

EDTE690

(1-3)

Independent Study: _____

Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

EDTE698

(1-4)

Field Project

Designed primarily for MAT students as a culminating experience in their program. Students are expected to make practical application of educational theory. Permission of program advisor and project instructor required. *Fall, Spring, Summer*

EDUCATIONAL AND COUNSELING PSYCHOLOGY

Bell Hall, Room #160
(616) 471-3113
ecp@andrews.edu
<http://www.educ.andrews.edu>

Faculty

Jerome D. Thayer, *Chair*
Rudolph D. Bailey
Nancy J. Carbonell
Elvin S. Gabriel
Sheryl A. Gregory
Jimmy Kijai
Frederick A. Kosinski, Jr.
Dennis E. Waite

Clinical Faculty

M. Lloyd Erickson

Emeriti

Wilfred G. A. Futcher
Donna J. Habenicht
Thesba N. Johnston
Marion J. Merchant

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

MISSION STATEMENT

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

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

ACCREDITATION

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

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

The National Accreditation of School Psychologists has approved the EdS program in School Psychology.

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

- School Counseling (MA)
- School Psychology (EdS)

MASTER OF ARTS PROGRAMS

Master of Arts Degree Requirements

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply both to the university and to the Department of Educational and Counseling Psychology.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the Community Counseling and School Counseling programs, students must begin full-time study in the fall semester if they are to complete these 48-credit programs in two academic years.
- The 30-credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the Counseling programs are required to attend a minimum of eight weekly personal-counseling sessions during the first semester of enrollment. These sessions may be arranged with the university's Counseling and Testing Center or

general requirements of the MA degree and the chosen emphasis.

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

Educational Psychology: Developmental Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children or adult facilities or community colleges and desire a strong psychological understanding of development. Graduates from this program also go on to do a doctorate in Educational Psychology, Development Psychology or School Psychology.

Foundations/Research/Statistics—9

DEGREE REQUIREMENTS

EdS—EdS in a state-approved School Psychology program
(69 credits if taken at AU)

Focus Area—9*School Psychology Focus*

EDPC629 Psychopathology: Classification & Treatment—3

EDPC686 Therapies for Children: Theory & Practice—3

EDPC626 Cognitive Psychology—3

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 underings. e applicant has an related field.

EDPC438	(1-4)	EDPC550	\$ (3)
<i>Workshop</i>		<i>Personality Assessment</i>	
EDPC499	(1-3)	Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments and projective instruments. Prerequisites: EDPC644 and a course in abnormal psychology, or approval by instructor.	
<i>Independent Study: Topic</i>			
Repeatable. Permission of curriculum advisor and independent study supervisor required.		EDPC554	(3)
EDPC514	(2-3)	<i>Career Development</i>	
<i>Psychology of Learning</i>		An introduction to career development and career counseling with	
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.		oom and onational,h conslPrejT*bn, ande.l(.J)-ounseling ral in adults anTjt*(ins	
EDPC515	(3)	icieEDPC540	(3)
<i>Psychological Development—The Growth Years</i>			
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)		
<i>Psychology of Character Development</i>			
A consideration of morals, ethics, and values in terms of contemporary psychology as related to character development in the person.			
EDPC520	(2-3)		
<i>Psychological Development—The Life Span</i>			
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)		
<i>Psychology and Education of Exceptional Children</i>			
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.			
EDPC530	(3)		
<i>Professional Issues in School Counseling</i>			
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)		
<i>Behavioral and Emotional Problems of Children</i>			
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)		
<i>Administration of Guidance Services</i>			
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.			

- EDPC625** (3)
Biopsychology
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.
- EDPC626** (3)
Cognitive Psychology
Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application of research to practical problems, including assessment. Some cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: EDPC514.
- EDPC627** (3)
Professional Issues in Community Counseling
A survey of professional issues in community counseling including the roles, functions, and identity of community counselors, the organizational dimensions of community agencies, community needs assessment, consultation, outreach program development and client advocacy.
- EDPC628** Alt (3)
Seminar in the Psychology of Women
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.
- EDPC629** (3)
Psychopathology: Classification & Treatment
Basic concepts of history, current paradigms, and assessment of psychology with special emphasis on American Psychiatric Association (APA) diagnostic classification system and counseling/clinical approaches to treatment.
- EDPC631** \$ (3)
Assessment I: Cognitive Applications
The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of most widely-used intelligence tests. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Lab fee required. Prerequisites: EDPC644 and EDPC515 or 520.
- EDPC632** \$ (3)
Assessment II: Behavioral and Educational Applications
The selection, administration, and scoring of standardized and non-standardized educational and behavioral measures for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs will be addressed. Lab fee required. Prerequisites: EDPC631 and 514, or approval of instructor.
- EDPC633** \$ (3)
Assessment III: Advanced Interpretative and Processing Applications
A study of processing instruments and their contributions to the assessment process. Emphasis will be placed on integrating information from multiple sources and developing a cross-battery approach to assessment and report writing. Lab fee required. Prerequisites: EDPC631 and 632 or approval of instructor.
- EDPC634** (3)
Family Dynamics
Investigation of family processes in the context of current family-systems theory. The family-life cycle is identified with the problems that arise from normal transitions in family development and the opportunities for adaptive interventions. Structural changes such as divorce, single-parent, and reconstituted families considered, as well as sociocultural and ethnic-family variables.
- EDPC635** (3)
Theories and Techniques of Counseling
An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.
- EDPC638** (3)
Group Processes
Theory, research, observation, and personal experience in the behavior 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.

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