EDTE630  (1–4)
Seminar:
Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. Summer

Topics:
EDTE630:03
Seminar: Reading
Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

EDTE630:05
Seminar: Classroom Testing and Evaluation
Odd Summers

EDTE630:06
Seminar: Classroom Management
Even Summers

EDTE630  (2)
Seminar: Philosophical and Social Foundations of Education
Fall, Spring

EDTE648  (1–3)
Workshop:
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. As scheduled

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

EDUC560 $ (0)
Degree Reactivation
Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC670  (0)
Master's Comprehensive Exam

EDUC870 $ (0)
Doctoral Comprehensive Exam

EDUCATIONAL & COUNSELING PSYCHOLOGY

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Academic Programs Credits
Adventist Specialty Endorsement 12
MA Clinical Mental Health Counseling 60
MA Community Counseling 48
MA Educational Psychology
  Developmental Psychology Emphasis
  General Emphasis
  Instructional Psychology Emphasis
  Research Emphasis
  30–33
MA School Counseling 48
MS Special Education (MI-LD Certification) 43
EdS School Psychology 69
EdD Educational Psychology
  General Emphasis
  School Psychology Emphasis
  90+
PhD
  Educational Psychology 90
  School Psychology Emphasis 90+
  Counseling Psychology 92

Mission
The mission of the Department of Educational & 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 & Counseling Psychology at Andrews University:

• Community Counseling (MA)
• School Counseling (MA)

The Clinical Mental Health Counseling program at Andrews University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation runs through October 31, 2012. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation per CACREP guidelines.)
• Clinical Mental Health Counseling (MA)

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

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

• School Counseling (MA)
• Special Education (MS)
• School Psychology (EdS)

MA Degree Programs

MA: Community Counseling
The Community Counseling program is designed to prepare students to function as professional counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice. The last year to enroll in the MA Community Counseling program is during the fall 2009 semester. For accreditation purposes, students must commit to graduate by August 2012. Please note that this is a 48-credit program and is being phased out as we transition to the 60-credit Clinical Mental Health Counseling program now being offered.

MA DEGREE REQUIREMENTS

Common Core—33
EDF500 Philosophical Found of Educ & Psychology—3
EDPC520 Psychological Development: The Life Span—3
EDPC554 Career Development—3
EDPC619 Prof Issues in Clinical Mental Health Counsel—3
EDPC629 Psychopathology: Classification & Treatment—3
EDPC635 Theories and Techniques of Counseling—3
EDPC638 Group Processes—3
EDPC640 Multicult Issues for Counselors & Psychologists—3
EDPC644 Psychological Testing—3
EDPC655 Prof Ethics for Counselors & Psychologists—3
EDRM505 Research Methods & Stats in Educ & Psych—3

Clinical Instruction—9
EDPC650 Practicum in Counseling—3
EDPC655 Internship in Counseling—6

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 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: Clinical Mental Health Counseling
The Clinical Mental Health Counseling program is designed to prepare students to function as professional clinical mental health counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

MA DEGREE REQUIREMENTS
Common Core—27
EDFN500 Philosophical Foundations of Education—3
EDPC520 Psychological Development: The Life Span—3
EDPC554 Career Development—3
EDPC635 Theories and Techniques of Counseling—3
EDPC638 Group Processes—3
EDPC640 Multicultural Issues for Counselors & Psychologists—3
EDPC644 Psychological Testing—3
EDPC645 Prof Ethics for Counselors & Psychologists—3
EDRM505 Research Methods & Stats in Educ & Psych I—3
Specialty Area—24
EDPC619 Issues in Clinical Mental Health Counseling—3
EDPC624 Therapies for Addictions and Addictive Behaviors—3
EDPC629 Psychopathology: Classification & Treatment—3
EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
EDPC687 Therapies for Adults: Theory and Practice—3
EDPC710 Family Therapy—3
EDPC720 Marital Therapy—3
EDPC750 Personality Assessment—3
Clinical Instruction—9
EDPC650 Practicum in Counseling—3
EDPC655 Internship in Counseling—6
TOTAL MA degree credits—60

Continuation in the Clinical Mental Health 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 seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Clinical Mental Health Counseling program.

MA: School Counseling
The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K-12 school counselors should consult with the coordinator 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.

Students enrolled in the MA in School Counseling Program must sign a Conviction Clearance form in which they certify that they have not been convicted of (or pleaded no contest to) a misdemeanor or felony at three points in their program: prior to registering for their first class, prior to registering for EDPC655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University. Having a prior conviction may make it impossible to complete the program.

MA DEGREE REQUIREMENTS
Common Core—27
EDFN500 Philosophical Found of Educ & Psychology—3
EDPC520 Psychological Development: The Life Span—3
EDPC554 Career Development—3
EDPC635 Theories and Techniques of Counseling—3
EDPC638 Group Processes—3
EDPC640 Multicultural Issues for Counselors & Psychologists—3
EDPC644 Psychological Testing—3
EDPC645 Prof Ethics for Counselors & Psychologists—3
EDRM505 Research Methods & Stats in Educ & Psych I—3
Specialty Area—12
EDPC525 Psychology & Educ of Exceptional Children—3
EDPC530 Professional Issues in School Counseling—3
EDPC540 Behavioral & Emotional Problems of Children—3
EDPC545 Administration of Guidance Services—3
Clinical Instruction—9
EDPC650 Practicum in Counseling—3
EDPC655 Internship in Counseling—6
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.

MA: Educational Psychology
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 academic 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's 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. & Psych—3  
EDRM505  Research Methods & Stats in Educ & Psych I—3  
EDRM611  Research Methods & Stats in Educ & Psych II—3  

Concentration (Developmental Psychology)—15  
EDPC514  Psychology of Learning—3  
EDPC615  Advanced Human Development—3  
EDPC625  Biopsychology—3  
EDPC626  Cognitive Psychology—3  
EDPC676  Theories of Personality—3  

Electives—6  
Two courses from the following:  
EDPC525  Psychology & Educ of Exceptional Children—3  
EDPC540  Behavioral & Emotional Problems of Children—3  
EDPC554  Career Development—3  
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 the EdS in School Psychology program or obtain qualification as psychological associates. The courses are designed to assist the teacher and others who wish to broaden their understanding 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. & Psych—3  
EDRM505  Research Methods & Stats in Educ & Psych I—3  
EDRM611  Research Methods & Stats in Educ & Psych II—3  

Concentration (Instructional Psychology)—18  
EDPC514  Psychology of Learning—3  
EDPC525  Psychology & Educ of Exceptional Children—3  
EDPC540  Behavioral & Emotional Problems of Children—3  
EDPC615  Advanced Human Development—3  
EDPC644  Psychological Testing—3  
EDCI/SPED645  Advanced Diagnosis and Educational Therapy in Reading—3  

Electives—3  
Three credits to be chosen in consultation with an advisor. It is presumed 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, psychological and social settings. Graduates of the program may be consultants in research agencies, instructors in colleges and universities, and/or pursue doctoral degrees in research, statistics, measurement and evaluation.  

Foundations/Research/Statistics—9  
EDFN500  Philosophical Foundations of Educ & Psych—3  
EDRM505  Research Methods & Stats in Educ & Psych I—3  
EDRM611  Research Methods & Stats in Educ & Psych II—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  

MS: SPECIAL EDUCATION  

Special Education/Learning Disabilities K–12 Endorsement  
Completion of required course work leads to a Michigan State Teaching Endorsement in Special Education in the area of Learning Disabilities and a Master of Science in Education. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program.  
The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a “pass” grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.  
Some of the course work in this graduate program may be offered through on-line class scheduling. Students should contact their advisor for further details.  

MS DEGREE REQUIREMENTS  
Prerequisites—9 (undergraduate/graduate credits)  
EDTE228  Strat for Educ Exceptional & Diverse Learners—3
TOTAL for GC (NAD) Endorsement—12 credits

SPED525 Psych & Educ of Exceptional Child—3
EDPC640 Behavioral & Emotional Problems of Children—3
EDPC615 Advanced Human Development—3
SPED645 Adv Diagnosis & Educ Therapy in Reading—3

**Specialty—10**
EDTE588 Graduate Student Teaching: SPED K–5—2
EDTE588 Graduate Student Teaching: SPED 6–12—2
SPED617 Developmentally Appropriate Instruction—3
SPED689 Current Trends in Learning Disabilities—3

TOTAL MS degree credits—43* **

* Students may have to take additional credits if they have taken the required course work from another institution and the courses are older than the acceptable university course credit transfer policy and/or the student is over the number of credits they can transfer in from another university. When a student is in this situation, additional courses should be chosen in consultation with his or her advisor.

** All individual core courses must have a minimum of B-(2.67) final grade. An overall GPA of 3.0 must be maintained.

Special Education (Adventist Speciality Endorsement)
This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education and/or inclusive education (special needs in the regular classroom). It is offered in combination with other departments within the School of Education. Program courses may include fieldwork.

Components of the Program
EDPC540 Behavioral & Emotional Problems of Children—3
EDPC644 Psychological Testing—3
SPED525 Psych & Educ of the Exceptional Child—3
SPED617 Developmentally Appropriate Instruction—3

TOTAL for GC (NAD) Endorsement—12 credits

Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist specialty endorsement in special education.

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 may enter the EdS program in School Psychology if they have a master's degree in psychology, education or a related field. An applicant with a good academic record may enter without a master's degree, provided the applicant has an undergraduate major in psychology, education or a related field; a GPA of 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology and human development, education or a related field; and current satisfactory scores on the GRE General Tests. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

Students admitted to the EdS without a master's degree may elect to receive an MA en route or may proceed directly to the EdS degree. Students who want the MA degree must take the MA comprehensive examinations. Students continuing to the EdS without receiving the MA are not required to take these exams. Students will be required to take and pass the EdS comprehensive examinations.

Students are required to pass the NTE School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony and have fingerprints on file with the Michigan State Police. Having a prior conviction may make it impossible to complete the program.

Students must demonstrate computer competency.

Transfer Credits for EdS in School Psychology. The program requires a minimum of 69 semester credits of post-baccalaureate study. At least 24 semester credits (excluding practicum and internship) must be completed within the EdS program at Andrews University.

Students who come to the program with a baccalaureate degree in psychology, education or a related field can only complete 20% of their MA or EdS outside Andrews University, and 80% of their overall program must be completed at Andrews University. The 20% does not include internship or practicum. It is recommended that this 20% not include courses that are examined on the comprehensive exam.

EdS DEGREE REQUIREMENTS

Psychological Foundations—17
EDPC514 Psychology of Learning—3
EDPC615 Advanced Human Development—3
or
EDPC520 Psychological Development: The Life Span—3
EDPC525 Psychology & Educ of Exceptional Children—3
EDPC626 Cognitive Psychology—3
EDPC640 Multicult Issues for Counselors & Psychologists—2

Professional Core—37
EDPC540 Behavioral & Emotional Problems of Children—3
EDPC555 Early Childhood Issues in Assessment—1
EDPC618 Issues in School Psychology—3
EDPC635 Theories & Techniques of Counseling—3
EDPC638 Group Processes—3
EDPC654 Practicum in School Psychology—3
EDPC651 Behavioral and Educational Assessment—3
EDPC652 Cognitive Assessment—3
EDPC653 Assessment III: Adv Psych Decision Making and Interventions—3
EDPC672 Psychoeducational Consultation—3
EDPC686  Therapies and Diagnosis of Psychopathology in Children—3
EDPC810  Internship in School Psychology—6

Interdisciplinary Area—3
EDCI/SPED645  Advanced Diagnosis and Educational Therapy in Reading—3

Educational Foundations—3
EDFN500  Philosophical Foundations of Educ & Psych—3

Research/Statistics/Measurement—9
EDPC644  Psychological Testing—3
EDRM505  Research Methods & Stats in Educ & Psych I—3
EDRM611  Research Methods & Stats in Educ & Psych II—3

TOTAL EdS degree credits—69

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty 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 Admissions and Academics section 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 coordinator of the program to which the individual is applying and two other program faculty members. 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).

EdD: Educational Psychology—School Psychology Emphasis

This emphasis 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 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. This is a professional degree that is aimed at preparing school psychologists for added responsibility 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 bulletin 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
EDPC676  Theories of Personality—3

DEGREES

EDPC834  Seminar in Educational/School Psychology—3
           Supervision Focus
EDAL560  Legal Aspects of Education—3
EDAL570  Principles of Educational Supervision—3
EDAL635  Human Resources Administration—3

Research Area—15
EDRM505  Research Methods & Stats in Educ & Psych I—3
EDRM605  Qualitative Research Methods in Educ & Psych—3
EDRM611  Research Methods & Stats in Educ & Psych II—3
EDRM710  Seminar in Research Methodology—1
EDRM712  Research Methods & Stats in Educ & Psych III—3
EDRM880  Dissertation Proposal Development—2

Electives—0–9
Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their Eds at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

EDPC626  Cognitive Psychology—3
EDPC638  Group Processes—3
EDPC686  Therapies and Diagnosis of Psychopathology in Children—3

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.

EdD: Educational Psychology—General Emphasis

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

DEGREE REQUIREMENTS

Professional Core—39
EDCI636  Program Evaluation—3
EDPC314  Psychology of Learning—3
EDPC525  Psych and Education of Exceptional Children—3
EDPC615  Advanced Human Development—3
EDPC625  Biopsychology—3
EDPC626  Cognitive Psychology—3
EDPC644  Psychological Testing—3
EDPC651  Behavioral and Educational Assessment—3
EDPC676  Theories of Personality—3
EDPC725  Cross-Cultural Ethics and Research—3
EDPC730  International Psychology—3
EDPC736  Field Work in Educational Psychology—3
EDPC834  Seminar in Educational/School Psychology—3

Educational Foundations—6
EDFN500  Philosophical Foundations of Educ & Psych—3
EDPC620  History and Systems of Psychology—3
or a non-psychological foundations course

Research—15
EDRM505  Research Methods & Stats in Educ & Psych I—3
EDRM605  Qualitative Research Methods in Educ & Psych—3
EDRM611  Research Methods & Stats in Educ & Psych II—3
EDRM710 Seminar in Research Methodology—1
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM880 Dissertation Proposal Development—2
Research Experience: This requirement is met in EDRM712. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.
Electives—17
By advisement.
Dissertation—14
TOTAL credits for PhD degree—90

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
EDC1636 Program Evaluation—3
EDPC514 Psychology of Learning—3
EDPC525 Psych & Education of Exceptional Children—3
EDPC615 Advanced Human Development—3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3
EDPC644 Psychological Testing—3
EDPC651 Behavioral & Educational Assessment—3
EDPC676 Theories of Personality—3
EDPC725 Cross-Cultural Ethics and Research—3
EDPC730 International Psychology—3
EDPC736 Field Work in Educational Psychology—3
EDPC834 Seminar in Educational/School Psychology—3

Educational Foundations—6
EDFN500 Philosophical Foundations of Educ & Psych—3
EDPC620 History and Systems of Psychology—3
or a non-psychological foundations course
Research—21
EDRM505 Research Methods & Stats in Educ & Psych I—3
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM611 Research Methods & Stats in Educ & Psych II—3
EDRM704 Design & Analysis of Educ & Psych Surveys—3
EDRM710 Seminar in Research Methods—1
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM713 Research Methods & Stats in Educ & Psych IV—3
EDRM880 Dissertation Proposal Development—2
Research Experience: This requirement is met in EDRM712 and 713. 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

PhD: Educational Psychology—School Psychology Emphasis
This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, pre-school and child-development centers and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to pre-school and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility 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 bulletin 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 & Treat—3
EDPC676 Theories of Personality—3
EDPC834 Seminar in Educational/School Psychology—3
Supervision Focus
EDAL560 School Law—2–3
EDAL570 Principles of Educational Supervision—2–3
EDAL635 Human Resources Administration—2–3
Research Area—21
EDRM505 Research Methods & Stats in Educ & Psych I—3
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM611 Research Methods & Stats in Educ & Psych II—3
EDRM704 Design & Analysis of Educ & Psych Surveys—3
EDRM710 Seminar in Research Methods—1
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM713 Research Methods & Stats in Educ & Psych IV—3
EDRM880 Dissertation Proposal Development—2
Research Experience: This requirement is met in EDRM712 and EDRM713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.
Electives—0–9
Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:
EDPC626 Cognitive Psychology—3
EDPC638 Group Processes—3
EDPC686 Therapies & Diagnosis of Psychopathology in Children—3
Dissertation—14
TOTAL PhD degree credits—90+
Continuation in the Educational Psychology program is based upon a periodic performance review and personal qualifications as an educational school psychologist.

PhD: Counseling Psychology
The PhD in Counseling Psychology prepares students for the practice of 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 in the U.S. and with eligibility
to practice internationally. 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 one of the listed areas
of concentration: Adult, Child, Family or Cultural Diversity.
Specialty concentrations should be developed within a student's
course plan in close consultation with their advisor to coincide
with the student's dissertation topic.

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 it is strongly suggested that the student applicant also take
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.
Students who choose to receive a master's degree en route to the
doctoral degree or who are asked to terminate at the master's
level take the MA comprehensive examinations. Students who
proceed directly to the doctoral degree are not required to take
the MA comprehensive examinations.

The PhD course requirements assume a prior 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, in
addition to PhD courses listed below:

- Psychology of Learning (EDPC514)
- Psychological Development—The Life Span (EDPC520)
- Theories & Techniques of Counseling (EDPC635)
- Group Processes (EDPC638)
- Multicultural Issues for Counselors and Psych (EDPC640)
- Psychological Testing (EDPC644)
- Practicum in Counseling (EDPC650)
- Research Methods & Stats in Educ & Psych I (EDRM505)
- Research Methods & Stats in Educ & Psych II (EDRM611)

PhD COURSE REQUIREMENTS
Psychological Foundations—21
EDPC580 Social Psychology—3
EDPC616 Psychology of Religious Experience—3
EDPC620 History and Systems of Psychology—3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3
EDPC629 Psychopathology: Classification & Treatment—3
EDPC676 Theories of Personality—3

Educational Foundations—3
EDFN500 Philosophical Foundations of Educ & Psych—3
(Additional School of Education historical and psychological
foundations requirements are met by EDPC514 and 620)

Professional Studies—45
EDPC554 Career Development—3
EDPC645 Prof Ethics for Counselors & Psychologists—3
EDPC651 Behavioral and Educational Assessment—3
EDPC652 Cognitive Assessment—3
EDPC686 Therapies and Diagnosis of Psychopathology in
Children—3
EDPC687 Therapies for Adults: Theory and Practice—3
EDPC735 Diversity Intervention: Clinical Assessment
& Treatment Issues with Culturally Diverse
Populations—3
EDPC737 Seminar in the Supervision of Counselors—2
EDPC765 Practicum in Counseling Psychology—4
EDPC750 Personality Assessment—3
EDPC820 Internship in Counseling Psychology—3
EDPC835 Seminar in Counseling Psychology—3

Select one of the following Specialty Concentrations:

Adult Concentration—9
EDPC624 Therapies for Addictions & Addict Behaviors—3
EDPC688 Group Therapy—3
EDPC720 Marital Therapy—3

Child Concentration—9
EDPC624 Therapies for Addictions & Addict Behaviors—3
EDPC710 Family Therapy—3
EDPC672 Psychoeducational Consultation—3

Family Concentration—9
EDPC624 Therapies for Addictions & Addict Behaviors—3
EDPC710 Family Therapy—3
EDPC720 Marital Therapy—3

Cultural Diversity Concentration—9
EDPC725 Cross-Cultural Ethics and Research—3
EDPC730 International Psychology—3
EDPC755 Refugee & Displaced Populations Clinical
Interventions—3

Research/Statistics/Measurement—12
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM710 Seminar in Research Methodology—1
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM713 Research Methods & Stats in Educ & Psych IV—3
EDRM880 Dissertation Proposal Development—2

Dissertation—14
EDPC899 Doctoral Dissertation
Electives—3

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 an annual review by the department faculty of the student’s
academic performance, professional development and personal
qualifications as a counseling 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 advisors.

Educational and Counseling Psychology

EDPC115 Academic Learning Assessment
(2)

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 (3)
*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.

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.

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*
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.

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.

EDPC555 (1)
*Early Childhood Issues in Assessment*
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 study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. Lab fee required. Prerequisite: EDPC651 or approval by instructor.

EDPC580 (3)
*Social Psychology*
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.

EDPC615 (3)
*Advanced Human Development*
Critically evaluated contemporary research and theories of human development across the life span. The course has three focuses: a critical analysis of contemporary developmental psychology, the relevance of theory and research findings to educational practice and family context and the analysis of the interaction of the individual and the environment (culture, family and institutions). Prerequisite: A course in human development, or permission of the instructor.

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

EDPC618 (3)
*Issues 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. Students are also required to register for EDPC618 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.
EDPC619
Professional Issues in Clinical Mental Health Counseling
A survey of professional issues in clinical mental health counseling including the professional identity of clinical mental health counselors, the public and private practice of mental health counseling as well as consultation, and crisis intervention.

EDPC620 Alt (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
Seminar on Special Topics
Repeatable to 6 credits. Repeatable with different topics.

EDPC624
Therapies for Addictions and Addictive Behaviors
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

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 of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: EDPC514.

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
Psychopathology: Classification & Treatment
Basic historical concepts, current paradigms, and assessment of psychopathology based on American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment.

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 of individuals in small face-to-face groups.

EDPC640
Multicultural Issues for Counselors and Psychologists
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 Counselors and 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, 638, 644; 8 weekly personal counseling sessions; and departmental approval.

EDPC651 $ (3)
Behavioral and Educational Assessment
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. Students are also required to register for EDPC651 P03 which is the 50-hour practicum lab portion of this class. Lab fee required. Prerequisites: EDPC644 and EDPC645 or 520. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor.

EDPC652 $ (3)
Cognitive Assessment
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 the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for EDPC652 P04. Lab fee required.
Prerequisite: EDPC514. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health Counseling, Educational Psychology, or School Counseling, or by permission of instructor.

EDPC654 (1–6)
Practicum in School Psychology
Supervised experience in school psychology. A minimum of 55 clock hours of experience is required for 1 credit. Prerequisites: The completion of a prescribed set of 21 credits in school psychology and permission of supervisor one semester in advance of registration. Repeatable to 6 credits.

EDPC655 (1–6)
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, Clinical Mental Health Counseling, or School Counseling programs. Repeatable to 6 credits.

EDPC660 $ (0)
Program Continuation
See section on Continuous Registration-Active Status.

EDPC669 $ (0)
MA Thesis Continuation

EDPC672 (3)
Psychoeducational Consultation
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 (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.

EDPC685 (0)
MA Level Comprehensive Exam Preparation

EDPC686 (3)
Therapies and Diagnosis of Psychopathology in Children
A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues. Prerequisites: a master's level course in developmental psychology and an introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health 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, Community Counseling, or Clinical Mental Health 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.

EDPC690 (1–3)
Independent Study
Repeatable. Permission of instructor required.

EDPC699 (1–3)
Thesis
Must be repeated to 3 credits.

EDPC710 (3)
Family Therapy
Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. Prerequisite: EDPC650 or equivalent.

EDPC720 (3)
Marital Therapy
Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. Prerequisite: EDPC650 or equivalent.

EDPC725 (3)
Cross-Cultural Ethics and Research
A theory-driven, applied course for researchers to strengthen awareness, knowledge and skills in various multicultural, cross cultural and diversity competencies necessary to design, develop and implement clinical and educational research in diverse populations. A survey of cross-cultural ethics and implications for research and practice in education and psychology will also be reviewed.

EDPC730 (3)
International Psychology
A survey of theories of international psychology and philosophies of change. Implications for working with culturally diverse populations in education and psychology are emphasized. Examination of mainstream as well as alternative theoretical, methodological and applied approaches that is relevant to the study and practice of international psychology. The topics selected review psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.

EDPC735 (3)
Diversity Intervention: Clinical Assessment & Treatment of Culturally Diverse Populations
Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. An emphasis on
clinician personal development and clinical application will be reviewed.

EDPC736  
*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 supervisor one semester in advance of registration. Open to educational psychology majors only.

EDPC737  
*Seminar in the Supervision of Counselors*  
Survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.

EDPC745  
*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.

EDPC750  
*Personality Assessment*  
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. Prerequisites: EDPC644 and a course in abnormal psychology. Limited to students enrolled in Counseling Psychology, Community Counseling, or Clinical Mental Health Counseling, or by permission of instructor.

EDPC753  
*Assessment III: Psychological Decision Making and Interventions*  
A study of psychological diagnosis using processing instruments and information from various sources. A cross-battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Lab fee required. Prerequisites: EDPC651 and 652. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health Counseling, or School Counseling, or by permission of instructor.

EDPC755  
*Refugee & Displaced Populations Clinical Interventions*  
A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including, crisis intervention, disaster relief training and PTSD.

EDPC810  
*Internship in School Psychology*  
Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete 6 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*  
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*  
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*  
Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology.

EDPC870  
*Comprehensive Exam Preparation*  

EDPC888  
*Dissertation Continuation*  
Reduced tuition rate applies.

EDPC899  
*Doctoral Dissertation*  
To be repeated to 3 credits.

EDUC560  
*Degree Reactivation*  
Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC670  
*Master's Comprehensive Exam*  

EDUC870  
*Doctoral Comprehensive Exam*  

**Research and Measurement**

EDRM499  
*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  
*Research Methods & Stats in Education and Psychology I*  
A conceptual study of research methods and procedures in education and psychology: formulating and stating the problem, planning and designing quantitative and qualitative research, and implications for data analysis. Descriptive statistics (frequency distribution, measures of central tendency, dispersion, standard scores and correlation) will be covered. Students are expected to develop a research proposal.
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)
*Research Methods & Stats in Education and Psychology II*
The applications of quantitative research methods in education and psychology, data collection and analysis using descriptive and basic inferential statistics; reporting research. Analysis using SPSS involving frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one-way Analysis of Variance, simple linear regression, and Chi-Square will be presented. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM505 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.

EDRM704 (3)
*Design and Analysis of Educaitonal and Psychological Surveys*
Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM611 or equivalent.

EDRM710 (1)
*Seminar in Research Methodology*
A review of research orientations and methodologies as they relate to the student's field of study. The course is designed to assist first year doctoral students to consider their research requirements and interests during their doctoral program. The emphasis will be on connecting the research problem with literature review, research design, and data analysis. Designed for first-year doctoral students. Prerequisite: EDRM505 or equivalent. Graded S/U.

EDRM712 (3)
*Research Methods and Statistics in Education and Psychology III*
The applications of quantitative research methods in education and psychology: data collection and analysis using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM611 or equivalent.

EDRM713 (3)
*Research Methods and Statistics in Education and Psychology IV*
The applications of quantitative research methods in education and psychology: data collection and analysis using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation models, and hierarchical linear models. SPSS will be primarily used for data analysis. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM712 or equivalent.

EDRM880 (2)
*Dissertation Proposal Development*
Designing and writing the doctoral dissertation proposal. Prerequisite: EDRM505 and EDRM611 or their equivalents. Graded S/U.

**Special Education**

SPED617 (3)
*Developmentally Appropriate Instruction*
Topics such as instructional design, technology integration, and developmentally appropriate instruction in the area of special education.

SPED625 (3)
*Legal & Ethical Issues in Special Education*
Designed to assist educators in developing a knowledge of the Michigan Statute Due Process requirements as well as an understanding of IDEA and Section #504 of the Rehabilitation Act implications in the delivery of educational services to students.

SPED645 (3)
*Advanced Diagnosis & Educational Therapy in Reading*
Advanced course for diagnosis and remediation or prevention of reading disabilities.

SPED689 (3)
*Current Trends in Learning Disabilities*
Contemporary and selected topics in current trends in the learning disabilities arena of special education. Concurrent enrollment in EDTE588. For MS SpEd students only.