Graduate Psychology
Department of Graduate Psychology
(540) 568-6439

Department Head
Dr. Robin Anderson

Assessment and Measurement Graduate Program Director
Dr. Deborah Bandalos

Clinical and Mental Health Counseling Program/School Counseling Graduate Program Director
Dr. Debbie Sturm

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 Coordinator
Dr. Lennis Echterling

Psychological Sciences Graduate Program Director
Dr. Michael Hall

School Psychology Graduate Program Director
Dr. Tammy Gilligan

Professors

Associate Professors
S. Finney, K. Fulcher, B. Marcopulos, D. Pastor, L. Sternberger

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

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
The application date for the fall semester is January 15. All application forms and supporting materials are due at this time.

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 late 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 15. The program will give preference to applications received by that date. The committee conducts screening interviews in late February and early 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 (Psy.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. Debbie Sturm

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 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 689. 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>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>PSYC 800. Educational Specialist Research Project¹</td>
<td></td>
</tr>
<tr>
<td>PSYC 700. Thesis Research</td>
<td></td>
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<tr>
<td>(Note: Thesis option requires an additional 3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Elective course (adviser approval required)</td>
<td>3</td>
</tr>
</tbody>
</table>

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-Directors: Dr. Joshua Bacon and 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>
</tbody>
</table>
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. Debbie Sturm

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 665. Field Practicum in Student Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 669. Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>
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 wellbeing, 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

Minimum Requirements

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

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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>

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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

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>
<tr>
<td>Content Courses (choose three of the following as specified by concentration)</td>
<td>9</td>
</tr>
<tr>
<td>PSYC 610. Applied Behavior Analysis (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC 613. Cognitive Science (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC 616. Social Psychology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC 624. Neuroscience (3 credits)</td>
<td></td>
</tr>
<tr>
<td>PSYC 690. Experimental Analysis of Behavior (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Concentration and Elective Courses (as specified by concentration)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<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. Special Topics in Psychology when it is 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 (3 credits)
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 606. 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, PSYC 805, PSYC 836, PSYC 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)

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)
Course Offerings

Psychology

PSYC 501. Workshop in Psychology. 1-3 credits.
Designed to provide a study of a particular topic of interest in psychology. Prerequisite: Permission of department head.

PSYC 525. Role and Function of the School Psychologist. 3 credits.
Provides an understanding of the organization and operation of public schools and the educational and mental health practice settings as well as legal and ethical issues and responsibilities with which a school psychologist must deal.

PSYC 527. Psychological Foundations of Education. 3 credits.
Psychological theories and research applied to classroom and school settings.

PSYC 530. The Psychology of Child Abuse and Neglect. 3 credits.
Review of current psychological literature on child abuse and neglect including identification, etiology, treatment, prevention and legal aspects. Family violence issues are also discussed.

PSYC 550. Sport and Performance Psychology. 3 credits.
This course focuses on theoretical, research, and applied issues in sport and performance psychology. The emphasis of the course will be on gaining an understanding of the relationship between psychological variables and performance in sport and other performance domains (e.g., performing arts, military). Selected readings in sport and performance psychology will be explored.

PSYC 600. Introduction to Measurement and Statistics. 3 credits.
An introduction to measurement and statistical tools used in conducting research. Specific topics include: reliability and validity; research methods and statistical analysis; quantitative and qualitative methods; needs assessment and program evaluation; use of technology; and legal and ethical issues of research.

PSYC 601. Special Topics in Psychology. 1-3 credits.
In-depth study of current topics in the field of psychology. Content varies depending on the topic and instructor. May be repeated for different Special Topics. Prerequisite: Permission of instructor.

PSYC 602. Psychological Research Methods. 3 credits.
This course focuses on the methods and strategies used to conduct scientifically sound research in psychology. Primary attention will focus on choosing research questions; developing testable hypotheses; designing and conducting research; describing, analyzing, and evaluating data; and effectively communicating research findings.

PSYC 604. Computer Assisted Data Management and Analysis. 3 credits.
Provides an introduction to the management and analysis of data using statistical software packages. Emphasis is placed on planning data files, performing basic data transformations and statistical analyses, and transferring data across software programs. Prerequisites: Completion of an undergraduate or graduate introductory statistics course and permission of instructor.

PSYC 605. Intermediate Inferential Statistics. 3 credits.
Provides an understanding of types of research, inferential statistics, and research report development. Special emphasis on experimental designs, power analysis, analysis of variance, multiple comparisons, and effect sizes. Prerequisite: Permission of instructor.

PSYC 606. Measurement Theory. 3 credits.
Measurement applications of classical test score theory, generalizability measurement theory, scale construction concepts, test bias, standard setting techniques and item response theory. Prerequisite: PSYC 605.

PSYC 607. Assessment Procedures in Counseling. 3 credits.
A study of individual and group approaches to assessment and evaluation. Activities include administering, scoring, and interpreting tests of ability, interest, personality, and achievement for both children and adults. Students also assess case studies, perform a self-analysis, and review selected assessment procedures. Computer-assisted assessment and ethical issues are addressed. Prerequisite: PSYC 600 or permission of instructor.

PSYC 608. Multivariate Statistical Methods in Psychology. 3 credits.
Continuation of PSYC 605, with emphasis on multivariate analyses, including multiple regression, discriminant analysis and MANOVA. Prerequisite: PSYC 605.

PSYC 609. Applied Research Methods. 3 credits.
Provides an understanding of applied research methods, including Qualitative Research, Quasi-Experimental designs, and program evaluation. Prerequisite: PSYC 605.

PSYC 610. Applied Behavior Analysis. 3 credits.
This course examines the science and practice of applied behavior analysis, which focuses on how environmental events influence the development and change of behavior repertoires, emphasizing the knowledge and skills necessary to plan, implement and assess interventions for behavior problems in a variety of settings including health and human services, education, business and industry, and with individuals from diverse populations. Prerequisite: Permission of instructor.

PSYC 611. Comparative Psychology. 3 credits.
Introduces graduate students to basic concepts, methods and theories in the study of animal behavior. Topics covered include the evolution of behavior, communication, sensory processes, reproductive behavior, parental behavior, sociality, aggression, territoriality and feeding behavior.

PSYC 612. Personality Theories. 3 credits.
Major theories of personality, including historical and philosophical assumptions underlying them, with a consideration of research stimulated by these theories.

PSYC 613. Cognitive Science. 3 credits.
Examines a wide range of human cognitive processes including pattern recognition, attention, memory, language and decision making. The course emphasizes research methods, empirical findings and applications in selected areas.

PSYC 614. Advanced Developmental Psychology. 3 credits.
An overview of the theories, research, and applications relevant to the development of behavior and mental processes throughout the life span.

PSYC 616. Social Psychology. 3 credits.
An advanced study of the research and theory of the way an individual’s social behavior is influenced by the behavior and attitudes of other individuals.
PSYC 617. History of Psychology. 3 credits.
The history of psychology as depicted through the development of American psychology. Consideration of the history of schools of psychology as well as the historical development of areas such as clinical, physiological, developmental, industrial, cognitive and social psychology.

PSYC 618. Social and Emotional Development. 3 credits.
An examination of how developmental psychologists collect and interpret data; how theory guides research and practice. Topics include: early determinants of behavior; identity development; prosocial and antisocial behavior; family, peers, and schools. Exemplars, such as attachment, are used to show how research, theory, culture, and clinical practice shape a topical area. Prerequisite: Permission of the instructor.

PSYC 619. Cognitive Development. 3 credits.
This course examines the characteristics of and processes through which thinking changes with development. Important research paradigms and theoretical perspectives, as well as various practical implications of related research will be explored. Topics include perception, memory, language, reasoning, individual differences, academic skills and selected applied topics.

PSYC 622. Abnormal Psychology. 3 credits.
A critical review of the issues, research and etiological aspects of the mental disorders, as well as the general concepts used in the area of psychopathology. Topics include models of pathology and wellness, mind and body problems, and interprofessional relationships.

PSYC 624. Neuroscience. 3 credits.
An analysis of brain/behavior relationships with an emphasis on neurological and biochemical mechanisms. Neuropsychological theory and psychopharmacology will be emphasized.

PSYC 626. Advanced Developmental Psychopathology. 3 credits.
An overview of child and adolescent behavior disorders and psychopathology with an emphasis on diagnostic and treatment issues.

PSYC 630. Clinical Mental Health Counseling. 3 credits.
An introduction to the history, profession, and practice of clinical mental health counseling. Specific topics include: intervening with individuals, groups, families; developing and evaluating programs; consulting with other professional helpers; promoting personal and systemic well-being; dealing with diverse clients; and addressing legal, ethical, and professional identity issues.

PSYC 640. School Counseling. 3 credits.
An introduction to the history, theory, philosophy, principles, organization, and personnel practices of school counseling. Specific topics include: developing and evaluating programs; intervening with individuals, groups, parents and schools; dealing with diverse students; and addressing legal, ethical and professional identity issues.

PSYC 641. Prevention and Intervention in Schools. 3 credits.
This course addresses foundational components of social-emotional learning in K-12 settings. The emphasis will include practical application of research-based strategies and techniques, including mindfulness and related integrative practices. Prerequisite: PSYC 640 and permission of instructor.

PSYC 642. Issues and Trends in K-12 Education. 3 credits.
This course covers the challenging issues and current trends involved in meeting the needs of diverse learners in schools. Specifically, the course content includes providing effective classroom management, serving students with special needs, and following legal and ethical policies in schools. Prerequisite: PSYC 640 and permission of instructor.

PSYC 643. Advanced School Counseling. 3 credits.
A study of the role of the counselor in elementary, middle, and secondary schools with an emphasis on the function of counseling, consultation and coordination. Techniques and materials used with children, teachers and parents will also be examined. Prerequisite: PSYC 640 or permission of instructor.

PSYC 645. Student Personnel Services. 3 credits.
A detailed study of student services offered in colleges and universities. Legal, ethical and professional identity issues are also examined.

PSYC 646. The American College Student. 3 credits.
An examination of developmental theory and review of the literature and research related to the American college student.

PSYC 649. Multiculturalism, Diversity and Difference: Theory, Research and Practice in Student Affairs. 3 credits.
An environment for students to cognitively and experientially explore issues of multiculturalism, diversity and differences as it relates to work in student affairs, student services and higher education through assignments, exercises, discussions, readings and reflection.

PSYC 650. Organization and Administration of Student Services. 3 credits.
A study of organizational and management theory/practice in higher education. Upon completion of the course, students will have an understanding of the college/university as an organization and the role that student service programs play in the mission of the institution. Prerequisite: PSYC 645.

PSYC 651. Supervision and Consultation Processes in Student Personnel. 3 credits.
This course will focus on the processes of supervision and consultation as they apply to student personnel management. Opportunities will be provided to make practical application of management knowledge and organization theories to personnel issues. Prerequisite: PSYC 650.

PSYC 660. Counseling Theories. 3 credits.
A study of the philosophy and principles of various schools of counseling, and the techniques employed in the counseling process by practitioners in each of these schools.

PSYC 661. Counseling Techniques. 3 credits.
An opportunity to learn fundamental counseling skills that form the foundations of successful counseling practice. Students develop these skills through experiential learning activities, directed reading assignments, discussions and lectures, practice in small groups, and participation in critiques of videotaped microcounseling sessions. Prerequisite: Permission of instructor.

PSYC 663. Substance Abuse Counseling. 3 credits.
A study of substance abuse to include related personal, social and physiological factors, and methods of rehabilitation and counseling for the chemically dependent. Prerequisite: PSYC 515 or equivalent.

PSYC 664. Counseling Process. 3 credits.
An experiential study of the relationship between counselor and client. Explores the phases of relationship from initiation to termination, including predictable crises and issues which normally arise. Analysis of resistance, transference and counter transference, dependency, and termination issues will be discussed. Attention will also be given to gender and diversity issues. Prerequisite: PSYC 660, PSYC 661 or permission of instructor.

PSYC 665. Group Counseling. 3 credits.
A study of the theories, techniques, dynamics, process and practice of group counseling. Students become members of a laboratory group and also conduct research into issues of group counseling. Each student pairs with a partner, creates an intervention plan, and facilitates the group process. Prerequisites: PSYC 660 and PSYC 661 or permission of instructor.

**PSYC 668. Couple and Family Systems. 3 credits.**
A study of the dynamics of couple and family living, focusing on social change, social stratification, mate selection, marriage, divorce, child rearing, sexuality and individual behavior, and its effect on the family structure. Prerequisite: Permission of instructor.

**PSYC 669. Career Development. 3 credits.**
The impact of career choice throughout the life span is explored. Vocational theories and a variety of approaches to career decision-making will be introduced. Several career-related assessment instruments will be used to help students develop skills in administration and interpretation.

**PSYC 674. Assessment I. 1.3 credits.**
Students develop proficiency with administration, interpretation and reporting results of current cognitive ability measures and the issues in nondiscriminatory multicultural assessment. Prerequisite: Permission of instructor.

**PSYC 680. Independent Study. 1-3 credits.**
An opportunity for independent study or research in an area of special interest. Prerequisite: A written plan must be submitted and approved by a faculty supervisor, the student’s program director and the department head prior to registration.

**PSYC 685. Psychopathology: Diagnosis and Intervention Planning. 3 credits.**
Training and practice in the following: making reliable and valid diagnoses of mental disorders; appropriately addressing the ethical and cultural issues involved; performing collaborative diagnostic interviews; participating in effective case conferences; and planning interventions to achieve therapeutic goals. Prerequisite: PSYC 660, PSYC 661 or permission of instructor.

**PSYC 690. Experimental Analysis of Behavior. 3 credits.**
The experimental analysis of behavior (EAB) involves identifying functional relations between behavior and its controlling variables, primarily in individual organisms, and typically under rigorous laboratory conditions. Focus will be on the findings from empirical research with some attention to extensions of the fundamental principles of behavior to applied behavior analysis (ABA) and to the underlying philosophy for both EAB and ABA, radical behaviorism.

**PSYC 695. Practicum. 1-8 credits.**
Provides a variety of laboratory, school or field experiences. Course will be graded on an S/U basis. Prerequisite: Permission of instructor.

**PSYC 698. Comprehensive Continuance. 1 credit.**
Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

**PSYC 699. Thesis Continuance. 1-2 credits.**
Continued study, research and writing in the area of thesis concentration. (This course does not count toward fulfilling the required hours for the degree; it may be repeated as needed. Students who have registered for six hours of thesis credit but have not finished the thesis must be enrolled in this course each semester until they complete the thesis.)

**PSYC 700. Thesis Research. 3-6 credits.**
This course is graded on a satisfactory/unsatisfactory/in progress (S/U/I) basis.

**PSYC 710. Counseling Strategies: Special Topics. 1-3 credits.**
Training and practice in the use of a specific counseling method. Prerequisite: PSYC 660, PSYC 661 or permission of instructor.

**PSYC 713. Professional Practice Issues in Rural School Psychology Practice. 3 credits.**
This course is designed to investigate the unique professional issues associated with the provision of school-based psychological services in rural settings through a paradigm of practice geared toward social justice. Prerequisite: PSYC 649 and permission of instructor.

**PSYC 727. Instructional Interventions: Science and Practice. 3 credits.**
Principles and research relevant to teaching and learning in schools. Emphasis will be placed on the culture/organization of the schools, curriculum and interprofessional collaborations. The psychology of reading will be highlighted, including assessment, interventions, and work with English Language Learners. Prerequisite: Permission of instructor.

**PSYC 748. Gender Issues in Counseling. 3 credits.**
An exploration of gender issues as they relate to counseling theories and techniques. The social construction of gender roles as well as the gendered nature of society are discussed. Implications for working with women, men, gay/lesbian/bisexual, and transgendered individuals are addressed. Prerequisite: PSYC 660, PSYC 661 or permission of instructor.

**PSYC 749. Multicultural Perspectives of Intervention. 3 credits.**
Offers a cognitive and experiential study of sociological and psychological variables, such as race, gender and socioeconomic status, that influence the professional helping relationship. Culturally relevant models of counseling theory and practice are presented. Prerequisite: Permission of instructor.

**PSYC 750. Consultation and Intervention Techniques. 3 credits.**
Provides the knowledge and skills necessary to engage in consultation and systems level intervention within educational and mental health settings. Prerequisite: Permission of the instructor.

**PSYC 751. Psychotherapy with Children and Adolescents. 3 credits.**
Theoretical and cognitive bases for understanding frequently used therapeutic strategies and techniques. Specific sections will focus on general practices and procedures in psychotherapy, and on therapeutic strategies for children, adolescents and families.

**PSYC 752. Theory and Practice of Play Therapy. 3 credits.**
An introduction to the historical and contemporary context of play therapy including an overview of play therapy theories and methods. Examination of cultural influences, ethical issues, and outcome research in play therapy. Prerequisite: PSYC 660, PSYC 661 or permission of instructor.

**PSYC 755. Cognitive and Behavioral Interventions. 3 credits.**
An overview of the theoretical and applied aspects of operant behavior modification and cognitive behavior therapy. The course focuses on applications with children, adolescents, and their families in educational and mental health settings.

**PSYC 760. Supervision and Consultation for Counselors. 3 credits.**
The course includes an introduction to concepts, processes, and styles of supervision. It offers students the opportunity to gain experience in providing supervision to other counselors in training. The course also provides students with the knowledge and skills necessary to engage in consultation, negotiation/mediation, and systems level intervention in mental health and education settings. Prerequisites: PSYC 660, PSYC 661, PSYC 664 or permission of instructor.

**PSYC 768. Couple and Family Counseling. 3 credits.**
A study of the various approaches to couple and family counseling, focusing on theory, techniques and research that relate to the counseling process. Prerequisites: PSYC 661 and PSYC 688 or permission of instructor.

**PSYC 770. Assessment and Public Policy. 3 credits.**
Delineates and compares the history and role of assessment, accountability, and quality assurance to the governance, funding, and purposes of higher education; describes an implementation process of assessment for educational programs and services. Prerequisite: PSYC 600.

**PSYC 777. Assessment II. 3 credits.**
An advanced laboratory course for students in school psychology. Covers comprehensive evaluation of domains and abilities which relate to academic success. Enrollment is limited to allow individual instruction and supervision. Prerequisite: PSYC 674 or permission of instructor.

**PSYC 778. Advanced Practicum. 1-6 credits.**
Provides a variety of supervised field experiences in schools and other settings. The student may re-enroll in this course for different types of practicum experiences. Course is graded on an S/U basis. Prerequisite: Permission of instructor.

**PSYC 779. Assessment III. 3 credits.**
Advanced students achieve basic understanding and competency in the administration and interpretation of personality assessment procedures most frequently used in school settings with children and adolescents. Enrollment is limited to allow individualized instruction and supervision. Prerequisites: PSYC 608, PSYC 674, and PSYC 777 or permission of instructor.

**PSYC 790. Internship. 3-6 credits.**
Provides a student with a supervised field experience. Students should contact their program director for specifics concerning the internship experience. Course will be graded on an S/U basis. Prerequisite: Permission of program director.

**PSYC 799. Educational Specialist Research Project Continuance. 1-2 credits.**
Continued study, research and writing in the area of Educational Specialist research project. Course may be repeated as needed but does not count toward fulfilling the required hours for the degree. (Students who have registered for the maximum hours of PSYC 800, Educational Specialist Research Project, but have not finished the project must be enrolled in this course each semester until they complete the research project.)

**PSYC 800. Educational Specialist Research Project. 1-3 credits.**
Opportunity for advanced applied research in an area of special interest to a school psychology or community counseling student in an Educational Specialist program. Specific course requirements are listed in the separate research project guidelines for school psychology and community counseling students. Course is graded on an S/U basis. Successful completion of the research project fulfills the comprehensive examination requirement for the School of Psychology educational specialist degree. Prerequisite: Permission of program director.

**PSYC 805. Single Case Experimentation. 3 credits.**
This course examines the logic and practical considerations of experimentation in research using small numbers of subjects, as it relates to single case experimental designs, which demonstrate functional relationships between adjustments in independent variables and their effects upon dependent variables in repeated measures behavioral research.

**PSYC 810. Advanced Multicultural Issues in Counseling. 3 credits.**
Provides an advanced exploration of the issues and challenges of offering culturally competent therapeutic services, training, and supervision. Students have an opportunity to apply multicultural concepts to various cultures, including those in rural communities. Interventions with diverse and underserved populations will be emphasized.

**PSYC 812. Assessment Methods and Instrument Design. 3 credits.**
This course covers reliability and validity issues associated with instrument and methodology design. Delineation of goals and objectives, assessment purposes, test and task specification, item/task development, pilot, review, and maintenance procedures will be applied. Consideration of multifaceted validity and validation issues will be stressed throughout the process. Prerequisite: PSYC 605, PSYC 606 or permission of instructor.

**PSYC 814. Performance Assessment. 3 credits.**
The optimal use of tools that assess products and processes is explored within a variety of assessment contexts. This course focuses on the design, development and implementation of performance-based assessment. Task analysis and design, scoring rubric development and use, and assessment deployment are covered through critique and practice. Potential benefits offered by computer-based administration of performance assessments are introduced. Particular emphasis is given to validity issues throughout the course. Prerequisite: PSYC 606.

**PSYC 816. Classical Test Theory and Generalizability Theory. 3 credits.**
This course examines classical test theory and generalizability theory and their application to the practice of assessment. As a foundational level, model assumptions are explored and used to understand the development of different notions of reliability and dependability. At a practical level, statistical techniques developed from these two theories will be applied to develop and/or improve assessment practices. Prerequisite: PSYC 606.

**PSYC 820. The American College Student. 3 credits.**
Methods of exploratory factor analysis and component analysis, including differences between factor and component analysis, assumptions and data preparation for factor/component analyses, determining the number of factors, rotation methods, computation of factor scores, factor analysis of noncontinuous data, and evaluation of factor analytic research. The course emphasizes the applications as well as mathematical models. Prerequisites: PSYC 606 and PSYC 608.

**PSYC 822. Assessment in Early Childhood Special Education. 3 credits. (Cross-listed as EXED 622.)**
This course provides the student with exposure to screening assessment and diagnostic procedures utilized in the identification of handicapped students ages 0-5. A case study approach to diagnostics is emphasized. Family assessment is also an integral part of the course. Prerequisites: Permission of the instructor and EXED 621 or equivalent.

**PSYC 825. Doctoral Seminar in Professional Psychology. 1-3 credits.**
This course covers issues and content designed to foster the development of the student's identity as a doctoral-level professional psychologist. Course is graded on S/U basis.

**PSYC 826. Advanced Seminar in Developmental Psychopathology. 3 credits.**
This course reviews at the doctoral level current research and theory regarding childhood disorders, their origins, their consequences for life span development, and the factors that mitigate against them. Specific topics include theories of development and psychopathology; taxonomy and diagnosis; longitudinal studies of continuity and change; development of depression, aggression, and anxiety; and resilience.

**PSYC 827. Categorical Data Analysis. 3 credits.**
This course covers the basic statistical models and analytic techniques appropriate for categorical data. These include tests of goodness-of-fit, tests of association, and logistic and log-linear models. **Prerequisites:** PSYC 604 and PSYC 605.

**PSYC 830. Structural Equation Modeling. 3 credits.**
Exploratory and confirmatory factor analysis, path analysis and relevant aspects of measurement theory are introduced. In this context, several mathematical and technical issues about model fitting are presented: the statistical requirements for a model, estimators and estimation, model evaluation, model modification, software use, and pertinent troubleshooting strategies. **Prerequisites:** PSYC 606 and PSYC 608.

**PSYC 832. Item Response Theory. 3 credits.**
This examines the use of Item Response Theory models for test construction and ability estimation. Models for tests with dichotomous and polytomous items will be covered. Other topics for discussion include advantages and disadvantages of IRT relative to Classical Test Theory, the detection of differential item functioning (or item bias), and the role of IRT in Computer Adaptive Testing. **Prerequisite:** PSYC 608.

**PSYC 834. Computers and Testing. 3 credits.**
This course focuses on the computer as a medium for the administration and scoring of achievement tests. Strengths and limitations of current computerized testing methods are addressed, as well as future issues and challenges. Topics to be discussed include linear and adaptive tests, problem simulations, performance assessment, and expert systems. **Prerequisites:** PSYC 608 and PSYC 832.

**PSYC 835. Advanced Structural Equation Modeling. 3 credits.**
This course is designed for students who wish to gain familiarity with structural equation modeling techniques that are not covered in an introductory course. These techniques are often considered advanced or cutting-edge. Emphasis is placed on those techniques that will be encountered most often in the literature and those that will prepare you to answer a wide variety of research questions. Topics include latent growth modeling, mixture models, and modeling of categorical indicators. **Prerequisite:** PSYC 830.

**PSYC 836. Hierarchical Linear Models. 3 credits.**
This course will illustrate how to use Hierarchical Linear Models (HLMs) to answer research questions in education and the social sciences. Students will learn HLM through applied experiences with a variety of different hierarchical data structures (e.g., students within schools, patients within clinics), including longitudinal and meta-analytic data. **Prerequisite:** PSYC 608.

**PSYC 837. Advanced Item Response Theory. 3 credits.**
This course covers advanced topics in Item Response Theory (IRT). Because these topics represent the state of the art in IRT research, the course content is necessarily evolving. However, common topics include multidimensional IRT models, equating methods, assessment of differential item functioning, and the use of IRT methods to develop computerized adaptive tests. **Prerequisite:** PSYC 832.

**PSYC 840. Qualitative Research Design and Analysis. 3 credits.**
This course is designed to give students an introduction to the philosophical, conceptual, and practical basis of qualitative research. Provides an introduction to all phases of qualitative research design, developing research questions, doing data collection and analysis and writing a qualitative research proposal. **Prerequisite:** Permission of instructor.

**PSYC 845. Missing Data Methods. 3 credits.**
Recent developments in the analysis of data with missing cases. Topics covered include types of missingness (missing at random, missing completely at random, and missing not at random), planned missingness designs, maximum likelihood, Bayesian, and multiple imputation methods for dealing with missing data. Analyses for data that are not missing at random will also be covered briefly. **Prerequisite:** PSYC 830.

**PSYC 850. Special Topics in Assessment and Measurement. 3 credits.**
In-depth study of current topics in the field of assessment and measurement. Content will vary depending on the topic and instructor. May be repeated for different special topics. **Prerequisite:** Permission of instructor.

**PSYC 852. Advanced Consultation and Supervision. 3 credits.**
An advanced course in models of consultation; supervision and leadership/management. **Prerequisite:** Permission of instructor.

**PSYC 853. Advanced Supervision in Counseling. 3 credits.**
Explores at the doctoral level the purposes, theoretical frameworks, models, and related roles of clinical supervision. Also addresses legal, ethical, and multicultural issues. The course includes practice learning and opportunities to develop a personal style of supervision. **Prerequisite:** Permission of instructor.

**PSYC 855. Assessment Consultation and Practice. 3 credits.**
This course provides guided opportunities for supervised application of sets of assessment skills and competencies with the development of professional self as an assessment practitioner. Students join with center faculty members to engage in ongoing assessment projects concerning at-risk students, alumni surveys, academic undergraduate and graduate degree programs, general education, academic program reviews, and distance education programs. Ethics will be emphasized, spanning the continua of assessment practice from establishing consultation relationships, assessment design, data collection, analysis, maintenance and archiving of data, and report writing to presentation of findings.

**PSYC 860. Advanced Counseling Theories. 3 credits.**
This class is a laboratory experience which explores the phases of the therapeutic relationship between therapist and client. The framework for conceptualizing psychotherapy will be the integration of the interpersonal approach with a multi-model, systems orientation. Topics such as diversity, resistance, transference and countertransference will be discussed. **Prerequisite:** Permission of instructor.

**PSYC 861. Advanced Counseling Techniques. 3 credits.**
An in-depth skill development course at the doctoral level in counseling techniques for students who are seeking to refine their skills and make more explicit the theory that drives their counseling behaviors. The course is a laboratory experience in which students create counseling relationships. **Prerequisite:** Permission of instructor.
PSYC 860. Introduction to Child and Adolescent Neuropsychology. 3 credits.
This course will include a review of central nervous system (CNS) anatomy and physiology as it pertains to brain/behavior relationships and neuropsychological assessment. Emphasis is on providing a foundation for more intensive further evaluation and remediation within the school setting of children and adolescents surviving traumatic brain injury. Prerequisite: Permission of the instructor.

PSYC 881. Issues and Techniques in Research and Evaluation. 1-3 credits.
Opportunity for applied research and/or program evaluation in areas of special interest. Students will participate as full members of a research team and assist with the design of a study. This course will serve as a basis for preparing students to develop the proposal for their doctoral research project. Course is graded on an S/U basis. Prerequisites: PSYC 605 and PSYC 608 or equivalent, or permission of the instructor.

PSYC 882. Doctoral Practicum in Counseling. 3 credits.
Doctoral-level supervised clinical counseling experience in a field setting relevant to the students' professional goals. Course is graded on an S/U basis. Prerequisite: Permission of the instructor.

PSYC 888. Advanced Personality Assessment. 3 credits.
Critical review of theory, practice and research with regard to personality assessment techniques. Emphasis will be placed on teaching the Rorschach and MMPI, and using these and other assessment procedures to answer specific diagnostic questions (e.g., depression, psychosis, personality disorders, etc.). Prerequisite: PSYC 778 or equivalent.

PSYC 900. Doctoral Internship. 6 credits.
Supervised internship in a school and/or community agency approved by the Program Coordinator. Designed to meet APA internship guidelines. Course is graded on an S/U basis. Prerequisites: Completion of all course work and permission of program committee.

PSYC 981. Doctoral Assessment Internship. 3 credits (can be taken for a second semester).
Supervised assessment internship in a higher education, kindergarten through 12th-grade, business or health care setting that has been approved by the program coordinator. Typically involves the design and implementation of assessment strategies to meet the needs of the institution or agency. Course will be graded on an S/U basis. Prerequisites: Completion of all doctoral program course work, PSYC 878 and permission of the program committee.

PSYC 982. Doctoral Internship in Counseling, Supervision and Teaching. 2-6 credits.
Under supervision, participating in intensive capstone experiences enhancing skills and practices in three areas: counseling, supervision, and counselor education. Experience is gained in field settings relevant to student’s professional goals; includes clinical supervision and professional development. Course is graded on an S/U basis. Prerequisites: Completion of all course work and permission of adviser.
PSYC 895. Doctoral Practicum in College Teaching. 1-3 credits.
This practicum course provides instruction, modeling, and supervision in teaching college or professional level learners. Students will teach undergraduate courses in psychology and/or make professional presentations, receiving feedback and supervision from the instructor. Prerequisites: Master’s degree and permission of instructor.

PSYC 899. Dissertation Continuance. 1-2 credits.
Continued study, research and writing in the area of dissertation concentration. (This course does not count toward fulfilling the required hours for the degree; it may be repeated as needed. Students who have registered for six hours of dissertation credit but have not finished the dissertation must be enrolled in this course each semester, including summer, until they complete the dissertation.)

PSYC 900. Doctoral Dissertation. 6-12 credits.
Provides advanced research required of all doctoral candidates. Course is graded on an S/U basis. Prerequisites: completion of all course work and permission of program coordinator.