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: Educational Psychology	30–33
Emphasis Areas	
Developmental Psychology	
General	
Instructional Psychology	
Research	
MA: School Counseling	48
MS: Special Education (MI-LD Certification)	43
EdS: School Psychology	69
EdD: Educational Psychology	90+
Emphasis Areas	
General	
School Psychology	
PhD: Educational Psychology	90+
Emphasis Areas	
General	
School Psychology	
PhD: Counseling Psychology	95+
Emphasis Areas	
Adult Concentration	
Child/Family Concentration	
Cultural Diversity Concentration	

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:

- Clinical Mental Health Counseling (MA)
- School Counseling (MA)

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.)

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)

MASTER OF ARTS PROGRAMS

MA 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 to the Department of Educational & Counseling Psychology through Graduate Admissions.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the School Counseling and Clinical Mental Health Counseling programs, students must begin full-time study in the fall semester if they are to complete these programs in two academic years.
- The 30–33 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 & 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 Clinical Mental Health 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 the Clinical Mental Health 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 Degree Programs

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

EDPC600	Family Therapy—3
EDPC610	Marital Therapy—3
EDPC619	Professional Issues in Clinical Mental Health Counseling—3
EDPC624	Therapies for Addictions and Addictive Behaviors—3
EDPC629	Psychopathology: Classification & Treatment—3
EDPC630	Personality Assessment—3
EDPC686	Therapies and Diagnosis of Psychopathology in Children—3
EDPC687	Therapies for Adults: Theory and Practice—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 may also go on to do a doctorate in Educational Psychology, Developmental 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
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 this course 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

Educational Psychology Core—9

EDPC514 Psychology of Learning—3
EDPC615 Advanced Human Development—3
EDPC644 Psychological Testing—3

Concentration (Research)—15

EDPC699 Thesis—3
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM704 Design & Analysis of Educ & Psych Surveys—3
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM713 Research Methods & Stats in Educ & Psych IV—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 students 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—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

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

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
EDTE420 Literacy Intervention Strategies—3
SPPA435 Comm Dev & Disorders for Classrm Teachers—3

Foundations—6

EDFN500 Phil Foundations of Educ & Psych—3
EDRM505 Research Methods & Stats in Educ & Psych I—3

Core—24

EDPC514 Psychology of Learning—3
EDPC520 Psychological Development: The Life Span—3
EDPC540 Behav & Emotional Prob of Children—3
EDPC644 Psychological Testing—3
EDPC651 Behavioral and Educational Assessment—3
EDPC672 Psychoeducational Consultation—3
SPED525 Psych & Educ of Exceptional Children—3
SPED645 Adv Diagnosis & Educ Therapy in Reading—3

Specialty—13

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
SPED618 Legal & Ethical Issues in Schools—3

TOTAL MS degree credits—43

Special Education (Adventist Specialty 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 pre-

school 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; 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 and pass 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—11

EDPC514 Psychology of Learning—3
EDPC615 Advanced Human Development—3
EDPC640 Multicult Issues for Counselors & Psychologists—2
EDPC676 Theories of Personality—3

Professional Core—46

EDPC525 Psychology & Educ of Exceptional Children—3
EDPC540 Behavioral & Emotional Problems of Children—3
EDPC555 Early Childhood Issues in Assessment—1
EDPC/SPED618 Legal and Ethical Issues in Schools—3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3
EDPC635 Theories & Techniques of Counseling—3
EDPC644 Psychological Testing—3
EDPC654 Practicum in School Psychology—3
EDPC651 Behavioral and Educational Assessment—3
EDPC652 Cognitive Assessment—3
EDPC672 Psychoeducational Consultation—3
EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
EDPC753 Adv Psych Decision Making and Interventions—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—6

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 necessary to be a successful 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 & 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 & 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

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
EDPC514 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—16

By advisement.

Dissertation—14+

TOTAL EdD degree credits—90+

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
EDPC670 Advanced Social Psychology—3
EDPC834 Seminar in Educational/School Psychology—3

Supervision Focus

EDAL560 K–12 Law—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
EDPC676 Theories of Personality—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.

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.

PhD: Educational Psychology—General Emphasis

Professional Core—39

EDCI636 Program Evaluation—3
EDPC514 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—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 PhD degree credits—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 & Treatment—3
EDPC670 Advanced Social Psychology—3
EDPC834 Seminar in Educational/School Psychology—3

Supervision Focus

EDAL560 K–12 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 must 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:

EDFN500 Philosophical Foundations of Educ & Psych
EDPC514 Psychology of Learning
EDPC520 Psychological Development—The Life Span
EDPC635 Theories & Techniques of Counseling
EDPC638 Group Processes
EDPC640 Multicultural Issues for Counselors and Psych
EDPC644 Psychological Testing
EDPC650 Practicum in Counseling
EDRM505 Research Methods & Stats in Educ & Psych I
EDRM611 Research Methods & Stats in Educ & Psych II

PhD COURSE REQUIREMENTS

Psychological Foundations—21

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
EDPC670 Advanced Social Psychology—3

Professional Studies—45

EDPC554 Career Development—3
EDPC645 Prof Ethics for Counselors & Psychologists—3
EDPC652 Cognitive Assessment—3
EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
EDPC687 Therapies for Adults: Theory and Practice—3
EDPC735 Clinician Self-Assessment for the Treatment of Culturally Diverse Populations—3
EDPC737 Seminar in the Supervision of Counselors—2
EDPC745 Practicum in Counseling Psychology—4
EDPC750 Personality Assessment—3
EDPC753 Adv Psych Decision Making and Interventions—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/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—15

EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM704 Design & Analysis of Educ & Psych Surveys—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

TOTAL PhD degree credits—95+

A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and 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.

Beginning the semester after registering for EDRM/LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

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 **(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 **♦ (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.

EDPC/SPED525 **(2–3)**
Psychology and Education of Exceptional Children
A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for EDPC525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Prerequisite: A course in human development.

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

EDPC540 **(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. Students are also required to register for EDPC555 PO5. Lab fee required. Prerequisite: EDPC652 or approval by instructor.

EDPC600 **(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. (Master's-level)

EDPC608 **(1)**
Topics in Legal and Ethical Issues in Schools
Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in EDPC618 for 2 credits.

EDPC609 **(1)**
Topics in Professional Issues in Clinical Mental Health Counseling
Study tour involving attendance, and possibly presentation, at a mental health counseling conference as proposed by faculty. Students must also be enrolled in EDPC619 for 2 credits

EDPC610 **(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. (Master's-level)

EDPC615 **(3)**
Advanced Human Development
Critically evaluates 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 **(2–3)**
Legal and Ethical Issues in Schools
An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for EDPC/SPED618 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Student must take either 3 credits of EDPC618 or 2 credits of EDPC618 and 1 credit of EDPC608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor.

EDPC619 **(2–3)**
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. Student must take either 3 credits of EDPC619 or 2 credits of EDPC619 and 1 credit of EDPC609 (Topics in Clinical Mental Health Counseling) in consultation with advisor.

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 **(1–6)**
Seminar on Special Topics
Repeatable to 6 credits. Repeatable with different topics.

EDPC624 **(3)**
Therapies for Addictions and Addictive Behaviors
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

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. 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 **(3)**
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.

EDPC630 **$ (3)**
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. Students are also required to register for EDPC630 PO8. Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level.)

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)**
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 **(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 **(3)**
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 within a Response to Intervention/problem-solving model, for remediation 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, including those of English language learners, will be addressed. Students are also required to register for EDPC651 PO3 which is the 50-hour practicum lab portion of this class. Lab fee required. Prerequisites: EDPC514, 644 and 652 or permission of instructor. Limited to students enrolled in Counseling Psychology, School Psychology, 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 PO4. Lab fee required. Prerequisite: EDPC514 and 644. Limited to students enrolled in Counseling Psychology, School Psychology, 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 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

EDPC670 **(3)**
Advanced 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.

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.

EDPC678 **$ (1–6)**
Study Tour
Travel to destinations relevant to individual programs of study. Classes will be selected from departments(s) offerings. Fee may be required.

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, 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: EDPC635 or equivalent. Limited to students enrolled in Counseling Psychology 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. (Doctorate-level)

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. (Doctorate-level)

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)**
Clinician Self-Assessment for the Treatment of Culturally Diverse Populations
Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. The primary focus of this course will be on clinician self-assessment of bias, personal development and clinical application.

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 supervisor 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.

EDPC750 **$ (3)**
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. Students are also required to register for EDPC750 PO8. Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Doctorate-level)

EDPC753 **$ (3)**
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. Students are also required to register for EDPC753 PO7. Lab fee required. Prerequisite: EDPC652. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

EDPC755 **(3)**
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 **(1–3)**
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 **(.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.

EDPC825 **(1)**
Topics in Counseling Psychology
Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in EDPC835 for 2 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 (2–3)**
Seminar in Counseling Psychology
Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology. Student must take either 3 credits of EDPC835 or 2 credits of EDPC835 and 1 credit of EDPC825 (Topics in Counseling Psychology) in consultation with advisor.

EDPC870 **(0)**
Comprehensive Exam Preparation

EDPC899 **(1–14+)**
Doctoral Dissertation
A minimum of 14 credits required. Repeatable. *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

Research and Measurement

EDRM499 **(1–3)**
Independent Study
Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. Graded S/U.

EDRM505 **(3)**
Research Methods & 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 Educational 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 **S (2)**
Dissertation Proposal Development
Designing and writing the doctoral dissertation proposal. Prerequisite: EDRM505 and EDRM611 or their equivalents.

Special Education

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

SPED618 **(2–3)**
Legal and Ethical Issues in Schools
An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for SPED618 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Student must take either 3 credits of SPED618 or 2 credits of SPED618 and 1 credit of SPED608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor.

SPED645 **$ (3)**
Advanced Diagnosis & Educational Therapy in Reading
Advanced course for diagnosis and remediation or prevention of reading disabilities. Students are also required to register for SPED645 PO6. Lab fee required.

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.