EDTE690 (1-3)

Independent Study:
Individual research and study under the guidance of an instructor.
A minimum of 60 clock hours of study time expected per credit.
Limited to students pursuing topics in education. Prior approval
by the advisor and instructor. May be graded S/U. Fall, Spring, Summer

EDTE698 (1-4)

Field Project
Designed primarily for MAT students as a culminating experience
in their program. Students are expected to make practical
application of educational theory. Permission of program advisor
and project instructor required. Fall, Spring, Summer

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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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)

The National Accreditation of School Psychologists has approved the EdS program in School Psychology.

The Michigan State Department of Education has approved the following programs:

- School Counseling (MA)
- School Psychology (EdS)

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.
- Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty.

MA: Education

Community Counseling Emphasis

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.

School Counseling Emphasis

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 in School Counseling program.

Educational Psychology Emphases

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student’s professional objectives, the
general requirements of the MA degree and the chosen emphasis. 
Continuation in the Educational Psychology program is based 
upon a periodic review, by the department, of the student’s aca-
demic performance and personal qualifications as they pertain to 
an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the 
area of human development. It is of interest to people who wish to 
work in children or adult facilities or community colleges and 
desire a strong psychological understanding of development. 
Graduates from this program also go on to do a doctorate in 
Educational Psychology, Development Psychology or School 
Psychology.

Foundations/Research/Statistics—9
EDFN500 Philosophical Foundations of Educ & Psychology—3
EDRM505 Research Methods in Education & Psychology—3
EDRM611 Applied Statistics in Education & Psychology I—3

Concentration (Developmental Psychology)—15
EDPC514 Psychology of Learning—3
EDPC515 Psychological Development: The Growth Years—3
EDPC605 Psychological Development: Adulthood & Aging—3
EDPC516 Psychology of Character Development—3
EDPC676 Theories of Personality—3

Electives—6
Two courses from the following: EDPC525, 540, 554, 565 or 625 
OR choose one and write a thesis

TOTAL credits for Developmental Psychology Emphasis—30

Educational Psychology: Instructional Psychology Emphasis

This emphasis is specifically designed for teachers who wish to 
expand their understanding of the teaching and learning process. It 
is also recommended for those students who plan to continue in 
an EdS in School Psychology program. The courses are designed to 
assist the teacher and others who wish to broaden their under-
standing of the learner and learning environments. This emphasis 
is of interest to teachers who wish to renew their certification or 
move up on the salary scale and at the same time improve their 
understanding of children and how they learn.

Foundations/Research/Statistics—9
EDFN500 Philosophical Foundations of Educ & Psychology—3
EDRM505 Research Methods in Education & Psychology—3
EDRM611 Applied Statistics in Education & Psychology I—3

Concentration (Instructional Psychology)—18
EDPC514 Psychology of Learning—3
EDPC515 Psychological Development: The Growth Years—3
EDPC525 Psychology and Education of Exceptional Children—3
EDPC540 Behavioral and Emotional Problems of Children—3
EDPC644 Psychological Testing—3
EDCI565 Improving Instruction (area)—3

Electives—3
Three credits to be chosen in consultation with an advisor. It is 
assumed that these courses will assist in the understanding of the 
learner and/or the learning environment.

TOTAL credits for Instructional Psychology Emphasis—30

Educational Psychology: Research Emphasis

The MA program in Educational Psychology with an emphasis 
in Research is designed for those interested in applying research 
and statistical principles for solving problems in educational, psy-
chological and social settings. Graduates of the program may be 
consultants in research agencies, instructors in colleges and uni-
versities, and/or pursue doctoral degrees in research, statistics, 
measurement and evaluation.

Foundations/Research/Statistics—9
EDFN500 Philosophical Foundations of Educ & Psychology—3
EDRM505 Research Methods in Education & Psychology—3
EDRM611 Applied Statistics in Education & Psychology I—3

Concentration (Research)—15
EDRM612 Applied Statistics in Education and Psychology II—3
EDRM605 Qualitative Research Methods in Educ. & Psych.—3
EDRM604 Design and Analysis of Educ. & Psych. Surveys—3
EDRM613 Applied Statistics in Education & Psychology—3
EDPC699 Thesis—3

TOTAL credits for Research Emphasis—33

Educational Psychology: General Emphasis

This program provides a broad perspective of this field with 
emphasis on learning, development, testing and research. The 
General Emphasis allows one to choose the areas where they wish 
to develop individual strengths. These areas are presented in depth 
through varied instructional modes. This program is designed to 
train graduate students to become college instructors, educational 
consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—10
EDFN500 Philosophical Foundations of Educ & Psychology—3
EDRM505 Research Methods in Education & Psychology—3
EDRM611 Applied Statistics in Education & Psychology I—3

Consultation (Research)—15
EDPC514 Psychology of Learning—3
EDPC520 Psychological Development: The Life Span—3
EDPC644 Psychological Testing—3

Electives—12
Twelve credits by advisement, limited to courses from the above 
emphases, EDPC courses, or courses in instruction from the 
School of Education. Three credits may be fulfilled by writing a 
thesis.

TOTAL credits for General Emphasis—30

EdD: Educational Psychology

The Educational Psychology concentration prepares individuals 
for the professional practice of school psychology. Doctoral-level 
school psychologists work in public and private school systems, 
colleges and universities, preschool and child-development cen-
ters, and private practice. Typical responsibilities include assess-
ment, diagnosis, consultation, program planning, and intervention 
services to preschool and school-age children with educational, 
emotional, and behavioral problems. This is a professional degree 
that is aimed at preparing school psychologists for added respon-
sibility in the area of supervision or more in-depth understanding 
of school psychological practice and research methodology. It is 
planned to be a continuation of the EdS degree. Certification/ 
licensure as a school psychologist is advisable. If certification has 
not been met prior to enrollment in the doctoral program, the 
sequence of courses for the (EdS) program as outlined in this bul-
letin must be completed as part of the doctoral program.
DEGREE REQUIREMENTS

EdS—EdS in a state-approved School Psychology program
(69 credits if taken at AU)

Focus Area—9
School Psychology Focus
EDPC629 Psychopathology: Classification & Treatment—3
EDPC686 Therapies for Children: Theory & Practice—3
EDPC626 Cognitive Psychology—3

Supervision Focus
EDAL560 Legal Aspects of Education—3
EDAL570 Principles of Educational Supervision—3
EDAL635 Human Resources Administration—3

Research Area—9
EDRM612 Applied Statistics in Educ. & Psych. II—3
EDRM605 Qualitative Research Methods in Educ. & Psych.—3
EDRM710 Seminar in Research Methods—1
EDRM880 Dissertation Proposal Development—2

Electives—0-8
Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at another institution other than Andrews University must complete 8 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500.

Dissertation—14
TOTAL EdD 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.

PhD: Educational Psychology

This concentration (PhD) prepares individuals for educational psychology positions. It prepares college and university instructors, generally 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.

DEGREE REQUIREMENTS

Professional Core—39
EDPC514 Psychology of Learning—3
EDPC515 Psychological Development: The Growth Years—3
EDPC516 Psychology of Character Development—3
EDPC605 Psychological Development: Adulthood & Aging—3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3
EDPC644 Psychological Testing—3
EDPC645 Professional Ethics for Psychologists—3
EDPC676 Theories of Personality—3
EDPC736 Field Work in Educational Psychology—3
EDPC834 Seminar in Educational/School Psychology—3
EDTE424 Classroom Testing and Evaluation—3
EDTE636 Program Evaluation—3

Educational Foundations—6
EDFN500 Philosophical and Educational Foundations—3
EDPC620 History and Systems of Psychology—3

Research—21
EDRM505 Research Methods in Educ. & Psych.—3
EDRM604 Design and Analysis of Educ. & Psych Surveys—3
EDRM611 Applied Statistics in Educ. & Psych. I—3
EDRM612 Applied Statistics in Educ. & Psych. II—3
EDRM613 Applied Statistics in Educ. & Psych. III—3
EDRM710 Seminar in Research Methods—3

EDRM605 Qualitative Research Methods in Educ. & Psych.—3
EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM612 and 613. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10
By advisement.

Dissertation—14
TOTAL credits for PhD degree—90

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. Students entering the EdS program in School Psychology should have a master’s degree in psychology, education or a related field. In addition, they should meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admission and Academic Information sections of this bulletin.

An applicant with an outstanding academic record may enter without a master’s degree, providing the applicant has an undergraduate major in psychology, education or a related field, a GPA above 3.0, and current satisfactory scores on the GRE General Tests. A master’s degree may be received en route to the EdS 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 educational specialist degree. The student who chooses to receive a master’s degree en route to the educational specialist degree and the student who is asked to terminate at the master’s level must take the MA comprehensive examinations. The student who proceeds directly to the EdS 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, and human development.

EdS DEGREE REQUIREMENTS

Psychological Foundations—18
EDPC516, 525, 580, 625, 640, EDPC515 or 520

Professional Core—31
EDPC540, 555, 618, 631, 632, 633, 635, 654, 672, 810

Interdisciplinary Area—5
EDTE476 (2), EDTE565

Educational Foundations—6
EDFN500, EDPC514

Research/Statistics/Measurement—9
EDPC644, EDRM505, 611

TOTAL Eds degree credits—69

See the School Psychology Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department of the student’s academic performance and personal qualifications as a school psychologist.
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.

The PhD course requirements assume as master’s degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree.

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PhD COURSE REQUIREMENTS

Psychological Foundations—18
EDPC620, 625, 580 or 640, 626, 629 or 676, 516 or 616

Educational Foundations—3
EDFN500 (additional School of Education historical and psychological foundations requirements are met by EDPC514 and 620)

Professional Studies— 39
EDPC550, 554, 631, 632, 645, 686, 687, 737, 745(4), 820, 835;
and two of the following: EDPC622, 688, 689

Research/Statistics/Measurement—12
EDRM605, 612, 613, 710, 880

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.

Courses

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.

EDPC115 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 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 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 Educational Psychology
Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.

EDPC430 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
Workshop
(1-4)

EDPC499
Independent Study: Topic
(1-3)
Repeatable. Permission of curriculum advisor and independent study supervisor required.

EDPC514
Psychology of Learning
(2-3)
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
Psychological Development—The Growth Years
(3)
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
Psychology of Character Development
(2-3)
A consideration of morals, ethics, and values in terms of contemporary psychology as related to character development in the person.

EDPC520
Psychological Development—The Life Span
(2-3)
A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

EDPC525
Psychology and Education of Exceptional Children
(2-3)
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.

EDPC530
Professional Issues in School Counseling
(3)
A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters.

EDPC540
Behavioral and Emotional Problems of Children
(3)
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
Administration of Guidance Services
(Alt 3)
A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation and evaluation of comprehensive developmental school counseling programs.

EDPC550
Personality Assessment
$ (3)
Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments and projective instruments. Prerequisites: EDPC644 and a course in abnormal psychology, or approval by instructor.

EDPC554
Career Development
(3)
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.

EDPC555
Early Childhood Issues in Assessment
(1)
A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will learn to select and administer appropriate assessment instruments to this age group, along with a specific focus on family and community involvement in the assessment process. Prerequisite: EDPC631 or approval by instructor.

EDPC565
Foundations of Mental Health Counseling
(3)
An orientation to 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.

EDPC580
Social Psychology
(3)
Emphasis on conceptual and research approaches to social thinking, social influence, and social relations. Application of social psychological theories to education, counseling, health and work.

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

EDPC616
Psychology of Religious Experience
Alt (3)
Psychological factors in the religious experience.

EDPC618
Seminar in School Psychology
(3)
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
History and Systems of Psychology
(3)
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
Seminar on Special Topics
(1-6)
Repeatable to 6 credits. Repeatable with different topics.
EDPC625
Biopsychology
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.

EDPC626
Cognitive Psychology
Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application to research to practical problems, including assessment. Some cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: EDPC514.

EDPC627
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
Seminar in the Psychology of Women
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.

EDPC629
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.

EDPC631
Assessment I: Cognitive Applications
The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of most widely-used intelligence tests. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Lab fee required. Prerequisites: EDPC644 and EDPC515 or 520.

EDPC632
Assessment II: Behavioral and Educational Applications
The selection, administration, and scoring of standardized and non-standardized educational and behavioral measures for diagnostic and placement 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 fee required. Prerequisites: EDPC631 and 514, or approval of instructor.

EDPC633
Assessment III: Advanced Interpretative and Processing Applications
A study of processing instruments and their contributions to the assessment process. Emphasis will be placed on integrating information from multiple sources and developing a cross-battery approach to assessment and report writing. Lab fee required. Prerequisites. EDPC631 and 632 or approval of instructor.

EDPC634
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
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
Group Processes
Theory, research, observation, and personal experience in the behavior or individuals in small face-to-face groups.

EDPC640
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
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
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
Workshop

EDPC650
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, 638, 644; 8 weekly personal counseling sessions; and departmental approval.

EDPC654
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 supervisor one semester in advance of registration. Repeatable to 3 credits.

EDPC655
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.

**EDPC659  Early Childhood Assessment  Alt $ (3)**

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. (Summer 2003 only)

**EDPC672  Psychoeducational Consultation  Alt (3)**

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

**EDPC675  Advanced Internship in Mental Health Counseling  (3)**

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  Theories of Personality  Alt (3)**

Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.

**EDPC686  Therapies for Children: Theory and Practice  (3)**

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  Therapies for Adults: Theory and Practice  (3)**

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  Group Therapy  Alt (3)**

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  Marital and Family Therapy  (3)**

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  Independent Study  (1-3)**

Repeatable. Permission of instructor required.

**EDPC699  Thesis  (1-3)**

Must be repeated to 3 credits.

**EDPC736  Field Work in Educational Psychology  (1-6)**

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  Seminar in the Supervision of Counselors  (2)**

Survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.

**EDPC745  Practicum in Counseling Psychology  $ (1-6)**

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  Internship in School Psychology  (1-3)**

Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours, 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. Prerequisite: Completion of EDPC654. Limited to students in the School Psychology program. Students will be reviewed by core faculty before being placed in an internship site.

**EDPC820  Internship in Counseling Psychology  (.5-1)**

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  Seminar in Educational/School Psychology  Alt (2, 3)**

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  Seminar in Counseling Psychology  Alt (3)**

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.

EDPC899 (1-14)
Doctoral Dissertation
To be repeated to 14 credits.

RESEARCH AND MEASUREMENT

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. Prerequisite: EDRM611.

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.