

# EDUCATIONAL AND COUNSELING PSYCHOLOGY

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| Academic Programs  | Credits |
|--|---------|
| <i>Graduate Certificate in Special Education</i><br>(see Curriculum and Instruction, p. 258) | 12      |
| MA: Master of Arts   |         |
| Community Counseling   | 48      |
| Educational and Developmental Psychology   | 30      |
| School Counseling  | 48      |
| EdS: Educational Specialist  |         |
| School Psychology  | 69      |
| EdD: Doctor of Education   |         |
| Educational Psychology   | 90      |
| PhD: Doctor of Philosophy  |         |
| Educational Psychology   | 90      |
| Counseling Psychology  | 92      |

## MISSION STATEMENT

The mission of the Department of Educational and Counseling Psychology is to

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

## ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University:

- Community Counseling (MA)
- School Counseling (MA)

## MASTER OF ARTS PROGRAMS

### Master of Arts Degree Requirements

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply both to the university and to the Department of Educational and Counseling Psychology.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the Community Counseling and School Counseling programs, students must begin full-time study in the fall semester if they are to complete these 48-credit programs in two academic years.
- The 30-credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the Counseling programs are required to attend a minimum of eight weekly personal-counseling sessions during the first semester of enrollment. These sessions may be arranged with the university's Counseling and Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester. Continuation in the Community Counseling and School Counseling programs is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counselor.
- A 600-hour supervised internship is required in both the Community Counseling and School Counseling programs. Usually the student is placed in an approved agency or school for 20 hours per week for 30 weeks.
- Students planning further graduate work are encouraged to include EDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

## MA: Community Counseling

The Community Counseling program prepares students for counseling in community agency and mental health settings such as community mental health centers, family counseling centers, pastoral counseling centers, outpatient hospital units, and solo or group private practice.

## MA DEGREE REQUIREMENTS

### Common Core—33

EDFN500, EDPC520, 554, 627, 629, 635, 638, 640, 644, 645, EDRM505

### Clinical Instruction—9

EDPC650, 655

### Electives—6

**TOTAL credits for MA degree—48**

Continuation in the Community Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.

*A student who wishes to pursue limited licensure as a Rule 7 MA level psychologist in the State of Michigan or seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Community Counseling program.*

## MA: School Counseling

The School Counseling curriculum prepares students for counseling in elementary, secondary, and higher educational settings, including professional work in counseling, testing, career development, guidance leadership, and residence-hall administration.

The program includes the course work and experiences required for endorsement as a school counselor or comprehensive school program director. Students working toward certification as K–12 school counselors should consult with the director of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school-counselor endorsement.

### MA DEGREE REQUIREMENTS

#### Common Core—30

EDFN500, EDPC520, 535, 554, 635, 638, 640, 644, 645, EDRM505

#### Specialty Area—6

EDPC540, 545

#### Clinical Instruction—9

EDPC650, 655

#### Electives—3

#### TOTAL MA degree credits—48

Continuation in the School Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a school counselor.

*A student who already possesses a master's degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA: School Counseling program.*

## MA: Educational and Developmental Psychology

Educational and developmental psychologists are involved in the following settings: community programs for young children, adolescents, or the elderly; family-life education; training programs in business and industry; early childhood, education programs; special education centers; research related to schools and to human growth and development; the construction, administration, and evaluation of tests; student residence-halls directors; and classroom teaching at elementary, secondary, and higher education levels.

This curriculum provides the foundational requirements for the EdS in School Psychology. Students who wish to qualify for school psychologist licensure should consult with their advisor before formulating their program.

Each student in the Educational and Developmental Psychology program selects an emphasis in either educational or developmental psychology.

### MA DEGREE REQUIREMENTS

#### Psychology—18

EDPC514; 515 or 520; 525 or 540; 516, 616, or EDRE678

#### Research and Foundations—6

EDFN500, EDRM505

#### Electives—6

A course in instruction must be included at either the undergraduate or the graduate level.

- Developmental Psychology emphasis students must take one additional course in development.
- Educational Psychology emphasis students must take EDPC644.

#### TOTAL MA degree credits—30

The student and advisor plan a professional sequence of experiences in accordance with the student's professional objectives and the general requirements of the MA degree.

For students interested in family-life education, the emphasis in Developmental Psychology can be structured to meet many of the course requirements for the Graduate Certificate in Family Life Education. The student's advisor assists in planning the appropriate sequence of courses. This certificate also requires actual job experience in family-life education following graduation. The student is responsible for acquiring appropriate experience, completing all requirements, and applying for the certificate.

Continuation in the Educational and Developmental Psychology program is based upon a periodic review by the department of the student's academic performance and personal qualifications as an educational or developmental psychologist.

## EdS: School Psychology

The EdS in School Psychology provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private-school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems.

**Admission.** In addition to meeting the general requirements listed in the Graduate Programs and Academic Information portions of the Admission and Academic Information sections of this bulletin, students applying for admission to the Educational Specialist degree in School Psychology must earn sufficient graduate or undergraduate credits in general psychology, educational psychology, and educational philosophy. To remedy a deficiency in one or more of these areas, courses may be taken for graduate credit but do not necessarily apply toward the degree.

### EdS DEGREE REQUIREMENTS

#### Psychological Foundations—18

EDPC516, 525, 625, 640, PSYC450 and either EDPC515 or 520

#### Professional Core—30

EDPC540, 618, 635, 654, 656, 659, 665, 672, 810.

#### Interdisciplinary Area—5

EDTE476 (2), EDCI565

#### Educational Foundations—6

EDFN500, EDPC514

#### Research/Statistics/Measurement—9

EDPC644, EDRM505, 611

#### TOTAL EdS degree credits—69

**DOCTORAL DEGREE PROGRAMS**

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admission and Academic Information sections of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Educational and Counseling Psychology must complete an interview with the department chair, at least one other faculty member of the department, and the director of the program to which the individual is applying. Additional requirements for admission to the Department of Educational and Counseling Psychology are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

**PhD: Counseling Psychology**

The PhD in Counseling Psychology prepares students for the practice of counseling psychology in schools, colleges, agencies, hospitals, churches, businesses, industries, and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students may specialize in Adult, Child/Adolescent, or Marriage and Family Services. Specialties should be developed within a student's course plan in close consultation with their advisor.

**Admissions.** Students entering the PhD program in Counseling Psychology should have a master's degree in counseling or a related field.

An applicant with an outstanding academic record may enter without a master's degree, providing the applicant has an undergraduate major in psychology and a satisfactory GPA, and presents satisfactory scores on both the GRE General Test and the Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree in which case students may be asked to terminate at the master's level if they do not demonstrate ability to continue toward the doctoral degree. The student who chooses to receive a master's degree en route to the doctoral degree and the student who is asked to terminate at the master's level takes the MA comprehensive examinations. The student who proceeds directly to the doctoral degree is not required to take the MA comprehensive examinations.

When entering the program from the undergraduate level, the student is required to have introductory courses in the following areas: statistics, learning theories or educational psychology, life-span human development, and psychology of abnormal behavior. When entering the program from the graduate (master's) level, the following prerequisites or their equivalent are required: EDPC514, 520, 635, 638, 644, 650, and EDRM505, 611.

**PhD COURSE REQUIREMENTS****Psychological Foundations—18**

EDPC620, 625, 640 or PSYC450, EDPC680, 629 or 676, 516 or 616

**Educational Foundations—3**

EDFN500 (additional School of Education historical and psychological foundations requirements are met by EDPC620 and 680)

**Professional Studies—39**

EDPC554, 645, 656 (3), 657, 658, 686, 687, 737, 745, 820, 835; and two of the following: EDPC622, 688, 689

**Research/Statistics/Measurement—12**

EDRM605, 612, 613, 710, 880

Pre-dissertation research project (0-4)

*May be fulfilled by one of the following:*

- Approved MA Thesis
- EDPC740
- Approved joint research project with a faculty member

**Dissertation—14**

EDPC899

**Electives—6****TOTAL PhD degree credits—92**

A 2000-hour supervised internship is required. Students apply through the Association of Psychology Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year.

Continuation in the Counseling Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counseling psychologist.

**EdD/PhD: Educational Psychology**

The Educational Psychology concentration (EdD or PhD) prepares individuals for educational psychology positions or for the professional practice of school psychology. The educational psychology focus prepares college and university instructors in the areas of human development, personality, learning and instruction, measurement, statistics, and research design. Educational psychologists also work in schools, businesses, industries, and various human-development settings.

The school psychology focus prepares individuals for a professional career in school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional, and behavioral problems. Certification/licensure as a school psychologist is advisable for the school psychology focus. If certification has not been met prior to enrollment in the doctoral program, the student and advisor can plan a sequence of additional courses which meet this requirement. See the description of the EdS in School Psychology for Michigan certification requirements.

Supervised field experiences in appropriate schools, colleges, agencies, or hospitals are required in both areas of emphasis. In each case, the student's program is planned after a careful evaluation of his/her goals, background of study, and personal experience.

**EdD/PhD DEGREE REQUIREMENTS****Professional Core—18-22**

EDPC516, 620, 676, 680, 736, 834; basic course in human development (3 credits)

**Focus—Educational or School Psychology—17-20**

Educational Psychology

EDPC514, 644, 645, electives (8-11 credits)

or

School Psychology

School Psychology certification/licensure EDPC635, 650, 686, electives (8-11)

**Interdisciplinary Area—9**

*Educational Psychology Focus*

By advisement according to student's professional goals.

*School Psychology Focus*

Educational Administration and/or Instruction.

**Educational Foundations—6**EDFN500 and a course from one of the following areas:  
historical, philosophical, sociological or theological**Research—14-30***Prerequisite:* EDRM611 or an undergraduate statistics course  
EDRM505, 604, 612, 613 (PhD only), 710, 880

Pre-dissertation research project (0-4 credits)

*May be fulfilled by one of the following:*

- Approved MA Thesis
- EDPC740
- Approved joint research project with a faculty member

**Electives—0-12****Dissertation—14****TOTAL EdD/PhD degree credits—90**

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educational school psychologist.

## Courses

(Credits)

See inside front cover for symbol code.

Where courses are offered for variable credit, students should assume that programs requiring the course will require it for the maximum number of credits offered unless specified otherwise in the program description. If there is a question about the number of credits required, students should consult their advisor.

## EDUCATIONAL AND COUNSELING PSYCHOLOGY

**EDPC115**

(2)

***Academic Learning Assessment***

A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

**EDPC116**

(1-6)

***Academic Development***

A tutorial application of the principles of academic success. Includes one-on-one, as well as group-learning experiences. Repeatable to 6 credits.

**EDPC301**

(3)

***Human Development***

An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

**EDPC302**

(2)

***Educational Psychology***

Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.

**EDPC430**

◆ (2)

***Introduction to Residence-hall Administration***

Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.

**EDPC438**

(1-4)

***Workshop*****EDPC499**

(1-3)

***Independent Study: Topic***

Repeatable. Permission of curriculum advisor and independent study supervisor required.

**EDPC514**

(2-3)

***Psychology of Learning***

The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.

**EDPC515**

(3)

***Psychological Development—The Growth Years***

A holistic approach to human growth and development emphasizing the inter-relationships among the physical, cognitive, social, and emotional aspects of development from conception through adolescence. Examines cross-cultural parallels and differences and their implications for development.

**EDPC516**

(2-3)

***Psychology of Character Development***

A consideration of morals, ethics, and values in terms of contemporary psychology as related to character development in the person.

**EDPC520**

(2-3)

***Psychological Development—The Life Span***

A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

**EDPC525**

(2-3)

***Psychology and Education of Exceptional Children***

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Prerequisite: A course in human development.

**EDPC535**

(3)

***Introduction to Counseling***

Introduction to the counseling profession in school and community settings. Historical development, professional issues, and current trends in the counseling field, including an examination of Christian counseling models. The role and functions of counselors in varied settings are emphasized.

**EDPC540**

(3)

***Behavioral and Emotional Problems of Children***

Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.

**EDPC545**

Alt (3)

***Administration of Guidance Services***

Acquaints students with the organization, administration, and coordination of the Comprehensive Guidance and Counseling Program. Students have the opportunity to develop curriculum materials for specific components of the comprehensive program

and participate in community service-learning activities in Christian and public-school environments.

**EDPC554 (3)**  
***Career Development***

An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.

**EDPC565 (3)**  
***Foundations of Mental Health Counseling***

An orientation of mental health counseling including the roles, function, and identity of mental health counselors, the public and private practice of mental health counseling, as well as community needs assessment and intervention.

**EDPC605 (2-3)**  
***Psychological Development—Adulthood and Aging***

Study factors influencing human development from young adulthood through old age. For 3 credits, the student also prepares a comprehensive term paper or applied project.

**EDPC613 Alt (2-3)**  
***Psychological Development—Adolescence and Youth***

Growth and development during adolescence and youth, with emphasis on implications for counseling and education. For 3 credits, student also prepare a comprehensive term paper or applied project.

**EDPC616 Alt (3)**  
***Psychology of Religious Experience***

Psychological factors in the religious experience.

**EDPC618 (3)**  
***Seminar in School Psychology***

An examination of the history and foundations of school psychology; legal, ethical and professional issues and trends in school psychology; roles and functions of the school psychologist.

**EDPC620 (3)**  
***History and Systems of Psychology***

The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals.

**EDPC622 (1-6)**  
***Seminar on Special Topics***

Repeatable to 6 credits. Repeatable with different topics.

**EDPC625 (3)**  
***Biopsychology***

A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.

**EDPC627 (3)**  
***Professional Issues in Community Counseling***

A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach program development and client advocacy.

**EDPC628 Alt (3)**  
***Seminar in the Psychology of Women***

The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.

**EDPC629 (3)**  
***Psychopathology: Classification & Treatment***

Basic concepts of history, current paradigms, and assessment of psychology with special emphasis on American Psychiatric Association (APA) diagnostic classification system and counseling/clinical approaches to treatment.

**EDPC634 (3)**  
***Family Dynamics***

Investigation of family processes in the context of current family-systems theory. The family-life cycle is identified with the problems that arise from normal transitions in family development and the opportunities for adaptive interventions. Structural changes such as divorce, single-parent, and reconstituted families considered, as well as sociocultural and ethnic-family variables.

**EDPC635 (3)**  
***Theories and Techniques of Counseling***

An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.

**EDPC638 (3)**  
***Group Processes***

Theory, research, observation, and personal experience in the behavior or individuals in small face-to-face groups.

**EDPC640 (2-3)**  
***Seminar in Multicultural Issues***

Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.

**EDPC644 (1-3)**  
***Psychological Testing***

An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing.

**EDPC645 (2-3)**  
***Professional Ethics for Psychologists***

Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.

**EDPC648 (1-5)**  
***Workshop***

**EDPC650 (3)**  
***Practicum in Counseling***

Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: EDPC635, 8 weekly personal counseling sessions, and departmental approval.

- EDPC654** (1-3) **EDPC672** Alt (3)  
**Practicum in Educational/School Psychology**  
 Supervised experience in school psychology or applied areas of educational psychology. A minimum of 55 clock hours of experience is required for 1 credit. Prerequisites: The completion of 15 credits in educational or school psychology and permission of supervision one semester in advance of registration. Repeatable to 3 credits.
- EDPC655** (1-6) **EDPC675** (3)  
**Internship in Counseling**  
 Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. Prerequisite: EDPC650. Limited to students enrolled in MA in Community Counseling or School Counseling programs. Repeatable to 6 credits.
- EDPC656** (3-4) **EDPC676** Alt (3)  
**Assessment of Children**  
 Assessment of children from ages 6-18 years. Supervised practical experience is provided to acquire competency in the administration, scoring, and interpretation of individual test instruments for assessment and diagnosis of intellectual ability, developmental level, and emotional functioning. Lab required. Prerequisites: EDPC644 and EDPC515 or 520 or equivalent. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, or School Counseling programs. School psychology majors-4 credits.
- EDPC657** (3) **EDPC680** Alt (3)  
**Assessment of Adults**  
 Training in the diagnosis of intellectual and personality characteristics of adults, including multicultural issues. Prerequisites: EDPC644 and a course in abnormal psychology, or approval by instructor. Limited to students enrolled in Counseling Psychology and Community Counseling programs.
- EDPC658** Alt (3) **EDPC686** Alt (3)  
**Projective Testing**  
 Theory and practice in the administration and interpretation of such projective techniques as the Rorschach, Thematic Apperception Test, and others. Prerequisites: EDPC644 and a course in abnormal psychology or approval by instructor. Limited to students enrolled in Counseling Psychology, School Psychology, or Community Counseling programs.
- EDPC659** Alt (3) **EDPC687** (3)  
**Early Childhood Assessment**  
 Assessment of children from birth to 6 years, identification of preschool children with developmental and educational problems, and practice in administering appropriate assessment instruments. Lab required. Prerequisites: EDPC644 and EDPC515 or 520 or equivalent. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, or School Counseling programs.
- EDPC665** Alt (2-3) **EDPC688** Alt (3)  
**Educational Assessment**  
 The selection, administration, and scoring of individual and group standardized and non-standardized educational tests for screening, placement, and diagnostic purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs will be addressed. Lab required. Prerequisites: EDPC514, 644, and EDPC515 or 520 or approval of instructor.
- EDPC672** Alt (3)  
**Psychoeducational Consultation**  
 A study of the process of consultation with emphasis on models, stages, and strategies used with individuals, groups, and organizations.
- EDPC675** (3)  
**Advanced Internship in Mental Health Counseling**  
 Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Prerequisites: EDPC655 and departmental approval. Limited to students enrolled in the Mental Health Counseling Track.
- EDPC676** Alt (3)  
**Theories of Personality**  
 Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.
- EDPC680** Alt (3)  
**Theories of Learning and Motivation**  
 Examination of major theories of learning and motivation with emphasis on their philosophical foundations and application in education and counseling. Prerequisite: A course in educational psychology, developmental psychology, or learning theory.
- EDPC686** Alt (3)  
**Therapies for Children: Theory and Practice**  
 A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of children in a multicultural context, with an emphasis on play therapy. Prerequisites: EDPC650 or equivalent and a master's level course in developmental psychology. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, or School Counseling programs.
- EDPC687** (3)  
**Therapies for Adults: Theory and Practice**  
 A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisites: EDPC650 or equivalent. Limited to students enrolled in Counseling Psychology or Community Counseling programs.
- EDPC688** Alt (3)  
**Group Therapy**  
 Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisite: EDPC638, 650 or equivalent.
- EDPC689** (3)  
**Marital and Family Therapy**  
 Introduction to marital and family therapy with emphasis on family systems, multicultural differences, theoretical models, family process, techniques, and professional issues. Prerequisite: EDPC650 or equivalent.
- EDPC690** (1-3)  
**Independent Study**  
 Repeatable. Permission of instructor required.
- EDPC699** (1-3)  
**Thesis**  
 Must be repeated to 3 credits.

- EDPC736** (1-6) **EDPC899** (1-14)  
**Field Work in Educational Psychology**  
 Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervision one semester in advance of registration. Open to educational psychology majors only.
- EDPC737** (2)  
**Seminar in the Supervision of Counselors**  
 Survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.
- EDPC740** (3)  
**Applied Psychological Research**  
 Supervised research on various issues related to school, counseling, and educational psychology; participation in on-going program of research. Prerequisites: EDRM505, 611.
- EDPC745** (1-6)  
**Practicum in Counseling Psychology**  
 Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 100 clock hours of supervised experience, of which 40 must be direct client contact. Repeatable to 6 credits. Prerequisites: EDPC650 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
- EDPC810** (1-3)  
**Internship in School Psychology**  
 Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours for EdS and 1500 hours for PhD or EdD, 600 of which must be in a school setting under the supervision of a certified school psychologist. The student must complete up to 6-8 credits. Prerequisites: Completion of EDPC654 and approval of internship coordinator.
- EDPC820** (.5-1)  
**Internship in Counseling Psychology**  
 2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Must be repeated to 3 credits.
- EDPC834** Alt (2, 3)  
**Seminar in Educational/School Psychology**  
 Examines current issues and research in educational, developmental, or school psychology. Repeatable to 6 credits. Prerequisite: Completion of 16 credits in educational, developmental, or school psychology.
- EDPC835** Alt (3)  
**Seminar in Counseling Psychology**  
 Examines current ethical issues and research in the theory and practice of counseling psychology. Prerequisite: Completion of 24 credits in Counseling Psychology.
- EDPC870** (0)  
**Comprehensive Exam Preparation**
- EDPC888** (0)  
**Dissertation Continuation**  
 Reduced tuition rate applies.
- EDRM499** (1-3)  
**Independent Study**  
 Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. Graded S/U.
- EDRM505** (3)  
**Research Methods in Education and Psychology**  
 A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem; planning, designing, and implementing research; collecting and analyzing data; reporting research.
- EDRM604** (3)  
**Design and Analysis of Educational and Psychological Surveys**  
 Development of questionnaires, scale construction, administration of survey instruments, and data analysis.
- EDRM605** (3)  
**Qualitative Research Methods in Education and Psychology**  
 The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.
- EDRM611** (3)  
**Applied Statistics in Education and Psychology I**  
 The applications of basic descriptive and inferential statistics to the fields of education and psychology. Data analysis using statistical packages (e.g., SPSS).
- EDRM612** (3)  
**Applied Statistics in Education and Psychology II**  
 The applications of analysis of variance, analysis of covariance, and multiple regression in education and psychology. Data analysis using statistical packages (e.g., SPSS). Prerequisite: EDRM611 or equivalent.
- EDRM613** (3)  
**Applied Statistics in Education and Psychology III**  
 The applications of multivariate techniques in education and psychology: multivariate analysis of variance, discriminant analysis, canonical correlation analysis, and factor analysis. Prerequisite: EDRM612 or equivalent.
- EDRM648** (variable)  
**Workshop**  
 Graded S/U.
- EDRM690** (1-3)  
**Independent Study: Topic**  
 Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.
- EDRM710** (1)  
**Seminar in Research Methodology**  
 An orientation to research methodologies used in the student's academic field as the methodologies relate to the student's doctoral

research requirements. Designed for first-year doctoral students.  
Prerequisite: EDRM505 or equivalent. Graded S/U.

**EDRM775 (1-3)**

*Applied Research Seminar: Selected Topics*

Repeatable. The application of selected research methodologies and approaches. Topic to be selected by academic advisement. A contract must be developed between advisor and student.

Prerequisites: EDRM505, 611 or their equivalents. Graded S/U.

**EDRM880 (2)**

*Dissertation Proposal Development*

Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.

# GRADUATE STUDIES IN CURRICULUM, ADMINISTRATION & RELIGIOUS EDUCATION (CARE)

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**MISSION**

The Department of Graduate Studies in Curriculum, Administration and Religious Education serves an international clientele. As companions in learning, faculty and students are committed to excellence in teaching and learning based upon a Christian world view.