

**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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Academic Programs	Credits
<i>Graduate Certificate in Special Education</i> (see Teaching, Learning, and Curriculum, p. 249)	12
MA: Education	
Community Counseling	48
Educational and Developmental Psychology	30
School Counseling	48
EdS	
School Psychology	69
EdD	
Educational Psychology	90
PhD	
Educational Psychology	90
Counseling Psychology	92

**MISSION STATEMENT**

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

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

**ACCREDITATION**

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

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

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: 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 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 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 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 & 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 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, psy-

chological 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 & Psychology—3

EDRM505 Research Methods in Education & Psychology—3

EDRM611 Applied Statistics in Education & Psychology I—3

#### **Educational Psychology Core—9**

EDPC514 Psychology of Learning—3

EDPC520 Psychological Development: The Life Span—3

EDPC644 Psychological Testing—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

#### **Educational Psychology Core—9**

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 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
- 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 an 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 has 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), EDCI565

**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 a 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.

Learning theory	EDPC514
Life-span human development	EDPC520
Group processes	EDPC638
Psychological testing	EDPC644
Practicum in counseling	EDPC650
Research methods	EDRM505
Statistics	EDRM611

### 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

(Credits)

See inside front cover for symbol code.

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

## EDUCATIONAL AND COUNSELING PSYCHOLOGY

### EDPC115 (2)

#### *Academic Learning Assessment*

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

### EDPC116 (1-6)

#### *Academic Development*

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

### EDPC301 (3)

#### *Human Development*

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

### EDPC302 (3)

#### *Educational Psychology*

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

### EDPC430 g (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.

<b>EDPC438</b> <i>Workshop</i>	(1-4)	<b>EDPC550</b> <i>Personality Assessment</i>	\$ (3)
<b>EDPC499</b> <i>Independent Study: Topic</i>	(1-3)	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.	
<b>EDPC514</b> <i>Psychology of Learning</i>	(2-3)	<b>EDPC554</b> <i>Career Development</i>	(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.		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.	
<b>EDPC515</b> <i>Psychological Development—The Growth Years</i>	(3)	<b>EDPC555</b> <i>Early Childhood Issues in Assessment</i>	(1)
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.		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.	
<b>EDPC516</b> <i>Psychology of Character Development</i>	(2-3)	<b>EDPC565</b> <i>Foundations of Mental Health Counseling</i>	(3)
A consideration of morals, ethics, and values in terms of contemporary psychology as related to character development in the person.		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.	
<b>EDPC520</b> <i>Psychological Development—The Life Span</i>	(2-3)	<b>EDPC580</b> <i>Social Psychology</i>	(3)
A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.		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.	
<b>EDPC525</b> <i>Psychology and Education of Exceptional Children</i>	(2-3)	<b>EDPC605</b> <i>Psychological Development—Adulthood and Aging</i>	(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.		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.	
<b>EDPC530</b> <i>Professional Issues in School Counseling</i>	(3)	<b>EDPC616</b> <i>Psychology of Religious Experience</i>	Alt (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.		Psychological factors in the religious experience.	
<b>EDPC540</b> <i>Behavioral and Emotional Problems of Children</i>	(3)	<b>EDPC618</b> <i>Seminar in School Psychology</i>	(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.		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.	
<b>EDPC545</b> <i>Administration of Guidance Services</i>	Alt (3)	<b>EDPC620</b> <i>History and Systems of Psychology</i>	(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.		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.	
		<b>EDPC622</b> <i>Seminar on Special Topics</i>	(1-6)
		Repeatable to 6 credits. Repeatable with different topics.	

- EDPC625** (3)  
**Biopsychology**  
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.
- EDPC626** (3)  
**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. Some cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: EDPC514.
- EDPC627** (3)  
**Professional Issues in Community Counseling**  
A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach program development and client advocacy.
- EDPC628** Alt (3)  
**Seminar in the Psychology of Women**  
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.
- EDPC629** (3)  
**Psychopathology: Classification & Treatment**  
Basic concepts of history, current paradigms, and assessment of psychology with special emphasis on American Psychiatric Association (APA) diagnostic classification system and counseling/clinical approaches to treatment.
- EDPC631** § (3)  
**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** § (3)  
**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** § (3)  
**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** (3)  
**Family Dynamics**  
Investigation of family processes in the context of current family-systems theory. The family-life cycle is identified with the problems that arise from normal transitions in family development and the opportunities for adaptive interventions. Structural changes such as divorce, single-parent, and reconstituted families considered, as well as sociocultural and ethnic-family variables.
- EDPC635** (3)  
**Theories and Techniques of Counseling**  
An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.
- EDPC638** (3)  
**Group Processes**  
Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.
- EDPC640** (2-3)  
**Seminar in Multicultural Issues**  
Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.
- EDPC644** (1-3)  
**Psychological Testing**  
An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing.
- EDPC645** (2-3)  
**Professional Ethics for Psychologists**  
Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.
- EDPC648** (1-5)  
**Workshop**
- EDPC650** § (3)  
**Practicum in Counseling**  
Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: EDPC635, 638, 644; 8 weekly personal counseling sessions; and departmental approval.
- EDPC654** (1-3)  
**Practicum in Educational/School Psychology**  
Supervised experience in school psychology or applied areas of educational psychology. A minimum of 55 clock hours of experience is required for 1 credit. Prerequisites: The completion of 15 credits in educational or school psychology and permission of supervisor one semester in advance of registration. Repeatable to 3 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 or School Counseling programs. Repeatable to 6 credits.

**EDPC659** Alt § (3)

**Early Childhood Assessment**

Assessment of children from birth to 6 years, identification of pre-school 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** Alt (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.

**EDPC686** (3)

**Therapies for Children: Theory and Practice**

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of children in a multicultural context, with an emphasis on play therapy. Prerequisites: EDPC650 or equivalent and a master's level course in developmental psychology. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, or School Counseling programs.

**EDPC687** (3)

**Therapies for Adults: Theory and Practice**

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisites: EDPC650 or equivalent. Limited to students enrolled in Counseling Psychology or Community Counseling programs.

**EDPC688** Alt (3)

**Group Therapy**

Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisite: EDPC638, 650 or equivalent.

**EDPC689** (3)

**Marital and Family Therapy**

Introduction to marital and family therapy with emphasis on family systems, multicultural differences, theoretical models, family

process, techniques, and professional issues. Prerequisite: EDPC650 or equivalent.

**EDPC690** (1-3)

**Independent Study**

Repeatable. Permission of instructor required.

**EDPC699** (1-3)

**Thesis**

Must be repeated to 3 credits.

**EDPC736** (1-6)

**Field Work in Educational Psychology**

Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervision one semester in advance of registration. Open to educational psychology majors only.

**EDPC737** (2)

**Seminar in the Supervision of Counselors**

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

**EDPC745** § (1-6)

**Practicum in Counseling Psychology**

Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 100 clock hours of supervised experience, of which 40 must be direct client contact. Repeatable to 6 credits. Prerequisites: EDPC650 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.

**EDPC810** (1-3)

**Internship in School Psychology**

Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours, 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** (5-1)

**Internship in Counseling Psychology**

2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Must be repeated to 3 credits.

**EDPC834** Alt (2, 3)

**Seminar in Educational/School Psychology**

Examines current issues and research in educational, developmental, or school psychology. Repeatable to 6 credits. Prerequisite: Completion of 16 credits in educational, developmental, or school psychology.

**EDPC835** Alt (3)

**Seminar in Counseling Psychology**

Examines current ethical issues and research in the theory and practice of counseling psychology. Prerequisite: Completion of 24 credits in Counseling Psychology.



<b>EDPC870</b> <i>Comprehensive Exam Preparation</i>	(0)	<b>EDRM690</b> <i>Independent Study: Topic</i>	(1-3)
<b>EDPC888</b> <i>Dissertation Continuation</i> Reduced tuition rate applies.	(0)	Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.	
<b>EDPC899</b> <i>Doctoral Dissertation</i> To be repeated to 14 credits.	(1-14)	<b>EDRM710</b> <i>Seminar in Research Methodology</i>	(1)
		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.	
<b>RESEARCH AND MEASUREMENT</b>			
<b>EDRM499</b> <i>Independent Study</i>	(1-3)	<b>EDRM775</b> <i>Applied Research Seminar: Selected Topics</i>	(1-3)
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.		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.	
<b>EDRM505</b> <i>Research Methods in Education and Psychology</i>	(3)	<b>EDRM880</b> <i>Dissertation Proposal Development</i>	(2)
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.		Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.	
<b>EDRM604</b> <i>Design and Analysis of Educational and Psychological Surveys</i>	(3)		
Development of questionnaires, scale construction, administration of survey instruments, and data analysis. Prerequisite: EDRM611.			
<b>EDRM605</b> <i>Qualitative Research Methods in Education and Psychology</i>	(3)		
The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.			
<b>EDRM611</b> <i>Applied Statistics in Education and Psychology I</i>	(3)		
The applications of basic descriptive and inferential statistics to the fields of education and psychology. Data analysis using statistical packages (e.g., SPSS).			
<b>EDRM612</b> <i>Applied Statistics in Education and Psychology II</i>	(3)		
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.			
<b>EDRM613</b> <i>Applied Statistics in Education and Psychology III</i>	(3)		
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.			
<b>EDRM648</b> <i>Workshop</i>	(variable)		
Graded S/U.			