

# Psychology and Special Education

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Psychology and Special Education Web Site (<https://www.tamuc.edu/dept-of-psychology-and-special-education/>)

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The Department of Psychology and Special Education offers degree programs leading to masters, specialist, and doctoral degrees. In addition, courses in Psychology and Special Education are also provided for students desiring licensure in school psychology, licensure as a psychological associate, and professional certification as an educational diagnostician. Provisional teaching certification endorsement is offered in the area of generic special education and support courses are provided for students desiring teacher, supervisor and administrator certifications. All students and faculty are expected to act in accordance with the ethical standards for the profession and will be expected to exhibit:

1. an attitude that respects the worth, uniqueness, and potential for growth and development of all individuals;
2. personal stability, ethical behavior, and respect for the confidentiality of privileged information;
3. a personal manner in which responsibilities are fulfilled in a cooperative and conscientious fashion;
4. productive and cooperative work relationships that display motivation, independence, and adaptability; and
5. a commitment to continuing personal and professional growth characterized both by participation in professional organizations and by production and presentation of scholarly papers and publications.

The department reserves the right to suspend or remove from the program any student who, in the judgment of a duly constituted departmental committee, does not meet these ethical and professional standards.

## Programs of Graduate Work

### Master of Science in Psychology

The Department of Psychology and Special Education offers the Master of Science degree in Psychology. This program prepares students for a variety of academic and non-academic positions, such as community college instructor, data analyst, research assistant, and doctoral student.

The 36-hour MS program focuses on courses in human cognition, research methodology, statistics, educational and experimental psychology. Most of the coursework completed for this program may be transferred to the PhD program. The thesis option is available and encouraged, but not required.

### Psychological Associate Licensure

Licensure as a psychological associate by the Texas State Board of Examiners of Psychologists requires a minimum of 60 semester credit hours, with no more than 12 semester credit hours of practicum, internship, or structured experience being counted toward the total degree hour requirement. Contact the clinical psychology advisor for further information.

### Specialist in School Psychology

The School Psychology program at East Texas A&M University prepares students for attainment of a Specialist in School Psychology (SSP) degree. The current specialist degree program is consistent with requirements published by the Texas State Board of Examiners of Psychologist for the Licensed Specialist in School Psychology (LSSP). Upon completion of the 66 hour degree program, graduates are eligible for licensure in the state of Texas as a LSSP and certification at the national level as a NCSP. The 66 hour degree program includes 6 hours of practicum and 6 hours of internship.

The remaining 54 academic course hours are in the content areas of psychological foundations, research and statistics, educational foundations, assessment, intervention, and professional and legal issues.

### Doctor of Philosophy in Experimental Psychology

The Department of Psychology and Special Education offers a Doctor of Philosophy (PhD) in Experimental Psychology. This program has an interdisciplinary perspective, with a strong foundation in methodology. Students will acquire an in-depth knowledge of human learning and cognition, instructional strategies, research, and evaluation. This emphasis will prepare students to integrate knowledge of human cognition and instructional practice across a variety of occupational, educational, and content matter domains, with emphasis on applications of learning technologies.

Career opportunities for psychologists exist with federal and state educational agencies, national and state legislative groups, regional educational laboratories and research centers, higher education, public and private schools, professional organizations, high technology companies, military,

publishers, private funding agencies, medical organizations, and private consulting. Increasing opportunities for psychologists are expected in all settings where job training and retraining is required and where technology-assisted learning (including distance education) is employed.

The Department of Psychology and Special Education offers a large number of courses online, although the PhD program is not available strictly as distance education. Still, students can take the majority of their courses either online or in a blended format. The requisite face-to-face coursework can be completed during the summer residency (10 class days each June). As such, this program is designed to be flexible for both traditional and non-traditional students.

Time to complete the degree program depends upon many factors, including:

1. how many courses a student completes per semester,
2. whether courses are offered during the semester that they are needed by the student,
3. successful completion of comprehensive exams, and
4. how persistent a student is in completing the thesis and dissertation requirements.

Some full-time students have completed the degree program within 4-5 years, but, of course, part-time students require more time. Coursework used towards the doctoral degree cannot be older than 10 years at the time the degree is conferred.

## Graduate Minors in Psychology

Minors in psychology are available for students in all other master's and doctoral degree programs.

## Master of Science and Master of Education in Special Education

The Department of Psychology and Special Education offers two graduate degrees in Special Education: the Master of Science in Special Education, and Master of Education in Special Education. Programs of graduate work may be planned according to the interests of the student (i.e. thesis vs. non-thesis; focus on instructional design and delivery or educational diagnostician certification) and to meet the degree requirements.

## Graduate Minor in Special Education

Minors in special education on the master's degree are available. A minor consists of a minimum of 12 hours in the area of special education and requires successful completion of the Special Education Comprehensive Exam. Minors in special education are also available for doctoral degree students majoring in supervision, curriculum and instruction, educational administration, counseling, psychology, and related areas.

## Admission

### Psychology - MS

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in Psychology:

- Psychology Admission Requirements (<https://www.tamuc.edu/programs/psychology-ms/#Admission>)

### School Psychology - SSP

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in School Psychology:

- Specialist in School Psychology Admission Requirements (<https://www.tamuc.edu/programs/school-psychology-ssp/#Admission>)

## Psychological Associate Licensure

For students pursuing licensure as a psychological associate, modifications to the master's program requirements include that the bachelor's degree either be in psychology or include a course in statistics.

## Experimental Psychology - PhD

Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to the Graduate School. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in educational psychology:

- Doctoral Experimental Psychology Admission Requirements (<https://www.tamuc.edu/programs/educational-psychology-phd/#Admission>)
- Orientation Video for Prospective Applicants and New Students (<https://www.youtube.com/watch?v=11N3bSk7XAE>)

The department reserves the right to deny entrance to an applicant who, in the judgment of a duly constituted departmental committee, appears unlikely to succeed professionally, or whose goals are inconsistent with the orientation of the degree program, regardless of any other qualifications.

## Special Education - MS/MED

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in special education:

- Special Education Admission Requirements (<https://www.tamuc.edu/programs/special-education-med-ms/#Admission>)

In addition, applicants may submit for departmental review additional materials or a portfolio to support their application, including items such as awards, certificates of merit, examples of innovative program/curriculum development, publications, and a resume. Students seeking admission will be required to have approval of the department's graduate faculty.

Successful completion of the Comprehensive Exam is required of all students.

**Note:** Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Psychology, MS (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/psychology-ms/>)

Clinical Psychology, MS (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/clinical-psychology-ms/>)

Psychology Minor (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/psychology-minor/>)

Psychological Associate Licensure (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/psychological-associate-licensure/>)

Specialist in School Psychology (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/specialist-in-school-psychology-ssp/>)

Experimental Psychology PhD (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/experimental-psychology-phd/>)

Special Education MS/MEd (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/special-education-ms-med/>)

Educational Diagnostician Certification Only (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/special-education-ms-med/educational-diagnostician-certification-only/>)

Applied Behavior Analysis Graduate Certificate (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/applied-behavior-analysis-graduate-certificate/>)

Psychology of Gerontology and Positive Aging Graduate Certificate (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/psychology-of-gerontology-and-positive-aging/>)

Teaching of Psychology Graduate Certificate (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/psychology-special-education/teaching-of-psychology-graduate-certificate/>)

### **PSY 500 - Psychology in Education**

Hours: 3

Psychology in Education Contexts. Three semester hours. A course designed for teacher education students to provide a thorough understanding of the dynamic relationship between cognition, learning, and development for school-aged children and adolescents. Formative and summative assessment and evaluation procedures will also be presented. This course is required as a part of the initial certification program in teacher education.

### **PSY 503 - Abnormal Psychology**

Hours: 3

The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

### **PSY 505 - Introduction to Educational Psychology**

Hours: 3

This class is designed to introduce the student to the basic principles of educational psychology with an emphasis on the cognitive aspects of modern pedagogy. Topics that will be covered include a historical introduction to theory, research, and issues in educational psychology through both classic and contemporary readings in the areas of instructional psychology, motivation, measurement, learning, technology, and socialization.

**PSY 506 - Professional School Psy**

Hours: 3

Professional School Psychology. Three semester hours. This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for the delivery of school psychological services, as well as roles and functions of the school psychologist. Prerequisites: Consent of instructor.

**PSY 507 - Pharmaco-therapy**

Hours: 3

Pharmaco-therapy. Three semester hours This course provides an examination of psychoactive medications and their use in the treatment of mental and behavioral disorders. The efficacy and safety of medications will be discussed. The course presents basic principles of pharmaco-therapy that are the rationales behind the pharmacological treatment of psychological disorders. Applied components will relate to the aspects of the course material to mental health service delivery. The class also examines the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisite: Admission to a Psychology Graduate program.

**PSY 508 - Theory and Techniques of Applied Psychology**

Hours: 3

An introduction to the history of psychology, theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will discuss and demonstrate selected intervention techniques. Prerequisite: Graduate standing.

**PSY 509 - History & Systems of Psychology**

Hours: 3

A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories.

**PSY 509A - History & Systems of Psychology**

Hours: 3

A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories. Crosslisted with: PSY 509

**PSY 511 - Cognitive Science**

Hours: 3

Cognitive Science. Three semester hours. Cognitive Science concerns the nature of human cognition from an interdisciplinary perspective, including insights from philosophy, psychology, linguistics, artificial intelligence, anthropology, and neuroscience. Selected topics include mental representation, cognitive processing mechanisms, language, and computational modeling.

**PSY 512 - Advanced Technologies in Applied Behavior Analysis**

Hours: 3

This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 or SPED 535. Crosslisted with: SPED 512

**PSY 513 - Child Psychopathology**

Hours: 3

In this course, students in psychology, counseling, and social work will become acquainted in detail with psychological disorders typically emerging in childhood and adolescence. Emphasis will be on diagnostic and treatment considerations unique to the developmental status of these clients. Intervention techniques will include both traditional individual psychotherapy, as well evidence-based play therapy, systemic family therapy, and applied behavioral analysis. Diagnostic and intervention considerations of autism spectrum disorders, specific learning disorders, attention-deficit/hyperactivity disorder, and neurocognitive disorders will be touched on briefly. Prerequisites: PSY 503 or instructor permission. Crosslisted with: PSY 419.

**PSY 514 - Theories of Human Learning**

Hours: 3

This is a course that is taken primarily by doctoral students, not master's students, as part of their electives on their degree plan.

**PSY 515 - Neuromechanisms/Biological Bases of Behavior**

Hours: 3

Designed for psychology or counseling students, this course is concerned with biological bases of developmental neuropsychology, peripheral nervous systems, psychophysiology, behavioral pharmacology, and their relations to central nervous system arousal, motivational, emotional, and memory structures.

**PSY 517 - Intro to Hum-Comp Inter Design**

Hours: 3

Introduction to Human-Computer Interaction Design. Three semester hours. Students will learn the fundamental concepts of human-computer interaction and user-center design thinking, through working in teams on a interaction design project, supported by lectures, readings, and discussions. They will learn to evaluate and design usable and appropriate software based on psychological, social and technical analysis. They will become familiar with the variety of design and evaluation methods used in interaction design, and will get experience with these methods in their project. Graduate student team projects will involve more advanced HCI design issues. Topics will include usability and affordances, direct manipulation, systematic design methods, user conceptual models and interface meta

**PSY 518 - Thesis**

Hours: 3-6

Thesis. Three semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science Option I degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Course is repeated for at least two three-credit hour courses. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**PSY 520 - Cognitive Behavior Therapy in Clinical Practice**

Hours: 3

Students will develop knowledge of various cognitive-behavioral models of common psychological disorders. Students will learn to develop a comprehensive cognitive-behavioral case conceptualization, which will inform treatment monitoring and planning. Additionally, students will review evidence and efficacy data available for implementation of various cognitive-behavioral psychotherapies for specific disorders. Students will have the opportunity to implement specific individual and group cognitive-behavioral interventions within the context of the course. Throughout, this course will emphasize the integration of clinical expertise, knowledge of patient preferences, and evidence-based strategies to facilitate development of evidence-based practice approach to psychotherapy.

**PSY 527 - Social Bases of Behavior**

Hours: 3

This course is designed to cover principles and research related to social bases of behavior, motivation, attitude, value, leadership, propaganda, groups, morale, industrial conflict, roles, ethnic attitudes, and status.

**PSY 535 - Applied Behavior Analysis**

Hours: 3

PSY 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as SPED 535)

**PSY 537 - Advanced Therapeutic Intervention**

Hours: 3

A study of selected current specific techniques used in the practice of psychotherapy. Students will study a set of clinical procedures based on different theoretical models, including cognitive behavioral therapy, psychodynamic psychotherapy, solution-focused psychotherapy, and others. Emphasis will be on technique with evidence-based effectiveness and practical value in producing therapeutic movement, and students will practice the procedures in controlled clinical settings. They will also be encouraged to develop an articulated practice model of their own. Prerequisites: PSY 508 or consent of program advisor.

**PSY 538 - Ethics in Clinical Practice**

Hours: 3

The course will provide a review of the basics of ethical philosophy and the current code of ethics of the Texas Behavioral Health Executive Council, which governs the licensing of psychologists and Licensed Psychological Associates in the State of Texas, with emphasis on clinical practice. It will also provide a review of necessary ethical and legal practices for practicing psychology while minimizing risk to clients, consultation principles and practice, developing and maintain the professional integrity of the psychologist and psychological associate. Prerequisites: Admission to the applied psychology program.

**PSY 539 - Forensic Psychology**

Hours: 3

Forensic Psychology - Three semester hours This course introduces students to the field of forensic psychology, its history, and the relationship between law and psychology, the mental health system, mental illness and criminal conduct. An introduction to the legal system is also included. As an introduction to the course will highlight the following topics: ethics in forensic psychology, violence and risk assessment evaluation, treatment of the juvenile and adult offender, mental health law, psychology of law enforcement, forensic psychology in correctional settings, forensic documentation and report writing.

**PSY 545 - Developmental Psychology**

Hours: 3

Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death.

**PSY 545A - Developmental Psychology**

Hours: 3

(Same as PSY 545) Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death. Crosslisted with: PSY 545.

**PSY 572 - Psychological Assessment and Measurement**

Hours: 3

This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, and interpreting norm referenced and criterion-referenced test scores. In addition, this course will introduce students to the concept of Cross Battery Assessment which offers practitioners the means to make systematic, valid, and up-to-date interpretations of intelligence batteries and to augment them with other tests in a way that is consistent with the CHC theory. (Same as SPED 572) Prerequisite: Graduate standing.

**PSY 573 - Intellectual Assessment I**

Hours: 3

(Same as SPED 573) The purpose of this course is to attain knowledge of cognitive functioning & develop skills in the cognitive assessment of children & adolescents. This course integrates the skills of administration, scoring, & interpretation of major cognitive assessment instruments (e.g., WJ-III COG, KABC-II, & WISC-IV) in the context of recent cognitive theories & research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally & linguistically diverse children & adolescents are integrated throughout the course in addition to specified lectures.

**PSY 575 - Personality Theories and Assessment**

Hours: 3

The course will examine theories of personality, the socio-emotional, behavioral and cultural aspects of personality and informal assessments for children and adults as part of the diagnostic process. Psychometric and ethical considerations with the use of these techniques will be considered. Computerized testing and scoring of personality tests and techniques will also be covered. Prerequisites: Concurrent or prior enrollment in PSY 572 and 503.

**PSY 576 - Psychological Assessment of Children & Adolescents**

Hours: 3

This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA (Individuals with Disabilities Education Act) and the DSM-V. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies.

**PSY 579 - Introduction to Neuropsychological Screening**

Hours: 3

This course will introduce students to the theory and practice of Clinical Neuropsychology. This specialized subfield of Clinical Psychology assesses and interprets the relationship between brain function, cognition, emotion and behavior. In this course, the emphasis will be on recognition and screening for neuropsychological dysfunction. Students will develop an understanding of the field through review of adult and pediatric cognitive and neurological disorders as well as strategies of neuropsychological screening, including measure selection, appreciation of psychometric strengths/limitations, administration, and report writing. Besides reviewing cases and research, students will demonstrate development through screening administration. Prerequisites: PSY 515, PSY 572, PSY 573.

**PSY 582 - Cognitive Aging**

Hours: 3

We will discuss cognitive processes such as processing speed, attention, different forms of memory, and decision making, and how these processes change with age. Keep in mind that the average life expectancy has increased, but individuals do not merely want to live longer; instead they want to optimally age, which includes physical, mental, and cognitive aspects. Given the emphasis on optimal aging, we will consider factors that are associated with higher cognitive performance in late adulthood. Crosslisted with: PSY 482.

**PSY 589 - Independent Study**

Hours: 1-4

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**PSY 592 - Group Psychotherapy**

Hours: 3

Group Psychotherapy - Three semester hours Techniques and ethical considerations in group therapy. Topics will include psychological theories as they apply to group therapy. Techniques in group therapy and ethical considerations of group therapists.

**PSY 593 - Health Psychology**

Hours: 3

This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. They will understand basic ADA law and how to make buildings accessible. Psychological treatments for persons with disorders and physical limitations will be introduced. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nu Crosslisted with: PSY 492.

**PSY 594 - Ethical Issues in Organization**

Hours: 3

Ethical issues applied to individuals in an organizational setting. Included are theories of moral philosophy and the development and application of professional and business codes.

**PSY 595 - Research Literature & Techniques**

Hours: 3

This course will provide a study of the research literature in the students' field of major interest and develop an understanding of research techniques used in this field. Crosslisted with: COUN 595, SPED 595

**PSY 597 - Special Topics**

Hours: 0-3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**PSY 598 - Psychology of Gerontology**

Hours: 3

Psychology of Gerontology - This course will cover topics in gerontology including physical and mental changes in older adults, transitions such as retirement, mental health issues for the older adult, and health issues. The course will provide needed information to help the older adult adjust to changes in life. The course will focus on positive sides of aging which are often neglected.

**PSY 600 - PSY Comp Exam**

Hours: 0

**PSY 605 - Single Subject Designs**

Hours: 3

This is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as SPED 605)

**PSY 610 - Nonparametric Statistics**

Hours: 3

This course, an approved Level IV doctoral research tools course, concentrates on the logic and application of distribution-free statistics with emphasis on psychological and educational data and research. Prerequisites: Level I-III research tool courses or equivalent or permission of instructor.

**PSY 612 - Psy Ed Statistics**

Hours: 3

This course, an approved Level II doctoral research tools course, is an introductory level course that concentrates on statistical methods applicable to educational and psychological research procedures and interpretations.

**PSY 615 - Psychological Principles of Consultation & Supervision**

Hours: 3

This course will examine the psychological principles and knowledge base underlying the major models and theories of individual, organizational consultation, and supervision. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative and supervision practices and models employed in business, government, and education. Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies is also provided.

**PSY 618 - Group Dynamics**

Hours: 3

Group Dynamics: Understanding and Working in Groups. Three semester hours. This course will provide both a theoretical background and practical knowledge for understanding and working in a group environment. Basic principles of group membership, identity, and interaction will be identified. The ultimate goal of the class is to make the student a more productive group member. To achieve this goal, some topics that will be discussed include leadership, communication skills and patterns, conflict styles and resolutions, viewing diversity as a strength, needs for and uses of power, and team development and training. The student will develop these skills through active participation in numerous group activities and environments.

**PSY 620 - Intro to Human Cognition**

Hours: 3

Introduction to Human Cognition - This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics.

**PSY 620A - Intro to Human Cognition**

Hours: 3

(Same as PSY 620) Introduction to Human Cognition - This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics. Crosslisted with: PSY 620.

**PSY 621 - Advanced Cognition**

Hours: 3

This seminar course will examine the disciplines of cognitive science and cognitive psychology, with primary attention to the three predominant metaphors and models of the mind: the mind as a computer, the mind as a neural network, and the mind as a brain. This course is repeatable for up to six semester hours.

**PSY 622 - Research Design: Introduction to Theses and Dissertations**

Hours: 3

In this course, students will learn the principles of developing a research idea that can ultimately be developed into an actual research proposal. Students will be expected to abstract research articles and based on these summaries, identify and operationalize a research question, prepare a potential method section, and prepare and submit a research proposal draft. This is an approved doctoral research tools course.

**PSY 625 - Cognition and Instruction I**

Hours: 3

This course will examine the psychological principles and scientific knowledge base underlying the major instructional theories. Content will include an evaluation of how current theories and knowledge of human cognition relate to the principles and practices of instructional design and development.

**PSY 626 - Cognition/Instruction II**

Hours: 3

Cognition and Instruction II. Three semester hours. This course will require students to apply knowledge and theory derived from cognitive psychology to the design and development of instructional systems and products. Students will be expected to integrate cognitive models and knowledge of human cognition within the process of developing and designing instructional systems and products. Prerequisite: PSY 625 or consent of instructor.

**PSY 627 - Social Cognition**

Hours: 3

This course will investigate the research on the cognitive mediators of interpersonal behavior. This course is predicated on the belief that our social interactions are determined by what we believe we know about ourselves, other people, and the situations in which we encounter them. Topics to be covered include: Attribution, person perception, stereotyping, attitudes, the self, and social memory.

**PSY 635 - School Based Interventions**

Hours: 3

Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions. Prerequisites: PSY/SPED 535.

**PSY 640 - Evolutionary Psychology**

Hours: 3

This is a relatively new branch of psychology that has arisen from the confluence of psychology and evolutionary biology. This course will address how human minds and behavior have been shaped by evolution.

**PSY 645 - Introduction to Learning Technology**

Hours: 3

This course will present an overview of the trends in applying technology to learning, focus on how different educational theories lead to the design and developments of technology-based learning, and discuss the research process of a few successful learning technology examples.

**PSY 661 - Org Change and Improvement**

Hours: 3

Organizational Change and Improvement. Three semester hours. (Cross-listed with MGT 594) This course will examine the principles of organizational change and the scientific knowledge base underlying the major models and theories of organizational change and improvement. Particular attention will be given to models and practices of continuous organizational improvement and how such models relate to current knowledge and theory.

**PSY 670 - Multivariate Analysis**

Hours: 3

This course, an approved Level IV doctoral research tools course, provides a conceptual introduction, as well as computational and computer competence, in modern multivariate procedures. Topics include multiple regression, discriminant function analysis, analysis of covariance, multiple analysis of variance, item analysis, cluster analysis, factor analysis, and canonical correlation. Applications to measurement and test construction are emphasized. Prerequisites: Level I-III research tools courses or equivalent or permission of instructor.

**PSY 672 - Social Influences in Assessment and Theory**

Hours: 3

This course is an examination of social influence in educational and psychological assessment and therapeutic treatment. Students will receive information related to personal and societal attitudes and values. Additionally, students will increase their knowledge of current models of social influence in assessment and therapy/intervention for clients of all backgrounds.

**PSY 675 - Advanced Topics in Experimental Psychology**

Hours: 3

The topic for this course is determined by the instructor, but will typically involve some aspect of cognitive, social, physiological, or quantitative psychology. Can be repeated when topic varies.

**PSY 679 - Program Evaluation**

Hours: 3

This course will emphasize both the practical and theoretical issues involved in the planning, execution, and interpretation of program evaluations. Prerequisites: PSY 612 or 572 or equivalent or permission of instructor. Crosslisted with: COUN 621.

**PSY 680 - Professional Development**

Hours: 3

This course is designed to offer practical advice and direction to graduate students, particularly doctoral students. This advice will focus on teaching, research, writing, and/or generally preparing the student for a career in academic or non-academic positions. Cross listed with: COUN 650.

**PSY 681 - Intermediate Statistics**

Hours: 3

This course is an approved Level III doctoral research tools course that will emphasize the understanding of intermediate level statistical concepts and their application to the social sciences and education. Content will include one-way, factorial, and repeated measures analysis of variance, simple analysis of covariance, and advanced correlational methods, bivariate regression and an introduction to multiple regression, selected nonparametric methods, and introduction to multivariate analysis of variance. Students will be required to use computational software to assist in the analysis and interruption of data. Prerequisites: Level I and Level II research tools or equivalent or permission of instructor. Crosslisted with: COUN 613.

**PSY 689 - Independent Study**

Hours: 1-4

Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

**PSY 691 - Clinical Practicum in Psychology**

Hours: 3

This course consists of supervised experience in educational or psychological settings under the supervision of a licensed psychologist or licensed school psychologist. Course requires a minimum of 10 to 15 weekly hours of direct clinical experience. Prerequisites: Consent of instructor.

**PSY 695 - Research Methodology**

Hours: 3

(Same as COUN/EDAD/EDCI/HIED 695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I doctoral research tools course. Prerequisite: Doctoral status or consent of the instructor.

**PSY 697 - Special Topic**

Hours: 1-9

Special Topic

**PSY 699 - Internship in Clinical Psychology**

Hours: 3

Advanced practice in clinical psychology, with placement in either the on-campus clinic or another site approved by the course instructor and the applied program coordinator. Emphasis will be on greater autonomy in practice and will focus on delivery of psychotherapy services and related assessments. The instructor of record will provide campus-based supervision, and, for field-site placements, the student clinician will secure a face-to-face supervisor at the field site. Course needs to be taken twice for a total of 6 credit hours. Prerequisites: three semester hours PSY 691 passed with a grade of B or better and consent of instructor or applied program coordinator.

**PSY 718 - Doctoral Dissertation**

Hours: 3-12

Doctoral Dissertation. Twelve semester hours. Doctoral dissertations must be acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competency and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

**PSY 790 - Internship in School Psychology**

Hours: 3-6

This course consists of supervised experience in educational or psychological settings under the supervision of one of the following: a licensed school psychologist, certified school psychologist, or a licensed psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Course is repeated for at least two but no more than four, three-credit hour courses (a minimum of 6 credits). Prerequisites: Consent of instructor.

**SPED 501 - Introduction to Assistive Technology**

Hours: 3

SPED 501 offers a comprehensive introduction to the field of assistive technology. Topics includes categories such as no tech, low tech, and high tech, as well as areas of assistive technology (communication, physical, sensory, independent living, etc.) Students will learn about basic concepts of service delivery and models of assistive technology.

**SPED 502 - Assistive Technology Assessment and Evaluation**

Hours: 3

SPED 502 provides an in-depth look at the consideration, assessment, and evaluation of assistive technology. Students will become familiar with available vendors for procurement of equipment, the laws that govern provision and service delivery, and the documentation of decision making.

**SPED 503 - Strategies for Assistive Technology Implementation**

Hours: 3

SPED 503 provides a focus on instructional strategies and techniques for assistive technology training in schools and other environments. Instructional planning and procedures will be covered. Students will also learn where to locate resources specific to assistive technology options.

**SPED 504 - Accessibility and Digital Inclusion**

Hours: 3

SPED 504 provides comprehensive of concepts related to accessibility and digital inclusion. Students will learn to address accessibility barriers inherent in electronic systems of all kinds (learning management systems, instructional materials, etc.) Adaptation of materials for accessibility and digital inclusion will be discussed for people across a range of different needs.

**SPED 512 - Advanced Technologies in Applied Behavior Analysis**

Hours: 3

This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 or SPED 535. Crosslisted with: PSY 512

**SPED 518 - Thesis**

Hours: 3-6

Thesis. Six semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis.

**SPED 524 - Characteristics of Students with Mild Disabilities**

Hours: 3

SPED 524 examines the characteristics of students with mild disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

**SPED 526 - Characteristics of Students with Moderate to Severe Disabilities**

Hours: 3

SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

**SPED 526A - Characteristics of Students with Moderate to Severe Disabilities**

Hours: 3

(Same as SPED 526) SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support. Crosslisted with: SPED 526.

**SPED 528 - Special Education Law**

Hours: 3

SPED 528 provides students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will be exposed to issues of diversity and become familiar with how such factors have shaped federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate education (FAPE), and least restrictive environment (LRE).

**SPED 535 - Applied Behavior Analysis**

Hours: 3

SPED 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535)

**SPED 535A - Applied Behavior Analysis**

Hours: 3

SPED 535A provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535) Crosslisted with: SPED 535.

**SPED 540 - Assessment and Interventions for Social Communication Impairments**

Hours: 3

SPED 540 addresses the (a) process of verbal, non-verbal, and paralinguistic communication skills; (b) assessment of communication competence, including social skills; and (c) research-based intervention strategies and effective practices for promoting effective communication for learners with social communication impairments, including Autism Spectrum Disorders. Language development, communication and language-based assessments, social skills training, alternative/augmentative modes of communication, assistive technology devices, and the impact of contextual factors affecting communication competence will be discussed and investigated.

**SPED 553 - Cognition, Learning, and Development**

Hours: 3

SPED 553 is designed for professionals providing learning and transition services to students with special needs. Consideration is given to cognitive abilities and styles, information processing, memory, and development.

**SPED 563 - Secondary Instructional Methods To Support Students with Disabilities**

Hours: 3

SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided.

**SPED 563A - Secondary Instructional Methods To Support Students with Disabilities**

Hours: 3

(Same as SPED 563) SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided. Crosslisted with: SPED 563.

**SPED 572 - Principles of Assessment and Measurement**

Hours: 3

(Same as PSY 572) SPED 572 is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores. Prerequisite: Graduate standing.. Prerequisites: Graduate standing.

**SPED 573 - Principles of Cognitive Assessment**

Hours: 3

The purpose of SPED 573 is to introduce students to principles of cognitive assessment. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessments in the context of recent cognitive theories and research. (Same as: PSY 573) Prerequisites: SPED 572 or consent of Department.

**SPED 574 - Principles of Psycho-Educational Assessment**

Hours: 3

SPED 574 explores a variety of methods to assess students' academic and behavioral achievement. Test administration, scoring, and interpretation of evaluation results are emphasized. Prerequisites: PSY/SPED 572, SPED 528 and Psy/SPED 573 or consent of Department.

**SPED 580 - Current Topics in Special Education**

Hours: 3

This course addresses current topics and issues in the special education field. The student will develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Emphasis will be placed on the use of research to support practitioner decision-making. Prerequisites: SpEd 520. Depending on program selected ONE or BOTH from 524 and 526.

**SPED 583 - Elementary Instructional Methods To Support Students with Disabilities**

Hours: 3

SPED 583 provides students with an understanding of effective reading, writing, and math instruction, with emphasis on the challenges faced by children (K-6) with a wide array of disabilities. Major approaches to informal assessment and remediation in reading and math will be reviewed, enabling students to develop diagnostic-prescriptive programs. In addition, this course will provide students with methods of remediation in handwriting, spelling, and conceptual writing.

**SPED 586 - Collaboration and Transition for Students with Varied Academic Needs**

Hours: 3

SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized.

**SPED 586A - Collaboration, Transition, and Diversity**

Hours: 3

(Same as SPED 586) SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized. Crosslisted with: SPED 586.

**SPED 589 - Independent Study**

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

**SPED 595 - Research Literature & Techniques**

Hours: 3

SPED 595 introduces students to fundamental research concepts, methods, and practices to address problems in the students' field of interest. Emphasis is placed on review and critique of the literature and the role of research in applied settings. Crosslisted with: COUN 595, PSY 595.

**SPED 597 - Special Topic**

Hours: 3

Organized class. May be repeated when topics vary.

**SPED 605 - Single Subject Designs**

Hours: 3

SPED 605 is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as: PSY 605) Prerequisites: SpEd or PSY 535.

**SPED 691 - Educational Diagnostician Practicum**

Hours: 3

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent educational diagnostician. Practicum students can expect to assist their mentor in all of the duties of a practicing educational diagnostician. Prerequisites: B or better in PSY 572, PSY 573, and PSY 574. Must be taken in the last six hours of coursework and have an overall GPA of 3.5.