

the analysis of admission documents as well as the professional judgment of the program faculty.

MA: Education

Community Counseling Emphasis

The Community Counseling program is designed to prepare students to function as professional counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

MA DEGREE REQUIREMENTS

Common Core—33

- EDFN500 Philosophical Found. of Educ & Psychology—3
- EDPC520 Psychological Development: The Life Span—3
- EDPC554 Career Development—3
- EDPC627 Professional Issues in Community Counseling—3
- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC635 Theories and Techniques of Counseling—3
- EDPC638 Group Processes—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—3
- EDPC644 Psychological Testing—3
- EDPC645 Prof. Ethics for Counselors & Psychologists—3
- EDRM505 Research Methods in Education & Psychology—3

Clinical Instruction—9

- EDPC650 Practicum in Counseling—3
- EDPC655 Internship in Counseling—6

Electives—6

TOTAL credits for MA degree—48

Continuation in the Community Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.

A student who wishes to pursue limited licensure as a Rule 7 MA level psychologist in the State of Michigan or seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Community Counseling program.

School Counseling Emphasis

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling Program must sign a Conviction Clearance form in which they certify that they have not been convicted of (or pleaded no contest to) a misdemeanor or felony at three points in their program: prior to

EDPC515 Psychological Development: The Growth Years—3
EDPC605 Psychological Dev. Adulthood & Aging—3
EDPC625 Biopsychology—3
EDPC676 Theories of Personality—3
Electives—6

Transfer Credits for EdS in School Psychology. The program requires a minimum of 69 semester credits of post-baccalaureate study. At least 24 semester credits (excluding practicum and internship) must be completed within the EdS program at Andrews University.

Students who come to the program with a baccalaureate degree in psychology, education or a related field can only complete 20% of their MA or EdS outside Andrews University, and 80% of their overall program must be completed at Andrews University. The 20% does not include internship or practicum. It is recommended that this 20% not include courses that are examined on the comprehensive exam.

EdS DEGREE REQUIREMENTS

Psychological Foundations—17

- EDPC514 Psychology of Learning—3
- EDPC515 Psychological Development: The Growth Years—3
- or**
- EDPC520 Psychological Development: The Life Span—3
- EDPC525 Psychology & Educ. of Exceptional Children—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—2

Professional Core—37

- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC555 Early Childhood Issues in Assessment—1
- EDPC618 Issues in School Psychology—3
- EDPC635 Theories & Techniques of Counseling—3
- EDPC638 Group Processes—3
- EDPC654

Edd: Educational Psychology—General Emphasis

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

DEGREE REQUIREMENTS**Professional Core—38–39**

Research Experience: This requirement is met in EDRM612 and EDRM613. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—0–9

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- EDPC626 Cognitive Psychology—3
- EDPC638 Group Processes—3
- EDPC686 Therapies for Children: Theory & Practice—3

Dissertation—14

TOTAL PhD degree credits—90+

Continuation in the Educational Psychology program is based upon a periodic performance review and personal qualifications as an educational school psychologist.

PhD: Counseling Psychology

The PhD in Counseling Psychology prepares students for the practice of counseling psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students may specialize in Adult, Child/Adolescent, or Marriage and Family Services. Specialties should be developed within a student's course plan in close consultation with their advisor.

Admissions. Students entering the PhD program in Counseling Psychology should have a master's degree in counseling or a related field.

An applicant with an outstanding academic record may enter without a master's degree, providing the applicant has an undergraduate major in psychology and a satisfactory GPA, and presents satisfactory scores on both the GRE General Test and the Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree in which case students may be asked to terminate at the master's level if they do not demonstrate ability to continue toward the doctoral degree. Students who choose to receive a master's degree en route to the doctoral degree or who are asked to terminate at the master's level take the MA comprehensive examinations. Students who proceed directly to the doctoral degree are not required to take the MA comprehensive examinations.

The PhD course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to PhD courses listed below:

Learning theory	EDPC514
Life-span human development	EDPC520
Group processes	EDPC638
Psychological testing	EDPC644
Practicum in counseling	EDPC650
Research methods	EDRM505
Statistics	EDRM611

PhD COURSE REQUIREMENTS

Psychological Foundations—18

- EDPC620 History and Systems of Psychology—3
- EDPC625 Biopsychology—3
- EDPC580 Social Psychology—3 or
- EDPC616 Psychology of Religious Experience—3 or
- GSEM541 Spiritual Formation—3
- EDPC640 Multicult. Issues for Counselors & Psychologists—3
- EDPC626 Cognitive Psychology—3
- EDPC629 Psychopathology: Classification & Treatment—3 or
- EDPC676 Theories of Personality—3

Educational Foundations—3

- EDFN500 Philosophical Foundations of Educ. & Psych.—3 (additional School of Education historical and psychological foundations requirements are met by EDPC514 and 620)

Professional Studies—39

- EDPC550 Personality Assessment—3
 - EDPC554 Career Development—3
 - EDPC645 Prof. Ethics for Counselors & Psychologists—3
 - EDPC651 Assessment I: Behavioral & Educational Appl.—3
 - EDPC652 Assessment II: Cognitive Applications—3
 - EDPC686 Therapies for Children—3
 - EDPC687 Therapies for Adults: Theory and Practice—3
 - EDPC737 Seminar in the Supervision of Counselors—2
 - EDPC745 Practicum in Counseling Psychology—4
 - EDPC820 Internship in Counseling Psychology—3
 - EDPC835 Seminar in Counseling Psychology—3
- and *two of the following*:
- EDPC622 Seminar on Special Topics—3
 - EDPC688 Group Therapy—3
 - EDPC689 Marital and Family Therapy—3

Research/Statistics/Measurement—12

- EDRM605 Qualitative Research Meth. in Educ. & Psych.—3
- EDRM612 Applied Statistics in Educ. and Psych. II—3
- EDRM613 Applied Statistics in Educ. and Psych. III—3
- EDRM710 Seminar in Research Methodology—1
- EDRM880 Dissertation Proposal Development—2

Dissertation—14

- EDPC899 Doctoral Dissertation

Electives—6

TOTAL PhD degree credits—92

A 2000-hour supervised internship is required. Students apply through the Association of Psychology Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)-approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year.

Continuation in the Counseling Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counseling psychologist.

C e (C ed)
See inside front cover for symbol code.

Where courses are offered for variable credit, students should assume that programs requiring the course will require it for the maximum number of credits offered unless specified otherwise in the program description. If there is a question about the number of credits required, students should consult their advisors.

Ed ca a A d C e P c

EDPC115 (2)

A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

EDPC116 (1–6)

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

EDPC301 (3)

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

EDPC302 (3)

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

EDPC430 (2)

Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.

EDPC438 (1–4)

EDPC499 (1–3)

Repeatable. Permission of curriculum advisor and independent study supervisor required.

EDPC514 (2–3)

The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.

EDPC515 (3)

A holistic approach to human growth and development emphasizing the inter-relationships among the physical, cognitive, social, and emotional aspects of development from conception through adolescence. Examines cross-cultural parallels and differences and their implications for development.

EDPC520 (2–3)

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

EDPC/SPED525 (2–3)

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an

EDPC810**(1-3)**

Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete 6 credits.

Prerequisite: Completion of EDPC654. Limited to students in the