EDUCATIONAL PSYCHOLOGY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Graduate Faculty:

Bardo, Harold R., Associate Professor, Ph.D., Southern Illinois University Carbondale, 1972; 1968.
Beggs, Donald L., Professor, Emeritus, Ph.D., University of Iowa, 1966; 1966.
Bradley, Richard W., Professor, Emeritus, Ph.D., University of Wisconsin, 1968; 1968.
Brown, Beverly M., Professor, Emerita, Ph.D., University of Iowa, 1974; 1974.
Champe, Julia, Assistant Professor, Ph.D., Idaho State University, 2004; 2008.
Cody, John J., Professor, Emeritus, Ph.D., University of Wisconsin, 1961; 1965.
Deichmann, John W., Associate Professor, Emeritus, Ph.D., St. Louis University, 1969; 1969.
Dillon, Ronna, Professor, Emerita, Ph.D., University of California, Riverside, 1978; 1978.
Headrick, Todd C., Associate Professor, Ph.D., Wayne State University, 1997; 1999.
Karadatzke, Kerrie, Assistant Professor, Ph.D., University of North Carolina, 2009; 2010.
Kimemia, V. Muthoni, Assistant Professor, Ph.D., University of Central Florida, 2006; 2008.
Kowelchuk, Rhonda K., Associate Professor, Ph.D., University of Manitoba, 2000; 2004.
Leitner, Dennis W., Associate Professor, Emeritus, Ph.D., University of Maryland, 1975; 1974.
May, Michael, Assistant Professor, Ph.D., Vanderbilt University, 2007; 2007.
Mouw, John T., Professor, Emeritus, Ed.D., University of South Dakota, 1968; 1968.
Prichard, Karen K., Associate Professor, Emerita, Ph.D., Kent State University, 1980; 1980.
Sheng, Yan Yan, Associate Professor, Ph.D., University of Missouri-Columbia, 2005; 2005.
Snowman, Jack, Professor, Emeritus, Ph.D., Indiana University, 1975; 1975.
White, Gordon W., Assistant Professor, Emeritus, Ph.D., University of Iowa, 1969; 1971.
White, Lyle J., Professor and Chair, Ph.D., University of Iowa, 1988; 1989.

The Department of Educational Psychology and Special Education offers graduate studies leading to the Master of Science and the Ph.D. degrees in educational psychology. The purposes of these graduate programs are to prepare professional educational psychologists to engage in the practice of their specialization and to pursue research in their areas of interest. Where appropriate, degree requirements will satisfy certification and entitlement requirements. Programs are monitored to be in line with standards set forth by the North Central Association, and the National Council for Accreditation of Teacher Education. Counselor education programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Individualized courses of study are linked to the teaching and research capabilities of the faculty. Sufficient latitude is provided so that students in concert with their adviser and committee plan programs that capitalize on student interests and faculty capabilities. The professional and research specialties of the faculty include human learning and cognition, development, instructional psychology, child and adult counseling, couple and family counseling, career development, educational measurement and statistics, special education and research design.

Master of Science in Education

Academic experiences leading to the Master of Science in Education degree are provided through concentrations in educational psychology and counselor education. Graduates from these programs are prepared to pursue advanced graduate studies and assume roles as professional counselors in schools, colleges, and other agencies.

Program Requirements. Core requirements consist of competencies in learning, quantitative methods, and development. Specific course selections to meet the degree program are determined by the students and their advisers with the approval of the department chair.

Completion of a thesis or 6 hours of approved course work beyond those requisite for the degree is mandatory to meet the requirement of a master’s degree in education. Students must complete six (6) hours of coursework from the courses listed below:

AJ 510-8 (4,4) Research in Criminal Justice
AJ 517- 3 Quantitative Techniques in Criminal Justice Research
CI 500-3 Introduction to Research Methods in Education
CI 582-3 Advanced Research Methods in Education
EAHE 500-3 Educational Research Methods
EAHE 547-3 Evaluating Educational Research
EAHE 585-3 Survey Research Methodology
EPSY 506-4 Inferential Statistics
EPSY 507-4 Multiple Regression
EPSY 508-4 Experimental Design in Education Research
EPSY 531-3 Principles of Measurement
LING 544-3 Discourse Analysis
LING 546-3 Conversation Analysis: Pragmatics
LING 547-3 Conversation Analysis: Ethnomethodology
LING 549-3 Research Methods in Linguistics and TESOL
PSYC 522-4 Experimental Design and Analysis
PSYC 523-3 Research Methods in Applied and Professional Psychology
PSYC 524-3 Multivariate Methods of Psychology
PSYC 525-3 Psychological Measurement
PSYC 526-3 Research in Counseling Psychology
SOC 512-4 Quantitative Sociological Research
SOC 514-4 Quantitative Methodology
SOC 526-8 (4, 4) Quantitative Methods in Sociology
SPCM 501-3 Introduction to Speech Communication Research
SPCM 502-3 Seminar: Quantitative Communication Research
REHB 509-6 (3, 3) Behavior Analysis Research Designs
REHB 535-3 Behavioral Observation Methods
REHB 578-3 Program Evaluation in Rehabilitation
WED 561-3 Research Methods

An oral or written comprehensive examination covering course work or thesis is required before students can be recommended for graduation.

**Admission and Retention.** Students seeking admission to master's degree studies in the department must apply to and meet requirements for admission to the Graduate School and be approved by the Department of Educational Psychology and Special Education. Scores from the Graduate Record Examination (GRE), an undergraduate grade point average of 2.7 (A = 4.0), letters of recommendation, and evidence of successful experience or commitment to the profession are required for admission. Each application is considered on an individual basis. Professional qualifications, graduate courses taken, and student goals are also considered.

The adviser, along with the faculty of the specialty, is responsible for reviewing student progress each semester. Students are required to maintain a 3.0 grade point average and to be progressing toward their professional goals within the guidelines formulated in the advisement process. Failure to make progress or violations of department, college, or Graduate School regulations may result in dismissal from the program.

Specific information about programs and how to apply may be obtained by calling 618-536-7763 or writing to: Chair, Department of Educational Psychology and Special Education, Southern Illinois University, Carbondale IL 62901-4618

This program requires a nonrefundable $50.00 application fee that must be submitted with the application for Admissions to Graduate Study in Educational Psychology. Applicants may pay this fee by credit card if applying electronically. Applicants submitting a paper application must pay by personal check, cashier's check, or money order made out to SIU, and payable to a U.S. Bank.

**Educational Psychology**

The master's degree concentration in educational psychology is a minimum 32-hour program. Students who wish to acquire knowledge and skills in human learning, development, and research design are required to write a thesis (6 hours) or write a research paper (3 hours) and complete an accompanying course (3 hours). Graduates from this program have taken positions as teachers, researchers, instructional designers, and evaluators in the military, schools, industry, and other institutions. Others have continued to pursue their education at the Ph.D. level. Current teachers can complete requirements for recertification while earning an M.S.Ed. degree.

**Counselor Education**

The master's degree in counselor education is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in three program areas: Community Counseling, School Counseling, and Couple and Family Counseling. Community and School Counseling are minimum 48-hour programs; Couple and Family Counseling is a minimum 60-hour program. These programs prepare students to work with children and adults in mental health settings, elementary and secondary schools, higher education, and other agencies or settings. Emphasis is placed on child, adolescent, adult, family, and couples counseling.

The Community Counseling and Couple and Family Counseling programs prepare students to meet the educational requirements for licensure in Illinois. The School Counseling program fulfills requirements of the entitlement program for certification in Illinois.

Students who first pursue the program in educational psychology as a preparation for counseling certification should indicate this intent at the beginning of their program. In this manner, experiences can be planned to better meet the needs of the student.

**Doctor of Philosophy Degree in Education**

Advanced studies leading to a Ph.D. degree are offered by the Department of Educational Psychology and Special Education. Individualized programs of study, based on a core foundation, are required for each candidate. Students
along with their doctoral committee plan programs related to student background and interests, the professional requirements of the program, and the professional competencies of the faculty.

Departmental faculty provide research and professional competencies in counselor education, human learning and development, educational measurement and statistics, and special education.

**Application.** Students must apply to the Chair, Department of Educational Psychology and Special Education, Southern Illinois University, Carbondale IL 62901-4618. Phone: 618-536-7763. Specific questions about programs and how to apply should be directed to the address identified above or by phone.

A non-refundable application fee of $50.00 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted.

**Admission and Retention.** Applications are reviewed by the department faculty and recommendations forwarded to the College of Education and Human Services and the Graduate School. Test scores from the Graduate Record Examination are required. A personal interview with a candidate may be required. Admission to the program is dependent on (1) the applicant’s grades in their master’s program, (2) GRE scores, (3) prior course work, and (4) availability of qualified faculty to supervise the applicant’s doctoral work. Applicants are expected to have prior course work in (1) research methods, (2) human learning and development, and (3) individual differences or special populations. Applicants must also meet the admission requirements of their chosen specialty.

The performance of each doctoral candidate is reviewed each semester. Maintenance of 3.0 grade point average and compliance with policies of the department, the college, and Graduate School are also required.

**Core Requirements.** Students are required to take core courses in the research and historical-philosophical issues in educational psychology. Specific courses or other degree requirements are determined by the department upon recommendation from the student’s doctoral committee. Students are expected to bring to the doctoral program a background of course work and experiences commensurate with a master’s degree in educational psychology that includes foundations in psychology, education, and other related areas.

**Research, Teaching, and Practicum Experience.** Each student is required to demonstrate professional competence through supervised experiences. These experiences include research, teaching, and personal interactions in consulting, psychometric, or counseling situations. Doctoral students participate in internships or other applied experiences in their area of professional specialization. Internships are usually of a year’s duration and must be approved by the department.

**Preliminary Examinations.** All Ph.D. candidates must pass a preliminary examination over their doctoral course work before formal admission to candidacy. The doctoral committee with the concurrence of the department is responsible for the development and evaluation of the preliminary examination.

**Doctoral Committees.** Students are assigned a doctoral adviser upon admission to the program. Before the end of the first year of doctoral study a doctoral committee is constituted. At this time a new chair may be chosen to head the committee which assists and evaluates students in their program. The committee also is responsible for an oral examination over the completed dissertation and student’s general knowledge of the professional field.

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**Courses (EPSY)**

Courses in this department may require the purchase of supplemental materials. Field trips are required for certain course

**402-3 Basic Statistics.** A master’s level terminal statistics course. Emphasis on descriptive statistics and graphical representation of data. Includes a brief introduction to hypothesis testing procedure.

**412-3 Human Behavior and Mental Health.** This course is designed to provide an overview of the factors and conditions in life that tend to affect mental health and the community resources available to address mental health needs. Social, political, economic, and professional resources will be examined as they relate to the development, implementation and coordination of mental health services and systems.

**418-3 Psychology of the Classroom.** An examination of the main factors that affect learning in classroom settings. Includes an analysis of theory and research on cognitive development, personality development, individual differences, cultural and socioeconomic diversity, learning processes, motivation, and assessment, as well as the implications of research findings for classroom instruction.

**422-3 Introduction to Individual and Group Assessment.** The student will be introduced to the basic testing process and the problems related to individual group assessment and will be expected to choose a project for study and investigation. The project must be related in some way to the role and function of the counselor in different settings. The various types of assessment instruments and the manner in which the data derived therefrom can be employed in consultation.

**430-3 Conflict Resolution Skills for Education Environments.** The purpose of the course is to help educators and others to develop the understanding and skills necessary to promote peaceable means for resolving conflict with and among children and adolescents in an
ed, educational environment. The course will focus on participants developing personal techniques and approaches to assist children and adolescents to develop age-appropriate conflict resolution skills.

481-1 to 12 Seminar. Conducted by staff members and distinguished guest lecturers on pertinent topics. Prerequisite: consent of instructor and department.

491-1 to 6 Special Research Problem—Individual Study. For majors. Formulating, investigating, and reporting on a problem in the area of applied psychology. Restricted to advanced standing. Special approval needed from the department.

493-3 Counseling Skill Development. Through simulated counseling situations and extensive examination of counseling case studies, counseling skills are examined and practiced.

501-3 Professional, Ethical, and Legal Issues in Community Counseling. This course provides an overview of the history, foundations, practices and ethical and legal issues relevant to community counseling. This course does not include specific skill attainment.

502-3 Professional, Ethical, and Legal Issues in School Counseling. This course provides and overview of the history, foundations, practices, and ethical and legal issues relevant to school counseling. The course does not include specific skill attainment.

503-3 Professional, Ethical, and Legal Issues in Marital, Couple, and Family Counseling. This course provides an overview of the history, foundations, practices, and ethical and legal issues relevant to marital, couples, and family counseling. This course does not include specific skill attainment. Prerequisite: EPSY 541.

505-3 Intro to Quantitative Research Methods. This course is required of all students enrolled in the doctoral program of the College of Education and Human Services. It offers an introduction to the reading of quantitative research literature and the development of quantitative research methods that can be used to address areas of scholarly inquiry within the academic concentrations found in the College.

506-4 Inferential Statistics. Covers basic descriptive techniques such as central tendency, measures of variability and graphical presentation of data. In addition, hypothesis testing, analysis of variance, nonparametrics and simple linear prediction will be covered.

507-4 Multiple Regression. The general linear model is presented which allows for hypothesis testing including correlational analysis, analysis of variance and analysis of covariance. Non-linear relationships are presented. Emphasis is placed on testing the stated research hypotheses. Prerequisite: 506.

508-4 Experimental Design in Educational Research. Strategies of designing research studies and the analysis of data from studies using linear models are examined. Emphasis will be placed on internal and external validity and factors that affect power in variance designs including completely randomized designs, Latin square, repeated measures and analysis of covariance with each of the above designs. Prerequisite: 506 or equivalent.

511-3 Instructional Psychology. Critical review of empirical, methodological and theoretical developments in the experimental study of instructional variables as related to student behavior. Prerequisite: Psychology 407 or equivalent is recommended.

512-3 Life-Span Development. Investigates physical, intellectual and social development throughout the life span. Provides information regarding learner characteristics and transitions. Focus is on applications for education, counseling and related services.

521-3 Consultation of Schools and Organizational Systems. Surveys the theories and available research on several approaches to consultation with families, schools and other organizational systems. Systemic approaches to consultation are emphasized.

531-3 Principles of Measurement. Intended to provide theoretical principles of measurement which are applicable to both teaching and research. Part of the course will be devoted to current issues in measurement and to practical applications to these theoretical principles. Prerequisite: 506.

533-3 Survey Research Methods. Overview of survey methods covering topics such as the purpose of survey research methods, the process of survey research, ethical considerations in survey research, questionnaire design and administration, sampling designs, data processing, and reporting of survey research. Students are expected to be familiar with basic descriptive statistics, inferential statistical procedures and principles of instrument construction/development. Prerequisite: EPSY 506 & EPSY 531 or equivalent.

537-3 Counseling Children: Theory, Techniques, and Practice. The foundations and techniques of individual and group counseling with particular emphasis on theories, operational approaches, tools and related procedures. Prerequisite: 493 or concurrent enrollment.

540-3 Issues and Trends in Counseling. Students will examine current problems, issues, and trends with an emphasis on strategies for solving the problems; clarifying the issues and placing them in proper perspective; examining possible ramifications of the trends.

541-3 Theories of Counseling. This course presents an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques and practical applications of each approach. Each of the theories will be examined critically such that the student can begin to formulate an integrated personal theory of counseling. Prerequisite: 493 or concurrent enrollment.

542-3 Career Development Procedures and Practices. For pupil personnel workers, teachers, and administrators to give an orientation to theoretical, economic, and informational aspects of career guidance and to provide experience with using career information in counseling and decision making. Obtaining occupational and information materials for use in guidance and teaching.
543-3 Group Theory and Practice. Focuses on the theory, functions, and techniques of group procedures appropriately applied to decision making, problem solving and resolution of conflict. Major emphasis is given to the dynamics of group behavior, the social-psychological interaction of small groups and their applications to group counseling. Dual emphasis is placed upon interpersonal self-understanding and the familiarity with group procedures. Prerequisite: 493.

544-3 Appraisal in Counseling. Principles and procedures for gathering appraisal and assessment information about people. Theoretical basis for describing and comparing individuals as well as assessing developmental stages and types will be covered. Particular emphasis will be the validity and reliability of data collection methods, interpretation of this information to individuals and procedures for selection of instruments.

545-3 Cross Cultural Factors Affecting Counseling. Designed to cover special problems of different cultural groups in the counseling process. The influence of culture upon values, beliefs, interests and feelings will be explored as they relate to the rights of the client. Prerequisite: 493 and 541.

546-3 Crisis and Counseling. The purpose of this course is to prepare you for dealing with inevitable crisis situations you will encounter as a counselor. We will spend time reflecting on how people deal with crisis, exploring your own crisis experiences, and starting to develop your skills in crisis intervention. You will also examine some of the relevant research on crisis, resolution, and resilience. However, you major focus throughout the course will be on learning the practical skills of helping people in crisis.

547-3 Research and Evaluation in Counseling. This course provides knowledge of the field of counseling research and specific methods for conducting and critically reading research as well as applications of needs assessment and program evaluation including using computers for data analysis and legal and ethical considerations in research and evaluation. Prerequisite: advanced standing in counselor education program.

548A-3 School Counseling Practicum. A combined seminar, laboratory, and field experience representing the central focus of the program in school counseling. Enables the student to practice the role of the counselor under close supervision. Graded S/U only. Prerequisite: 493, 541; admitted to counseling program.

548B-3 Counseling Practicum. Practice of counseling skills with different populations in varied settings. The professional setting depends on the student’s interest area. Individual and group supervision are provided. Use of tape recorder is required. Graded S/U only. Prerequisite: 493, 541, admitted to counseling program.

548C-3 Career Group Practicum. Supervision in the creation and maintenance of small group process for the purpose of career development. Application of theoretical models is stressed concurrently with entry level skills in the facilitation of small groups and career counseling. Graded S/U only. Prerequisite: 542, 543, admitted to counseling program.

548E-3 Practicum in Couples and Family Counseling. Supervised on-campus counseling experience with couples and families. Supervision will be individual as well as within the context of a therapy team. Graded S/U only. Prerequisite: 493, 503, 548a or b, concurrent enrollment in 560 and consent of instructor.

549-3 Diagnosis and Treatment of Mental Disorders. This course provides counselors and other human service workers with an overview of the DSM and is designed to acquaint future counselors or students in other helping professions with an understanding of the etiology, prevention, and treatment of mental and emotional disorders. The course will address differential diagnosis and associated disorders of the primary diagnoses in the multi-axial system. Prerequisite: EPSY 493, 501 or 502 or 503, or consent of instructor.

551-3 The Supervision of Practicum. Doctoral students will: become familiar with models of counseling supervision; practice supervision with Master’s students; and be acquainted with the research in the counselor training and supervision. Individual and group supervision are provided. Tape recording of supervision sessions is required.

560-1 to 3 Seminar in Couple and Family Counseling. Seminar will focus on current clinical and research topics in the field of couple and family counseling and the general issues that emerge from the couple and family counseling practicum. Prerequisite: 548a or b, 503, concurrent enrollment in 548e and permission of instructor.

562-6 (3,3) Human Development in Education. Theories and research evidence regarding child development and behavior are investigated. These considerations focus upon implications for research and educational practices. (a) Childhood. (b) Adolescent.

568-3 to 12 (3,3,3,3) Topical Seminar in Counseling. A series of advanced seminars in counseling. Sections a through c are to be taken only once. Section d may be repeated as topics vary. Students may take up to 12 credits only for 568. (a) Professional Orientation. (b) Advanced Theory. (c) Conducting Research. (d) Selected Topics. Prerequisite: admission to Ph.D. program.

575-4 Philosophical and Historical Issues. Course will explore philosophical and historical issues related to studies in human learning, measurement and statistics, counseling and special education. The course will require participants to make major presentations and prepare scholarly papers. Prerequisite: Admission to doctoral program.

576-4 Research Issues in Educational Psychology. Introduction to research methods and current research issues in the areas of human learning and development, statistics and measurement, counselor education and special education. The course will focus on what is currently known about selected major research issues in each of the above areas and what these findings imply for
educational practice. Prerequisite: admission to doctoral program.

580-2 to 29 (3,3,3,3,2,3,3,3,2 to 6) Doctoral Seminar in Educational Measurement and Statistics. A series of advanced seminars on statistics and measurement. Sections a through h may be taken only once each. Section i may be repeated as topics vary. (a) Advanced regression analysis. (b) Factor analysis. (c) Multivariate methods. (d) Nonparametric methods. (e) Evaluation methods. (f) Experimental design. (g) Advanced measurement theory. (h) Computer applications. (i) Selected topics.

590-3 Special Topics in Family Counseling: Sexuality, Violence, and Trauma. This course is designed to prepare counselors-in-training to work effectively with couples and families who may be dealing with issues related to sexuality, violence, and trauma, and to address relevant professional, legal, and ethical issues surrounding clinical work in these areas. Human sexuality includes physiological, psychological, developmental, social, and relational issues as they relate to the conceptualization and treatment of clinical issues in couples counseling. Family violence issues include physical, emotional, and sexual abuse of children, elders, and intimate partners. In addition, the course provides an overview of theories and application of crisis intervention strategies for individuals and family members experiencing a crisis or trauma. Prerequisite: EPSY 503.

591-1 to 3 Internship in Counseling. A total of 6 credits (in a minimum two semesters) of supervised internship at an approved site, for 600 clock hours (including 240 hours direct client service in individual, group, and/or family counseling). Internship provides advanced students opportunity to perform a variety of activities expected of a regular employed professional counselor, under supervision of on-site and faculty supervisors. Graded S/U. Prerequisites: EPSY 548A or B and EPSY 548C.

592-1 to 8 (1 to 6 per semester) Independent Study and Investigation. For advanced graduate students. Topics of interest to the individual student are studied under supervision of a department staff member. Prerequisite: consent of department.

593-1 to 4 Individual Research. For advanced graduate students in Educational Psychology. Formulating, investigating and reporting of research problems in the area of Educational Psychology. Prerequisite: consent of department.

594-1 to 6 Advanced Practicum. Primarily for advanced Master’s or doctoral students who want to continue developing their counseling skills. Counseling settings are individually arranged, however, they typically follow the 494 practicum experience. Graded S/U only.

595-1 to 8 Internship in the Psychology of Teaching. Full- or half-time teaching practice in the management of classroom behavior, and the design, delivery, and evaluation of instruction. Interns will be supervised by University staff. Graded S/U only. Prerequisite: consent of department.

597-6 Doctoral Internship in Counseling. This experience is designed to prepare students for leadership positions in the education and supervision of counselors. It should be consistent with program's doctoral internship guidelines, as well as specific student goals. Internship occurs at the end of the student's doctoral program and is coordinated by the student's program chair. An internship plan is to be developed by the student with guidance from the program chair, and may include the following counselor education and supervision activities: advanced counseling practice, supervision, teaching, professional service, and research. Prerequisite: 551, 594, consent of program.

599-1 to 6 Thesis. Prerequisite: consent of department.

600-1 to 32 (1 to 16 per semester) Dissertation.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only.