Graduate Psychology

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Harrisonburg, VA 22807
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Dr. Deborah Bandalos

Clinical and Mental Health Counseling Program/School Counseling Graduate Program Director
Dr. Lennis Echterling

College Student Personnel Administration Graduate Program Co-Directors
Dr. Joshua Bacon
Ms. Donna Harper

Combined-Integrated Clinical and School Psychology Graduate Program Director
Dr. Gregg Henriques

Counseling and Supervision Graduate Program Director
Dr. Lennis Echterling

Psychological Sciences Graduate Program Director
Dr. Michael Hall

School Psychology Graduate Program Director
Dr. Tammy Gilligan

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Assistant Professors
J. Bacon, M. Erbacher, J. Hathcoat, D. Kipps-Vaughan, J. McConnel, C. Meixner, E. Savina, D. Sturm

Instructors
D. Barnes, H. Brown, G. Griffin, T. Hakala, D. Harper, R. Mitchell

Application Dates
Refer to individual programs for application requirements. Programs may require a criminal history check as part of
the final admissions process.

Assessment and Measurement Doctoral Program
Application review opens October 15 and the target date is January 15. All application materials must be received by
January 15 to ensure review by the program.
Combined-Integrated Clinical and School Psychology Doctoral Program
The application date for the fall semester is **February 1**. All application forms and supporting materials are due at this time.

Counseling: College Student Personnel Administration
The application date for the fall semester is **January 15**. The program will give preference to applications received by this date. The committee conducts screening interviews in February.

Counseling: Clinical Mental Health and School Counseling
The application date for the fall semester is **January 15**. The program will give preference to applications received by that date. The committee conducts screening interviews in February and early March.

Counseling: Counseling and Supervision Doctoral Program
The application date for the fall semester is **January 15**. The program will give preference to applications received by that date. The committee conducts screening interviews in late February and early March.

Psychological Sciences
The application date for the fall semester is **January 4**. All application forms and supporting materials are due at this time. The program conducts screening interviews in February.

School Psychology
The application date for the fall semester is **February 1**. The program will give preference to applications received by that date. The committee conducts screening interviews during March.

Mission
Our mission is to transform students into outstanding practitioners and scholars of psychology and counseling. We work to create a community that celebrates diversity and creativity, and that values learning, scholarship and service to others.

Overview
James Madison University offers eight graduate programs designed for individuals who want to pursue advanced training in psychology and counseling. These programs share the goals of academic enrichment, refinement of research skills, development of applied skills, and personal and professional growth.

Programs
- Assessment and Measurement (Ph.D.)
- Combined-Integrated Clinical and School Psychology (Ph.D.)
- Counseling: College Student Personnel Administration (M.Ed.), 36 credits
- Counseling: Counseling and Supervision (Ph.D.)
- Counseling: Clinical Mental Health (M.A. and Ed.S.), 60 credits
- Counseling: School Counseling (M.Ed.), 54 credits
- Psychological Sciences (M.A.), 36 credits
- School Psychology (M.A. and Ed.S.), 78 credits

Counseling Programs
The Graduate Psychology Department offers M.Ed. and M.A./Ed.S. degrees in counseling with three available concentrations:
- Clinical Mental Health Counseling
- College Student Personnel Administration
- School Counseling

The department also offers a Ph.D. degree in Counseling and Supervision.
Clinical Mental Health Counseling Program

Program Director: Dr. Lennis Echterling

Admission Requirements

Minimum admissions requirements for entry to the clinical mental health counseling program include the following:

- Completion of a baccalaureate degree with a satisfactory grade point average.
- Satisfactory scores on the general portion of the Graduate Record Examination.
- A personal statement.
- A resume.
- Three completed reference forms from individuals familiar with the student’s potential for graduate education.
- A minimum of 18 credit hours of undergraduate preparation in psychology or related behavioral sciences.
- A personal interview and a screening session with the program committee.
- As a part of the final admissions process, applicants must complete a criminal history check.

Mission

As members of the clinical mental health counseling program of James Madison University, we have formed our own special community of faculty, staff and students. We vary in abilities, age, class, gender, ethnicity, race, religion, sexual orientation and place of birth, but we share a common vision of achieving a vitally important mission & transforming students into successful clinical mental health counselors.

Our alumni are dedicated to providing competent, caring and ethical services to diverse clients in public agencies, community programs and private practices. Putting our principles into practice, we strive to create a caring community in which we can thrive personally and grow professionally. While many of our graduates work in rural communities in Virginia’s Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in other communities throughout the mid-Atlantic region and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills and staying fresh throughout their careers. We encourage them to support one another in the formidable task of facilitating the change process in individuals, couples, families, groups, and communities as licensed professional counselors. Finally, we challenge our graduates to advance the clinical mental health counseling profession through service, research, innovation, advocacy and training.

Curriculum

The clinical mental health counseling program provides the course work necessary to become licensed professional counselors in community mental health centers, community agencies, psychiatric facilities and private practice. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). At the end of the three-year, 60-credit-hour program, students receive both the Master of Arts and the Educational Specialist degrees. Graduates are also eligible to become national certified counselors.
### Clinical Mental Health Educational Specialist Degree Requirements

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 600. Introduction to Measurement and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 607. Assessment Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 614. Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 630. Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 660. Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 661. Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 663. Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 664. Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 665. Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 668. Couple and Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 669. Career Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 685. Psychopathology: Diagnosis and Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 695. Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 710. Counseling Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 749. Multicultural Perspectives of Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 760. Supervision and Consultation for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 790. Internship</td>
<td>6</td>
</tr>
<tr>
<td>Research Project/Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- PSYC 800. Educational Specialist Research Project
- PSYC 700. Thesis Research
  
  (Note: Thesis option requires an additional 3 credit hours)

Elective course (adviser approval required)                        3

Total Credit Hours: 60

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1 Only three credit hours of PSYC 800 may be used to satisfy program requirements for the educational specialist degree. If the research project is not completed after three credit hours, then the student must continuously enroll (each semester including summer) in PSYC 799 until the project is completed.

### College Student Personnel Administration Program

Program Co-Director: Dr. Joshua Bacon  
Program Co-Director: Ms. Donna Harper

#### Admission Requirements

Minimum admissions requirements for entry to the college student personnel administration program include the following:

- Completion of a baccalaureate degree with a satisfactory grade point average.
- Satisfactory scores on the general portion of the Graduate Record Examination.
- A personal statement and resume.
- Three completed reference forms from individuals familiar with the student’s potential for graduate education.
- An on-campus interview day with program faculty and staff.
Mission

The mission of the college student personnel administration program is to prepare students to be educated and enlightened professionals who will lead productive and meaningful careers and to advance the profession of student personnel administration.

The Master of Education degree in college student personnel administration is designed to provide professional preparation for college, university and community college administrative positions. Preparation for college student personnel careers involves participation in learning experiences designed to provide an understanding of the college student, counseling theories, various collegiate subcultures and the nature of higher education as an institution in the United States. The program’s link with counseling psychology provides opportunities for personal growth and the development of interpersonal relationship skills.

College Student Personnel Administration Master of Education Degree Requirements

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHRD 670. American Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 600. Introduction to Measurement and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 645. Student Personnel Services</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 646. The American College Student</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 649. Multiculturalism, Diversity and Difference</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 650. Organization and Administration of Student Services</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 651. Supervision and Consultation Processes in Student Personnel</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 660. Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 661. Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 665. Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 695. Field Practicum in Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 669. Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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College Student Personnel Certificate Program

The certificate program in College Student Personnel Administration (CSPA) is designed as a professional development series for professionals working in Student Affairs on a college campus. It is a twelve credit-hour program comprised of courses that address the core knowledge, theories, and philosophical foundations of the Student Affairs profession. Student Affairs professionals who have completed a master’s degree in a discipline outside of CSPA are admitted to this program and introduced to the specialized knowledge and practice inherent in the profession. The certificate program is comprised of courses in college student development, student personnel services, professional issues in student services, and an approved elective in the area of either management or counseling/student development (based upon the student’s previous training). All classes are taught in a traditional classroom setting. No online options are available.

Students must complete four courses (12 credit hours) from the list of existing courses:

- PSYC 645. Student Personnel Services
- PSYC 646. The American College Student
- PSYC 649. Multiculturalism, Diversity and Difference
- PSYC 650. Organization and Administration of Student Services
- PSYC 661. Counseling Techniques
- AHRD 670. American Higher Education
School Counseling Program

Program Director: Dr. Lennis Echterling

Admission Requirements

Minimum admission requirements for entry to the school counseling program include the following:

- Completion of a baccalaureate degree with a satisfactory grade point average.
- Satisfactory scores on the general portion of the Graduate Record Examination.
- A personal statement.
- A resume.
- Three completed reference forms from individuals familiar with the student’s potential for graduate education.
- A minimum of 18 credit hours of undergraduate preparation in education, psychology or related behavioral sciences.
- A personal interview and a screening session with the program committee.
- As a part of the final admissions process, applicants must complete a criminal history check.

Mission

The school counseling program of James Madison University is a learning community of faculty, staff and students who vary in abilities, age, class, gender, ethnicity, race, religion and sexual orientation. Coming together from a variety of geographic areas, we share a common vision of achieving a vitally important mission – training students to become successful school counselors.

Our alumni are dedicated to providing competent, caring and ethical services to diverse students in public and private schools. Putting our principles of school counseling into practice, we strive to create an academic community in which our students can thrive personally and grow professionally. While many of our graduates play vital roles in schools along Virginia’s Shenandoah Valley or among the mountains of West Virginia, many more have moved on to serve in rural, suburban and urban schools throughout the mid-Atlantic region and across the nation. We invite our students to embark on a life-long journey of exploring new possibilities, refining their skills and staying fresh throughout their careers. We encourage them to support one another in the formidable task of making a difference in students’ lives by meeting their emotional, social, educational and career development needs as licensed or certified school counselors. Finally, we challenge our graduates to advance the school counseling profession through service, research, innovation, advocacy and training.

Curriculum

The School Counseling Program requires 54 credit hours for completion of the Master of Education degree and is obtainable in two years if students begin their course work in the summer. This program enables graduates to become licensed school counselors in elementary, middle and secondary schools and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This intensive training experience meets the needs of our students as well as the school systems in which they will work by providing multiple experiential opportunities and school-focused supervision.
School Counseling Master of Education Degree Requirements

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 600. Introduction to Measurement and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 607. Assessment Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 614. Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 640. School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 641. Prevention and Intervention in Schools</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 642. Issues and Trends in K-12 Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 660. Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 661. Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 663. Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 664. Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 665. Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 669. Career Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 685. Psychopathology: Diagnosis and Intervention Planning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 695. Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 710. Counseling Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 749. Multicultural Perspectives of Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 790. Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

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School Psychology Program

Program Director: Dr. Tammy Gilligan

Admission Requirements

The minimum admission requirements for the school psychology program include:

- Completion of a baccalaureate degree with a satisfactory grade point average.
- 18 hours of undergraduate psychology including three hours of statistics.
- Satisfactory scores on the general portion of the GRE.
- A personal interview with faculty and students.
- A personal statement.
- A current professional curriculum vitae.

Three letters of recommendation from professionals familiar with the applicant’s potential for graduate education including at least two from their academic institution.

Transcripts from all undergraduate and graduate programs attended.

Minimum admission requirements for the educational specialist degree in school psychology include a 3.5 grade point average and satisfactory review by the School Psychology Program Committee. Students applying to the program with a related master’s degree from another institution will be required to provide three references and to participate in the interview process.

Mission

The school psychology program at James Madison University, housed within the Department of Graduate Psychology, resides within the College of Health and Behavioral Studies (CHBS) and is fully accredited by the National Association of School Psychologists (NASP). The program emphasizes the role of the culturally competent school psychologist as that of a facilitator of an individual’s overall well-being and potential. Within an integrated theoretical framework,
students are prepared to be culturally competent, interpersonally skilled, data-oriented problem solvers. Central to the program focus is the understanding of children within a systems context, including the family, the school and the socio-cultural environment. Students are prepared in assessment for intervention, prevention, and promotion of well being, counseling, educational and mental health consultation, behavioral and cognitive interventions, and applied research. They are prepared to be applied child and adolescent psychologists in diverse educational and mental health settings.

The program expects students to have a commitment to academic excellence, personal growth, professional responsibility, sensitivity to and understanding of human diversity, and effective interpersonal relationships.

A Master of Arts (M.A.) degree is awarded at the completion of Level I of the program and a comprehensive examination.

### School Psychology Educational Specialist Degree Requirements – Level I

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSYC 525. Role and Function of the School Psychologist</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 527. Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 605. Intermediate Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 606. Measurement Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 618. Social and Emotional Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 626. Advanced Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 661. Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 674. Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 695 Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 749. Multicultural Perspectives of Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 777. Assessment II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 33

### School Psychology Educational Specialist Degree Requirements – Level II

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 609. Applied Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 713. Professional Practice Issues in Rural School Psychology Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 750. Consultation and Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 751. Psychotherapy with Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 755. Cognitive and Behavioral Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 778. Advanced Practicum in School Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 779. Assessment III</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 790. Internship in School Psychology</td>
<td>9</td>
</tr>
<tr>
<td>PSYC 800. Educational Specialist Research Project</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 880. Introduction to Child and Adolescent Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>READ 658. Principles, Practices and Applications of Reading Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 45

Students must complete all program requirements to be recommended for certification or licensure. Certain courses may be waived or substituted with adviser approval. Only six credit hours of PSYC 800 may be used to satisfy program requirements for the educational specialist degree. If the research project is not completed by the end of the internship year, then the student must continuously enroll (each semester including summers) until the project is completed.
Psychological Sciences Program

Program Director: Dr. Michael Hall
Website: http://www.psyc.jmu.edu/psycsciences/

Admission Requirements

- Completion of a baccalaureate degree with a satisfactory grade point average.
- Undergraduate course work in psychology, including at least one statistics and one psychological research methods course.
- Satisfactory scores on the general GRE; subject area GRE desirable (official score reports required).
- Three letters of recommendation from faculty members familiar with previous academic performance and potential for graduate work.
- A curriculum vitae.
- Transcripts from all undergraduate and graduate programs attended.
- Completed application forms, including a statement of research interests, goals for graduate study and beyond, and how the psychological sciences program will help achieve these goals.

Mission

The mission of our program is to provide students advanced empirical research training in the psychological sciences.

Description

The psychological sciences program at James Madison University is a shared program between the Department of Psychology and the Department of Graduate Psychology that fosters the development of students interested in improving their research skills and preparing for doctoral education. The primary function of the program is to develop students’ knowledge, skills and abilities in scientific inquiry, methods and analysis and to equip students to apply their research-based training as researchers, consultants and/or practitioners.

At the core of the program is course work in multiple content areas within psychology; course work in statistics, measurement, and research design; a research apprenticeship; and a thesis. The culture of the program is consistent with that of doctoral programs, including expectations that students will develop a portfolio of scholarly accomplishments (e.g., publications and conference presentations) and participate in various extra-curricular activities related to their discipline. Regular attendance at program-wide roundtable discussions and concentration-specific meetings is expected and required.

Students develop expertise in a specialty area through selected course work and closely mentored experiences with a faculty adviser. Faculty advisers provide regular support and consultation regarding progress in the program and professional development.

Program Goals

The primary goal of the program is to prepare students to pursue doctoral work; another goal is to prepare students for master’s level employment in research-informed occupations.

While enrolled in this program students will:

- become familiar with the major concepts, theoretical perspectives, methodologies, and empirical findings in fundamental areas of psychological science.
- develop the skills necessary to independently conduct and critique psychological research.
- acquire communication, information literacy and technology skills at a professional level.
- develop a professional identity that reflects the values of research scientists in psychology.
## Master of Arts Degree Requirements

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Sciences Program Method and Research Core</td>
<td>15</td>
</tr>
<tr>
<td>PSYC 605. Intermediate Inferential Statistics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC 700. Thesis Research (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Two additional courses as specified by concentration (6 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Content Courses (choose three of the following as specified by concentration):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 610. Applied Behavior Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 613. Cognitive Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 616. Social Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 624. Neuroscience</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 690. Experimental Analysis of Behavior</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Concentration and Elective Courses (as specified by concentration): 12

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
</tr>
</tbody>
</table>

1 Before the Department of Graduate Psychology recommends students for graduation, they must have a successful review by the Master of Arts in Psychological Sciences Program Committee.
Behavior Analysis Concentration

Concentration Coordinator: Dr. Daniel Holt

Purpose
The behavior analysis concentration is for students interested in pursuing a doctoral degree in behavior analysis or related disciplines (e.g., behavioral pharmacology, behavioral neuroscience, exceptional education); it is also for students interested in pursuing course work and experience requirements to qualify for examination to become a master's-level Board Certified Behavior Analyst (BCBA®).

Overview
In this concentration, students will complete course work, conduct research and participate in practicums designed to facilitate mastery of major concepts, principles, practices, and theories in the experimental analysis of behavior, applied behavior analysis, and the philosophy of radical behaviorism. Students in this concentration are required to complete their research apprenticeship and thesis requirements through collaborative research activities with faculty who approach the scientific study of behavior from a behavior-analytic conceptual and theoretical framework.

Other Experiences
In addition to course work and other requirements of the psychological sciences program (e.g., apprenticeship, research roundtable), students participate in a monthly concentration meeting where faculty and students discuss published research and professional issues related to behavior analysis. Additionally, students in the behavior analysis concentration may participate in the activities of various local, regional, national and international agencies, groups and professional organizations that advance the scientific study of behavior and its humane application to solve practical problems.

Psychological Sciences Program Methods and Research Core (15 credits)

PSYC 605. Intermediate Inferential Statistics (3 credits)
PSYC 602. Psychological Research Methods (3 credits) or
       PSYC 606. Measurement Theory (3 credits)
PSYC 700. Thesis Research. The thesis must be an empirical study in either EAB or ABA. (6 credits)
PSYC 805. Single Case Experimentation (3 credits)

Content Courses (9 credits as approved by adviser)

PSYC 610. Applied Behavior Analysis (3 credits)
PSYC 613. Cognitive Science (3 credits)
or PSYC 616. Social Psychology (3 credits)
or PSYC 624. Neuroscience (3 credits)
PSYC 690. Experimental Analysis of Behavior (3 credits)

Concentration and Elective Courses (12 credits)

EXED 501. Behavioral Assessment (3 credits)
PSYC 695. Practicum (3 credits)
Electives (6 credits approved by concentration coordinator)

Students pursuing BCBA exam eligibility will take the following two courses as electives:

- PSYC 601. Ethics and Professional Development (3 credits)
- EXED 510. Systematic Behavioral Interventions (3 credits)

Students not pursuing BCBA exam eligibility will have the option to take these or other courses, as approved by the adviser.
Applied Research Concentration

Concentration Coordinator: Dr. Robert Harmison

Purpose

The concentration in applied research is designed for students interested in pursuing a Ph.D. in various areas of psychology with an emphasis on applied research, such as sport psychology, police psychology, positive psychology, motivational psychology, multi-cultural psychology and clinical psychology.

Overview

Faculty and students in the applied research concentration apply diverse methods and findings from psychological science to solve practical problems of the human experience. Students will work in their mentor's specific area of applied psychology throughout their two years of course work, scholarly studies, and research.

Other Experiences

In addition to course work and other requirements of the psychological sciences program (e.g., apprenticeship, research roundtable), students participate in a monthly concentration meeting where faculty and students discuss published research and professional issues related to applied psychology.

Psychological Sciences Program Methods and Research Core (15 credits)

PSYC 605. Intermediate Inferential Statistics (3 credits)
PSYC 608. Multivariate Statistical Methods in Psychology (3 credits)
PSYC 700. Thesis Research (6 credits)
One course chosen from the following:
   PSYC 602. Psychological Research Methods
   PSYC 606. Measurement Theory (3 credits)
   PSYC 805. Single Case Experimentation (3 credits)
   PSYC 836. Hierarchical Linear Models (3 credits)
   PSYC 840. Mixed Methods (3 credits)

Content Courses (9 credits chosen from the following and approved by adviser)

   PSYC 610. Applied Behavior Analysis (3 credits)
   PSYC 613. Cognitive Science (3 credits)
   PSYC 616. Social Psychology (3 credits)
   PSYC 624. Neuroscience (3 credits)
   PSYC 690. Experimental Analysis of Behavior (3 credits)

Concentration and Elective Courses (12 credits)

   PSYC 695. Practicum (3 credits)
   Electives (9 credits approved by adviser)
Experimental Psychology Concentration

Concentration Coordinator: Dr. Jeff Dyche

Purpose

The concentration in experimental psychology is designed for students interested in pursuing a Ph.D. in various areas of research psychology with an emphasis on basic science such as cognitive psychology, sensation and perception, learning theory, and behavioral neuroscience. It also provides a foundation for work in applied settings such as in the federal government.

Overview

Experimental psychology is the area of psychology that utilizes experimental methodology in the science of behavior and mental processes. It is an umbrella term that encompasses the efforts of researchers in several areas of psychology, including biological, perceptual, cognitive, developmental, and social psychology. Experimental psychologists seek to identify and understand the structures and processes that underlie behavior, and examine topics such as vision, audition, attention, performance, learning, memory, language, problem solving, reasoning, and decision making. Students will work throughout their two years on course work, scholarly studies, and research in their mentor’s specific area of experimental psychology. Students may also gain valuable experience as a teaching assistant (e.g., experimental methods) or in comparative approaches to research.

Other Experiences

In addition to course work and other requirements of the psychological sciences program (e.g., apprenticeship, research roundtable), students participate in a monthly concentration meeting where faculty and students discuss published research and professional issues related to the various topics in experimental psychology.

Psychological Sciences Program Methods and Research Core (15 credits)

- PSYC 605. Intermediate Inferential Statistics (3 credits)
- PSYC 608. Multivariate Statistical Methods in Psychology (3 credits)
- PSYC 700. Thesis Research (6 credits)
- PSYC 602. Psychological Research Methods or another methods-related elective (e.g., PSYC 606, 805, 836, 840) approved by adviser (3 credits)

Content Courses (9 credits chosen from the following and approved by adviser)

- PSYC 610. Applied Behavior Analysis (3 credits)
- PSYC 613. Cognitive Science (3 credits)
- PSYC 616. Social Psychology (3 credits)
- PSYC 624. Neuroscience (3 credits)
- PSYC 690. Experimental Analysis of Behavior (3 credits)

Concentration and Elective Courses (12 credits as approved by adviser)

- Any content course listed above
- PSYC 601. Special Topics (3 credits)
- PSYC 604. Data Management and Analysis (3 credits)
- PSYC 606. Measurement Theory (3 credits)
- PSYC 805. Single Case Experimentation (3 credits)
- BIO 504. Evolution (3 credits)
- BIO 550. Neurobiology (3 credits)
- CSD 523. Psychoacoustics (3 credits)
- Other courses as approved by adviser
Quantitative Psychology Concentration

Concentration Coordinator: Dr. Sara J. Finney

Purpose

The purpose of the quantitative psychology concentration is to train students in quantitative methods (e.g., assessment, measurement, applied statistics, program evaluation). The intent of this training is to prepare students for doctoral study in quantitative methods. Students who choose not to pursue doctoral study may be prepared for some entry-level careers in government agencies, non-profit organizations or educational institutions.

Overview

In this concentration, students will expand their study of quantitative methods (statistics, measurement and assessment) while extending their understanding of psychological theories and principles. Students in this concentration are required to complete their research apprenticeship and thesis requirements through collaborative research activities with faculty who are studying or using sophisticated methodology.

Other Experiences

In addition to course work and other requirements of the psychological sciences program (e.g., apprenticeship, research roundtable), students participate in concentration meetings where faculty and students discuss published research and professional issues related to quantitative methods in psychology. Additionally, students in the quantitative methods concentration will become acquainted with and involved in the activities of the Center for Assessment and Research Studies (CARS). Many students in the quantitative methods concentration receive graduate assistantships to work at or with CARS and students graduating from this concentration have an excellent record of being accepted into Ph.D. programs in quantitative psychology and in assessment and measurement.

Psychological Sciences Program Methods and Research Core (15 credits)

- PSYC 605. Intermediate Inferential Statistics (3 credits)
- PSYC 606. Measurement Theory (3 credits)
- PSYC 608. Multivariate Statistical Methods in Psychology (3 credits)
- PSYC 700. Thesis Research (6 credits). The thesis must be an empirical study that either (a) focuses on an assessment, measurement or statistical issue or (b) demonstrates the application of sophisticated statistics or measurement techniques.

Content Courses (9 credits chosen from the following and approved by adviser)

- PSYC 610. Applied Behavior Analysis (3 credits)
- PSYC 613. Cognitive Science (3 credits)
- PSYC 616. Social Psychology (3 credits)
- PSYC 624. Neuroscience (3 credits)
- PSYC 690. Experimental Analysis of Behavior (3 credits)

Concentration and Elective Courses (12 credits)

- PSYC 604. Computer-Assisted Data Management and Analysis (3 credits)
- PSYC 695. Practicum: Quantitative (3 credits)
- PSYC 812. Assessment Methods and Instrument Design (3 credits)
- Elective approved by adviser (3 credits)