approval of department.
Various official and voluntary agencies and organizations which offer programs and services for the handicapped and the relationship of these programs to special education.

875A. Special Education Administrative Practices and Problems (ED 889I.) Fall. 3(3-0) Approval of instructor.
Major problems in administering special education programs. Current practices of administrators implementing federal and state mandated programs.

875B. Special Education Finance (ED 889J.) Winter. 3(3-0) Graduate students.
Analysis of major special education funding systems, the Michigan system, intermediate school district special education tax, constituent district reimbursement policies and approaches to special education budgeting.

875C. Special Education Law (ED 889K.) Spring. 3(3-0) Approval of instructor.
Analysis of State and Federal legislation, regulations, and litigation as related to special education and impact on administration of those programs. Includes study of current and precedent setting court decisions.
874D. Administration of Educational Programs: Administration of Special Education Programs (ED 853D.) Winter, Summer. 3(3-0) Approval of department.

Designed to promote the study of application of theory and research to specialized program areas. Persons will normally select the section aligned to their major program area. Organization and administrative aspects of special education programming, federal, state, intermediate and local district level programs in special education are reviewed.

879. Independent Study: Special Education (ED 891F.) Fall, Winter, Spring. 3 to 6 credits. May reenroll for a maximum of 12 credits. Approval of instructor.

Supervised study in special education conducted according to a written agreement stating the problem or topical area of study, the methodology and the product of the study.

881. Workshops in Counseling, Educational Psychology and Special Education Fall, Winter, Spring. 1 to 6 credits. May reenroll for a maximum of 6 credits. Approval of department.

Laboratory approach which provides opportunities for experienced educational personnel to concentrate their study on common problems in counseling, educational psychology, or special education.

882. Seminars in Counseling, Educational Psychology and Special Education Fall, Winter, Spring. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.

Seminars in the various fields of emphasis in counseling, educational psychology and special education.

883. Readings and Independent Study in Counseling and Educational Psychology Fall, Winter, Spring. 1 to 6 credits. May reenroll for a maximum of 15 credits. Approval of department.

Study on an individual or group basis in the various fields of emphasis.

884. Laboratory and Field Experience in Counseling and Educational Psychology Fall, Winter, Spring. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.

Supervised graduate practicums, observations, internships, and externships in the various areas of emphasis.

899. Master's Thesis Research Fall, Winter, Spring. 2 to 12 credits. May reenroll for a maximum of 12 credits. Approval of department.

900A. Psychometric Theory (ED 965A.) Spring of odd-numbered years. 3(3-0) CEP 890, CEP 905.

Advanced theoretical aspects and derivation of formulas involved in reliability, validity, item analysis, scaling and differential prediction, sampling and norm construction, and the relation of item characteristics to test statistics.

900B. Problems of Educational Measurement (ED 965B.) Winter of even-numbered years. 3(3-0) CEP 900, approval of department.

Advanced consideration of the logical and philosophical basis of educational measurement. Theory of test planning and development and evaluation. Problems of test administration and scoring. Issues in test use.

900C. Testing and Evaluation in Counseling Psychology (ED 965D.) Winter. 3(2-3) Basic course in standardized tests and measurements. EAC 825E.

Analysis and interpretation of selected standardized tests related to vocational counseling of college students. Self-appraisal, case studies and clinical experience under supervision will be emphasized.

900D. Advanced Topics in Classical Test Theory Winter of even-numbered years. 3(3-0) CEP 905, CEP 800.

Refinement and extensions of classical test theory approaches to the design and interpretation of educational measures. Primary attention given to generalizability theory and its applications.

902A. Personality Assessment I (ED 966A.) Winter. 3(3-0) PSY 425, PSY 827, PSY 829, PSY 521.

The application of the MMPI to individuals. Administering and interpreting the MMPI in a written and oral form.

902B. Personality Assessment II Spring. 3(3-0) CEP 902A, PSY 425, PSY 427.

Administration, scoring and interpretation of the Rorschach Personality Test. Writing psychological assessment reports. Application of the Rorschach technique to treatment, assessment, and diagnosis.

904. Quantitative Methods in Educational Research Fall, Winter, Spring. 4(4-0) CEP 803 or approval of instructor.

Application of descriptive statistical techniques to educational data. Introduction to estimation and tests of hypotheses. Interpretation of statistical reports.

905. Quantitative Methods in Educational Research: Advanced Quantitative Methods in Educational Research (ED 969B.) Fall, Winter, Summer. 4(4-0) CEP 904 or pretest, approval of instructor.

Principles and techniques in the application of inferential statistics to educational data with emphasis on the analysis of variance and multiple comparison procedures. Overview of regression techniques.


Theory and practice in the design, analysis and interpretation of experimental and quasi-experimental research.

907A. Advanced Research Methods in Education (ED 967.) Fall, Spring. 4(4-0) CEP 803, CEP 904 or CEP 905.

Principles and techniques in survey research with limited consideration of content analysis and observational studies. Sampling, instrumentation, data collection, and data analysis.

908. Issues in Program Evaluation (ED 965E.) Spring. 3(3-0) Three courses in measurement, evaluation, statistics, or research design.

Issues in program evaluation will include such topics as evaluation and political decision making, external vs. internal evaluation, qualitative vs. quantitative evaluation, evaluation vs. research, and meta evaluation.

911. Educational Psychology Seminar (ED 911.) Fall, Winter, Spring. 3(3-0) May reenroll for a maximum of 15 credits. Doctoral candidates or approval of instructor.

Counseling psychology doctoral candidates must enroll in the fall. History of educational psychology, learning and cognition, personality and self-concept development, social psychology of classroom behavior, social learning theory, school psychology, research on teaching.


Review existing research and methods for study of individual decision making, judgment and problem solving in a variety of fields—education, medicine, clinical psychology, business, etc., and their implications for education and training.

913. Seminar in Research on Teaching (ED 913, T: 924.) Spring. 3(3-0) Approval of instructor. Interdepartmental with the Department of Teacher Education.

Critical survey of five approaches to research on teaching. Students develop a framework for organizing the literature, methods, and issues in the field.

915. Language, Literacy, and Learning (ED 915.) Spring. 3(3-0) CEP 811, CEP 904, PSY 414. LIN 401 or approval of instructor.

An overview of the psychological foundation of language processes (reading, writing, speaking, listening) with emphasis on the unique and the overlapping features across the four language areas.

928. Conceptual Foundations of Educational Research Fall. 3(3-0) Approval of instructor. Interdepartmental with and administered by the Department of Teacher Education. Epistemology and ideology in educational research. Analysis of concepts of method, objectivity, subjectivity and historicity of social research.

931A. Seminar in Instructional Technology: Research and Development (ED 831A.) Fall. 3(3-0) Approval of department.

History and development of instructional technology emphasizing instructional design, research and legislation affecting use of instructional technology in education.
931B. Seminar in Instructional Technology: Research and Development
(ED 931B.) Winter. 3(3-0) Approval of department.
Analysis and appraisal of selected research studies in instructional technology with attention to purposes, rationales, assumptions, designs, methodologies and findings.

931C. Seminar in Instructional Technology: Research and Development
(ED 931C.) Spring. 3(3-0) Approval of department.
Analysis and appraisal of student's dissertation proposals and reports on surveys of related literature.

935. Seminar in Principles and Practice of Instructional Consultation
(ED 935.) Spring. 3(3-0) CEP 931A, CEP 931B, CEP 410, approval of instructor.
Theoretical framework for consultation with instructional development clients. Case studies, role play, simulations, debriefings. Application of the principles and development of consultation strategies and styles.

944C. Counseling Supervision in Urban Settings
(ED 944C.) Fall, Winter, Spring. 3(1-2) May reenroll for a maximum of 9 credits. CEP 944C (12 credits).
Development of supervisory skills in relation to the systemic counseling model with urban settings as a focus. Practice in supervising master's level students in Urban Counseling field experiences.

945A. Counseling Theories
(ED 945A.) Winter. 3(3-0) Approval of instructor.
Survey of counseling theories and research with emphasis on current issues which have implications for counseling practice or for counselor education.

945B. Psychology of Vocational Development
(ED 945B.) Winter. 3(3-0) Approval of instructor.
Relationship between psychological concepts and vocational development.

949A. Social Development and Counseling Psychology
(ED 949A.) Winter. 3(3-0) Approval of instructor.
Stages of social development as a counseling construct. Developmental tasks appropriate to life phases. Implications of missing or inadequately passing through a developmental stage.

949B. Learning Foundations of Counseling Psychology
(ED 949B.) Fall. 3(3-0) CEP 949A or approval of instructor.
Principles of learning and their application to the counseling process.

949C. Physiological Measurement in Counseling Psychology
(ED 949C.) Spring. 3(2-2) CEP 450, approval of department.
Physiological measurement in counseling psychology, treatment, training, and research.

950. Interpersonal Process Recall
(ED 950.) Fall, Summer. 3(2-2) Doctoral candidates in counseling psychology or approval of instructor.
A structured training model designed to teach facilitation of interpersonal communication through learning communication skills, examining interpersonal stress, and self-study of one's own video-recorded behavior. Theory and research issues will be presented.

951. Group Processes in Counseling Psychology
(ED 951.) Fall. 3(3-0) Graduate students.
Didactic-experiential format to explore group dynamics, interpersonal processes within groups, differential effects of various leadership styles, facilitation of group interaction, impact of different theoretical approaches, application to counseling/school settings.

952. Research in Counseling Psychology
(ED 952.) Spring. 3(3-0) CEP 952.
Criticism, interpretation, and design of counseling research.

955. Counseling Pre-Practicum
(ED 955.) Spring. 3(0-6) Doctoral status in college counseling or related area and approval of department.
Seminar emphasizing establishing good interpersonal relationships. Self-understanding, understanding of psychodynamics, and test interpretation as preparation for assuming counseling responsibilities. Approach is didactic and experimental with limited contacts with clients.

956A. Counseling Practicum I
(ED 956A.) Fall. 3(0-6) CEP 955 or approval of department.
Supervised experience working with college students in a counseling relationship. Group discussions, group supervision, and observation of counseling interviews and individual supervision.

956B. Counseling Practicum II
(ED 956B.) Winter. 3(0-6) CEP 956A.
Supervised experience working with college students in a counseling relationship. Group discussions, group supervision, and observation of counseling interviews, and individual supervision.

956C. Counseling Practicum III
(ED 956C.) Spring. 3(0-6) CEP 956B.
Supervised experience working with college students in a counseling relationship in the residence halls. Individual supervision, increased client contact hours, and participation in staff activities.

958B. Laboratory and Field Experience in Counseling Psychology
(ED 958B.) Fall. 3(2-4) Students in counseling psychology.
Applied aspects of counseling through case conferences and role playing by representatives of various counseling orientations.

975A. Field Experience; Special Education Administration Simulation
(ED 975A.) Spring. 3(0-8) Approval of instructor.
Supervised graduate practicum in administration of the Special Education program of a simulated school district.

975B. Field Experience; Special Education Administration
(ED 975B.) Fall, Winter, Spring, Summer. 3 to 12 credits. May reenroll for a maximum of 15 credits. Approval of department.
Supervised graduate practicum or internship in special education administration.

982. Seminars in Counseling, Educational Psychology and Special Education
Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.
Seminars in the various fields of emphasis in counseling, educational psychology and special education.

983. Readings and Independent Study in Counseling and Educational Psychology
Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 15 credits. Approval of department.
Study on an individual or group basis in the various fields of emphasis.

984. Laboratory and Field Experience in Counseling and Educational Psychology
Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.
Supervised graduate practicum, observations, internships, and externships in the various areas of emphasis.

999. Doctoral Dissertation Research
Fall, Winter, Spring, Summer. Variable credit. Approval of department.

CRIMINAL JUSTICE C J

College of Social Science

110. Introduction to Criminal Justice
Fall, Winter, Spring. 3(0-0) Agencies and processes of criminal justice, emphasizing historical, constitutional (legal), and political considerations. Criminal Justice is also analyzed as a system, with the problems and prospects for change.

210. Introduction to Forensic Science
Spring. 3(0-0) Not open to majors in Criminal Justice.

312. Criminalistics I
Fall. 3(0-0) Criminalistics majors.
Criminalistics laboratory techniques. Photography, crime scene recording, reproduction of evidence, latent fingerprints.

313. Criminalistics II
Winter. 3(0-6) Criminalistics laboratory techniques. Firearms, hair and fiber identification. Comparative microscopy.