

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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Academic Programs	Credits
<i>Graduate Certificate in Special Education</i> (see Curriculum and Instruction, p. 271)	12
MA: Master of Arts	
Community Counseling	48
Educational and Developmental Psychology	30
School Counseling	48
EdS: Educational Specialist	
School Psychology	69
EdD: Doctor of Education	
Educational Psychology	90
PhD: Doctor of Philosophy	
Educational Psychology	90
Counseling Psychology	92

MISSION STATEMENT

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

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

ACCREDITATION

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

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

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: Community Counseling

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

MA DEGREE REQUIREMENTS**Common Core—33**

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

Clinical Instruction—9

EDPC650, 655

Electives—6**TOTAL credits for MA degree—48**

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

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

MA: School Counseling

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

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

MA DEGREE REQUIREMENTS**Common Core—30**

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

Specialty Area—6

EDPC540, 545

Clinical Instruction—9

EDPC650, 655

Electives—3**TOTAL MA degree credits—48**

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

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

MA: Educational and Developmental Psychology

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

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

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

MA DEGREE REQUIREMENTS**Psychology—18**

EDPC514; 515 or 520; 516; 525 or 540; electives (3)

- Developmental Psychology emphasis: one additional course in development
- Educational Psychology emphasis: EDPC644

Research and Foundations—9

EDFN500, EDRM505, 611

Electives—3

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

TOTAL MA degree credits—30

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

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

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

EdS: School Psychology

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

Admission. 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, 625, 640, PSYC450 and either EDPC515 or 520

Professional Core—30

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

Interdisciplinary Area—5

EDTE476 (2), EDCI565

Educational Foundations—6

EDFN500, EDPC514

Research/Statistics/Measurement—9

EDPC644, EDRM505, 611

TOTAL EdS degree credits—69

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.

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

PhD COURSE REQUIREMENTS

Psychological Foundations—18

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

Educational Foundations—3

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

Professional Studies— 39

EDPC554, 645, 656 (3), 657, 658, 686, 687, 737, 745(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.

EdD/PhD: Educational Psychology

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

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

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

EdD/PhD DEGREE REQUIREMENTS

Professional Core—21

EDPC515, 520, 605, or 613; 516; 620; 676; 680; 736(3); 834

Focus Area—18

Educational Psychology Focus

EDPC514, 644, 645, electives (9)

or

School Psychology Focus

EDPC635, 650, 686, electives (9) and School Psychology certification

Interdisciplinary Area—9

Educational Psychology Focus

By advisement according to student's professional goals

School Psychology Focus

Educational Administration and/or Instruction

Educational Foundations—6

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

Research—15-18

EDRM505, 604, 612, 613 (PhD only), 710, 880

Electives—4-7

Dissertation—14

TOTAL EdD/PhD degree credits—90

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

Courses

(Credits)

See inside front cover for symbol code.

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

EDUCATIONAL AND COUNSELING PSYCHOLOGY

EDPC115

(2)

Academic Learning Assessment

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

EDPC116

(1-6)

Academic Development

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

EDPC301

(3)

Human Development

An introductory study of the nature, conditions, and outcomes of

human learning, with emphasis on the psychological development from birth through old age.

EDPC302

(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.

EDPC515

(3)

Psychological Development—The Growth Years

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

EDPC516

(2-3)

Psychology of Character Development

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

EDPC520

(2-3)

Psychological Development—The Life Span

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

EDPC525

(2-3)

Psychology and Education of Exceptional Children

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

EDPC535

(3)

Introduction to Counseling

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

- EDPC540** (3)
Behavioral and Emotional Problems of Children
Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.
- EDPC545** Alt (3)
Administration of Guidance Services
Acquaints students with the organization, administration, and coordination of the Comprehensive Guidance and Counseling Program. Students have the opportunity to develop curriculum materials for specific components of the comprehensive program and participate in community service-learning activities in Christian and public-school environments.
- EDPC554** (3)
Career Development
An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.
- EDPC565** (3)
Foundations of Mental Health Counseling
An orientation to mental health counseling including the roles, function, and identity of mental health counselors, the public and private practice of mental health counseling, as well as community needs assessment and intervention.
- EDPC580** (3)
Social Psychology
Emphasis on conceptual and research approaches to social thinking, social influence, and social relations. Application of social psychological theories to education, counseling, health and work.
- EDPC605** (2-3)
Psychological Development—Adulthood and Aging
Study factors influencing human development from young adulthood through old-age. For 3 credits, the student also prepares a comprehensive term paper or applied project.
- EDPC613** Alt (2-3)
Psychological Development—Adolescence and Youth
Growth and development during adolescence and youth, with emphasis on implications for counseling and education. For 3 credits, student also prepare a comprehensive term paper or applied project.
- EDPC616** Alt (3)
Psychology of Religious Experience
Psychological factors in the religious experience.
- EDPC618** (3)
Seminar in School Psychology
An examination of the history and foundations of school psychology; legal, ethical and professional issues and trends in school psychology; roles and functions of the school psychologist.
- EDPC620** (3)
History and Systems of Psychology
The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals.
- EDPC622** (1-6)
Seminar on Special Topics
Repeatable to 6 credits. Repeatable with different topics.
- EDPC625** (3)
Biopsychology
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.
- EDPC627** (3)
Professional Issues in Community Counseling
A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach program development and client advocacy.
- EDPC628** Alt (3)
Seminar in the Psychology of Women
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.
- EDPC629** (3)
Psychopathology: Classification & Treatment
Basic concepts of history, current paradigms, and assessment of psychology with special emphasis on American Psychiatric Association (APA) diagnostic classification system and counseling/clinical approaches to treatment.
- EDPC634** (3)
Family Dynamics
Investigation of family processes in the context of current family-systems theory. The family-life cycle is identified with the problems that arise from normal transitions in family development and the opportunities for adaptive interventions. Structural changes such as divorce, single-parent, and reconstituted families considered, as well as sociocultural and ethnic-family variables.
- EDPC635** (3)
Theories and Techniques of Counseling
An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.
- EDPC638** (3)
Group Processes
Theory, research, observation, and personal experience in the behavior or individuals in small face-to-face groups.
- EDPC640** (2-3)
Seminar in Multicultural Issues
Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.
- EDPC644** (1-3)
Psychological Testing
An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing.

- EDPC645** (2-3)
Professional Ethics for Psychologists
Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.
- EDPC648** (1-5)
Workshop
- EDPC650** (3)
Practicum in Counseling
Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: EDPC635, 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.
- EDPC656** (3-4)
Assessment of Children
Assessment of children from ages 6-18 years. Supervised practical experience is provided to acquire competency in the administration, scoring, and interpretation of individual test instruments for assessment and diagnosis of intellectual ability, developmental level, and emotional functioning. Lab required. Prerequisites: EDPC644 and EDPC515 or 520 or equivalent. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, or School Counseling programs. School psychology majors-4 credits.
- EDPC657** (3)
Assessment of Adults
Training in the diagnosis of intellectual and personality characteristics of adults, including multicultural issues. Prerequisites: EDPC644 and a course in abnormal psychology, or approval by instructor. Limited to students enrolled in Counseling Psychology, Community Counseling, and School Psychology programs.
- EDPC658** Alt (3)
Projective Testing
Theory and practice in the administration and interpretation of such projective techniques as the Rorschach, Thematic Apperception Test, and others. Prerequisites: EDPC644 and a course in abnormal psychology or approval by instructor. Limited to students enrolled in Counseling Psychology, School Psychology, or Community Counseling programs.
- EDPC659** Alt (3)
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.
- EDPC665** Alt (2-3)
Educational Assessment
The selection, administration, and scoring of individual and group standardized and non-standardized educational tests for screening, placement, and diagnostic purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs will be addressed. Lab required. Prerequisites: EDPC514, 644, and EDPC515 or 520 or approval of instructor.
- EDPC672** Alt (3)
Psychoeducational Consultation
A study 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.
- EDPC680** Alt (3)
Theories of Learning and Motivation
Examination of major theories of learning and motivation with emphasis on their philosophical foundations and application in education and counseling. Prerequisite: A course in educational psychology, developmental psychology, or learning theory.
- EDPC686** (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.
- EDPC870** (0)
Comprehensive Exam Preparation
- EDPC888** (0)
Dissertation Continuation
Reduced tuition rate applies.
- EDPC899** (1-14)
Doctoral Dissertation
To be repeated to 14 credits.
- ## RESEARCH AND MEASUREMENT
- EDRM499** (1-3)
Independent Study
Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. Graded S/U.
- EDRM505** (3)
Research Methods in Education and Psychology
A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem; planning, designing, and implementing research; collecting and analyzing data; reporting research.
- EDRM604** (3)
Design and Analysis of Educational and Psychological Surveys
Development of questionnaires, scale construction, administration of survey instruments, and data analysis. Prerequisite: EDRM611.
- EDRM605** (3)
Qualitative Research Methods in Education and Psychology
The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.
- EDRM611** (3)
Applied Statistics in Education and Psychology I
The applications of basic descriptive and inferential statistics to the fields of education and psychology. Data analysis using statistical packages (e.g., SPSS).
- EDRM612** (3)
Applied Statistics in Education and Psychology II
The applications of analysis of variance, analysis of covariance, and multiple regression in education and psychology. Data analysis using statistical packages (e.g., SPSS). Prerequisite: EDRM611 or equivalent.
- EDRM613** (3)
Applied Statistics in Education and Psychology III
The applications of multivariate techniques in education and psychology: multivariate analysis of variance, discriminant analysis, canonical correlation analysis, and factor analysis. Prerequisite: EDRM612 or equivalent.

EDRM648 (variable)
Workshop
 Graded S/U.

EDRM690 (1-3)
Independent Study: Topic
 Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.

EDRM710 (1)
Seminar in Research Methodology
 An orientation to research methodologies used in the student's academic field as the methodologies relate to the student's doctoral research requirements. Designed for first-year doctoral students. Prerequisite: EDRM505 or equivalent. Graded S/U.

EDRM775 (1-3)
Applied Research Seminar: Selected Topics
 Repeatable. The application of selected research methodologies and approaches. Topic to be selected by academic advisement. A contract must be developed between advisor and student. Prerequisites: EDRM505, 611 or their equivalents. Graded S/U.

EDRM880 (2)
Dissertation Proposal Development
 Designing and writing the doctoral dissertation proposal in cooperation with the student's dissertation committee. Graded S/U.

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

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MISSION

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

AREAS OF EMPHASIS OFFERED

The Department of Graduate Studies in Curriculum, Administration and Religious Education offers programs leading to the Graduate Certificate in Special Education, Educational Leadership and Reading/Literacy Education, the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of