

approval by the advisor and instructor. May be graded S/U. Fall, Spring, Summer

EDapproval

only.

Registration

EDTE630

(1-4)

Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. Summer

Topics:

EDTE630:03

Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

EDTE630:05

Odd Summers

EDTE630:06

Even Summers

EDTE630

(2)

Fall, Spring

EDTE648

(1-3)

Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. As scheduled

EDTE690

(1-3)

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)

Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC670

(0)

EDUC870

\$ (0)

Mission

The mission of the Department of Graduate Psychology & Counseling is to:

- √ 3 U H S S W R I H V S M R F H C R O R R I X Q W V D O F O U D U Q L Q J specialists who are committed to excellence and world-wide service
- √ 3 U R Y W G I B L E Q L V R I O & K U L V Z R U D O G H Z Q G philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- √ 5 H V S K X F M D G L Y H I D Q M W X Q L T X H R C H D V S K U D R Q one created by God
- √ 8 S K R V O K S H U L Q F R 6 E H M S D W D X H G R H U Q W H U S H U V R Q D O relations.

- √ The 30–33 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- √ 6 W X G H Q W F R X Q V I S O R Q U D D U P H X L U W B C W W H Q G a minimum of eight weekly personal-counseling sessions during the first semester of enrollment. These sessions may be

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 Graduate Psychology & Counseling at Andrews University:

- √ & O L C H E V E D Q W K Q V H O S L Q J
- √ 6 F K R R X Q V H O S L Q J

The Clinical Mental Health Counseling program at Andrews University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The 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:

- √ 6 F K & R X Q V H O S L Q J
- √ 6 S H F G D D W O L G R Q
- √ 6 F K R V R G K R Q B 6

MASTER OF ARTS PROGRAMS

MA Degree Requirements

- √ 7 K H H Q H U H D T O X L U H I R B I G M L W W I R R S U R J U L D O W K H School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- √ 6 W X G H Q W X E P 5 V W F R S H W R R R Q V L G H R U D W L R Q regular admission.
- √ 6 W X G H Q W X W R R Q V H H W R K W K F R X Q V I S O R Q U D P V described below must apply to the Department of Graduate Psychology & Counseling through Graduate Admissions.
- √ \$ O F O W K S H U R J W D H F X L U H D P U M H Q D L W O M K G H V F U I R S W L R Q each program.
- √ % H F D R X M H H T X H Q D W B D H H F K R R R X Q V H D Q I G Q J 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.

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 GDL-10(am0(em0(em0(em0(em0(e[their)1m(i(GDL-10(axen)1(c)5(lass)10(,)1(prior)1(t)10(o)1

Foundations/Research/Statistics—9

EDFN500 Philosophical Foundations for Professionals—3

EDRM505 Research Methods—3

EDRM611 Applied Statistical Methods I—3

Concentration (Instructional Psychology)—18

GDPC514 Psychology of Learning—3

GDPC525 Psychology & Educ of Exceptional Children—3

GDPC540 Behavioral & Emotional Problems of Children—3

GDPC615 Advanced Human Development—3

GDPC644 Psychological Testing—3

SPED645 Reading Assessment & Intervention—3

Electives—3

Three credits to be chosen in consultation with an advisor. It is

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 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 Academic 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 ETS 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

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- GDP676 Theories of Personality—3
- GDP725 Cross-Cultural Ethics and Research—3
- GDP736 Field Work in Educational Psychology—3
- GDP834 Seminar in Educational/School Psychology—3

Educational Foundations—6

- EDFN500 Philosophical Foundations for Professionals—3
- GDP620 History and Systems of Psychology—3
or a non-psychological foundations course

Research—15

- EDRM505 Research Methods—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM710 Seminar in Research Methodology—1
- EDRM712 Applied Statistical Methods II—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.

has not been met prior to enrollment in the doctoral program.

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

- GDPC629 Psychopathology: Classification & Treatment—3
- GDPC670 Advanced Social Psychology—3
- GDPC834 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—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM710 Seminar in Research Methods—1
- EDRM712 Applied Statistical Methods II—3
- EDRM713 Applied Statistical Methods III—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:

- GDPC626 Cognitive Psychology—3
- GDPC638 Group Processes—3
- GDPC686 Interventions and Diagnosis with Children and Adolescents—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, Cultural Diversity and Health Psychology. 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

GDPC687	Counseling and Therapeutic Interventions for Adults—3
GDPC735	Clinician Self-Assessment for the Treatment of Culturally Diverse Populations—3
GDPC745	Practicum in Counseling Psychology—4
GDPC750	Personality Assessment—3
GDPC753	Psych Decision Making and Interventions—3
GDPC765	Seminar in the Supervision of Counselors—2
GDPC820	Internship in Counseling Psychology—3
GDPC835	Seminar in Counseling Psychology—3

Select one of the following Specialty Concentrations:

Adult Concentration—9

GDPC688	Group Therapy—3
GDPC720	Marital Therapy—3
Electives	By advisement—3

Child/Family Concentration—9

GDPC710	Family Therapy—3
GDPC720	Marital Therapy—3
Electives	By advisement—3

Cultural Diversity Concentration—9

GDPC730	International Psychology—3
GDPC755	Refugee & Displaced Populations Clinical Interventions—3
Electives	By advisement—3

Health Psychology Concentration—9

Electives by advisement. Courses must be health psychology related.

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	Applied Statistical Methods II—3
EDRM713	Applied Statistical Methods III—3
EDRM880	Dissertation Proposal Development—2

Dissertation—14+

GDPC899	Doctoral Dissertation
Student's dissertation topic must coincide with their specialty concentration.	

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 EDRM880, 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.

Graduate Psychology & Counseling

EDUC560		\$ (0)
Students who have 2 semesters of break in enrollment must register for this reactivation course.		

EDUC670		(0)
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EDUC870		(0)
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GDPC115		(2)
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A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

GDPC116		(1-6)
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A tutorial application of the principles of academic success. Includes one-on-one, as well as group-learning experiences. Repeatable to 6 credits.

GDPC301		(3)
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An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

GDPC302		(3)
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Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.

GDPC430		(2)
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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.

GDPC438		(1-4)
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GDPC499		(1-3)
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Repeatable. Permission of curriculum advisor and independent study supervisor required.

GDPC514		(3)
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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.

GDPC520		(3)
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A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

GDP525**(3)**

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for GDP525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom (lab graded S/U). Prerequisite: A course in human development.

- GDPC622** (1-6)
Repeatable to 6 credits. Repeatable with different topics.
- GDPC624** (3)
Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
- GDPC625** (3)
A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.
- GDPC626** (3)
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: GDPC514.
- GDPC628** Alt (3)
The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.
- GDPC629** Practicum in Counseling (3)
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.
- GDPC630** § (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. Prerequisites: GDPC644 and a course in abnormal psychology. Students are also required to register for GDPC630 P08 (lab graded S/U). Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level.)
- GDPC635** (3)
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.
- GDPC638** (3)
Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.
- GDPC640** (2-3)
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.
- GDPC644** (3)
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.
- GDPC645** (3)
Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.
- GDPC648** (1-5)
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- GDPC650** § (3)
Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: GDPC635 with clients. (GDPC635) or a0g(x) pstys2. -5(ocial,)1(le)5(g)10p -1.;cholo.-sie (in)1(6)1(in)t § (2)

solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.

GDPC735 (3)
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. Prerequisites: GDPC638, 640, 650, 670 or by permission of instructor.

GDPC736 (1-6)
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.

GDPC745 § (1)
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: GDPC650 and GDPC629 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.

GDPC750 § (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. Prerequisites: GDPC644 and a course in abnormal psychology. Students are also required to register for GDPC750 PO8 (lab graded S/U). Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Doctorate-level)

GDPC753 § (3)
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 GDPC753 PO7 (lab graded S/U). Lab fee required. Prerequisite: GDPC652. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

GDPC755 (3)
& 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.

GDPC765 (2)
Survey of supervision models with practice in the supervision

of counselors. Prerequisite: GDPC745 (2 semesters). Limited to students enrolled in Counseling Psychology.

GDPC810 (1-3)
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 a total of 6 credits. Prerequisite: Completion of GDPC654. Limited to students in the School Psychology program. Students will be reviewed by core faculty before being placed in an internship site.

GDPC820 (.5-1)
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.

GDPC825 (1)
Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC835 for 2 credits.

GDPC834 (3)
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.

GDPC835 (2-3)
Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology. Student must take either 3 credits of GDPC835 or 2 credits of GDPC835 and 1 credit of GDPC825 (Topics in Counseling Psychology) in consultation with advisor.

GDPC870 (0)

GDPC899 (1-14+)
A minimum of 14 credits required. Repeatable. Fall, Spring, Summer

Research and Measurement

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

EDRM505 (3)
A survey of quantitative and qualitative research designs for conducting basic and applied research in education, counseling and psychology. The primary focus will be on the research process including defining variables, formulating and stating the problem, planning and designing the research, conducting the literature review, instrumentation, data collection procedures,

implication for data analysis, and researcher ethical and legal responsibilities. Topics such as mixed methods design, program evaluation and action research will also be presented. Students are expected to develop a research proposal.

EDRM605 (3)

The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.

EDRM611 (3)

Analysis of educational, counseling and psychological data using descriptive and basic inferential statistics; frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one way Analysis of Variance, simple linear regression, introduction to multiple regression analysis, and Chi-Square. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course.

EDRM636 (3)

The application of various evaluation models and techniques for the specific purpose of judging the processes and results of projects and programs. Prerequisites: EDRM505 and EDRM611 or their equivalents.

EDRM648 (variable)

Graded S/U.

EDRM690 (1-3)

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)

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)

This course will primarily review various research orientations and methodologies as they relate to the student's dissertation topic. Topics to be discussed will include: university support system for completing the dissertation, selecting the dissertation topic, constituting and working with the dissertation committee, and conducting the literature review. At the end of the course, students are expected to have an approved dissertation topic, a formally constituted committee, and an annotated bibliography. It is recommended that this course be taken the semester just prior to taking EDRM880 Dissertation Proposal Development.

EDRM712 (3)

Analysis of educational, counseling and psychological data

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)

Analysis of educational, counseling and psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM712 or equivalent.

EDRM880 (2)

Designing and writing the doctoral dissertation proposal. Prerequisite: EDRM505, EDRM611 and EDRM710 or their equivalents, and permission of instructor.

Special Education

SPED525 (3)

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for SPED525 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.

EDPC608 (1)

SPED645

§ (3)

Advanced course for diagnosis and remediation or prevention of reading disabilities. Students are also required to register for SPED645 PO6 (lab graded S/U). Lab fee required.

SPED630

(3)

This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics and writing. Emphasis will be placed on methods supported by research.

SPED651

§ (3)

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 SPED651 PO3 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required. Prerequisites: GDPC514 and 644 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.

SPED672

(3)

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. Prerequisite: GDPC651

LEADERSHIP

Bell Hall, Room 173

Undergraduate Leadership

Phone: 269-471-6681

Fax: 269-471-6388

Email: ulead@andrews.edu

www.andrews.edu/ulead

Educational Leadership

Phone: 269-471-3487

Fax: 269-471-6560

Email: edadmin@andrews.edu

www.andrews.edu/sed/leadership_dept

Higher Education Administration

Phone: 269-471-3487

Fax: 269-471-6560

Email: edadmin@andrews.edu

www.andrews.edu/sed/leadership_dept

Leadership

Phone: 269-471-6580

Fax: 269-471-6560

Email: leader@andrews.edu

www.andrews.edu/sed/leadership_dept

Faculty

Robson Marinho, Chair

Erich Baumgartner

Duane Covrig

Becky De Oliveira

David Ferguson

Shirley A. Freed

Sylvia Gonzalez

James R. Jeffery

Janet Ledesma

Emeriti

Lyndon G. Furst

Gary D. Gifford

Edward A. Streeter

Mission

The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

The department supports three graduate programs:

- 1) Educational Leadership, 2) Higher Education Administration and 3) Leadership, and one undergraduate program, Undergraduate Leadership.