

EDUCATIONAL AND COUNSELING PSYCHOLOGY

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Academic Programs	Credits
Master of Arts Degrees	
Community Counseling	72
<i>Speciality Areas:</i>	
• Adult Mental-Health Services	
• Child/Adolescent Mental-Health Services	
• Human Development	
• Marriage and Family Counseling	
• Substance Abuse Treatment	
Educational and Developmental Psychology	48
School Counseling	72
Educational Specialist Degree	
School Psychology	96
Doctor of Education Degree	
Educational Psychology	136
Doctor of Philosophy Degrees	
Educational Psychology	136
Counseling Psychology	153-165

for interpersonal relations.

ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), 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)

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 class work during summer or autumn quarters. The 72-credit programs may be completed in two years of full-time study.
- The 48 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the Community Counseling and School Counseling programs are required to attend a minimum of eight weekly personal counseling sessions during the first quarter 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 quarter. 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

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

EDPC514; 515 or 520; 478 or 540;
516, 616, or EDRE678

Research and Foundations

EDFN500, EDRM505

Electives

- A course in instruction must be included at either the undergraduate or the graduate level.
- Developmental Psychology emphasis students must take one additional course in development.
- Educational Psychology emphasis students must take EDPC644.

TOTAL MA degree credits

The student and adviser 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 sequence in Developmental Psychology can be structured to meet the course requirements for the Family Life Educator Certificate from the National Council on Family Relations or from Family Life International. The student's adviser 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. In addition to meeting the general requirements listed in the Graduate Programs and Academic Information portions of the Admission and Academic Information sections of this bulletin, students applying for admission to the Educational Specialist degree in School Psychology must earn sufficient graduate or undergraduate credits in general psychology, educational psychology, and educational philosophy. To remedy a deficiency in one or more of these areas, courses may be taken for graduate credit but do not necessarily apply toward the degree.

EdS DEGREE REQUIREMENTS

Psychological Foundations	27
EDPC478, 514, 516, 625, 640, PSYC450 and either EDPC515 or 520	
Professional Core	41
EDPC540, 618, 635, 645, 654, 656, 659, 665, 672, 810.	
Interdisciplinary Area	8
EDCI475, 565	
Educational Foundations	4
EDFN500	
Research/Statistics/Measurement	12

EDPC644, EDRM505, 518

Electives**8 TOTAL EdS degree credits**

4
96

- 24** Students wishing to pursue preliminary certification as a school psychologist in the State of Michigan while obtaining an EdS degree should consult with their adviser before formulating their programs.

Certification requires a 1200-hour supervised internship meeting approved minimal standards as set by the National Association of School Psychologists (NASP) and National Council for Accreditation of Teacher Education (NCATE). School Psychology interns work a minimum of 30 hours per week for one school year (approximately 40 weeks) under the supervision of a fully certified or

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 adviser can plan a sequence of additional courses which will meet this requirement. See the description of the EdS in School Psychology for Michigan certification requirements.

EdD/PhD DEGREE REQUIREMENTS

Professional Core 32-37
EDPC516, 622, 676, 680, 736, 834;
basic course in human development
(3-4 credits)

Focus—Educational or School Psychology 23–28+
Educational Psychology
EDPC514, 644, 645
electives (13-18 credits)
or
School Psychology
School Psychology certification/licensure
EDPC635, 641, 642, 686, electives (11-16)

Interdisciplinary Area 12
Educational Psychology Focus
By advisement according to student's professional goals.
School Psychology Focus
Educational Administration and/or Instruction.

Educational Foundations 8
EDFN500 and a course from one of the following areas: historical, philosophical, sociological or theological

Research 14-30
Prerequisite: EDRM518 or an undergraduate statistics course
EDRM430, 505, 519, 604 (PhD only), 685 (PhD only), 705
Pre-dissertation research project
(0-4 credits)

May be fulfilled by one of the following:

- Approved MA Thesis
- EDPC740
- Approved joint research project with a faculty member

Electives 2–14

Dissertation 24

TOTAL EdD / PhD degree credits 136

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 educa-

tional school psychologist.

Courses

(Credits)

See inside cover for symbol code.

EDUCATIONAL ADMINISTRATION

EDAD520 (4)
Foundations of Educational Administration
Purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; conceptual foundations of educational administration.

EDAD530 (4)
Personnel Administration
Personnel services; policy for certified and non-certified employees; personnel functions in education.

EDAD540 (4)
Financial Aspects of Education
Financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, control of school finance budgeting, and the organizing and maintaining of the fiscal resources of educational institutions and school systems.

EDAD545 (3-4)
Grant Writing
Considers planning and proposal writing as an ongoing process in any organization. Focuses on the short- and long-term planning process involved in preparing funding proposals based upon community needs. Includes a grant proposal project.

EDAD550 (4)
Educational Facilities Planning
The planning of educational facilities including buildings, equipment, and sites, as influenced by educational philosophy, need, and financial resources available; features of good school plants and their management.

EDAD560 (4)
Legal Aspects of Education
Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, student control, and school board operations and procedures.

EDAD570 (2-4)
Supervision of Instruction
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques.

EDAD624 (1-4)
Seminar: _____
Current issues and problems of educational administration; techniques of administrative control; selected topics in educational administration. Masters students only.

EDAD630 (4)
Human Relations in Education

The interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAD640 (4)
Educational Marketing
Elements of marketing an educational institution including mission statement, target markets, image, position, the market mix (product, price, place, and promotions), fund-raising, and alumni relations.

EDAD648 (variable)
Workshops

EDAD655 (4)
Master Planning of Educational Facilities
A comprehensive study of educational-facilities planning as related to areceste dur0 7.90039hool tiopment

educational institutions, agencies, or school districts. Permission of supervisor and plans required one quarter in advance of registration. Repeatable to 4 credits; 4 credits required. Master's students.

EDAD686 (4)

Research in Educational Administration

Analysis of research problems in educational administration and appropriate techniques of research; research on an individual or group basis of current issues in educational administration. Permission of instructor required. May be used by doctoral students who have not done master's-level research to verify research ability.

EDAD690

- EDCI680** (1-4) intern in responsible positions with curricula specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the supervisor and plans required one quarter in advance of registration. May be repeated or combined with EDCI885 for a total of 12 credits.
- Field Work:** _____
Supervised curriculum and instruction experiences in approved educational institutions and agencies. Offered in such areas as Elementary, Middle/Secondary, K-12, or Higher Education. Permission of supervisor and plans required one quarter in advance of registration.
- EDCI689** (1-6) **Seminar:** _____
Contemporary and selected topics in curriculum and/or instruction. Repeatable with different topics. Open to all graduate students.
Seminar: Portfolio
Should be taken as soon as possible upon entry.
Seminar: Current Trends
Applicants for SDA certification should register for a total of 3 credits.
- EDCI690** (1-4) **Independent Study:** _____
Permission of program adviser and reading instructor required.
- EDCI698** (1-4) **Field Project**
Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program adviser and project instructor required.
- EDCI699** (1-4) **Thesis**
Must be repeated to 4 credits.
- EDCI730** (4) **Curriculum Theory**
The examination of philosophical and theoretical underpinnings to educational issues with emphasis upon students' doctoral areas of emphasis. Includes student presentations of theoretical rationales in a seminar format.
- EDCI756** (1-4) **Advanced Studies:** _____
Advanced studies of the knowledge base of a given area of study includes a comprehensive search of the literature. Offered in the following areas: Elementary, Middle/Secondary, K-12, or Higher Education. Repeatable with different topics. Prerequisite: undergraduate major or minor, graduate work in specific discipline, or permission of instructor.
- EDCI799** (1-8) **Advanced Project:** _____
This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance.
- EDCI885** (1-12) **Applied Research:** _____
Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.
- EDCI886** (1-12) **Internship:** _____
Students, under the supervision of a faculty member in the area of Curriculum and Instruction,
- of the various educative institutions of society.
- EDPC115** (2) **Academic Success**
A guided experience of self-discovery into the learning factors that yield academic success. Includes comprehensive assessment and application of individual learning characteristics.
- EDPC116** (2) **Academic Support**
- EDCI888** (0) **Dissertation Continuation**
Reduced tuition rate applies.
- EDCI889** (1-4) **Advanced Seminar**
Doctoral level examination of topics presented by students organized around their areas of scholarship. Presentations may encompass a portion of students' comprehensive examination and dissertation experiences.
- EDCI899** (1-24) **Doctoral Dissertation**
To be repeated to 24 credits.
- FOUNDATIONS**
- EDFN500** (4) **Foundations of Christian Education**
Examines the philosophical and theological bases of major Western world views and, from a Christian perspective, critiques the impact of naturalism and postmodernism on education, psychology, and religion.
- EDFN505** (4) **Comparative Education**
The major educational systems of the world with emphasis on interrelationships. Approaches to common problems and some problems unique to each.
- EDFN517** (4) **History of Seventh-day Adventist Education**
Development of educational theory and institutions among Seventh-day Adventists, emphasizing discernible eras and their characteristics.
- EDFN530** (3) **Teaching Ministry of Christ**
Jesus as a teacher against a backdrop of Jewish, Greek, and Roman education. The authority, mission, content, discipline, teaching acts, and methodology of our Lord studied.
- EDFN554** (4) **History of Education**
Educational development from ancient times to the present. Jewish, early Christian education, and Reformation education are compared/contrasted with their Greek, Roman, and Renaissance counterparts. Trends in Christian and secular education.
- EDFN607** (4) **Educational Philosophy**
An examination of educational philosophy through literature from ancient times to the present; the application of principles in the contemporary setting. Students encouraged to develop a consistent, individual philosophy of education.
- EDFN636** (4) **Sociology of Education**
Study and application of sociological theory and knowledge to education and the learning process. Focus on the primacy of the family in the learning and education processes and the interdependence

cence. Includes an examination of cross-cultural parallels and differences and their implications for development.

EDPC516

counseling and psychology majors.

- EDPC658** **Alt (4)**
Projective Testing
 Theory and practice in the administration and interpretation of such projective techniques as the Rorschach, Thematic Apperception Test, and others. Prerequisite: EDPC676 and a course in abnormal psychology. Limited to counseling and psychology majors.
- EDPC659** **Alt (4)**
Early Childhood Assessment
 Assessment of children from birth to 6 years, identification of preschool children with developmental and educational problems, and practice in administering appropriate assessment instruments. Lab required. Prerequisites: EDPC644 or equivalent as approved by instructor, and EDPC515 or 520 or equivalent. Limited to counseling and psychology majors.
- EDPC665** **Alt (4)**
Educational Assessment
 The selection, administration, and scoring of individual and group standardized and non-standardized educational tests for screening, placement, and diagnostic purposes. Includes tests of ability, achievement, and performance. Practicum required. Prerequisites: EDPC514, EDPC644, EDPC515 or 520 or equivalent. Permission of instructor required.
- EDPC672** **Alt (4)**
Psychoeducational Consultation
 A study of the process of consultation with emphasis on models, stages, and strategies used with individuals, groups, and organizations. Practicum required. Permission of instructor required. Limited to counseling and psychology majors.
- EDPC676** **Alt (4)**
Theories of Personality
 Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.
- EDPC680** **Alt (5)**
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 or learning theory.
- EDPC686** **(4)**
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: EDPC642 and a course in child development. Open only to counseling and psychology majors.
- EDPC687** **(4)**
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: EDPC642, 676. Open to counseling and psychology majors only.
- EDPC688** **Alt (4)**
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. Open to counseling and psychology majors only.
- EDPC689** **(4)**
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: EDPC642 or equivalent. Open to counseling and psychology majors only.
- EDPC690** **(1-4)**
Independent Study: _____
 Repeatable. Permission of curriculum adviser and independent study supervisor required.
- EDPC699** **(1-4)**
Thesis
 Must be repeated to 4 credits.
- EDPC736** **(1-8)**
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 8 credits available. Prerequisite: Completion of 30 credits in educational psychology and permission of field work supervisor one quarter in advance of registration. Open to educational psychology majors only.
- EDPC737** **(2)**
Seminar in the Supervision of Counselors
 A survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.
- EDPC740** **(4)**
Applied Psychological Research
 Supervised research on various issues related to school, counseling, and educational psychology; participation in on-going program of research. Prerequisites: EDRM505, EDRM518.
- EDPC745** **(1-12)**
Practicum in Counseling Psychology
 Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 50 clock hours of supervised experience. Repeatable to 12 credits. Prerequisites: EDPC642 and approval of the supervisor one quarter before enrolling. Open to counseling psychology majors only.
- EDPC746** **Alt (4)**
Advanced Abnormal Psychology
 Systematic clinical description of abnormal behavior, including etiology, course of the disorder, and models of treatment, including psycho-pharmacology. Open to counseling and psychology majors only. Prerequisite: EDPC625.
- EDPC810** **(1-3)**
Internship in School Psychology
 Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours for EdS and 1500 hours for PhD or EdD, 600 of which must be in a school setting under the supervision of a certified school psychologist. The student must complete 6-8 credits. Prerequisite: Completion of EDPC654 and approval of internship coordinator one quarter prior to registration.
- EDPC820** **(0.5-1)**
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. To be repeated to 4 credits.
- EDPC834** **Alt (2-4)**
Seminar in Educational/School Psychology
 Examines current issues and research in educational, developmental, or school psychology. May be taken up to 4 credits. Prerequisite: Completion of 24 credits in educational, developmental, or school psychology.
- EDPC835** **Alt (3)**
Seminar in Counseling Psychology
 Examines current issues and research in philosophy, theory, and practice of counseling psychology. Prerequisite: Completion of 36 credits in counseling psychology.
- EDPC888** **(0)**
Dissertation Continuation
 Reduced tuition rate applies.
- EDPC899** **(variable)**
Doctoral Dissertation
 To be repeated to 24 credits.

RELIGIOUS EDUCATION

- EDRE438** **(variable)**
Workshop: _____
 Repeatable with different topics.
Topic: Family Life International **(2,3)**
 Yearly update on the Christian family featuring internationally known speakers in family ministries. Training program equips participants to lead seminars on marriage, parenting, youth, temperament, singles, drug dependency, divorce recovery, etc.
- EDRE505** **(4)**
Introduction to Religious Education
 A survey of the biblical, philosophical, and curricular issues in the church settings of Religious Education, and a thorough examination of faith development.
- EDRE510** **(1-12)**
Field work in Religious Education
 Supervised field work in Religious Education training programs. Doctoral students register for EDRE846.
- EDRE514** **(3)**
Theological Foundations of Family Life Education
 Investigates theological and behavioral foundations of marriage and family life including contemporary concerns in light of cultural, socioeconomic, and technological change. Based on these foundations, the task of family life education in the church today is considered. A video-based course.
- EDRE630** **(1-4)**
Seminar
 Group study in specified areas of Religious Edu-

register for EDRE438.

Topic: Family Life International (2,3)

Lab required. Repeatable one quarter.

EDTE160 (3)

College Reading Efficiency

Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164

5 credits of student teaching or 3 years of successful teaching performance. Attendance at a weekly seminar required.

EDTE508 (1-14)
Advanced Secondary Student Teaching
 Instructional and/or supervisory experience in the secondary school under supervision. Prerequisite: 5 credits of student teaching or 3 years of successful teaching performance. Attendance at a weekly seminar required.

EDTE520 (3,4)
Teaching Religion in the Secondary School
 A systematic examination of the secondary-school Bible curriculum by grades and by units with special emphasis on instructional theory, appropriate teaching, learning strategies, and materials. Satisfies SDA certification requirements for special methods.

EDTE630 (1-6)
Seminar: _____
 Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics.

EDTE690 (1-4)
Independent Study: (topic)
 Individual research and study under the guidance of instructor. A minimum of 40 clock hours of study time expected per credit. Prior approval by the adviser and instructor required.

LEADERSHIP

EDUC630 (6)
Leadership Seminar
 Intensive 2-week orientation to the program. Focus on leadership concepts, effective instruction, principles of research, and skills relating to the completion of the program.

EDUC631 (2)
Individual Development Plan
 Preparation and submission of IDP to faculty for approval. Prerequisite EDUC630.

EDUC632 (2)
Issues in Education Foundations
 An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in foundations of education. Prerequisite: EDUC630.

EDUC633 (2)
Issues in Education Research
 An extension of the leadership seminar. Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics in educational research. Prerequisite: EDUC630.

EDUC650 (0)
Leadership Program Continuation
 Register for each quarter after orientation through the 8th quarter.

EDUC680 (1-12)
Fieldwork: _____
 Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of the instructor required.

EDUC689 (1-12)

Seminar: _____
 Selected topics offered. Repeatable. Permission of instructor required.

EDUC690 (1-12)
Independent Study: _____
 Permission of adviser and instructor required.

EDUC756 (1-12)
Advanced Studies: _____
 Advanced studies in leadership. Repeatable with different topics. Permission of the instructor required.

EDUC886 (1-12)
Internship: _____
 Under supervision of a faculty member in leadership area, students intern in responsible positions with specialists/administrators in cooperating institutions, school systems, or agencies. Permission of the instructor required.

EDUC888 (0)
Dissertation Continuation
 Reduced tuition rate applies.

EDUC899 (variable)
Doctoral Dissertation
 To be repeated to 24 credits.