

# Educational, School, and Counseling Psychology

ESCP provides a diverse, supportive, and caring environment for students. Our faculty members create rich and stimulating learning opportunities through their teaching, research, and service. Our faculty are more than academic advisors and teachers - they are mentors providing students with role models featuring the scientist-practitioner model.

## Faculty

**Professor** K. Herman\*\*, F. Huang\*\*, M. Martens\*\*, W. M. Reinke\*\*

**Associate Professor** W. Bonifay\*\*, P. Rottinghaus\*\*, C. Slaten\*\*, W. Wiedermann\*\*, S. Whitney\*\*

**Assistant Professor** S. Holmes\*\*, B. Keller\*\*, J. Parmenter\*\*, R. Santiago\*\*, T. Smith\*\*, S. Winter\*\*

**Teaching Professor** L. Neier\*, G. Sullivan \*

**Clinical Professor** A. J. Knoop\*\*

**Associate Teaching Professor** M. Easter\*\*, C. A. Offutt\*\*, J. Swank\*

**Assistant Teaching Professor** C. Hutton\*, S. Owens\*\*

**Professor Emeritus** C. Bergin, D. Bergin, R. Cox, R. A. English, N. Gysbers, M. Heppner, P. Heppner, J. A. Johnston Jr., S. J. Osterlind, B. Williamson

\* Graduate Faculty Member - membership is required to teach graduate-level courses, chair master's thesis committees, and serve on doctoral examination and dissertation committees.

\*\* Doctoral Faculty Member - membership is required to chair doctoral examination or dissertation committees. Graduate faculty membership is a prerequisite for Doctoral faculty membership.

## Undergraduate

While MU does not offer undergraduate degrees specifically in educational and counseling psychology, the University does offer baccalaureate opportunities in a number of related areas, both within the College of Education, and in the other Schools and Colleges that make up the University. The catalog provides a complete list of these degree options (<http://catalog.missouri.edu/degreesanddegreeprograms/>).

## Graduate

- MA in Educational, School, and Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/ma-educational-school-counseling-psychology/>)
  - with emphasis in Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/ma-educational-school-counseling-psychology-emphasis-counseling-psychology/>)
  - with emphasis in Educational Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/ma-educational-school-counseling-psychology-emphasis-educational-psychology/>)
  - with emphasis in School Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/ma-educational-school-counseling-psychology-emphasis-school-psychology/>)
- MEd in Educational, School, and Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology/>)
  - with emphasis in Career Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-career-counseling-psychology/>)
  - with emphasis in Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-counseling-psychology/>)
  - with emphasis in Educational Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-educational-psychology/>)
  - with emphasis in Mental Health Practices in Schools (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-mental-health-practices-schools/>)
  - with emphasis in Positive Coaching and Athletic Leadership (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-positive-coaching-athletic-leadership/>)
  - with emphasis in School Counselor, Elementary, Certification (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-school-counselor-elementary-certification/>)
  - with emphasis in School Counselor, Elementary and Secondary, Certification (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-school-counselor-elementary-secondary-certification/>)
  - with emphasis in School Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-school-psychology/>)
  - with emphasis in Sport Psychology (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-sport-psychology/>)
  - with emphasis in Statistics, Measurement, and Evaluation in Education (<http://catalog.missouri.edu/collegeofeducation/educationalschoolcounselingpsychology/med-educational-school-counseling-psychology-emphasis-statistics-measurement-evaluation-education/>)
- EdSp in Educational, School, and Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/>)

educational-school-counseling-psychology/edsp-educational-school-counseling-psychology/)

- with emphasis in Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/edsp-educational-school-counseling-psychology-emphasis-counseling-psychology/>)
- with emphasis in Mental Health Practices in Schools (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/edsp-educational-school-counseling-psychology-emphasis-mental-health-practices-schools/>)
- with emphasis in School Psychology, Certification (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/edsp-educational-school-counseling-psychology-emphasis-school-psychology-certification/>)
- PhD in Educational, School, and Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/phd-educational-school-counseling-psychology/>)
  - with emphasis in Counseling Psychology (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/phd-educational-school-counseling-psychology-emphasis-counseling-psychology/>)
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  - with emphasis in School Psychology, Certification (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/phd-educational-school-counseling-psychology-emphasis-school-psychology-certification/>)
  - with emphasis in Statistics, Measurement, and Evaluation in Education (<http://catalog.missouri.edu/collegeofeducation/educational-school-counseling-psychology/phd-educational-school-counseling-psychology-emphasis-statistics-measurement-evaluation-education/>)

College of Education  
16 Hill Hall  
573-882-7738

<https://cehd.missouri.edu/educational-school-counseling-psychology/>

**Chair:** Christopher Slaten, Ph.D.  
Cheryl Offutt, Ph.D.

## About the Program

ESCP offers master's, educational specialist, and PhD degrees. The PhD programs in counseling psychology and school psychology are accredited by the American Psychological Association. The Counseling Program Area continues to garner a strong national reputation and is currently ranked by US News World Report as the #12 program in the country in 2023.

Our faculty members create a rich and stimulating learning environment for students through their teaching, research, and service. ESCP has three centers that provide students and faculty with many opportunities

to collaborate on research and service-related projects while focusing on improving life for learners in all environments.

## Career Opportunities

Our graduates find employment in a wide range of settings, including colleges and universities, public schools, agencies, clinics, hospitals, business and industry, research laboratories and government service. Occupations include, but are not limited to, school counselors, licensed professional counselors, faculty members, school psychologists, psychometricians, health educators and educational researchers.

## Application Deadlines

- Fall Deadline: December 1st for Counseling and School Psychology Doctoral programs
- Fall Deadline: January 15th for Educational Psychology and Statistics, Measurement, and Evaluation in Education (SMEE)
- Fall Deadline: February 1st for Counseling Psychology Masters programs
- M Ed in Ed Psych/Student Learning and Well-being focus (online degree) - rolling admission
- M Ed, EdSp in Mental Health Practices in Schools (online degrees) - rolling admission
- M Ed in Positive Coaching (online degree) - rolling admission
- Graduate Certificate in Multicultural Education - rolling admission
- Graduate Certificate in Positive Psychology - rolling admission
- Graduate Certificate in Quantitative Research - fall deadline October 15th/spring deadline March 15th

## Financial Aid from the Program

Some programs require an extra form or statement from those who wish to be considered for internal assistantships, fellowships or other funding packages. Check the program Web site or ask the program contact for details.

### ESC\_PS 2000: Experiencing Cultural Diversity in the United States

The purpose of this course is to examine cultural diversity in U.S. Society, to increase self-awareness related to worldviews and beliefs about diversity issues, and to increase understanding of the intersections of multiple group identities. Graded on A-F basis only.

**Credit Hours:** 3

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### ESC\_PS 2010: Inquiry Into Learning I

This course is designed to focus students on the central themes of learning and teaching. Emphasis will be placed on the interaction of theory, philosophy and practice as related to the field of education. Required for Phase II of the certification program.

**Credit Hours:** 3

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### ESC\_PS 2014: Inquiry into Learning I - Field Experience

This field experience course supports the Inquiry into Learning I, component of Phase I. Graded on S/U basis only.

**Credit Hour:** 1

**Recommended:** departmental consent

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**ESC\_PS 2014H: Inquiry into Learning I - Field Experience - Honors**

This field experience course supports the Inquiry into Learning I, component of Phase I. Graded on S/U basis only.

**Credit Hour:** 1

**Prerequisites:** Honors eligibility required

**Recommended:** Departmental consent

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**ESC\_PS 2100: Career Explorations**

Contribution of career development theory to choice of career and/or major. Exploration of personal and social determinants of career choice. Class consists of lecture, laboratory experiences, and use of facilities at the Career Planning and Placement Center. Some sections may be graded on either A-F basis or S/U basis only.

**Credit Hour:** 1-3

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**ESC\_PS 2400: Learning and Instruction**

The nature of human learning processes with implications for instruction. Emphasis on bases of and readiness for learning, types of learning, memory forgetting and transfer, and related topics.

**Credit Hours:** 2

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**ESC\_PS 2500: Child Development**

The psychological, intellectual, social, and physical development of children.

**Credit Hours:** 3

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**ESC\_PS 2700: Psychological Perspectives in Sport**

Survey of sport psychology literature with focus upon such topics as personality, positive and negative affect, cognitive and behavioral intervention, motivation, aggression, audience effects, team cohesion, team building, leadership, exercise, and multicultural issues.

**Credit Hours:** 3

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**ESC\_PS 3085: Problems in Educational, School, and Counseling Psychology**

**Credit Hour:** 1-3

**Recommended:** instructor's consent

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**ESC\_PS 3100: African American Psychology**

(same as BL\_STU 3100 and PSYCH 3880). The course focuses on understanding the attitudes, behaviors and psychosocial realities of African Americans. It explores social inequalities experienced by African Americans and examines psychological science from the African American perspective.

**Credit Hours:** 3

**Prerequisites:** PSYCH 1000

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**ESC\_PS 3200: Black Feminism**

This course outlines the basic principles and practices of Black feminism in the United States. Examination of the multiple systems of oppression on Black women's lives and Black women's collective actions against social structures will occur.

**Credit Hours:** 3

**Recommended:** PSYCH 1000 or instructor's consent

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**ESC\_PS 4087: Seminar in Educational, School, and Counseling Psychology**

**Credit Hour:** 1-3

**Recommended:** instructor's consent

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**ESC\_PS 4115: Human Learning**

An introduction to the basic principles of learning. Focus is on principles of learning which have the greatest utility for professional educators. This course provides a foundation for more advanced courses in human learning.

**Credit Hours:** 3

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**ESC\_PS 4170: Introduction to Applied Statistics**

Introduces statistical techniques including descriptive statistics, correlation, simple regression and hypothesis testing. Math Reasoning Proficiency Course.

**Credit Hours:** 3

**Recommended:** College Algebra or equivalent

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**ESC\_PS 4185: Health Behavior: Drug and Sexuality Education**

Psychological, social, and physical factors related to drug taking and sexuality behaviors.

**Credit Hours:** 3

**Recommended:** instructor's consent

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**ESC\_PS 4200: Positive Psychology**

Using self-actualization and self-determination theory, the course builds on identifying personal strengths in people. An emphasis is placed on developing interventions that promote positive thinking. Some sections graded on either A-F or S/U basis only.

**Credit Hours:** 3

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**ESC\_PS 4200H: Positive Psychology - Honors**

Using self-actualization and self-determination theory, the course builds on identifying personal strengths in people. An emphasis is placed on developing interventions that promote positive thinking. Some sections graded on either A-F or S/U basis only.

**Credit Hours:** 3

**Prerequisites:** Honors eligibility required

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**ESC\_PS 4460: Exploring Mental Health Issues in Schools**

This course is an introduction to the mental health challenges found in schools. It provides education professionals with the knowledge and basic skills to promote positive mental health practices in the schools.

**Credit Hours:** 3

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**ESC\_PS 4575: MU Youth Development Academy: Positive Youth Development in Practice**

(cross-leveled with ESC\_PS 7575). This course prepares students to apply principles of positive youth development to practice, including leading youth programs, developing organizational and community systems that support youth, and engaging others to create positive environments in which youth ages 5-19 grow, thrive, and make successful transitions to adulthood. Course topics include ages and stages of development, experiential learning, program planning, diversity and inclusion, youth/adult partnerships, volunteer systems, risk management, community partnerships, and creating environments for healthy relationships. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Restricted to upper level (junior/senior standing) students

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**ESC\_PS 7000: Foundation of Teacher Prep I**

Designed for graduate students seeking teacher certification, this course addresses content and application in comprehensive classroom management, development, behavior management, and diversity. Field work is required and integrated with course content.

**Credit Hours:** 3

**Prerequisites:** PSYCH 1000

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**ESC\_PS 7087: Seminar in Educational, School, and Counseling Psychology**

**Credit Hour:** 1-3

**Prerequisites:** instructor's consent

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**ESC\_PS 7115: Human Learning**

An introduction to the basic principles of learning. Focus is on principles of learning which have the greatest utility for professional educators. This course provides a foundation for more advanced courses in human learning. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7100

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**ESC\_PS 7120: Theories and Techniques of Counseling**

Survey of contemporary theories underlying individual, feminist, family systems, and multicultural approaches to counseling. Introduction to professional and ethical issues in Counseling Psychology.

**Credit Hours:** 3

**Prerequisites:** departmental consent

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**ESC\_PS 7130: Parent Counseling and Consultation**

For personnel working with parents in professional settings. Examines current family needs and child-rearing practices. Basic skills in diagnosis, counseling, consultation, parent education are developed.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 4120 or ESC\_PS 7120

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**ESC\_PS 7160: Child and Adolescent Development in Schools**

Investigates aspects of human development that affect classroom learning. Topics include parenting style, divorce, friendship, mental health, attachment, play aggression, culture, and media. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 7170: Introduction to Applied Statistics**

Introduces statistical techniques including descriptive statistics, correlation, simple regression and hypothesis testing. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** College Algebra or equivalent

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**ESC\_PS 7185: Health Behaviors: Drug and Sexuality Education**

Psychological, social and physical factors related to drug taking and sexuality behaviors.

**Credit Hours: 3**

**Prerequisites:** ESC\_PS 7195; Restricted Positive Coaching degree seeking students (distance students) or permission of department

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**ESC\_PS 7195: Sport and Applied Coaching Psychology**

Sport and Applied Coaching Psychology is a fusion of positive psychology and sport psychology. Positive psychology teaches coaches a healthy approach based in positive motivation and behavior modeling. Sport psychology helps coaches identify with the mental training of athletes and its role in delivering maximum performance. Course focus is on helping coaches maximize the potential of their athletes and teams, while also building upon their emotional and psychological wellbeing.

**Credit Hours: 3**

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

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**ESC\_PS 7200: Positive Psychology**

Positive psychology explores what is positive, creative, and fulfilling in human behavior. It is the scientific study of well-being and flourishing: what people do right. This course will examine cornerstones and key concepts such as emotions, engagement, relationships, strengths, virtues, meaning, and purpose. Proven as a very effective application in the realms of organizations, governments, businesses, education, counseling, etc., it is best originally understood by applying it to oneself.

**Credit Hours: 3**

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**ESC\_PS 7260: Development of Character and Talent Strengths**

This course will explore the development and application of psychological strengths through the lens of positive psychology theory, research, and intervention. Lessons feature strengths topics including identification, leadership, flow and engagement, regulation, goal-setting and motivation. At the end of the course, students will be proficient in the languages of the StrengthsFinder and VIA Character Strengths assessments, exploration and development oriented activities, and basic facilitator techniques. Graded on A-F basis only.

**Credit Hour: 1**

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**ESC\_PS 7270: Motivation and Positive Psychology**

This course is designed to give you a better understanding of your own motivation and the motivations of others. We will explore the whether, the what, the why, and the how of motivation through the study of Self-Determination, Self-Concordance and Goal Systems, as well as Attribution and Achievement goal theories. In addition to conceptual knowledge, it is our hope that you broaden your personal knowledge, such as gain new insights on how to set and select self-appropriate goals. Additionally, we will explore techniques and recommendations for motivating others towards better performance, learning, and development. Graded on A-F basis only.

**Credit Hour: 1**

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**ESC\_PS 7280: Mindfulness, Meditation and Wellbeing**

This class explores both the historical roots and contemporary research related to mindfulness, meditation, and their impacts on wellbeing. Through readings, video presentations and applied practices students will expand their knowledge of meditation and Eastern influences on psychology. Students will also be encouraged to increase their personal awareness of the relationships between stress reduction, present moment and mind/ body awareness, and mindfulness practices. Students will be challenged to integrate a regular meditation practice into their daily routine and, through diverse readings, be introduced to cross-cultural perspectives on human health, psychology, and wellbeing. Graded on A-F basis only.

**Credit Hour: 1**

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**ESC\_PS 7460: Foundations of School Mental Health**

Explores the history, foundations, and implementation of an expanded framework of school mental health focusing on collaborative and interdisciplinary approaches to supporting the wellness and school success of youth. Introduces professional working in or with schools to the school mental health framework emphasizing a behavioral health continuum of care, links between mental health and academic performance, a comprehensive system of learning supports, and data-based decision-making.

**Credit Hours: 3**

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**ESC\_PS 7575: MU Youth Development Academy: Positive Youth Development in Practice**

(cross-leveled with ESC\_PS 4575). This course prepares students to apply principles of positive youth development to practice, including leading youth programs, developing organizational and community systems that support youth, and engaging others to create positive environments in which youth ages 5-19 grow, thrive, and make successful transitions to adulthood. Course topics include ages and stages of development, experiential learning, program planning, diversity and inclusion, youth/adult partnerships, volunteer systems, risk management, community partnerships, and creating environments for healthy relationships. Graded on A-F basis only.

**Credit Hours: 3**

**Prerequisites:** restricted to graduate students (Master's and PhD)

**Recommended:** Prior course work in education, human development, family studies, sociology, social work, or other child and youth-related programs is highly preferred

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**ESC\_PS 8020: Overview of Research Methods**

Survey of research design and methods of data collection for masters, educational specialists, and doctoral students.

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**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7170 or instructor's consent

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**ESC\_PS 8040: Counseling Methods and Practices**

Introduction to counseling microskills and techniques, with attention to case conceptualization, therapeutic alliance, and counseling process. Laboratory experience in demonstrating skills and the ability to form an effective counseling relationship is required.

**Credit Hours:** 3

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**ESC\_PS 8060: Lifespan Development**

A comprehensive analysis of normal development across the lifespan with a primary focus on children and adolescents. Will investigate the cognitive, affective, academic, physical, moral, social/cultural/racial, religious/spiritual and sexual domains. Examples of atypical development will be discussed.

**Credit Hours:** 3

**Prerequisites:** Consent of instructor required

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**ESC\_PS 8070: Ethical and Legal Issues in Psychological Practice**

Legal and ethical concepts and issues relevant to the practice of psychology and student personnel services.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 4120 or ESC\_PS 7120 or instructor's consent

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**ESC\_PS 8082: Foundations of Educational and Psychological Measurement**

Basic principles of educational and psychological measurement including test construction, validity, reliability, item analysis, and derived scores.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 4170 or ESC\_PS 7170 or instructor's consent

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**ESC\_PS 8085: Problems in Educational, School, and Counseling Psychology**

**Credit Hour:** 1-3

**Prerequisites:** instructor's consent

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**ESC\_PS 8087: Seminar in Educational, School, and Counseling Psychology**

Graded on A-F basis only.

**Credit Hour:** 1-3

**Prerequisites:** instructor's consent

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**ESC\_PS 8090: Master's Thesis in Educational, School, and Counseling Psychology**

Independent research leading to Master's Thesis. Graded on S/U basis only. Prerequisites: advisor's consent

**Credit Hour:** 3-6

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**ESC\_PS 8095: Research in Educational, School, and Counseling Psychology**

Supervised research that is independent of master's thesis or doctoral dissertation. Graded on S/U basis only.

**Credit Hour:** 1-6

**Prerequisites:** advisor's consent

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**ESC\_PS 8100: Psychological Assessment of Children and Adolescents: Cognitive Assessment**

Basic principles in intelligence theory and intermediate measurement concepts. Practice in administering, scoring, and interpretation of data from individually administered intelligence tests with school aged children and adolescents. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** instructor's consent

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**ESC\_PS 8110: Methods in Group Counseling**

Study of group counseling methods and techniques. Participation in a group is required.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8040, demonstrated knowledge of ethical principles and departmental consent

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**ESC\_PS 8120: Psychological Assessment of Children and Adolescents: Psychoeducational Assessment**

Practice in administering, scoring, and interpretation of data from academic achievement, nonverbal intelligence, memory, adaptive behavior, and perceptual/motor assessments with school-age youth and adolescents.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8100 and instructor's consent

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**ESC\_PS 8125: Professional Iss. in Sch. Psych. I: Hist., Trends & Ethical Pract.**

For first-year doctoral students in school psychology. History, current issues, trends, professional organizations, legal-ethical standards of doctoral level school psychology are discussed. The scientist-practitioner model and scientific reasoning process as they apply to both science and practice are reviewed.

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**Credit Hours:** 3

**Prerequisites:** Must be admitted to school psychology program

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**ESC\_PS 8130: Psychological Assessment of Adults**

Students develop and practice skills in writing psychological reports with special emphasis on assessing psychological social-vocational functioning.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8100

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**ESC\_PS 8135: Foundations of Career Psychology**

Theoretical orientations to counseling for career development; nature and structure of work, education, and leisure; work and family issues; career concerns of special populations; use of career information in counseling.

**Credit Hours:** 3

**Prerequisites:** PSYCH 1000

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**ESC\_PS 8140: Psychological Assessment in Children and Adolescents: Behavior and Social Emotional Assessment**

This course introduces behavior theory, behavioral and social-emotional assessment techniques (including observations, interviewing, rating scales, and projective techniques) and their link to relevant interventions, with a primary focus on school-age youth and adolescents.

**Credit Hours:** 3

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**ESC\_PS 8145: Psychological Interventions with Children and Adolescents: Behavioral Intervention**

This course will emphasize behavioral theory, assessment, and intervention, including functional behavior assessment, positive behavior supports, and the conceptualization from an individual, systems, and public health perspective. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8155: Crisis Prevention, Intervention, and Response in Schools**

The course provides students with basic knowledge, theoretical frameworks, and skills/strategies for crisis prevention, intervention, response, and recovery in school and community settings, with a primary focus on addressing the mental health needs.

**Credit Hours:** 3

**Prerequisites:** Instructor consent

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**ESC\_PS 8160: Psychological Interventions with Children and Adolescents: Educational Instruction**

This course investigates models of school instruction in both general and special education, and how instruction can be adapted for learners who exhibit a range of academic and psychological problems and disabling conditions.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8100, ESC\_PS 8120 and instructor's consent

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**ESC\_PS 8165: Psychological Interventions with Children and Adolescents: Evidence-Based Therapies**

An introduction to evidence-based child and adolescent psychotherapies, including individual and group interventions. Various aspects will be considered including assessment, diagnosis, and treatment planning. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8175: Applied Behavior Analysis: Principles, Assessment, and Evaluation**

This course is designed to provide students with an understanding of operant conditioning principles and concepts, single-case design methodology, and behavior analytic assessments and evaluation. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Instructor's consent

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**ESC\_PS 8185: Health Promotion**

An overview of the important concepts of health promotion. Emphasis on specific health-related problems and issues, health behavior change, and the design, development implementation, and evaluation of comprehensive health promotion programs.

**Credit Hours:** 3

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**ESC\_PS 8195: Applied Positive Coaching**

Explores concepts of sport, coaching and positive psychology, particularly the interventions and applications designed to further develop a coach's philosophy, communication skills, understanding of motivation, leadership skills, and the coach's and athlete's well-being.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7195; Restricted Positive Coaching degree seeking students (distance students) or permission of department

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**ESC\_PS 8200: Applied Positive Psychology**

This course will require students to implement positive psychology concepts from the introductory course into their personal, professional, and/or social lives. We will also study specific ways in which these

concepts and theories are being applied throughout various realms of well-being. Among the topics in this course are therapeutic lifestyles, goal-setting and attainment, self-care, meaning making, transformational leadership, influence and sustainable happiness theory.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7200

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### **ESC\_PS 8232: Foundations of Sport Performance**

Focuses on principles and methods to become an effective sport performance coach. Examines the development of athletes and education of basic sports nutrition, strength, and conditioning.

**Credit Hours:** 3

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

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### **ESC\_PS 8240: Sport in America**

Sociological perspectives of sport in America. Attention given to the influence of society on sport as in institution, and the role of sport as an agent of social change.

**Credit Hours:** 3

**Prerequisites:** SOCIOL 1000 or PSYCH 1000

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### **ESC\_PS 8250: School Psychology Practicum: Introduction**

This course is an intro practicum that exposes students to the organization and functions of schools. Students work with psychologists and other school personnel on academic and behavioral interventions to learn how schools serve children and their families. Graded on S/U basis only. May be repeated for credit.

**Credit Hour:** 1-6

**Prerequisites:** instructor's consent

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### **ESC\_PS 8255: Legal Aspects of Sport and Coaching**

Emphasis is to provide insight about how the law is applied in sport settings, the types of litigation involved, and the standard of care required. Fundamental terminology and concepts, and contemporary issues in sport law will be addressed.

**Credit Hours:** 3

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

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### **ESC\_PS 8260: School Psychology Practicum: Intermediate**

Intermediate School Psychology Practicum provides students with experience in school-based psychological service delivery. Students gain experience with psychoeducational assessment and diagnosis, intervention planning and delivery, consultation, and serving on

multidisciplinary teams. Graded S/U basis only. May be repeated for credit.

**Credit Hour:** 1-6

**Prerequisites:** Instructor's consent

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### **ESC\_PS 8265: Administration of Athletic Programs**

Examines methods, principles, and roles of athletic administrators. Also, examines the job responsibilities and competencies required of sport leaders in athletic administration.

**Credit Hours:** 3

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

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### **ESC\_PS 8270: Student-Athlete Wellbeing**

The Theory of Well-being will guide our study as we examine: (a) the physical, mental, and social "energies" of athlete well-being and (b) well-being in the context of athlete support services provided by the school or organization. Positive Coaches and Athletic Leaders will analyze their character strengths as a foundation to build a unique well-being model specific to their athletes' well-being needs. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

**Recommended:** ESC\_PS 7200 Positive Psychology

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### **ESC\_PS 8275: Resiliency, Grit and Mental Toughness**

This course is intended to help coaches and leaders understand the scientific constructs of grit and resiliency and how to develop it within individuals and group settings for the purpose of peak performance. Course objective will be met first by critically debunking the construct of mental toughness and then exploring resiliency and grit within the context of performance domains. Content will come in part from case study analysis of real-life scenarios from coaching and leadership arenas, case studies provided by student experiences, and applied evidence-based interventions. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Restricted to Positive Coaching degree seeking students or permission of department

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### **ESC\_PS 8280: Coaching for Inclusive Excellence**

Coaching for inclusive excellence is an increasingly important practice for Positive Coaches and Athletic Leaders. As we build connection and foster relationships with our athletes, it is our responsibility to recognize the role identity plays to individual well-being and performance. Therefore, Positive Coaches and Athletic Leaders must (re)commit to inclusive coaching and leadership practices to foster a sense of community among all athletes in order to work toward individual and collective performance and well-being goals. Coaching for Inclusive Excellence explores culture, race, gender identities, and sexual identities



to more closely understand athletes lived experiences. By recognizing our own biases, or blind spots, coaches and athletic leaders will build organizational cultures where athletes of all identities feel valued and capable. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

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#### **ESC\_PS 8285: Psychology of the Injured Athlete**

This course will cover the psychological, emotional, and behavioral responses athletes' encounter during injury by teaching students about the cognitive appraisal cycle an athlete goes through while being injured. Objective will be to understand injury from as a contextual intelligence lens where individual appraisal drives emotional and behavioral responses to injury. Case study format will be utilized, including real-life scenarios experienced by athletes with the intention of helping coaches understand how to best address the psychoemotional health of their injured athletes through their return to sport. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Restricted to Positive Coaching degree seeking students or permission of department

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#### **ESC\_PS 8290: Multicultural Issues in Sport**

The purpose of this course is to increase the level of multicultural awareness, knowledge, skills, and relationship of athletic coaches working with diverse student populations. Activities and assignments are designed to assist, encourage, and challenge each student to more fully develop awareness and knowledge of self, and to use this information to improve intercultural interactions with others in professional settings as well as other settings.

**Credit Hours:** 3

**Prerequisites:** Restricted Positive Coaching degree seeking students (distance students) or permission of department

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#### **ESC\_PS 8295: Character and Ethics in Sport**

This course is designed to develop students' skills and knowledge regarding principled character leadership and development, ethics, and values in sport. The course will use values-based leadership from Acceptance-Commitment Therapy and other leadership philosophies as a framework for integrating ethics and core values into the sport and leadership environment. Particular emphasis will be placed on ethical codes and regulations at both the collegiate and scholastic levels. Learning will be provided through text readings, personal evaluations/analysis, current issues in sport, video review, case studies, interviews, and collaborative discussions. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Restricted to Positive Coaching degree seeking students or permission of department

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#### **ESC\_PS 8300: Positive Leadership in Sport**

A Positive Leadership philosophy requires Positive Leadership delivery. Course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned throughout their program to develop their leadership approach.

**Credit Hours:** 3

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#### **ESC\_PS 8320: Advanced Human Learning**

A study of behavioral and cognitive theories of learning with an emphasis on those greatest utility for educators. Experimental evidence forming the theoretical base for educational practice is examined.

**Credit Hours:** 3

**Recommended:** ESC\_PS 2400 or ESC\_PS 7100

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#### **ESC\_PS 8330: Motivating At-Risk and Diverse Students**

This course examines motivational concepts that apply to students of all ages. The course is designed to help teachers design classrooms and assignments that would improve the motivation of students, especially at-risk students. The course pays special attention to issues of diversity relevant to motivation. Graded on A-F basis only.

**Credit Hours:** 3

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#### **ESC\_PS 8340: Cultural Backgrounds and Learning**

The course explores the influence of culture on the process of learning. Topics and discussions will center on learning within the K-12 classroom. Readings and assignments are tailored to engage students in practical classroom applications of the information and discussions within the course. At the conclusion of the course students will have a deep understanding of how culture shapes thinking, learning, behavior, and the classroom environment. Graded on A-F basis only.

**Credit Hours:** 3

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#### **ESC\_PS 8350: Cognition, Learning and Instruction**

Examines the topics of memory and cognition as they apply to the process of learning and instruction.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8320 or instructor's consent

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#### **ESC\_PS 8355: Cognition and Emotion**

This course looks at human cognition and emotions and their influence on learning, self-control, motivation, executive processes, and behavior change. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8360: Advanced Counseling Theories and Interventions**

Contemporary theories and interventions of counseling. Advanced study of efficacious techniques. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8040

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**ESC\_PS 8370: Social Emotional Learning**

The development and support of social emotional learning will be examined for K-12 age students. The course is both theoretical and application based and is appropriate for all levels of graduate students. Research strongly supports the importance of social emotional regulation in increasing and supporting academic achievement and well-being. Specific topics covered in the class include: the integration of SEL with related prevention approaches, SEL and student-teacher relationships, SEL in connection with PBIS, and accountability in SEL programs. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8380: Data-Driven Instructional Decisions**

This course explores the uses of assessments and evaluation techniques for practical applications within the classroom. Focus is on use of data gathering techniques to increase student academic performance and inform classroom instruction. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8400: Analysis of Research in Career Psychology**

Examination of career development theories, the research supporting the theories, and the practical application of these ideas in career counseling and career programs.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8135

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**ESC\_PS 8410: Introduction to School Counseling**

Provides knowledge and skills in the development and management of school counseling programs including program planning, structuring, implementing, and evaluating. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7120

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**ESC\_PS 8415: Program Evaluation for School Counselors**

Program Evaluation is a graduate seminar intended to provide students with the skills needed to evaluate comprehensive guidance and counseling programs. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7120

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**ESC\_PS 8425: Effects of Maltreatment on Child and Adolescent Development**

Course topics to be covered include 1) definitions of child maltreatment, 2) incidence and prevalence rates, 3) possible causes and consequences associated with child maltreatment, 4) treatment of survivors and perpetrators, and 5) prevention efforts. Important legal and ethical issues will be discussed, such as children's competence and eyewitness abilities, false allegations of abuse, mandated reporting, and investigative interviewing of children. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8430: Mental, Emotional, and Behavioral Disorders in Youth**

The course will include an overview of normal development and an investigation into specific deviations in intensity, frequency, and/or duration of normal development which impact the individual in his or her home, school, and community.

**Credit Hours:** 3

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**ESC\_PS 8435: Wellness Management for School Personnel**

The current climate in schools places considerable demands on teachers and other school personnel. Often, those working in schools find themselves under enormous stress and pressure. In this course, school personnel will examine a variety of topics related to both identifying and effectively dealing with these pressures. Topics include communication skills, dealing with challenging individuals in the school system, recognizing and effectively managing stress, and recognizing burnout and re-energizing. The course will provide an overview of the research on these topics, as well as numerous effective strategies to deal with these pressures. Students in the course will have opportunities to apply learned strategies to real-life situations in the schools. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8440: School Mental Health: Policy, Law and Ethics**

This course is designed to familiarize school-based professionals with policies, laws and ethics associated with children and youth and schools.

**Credit Hours:** 3

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**ESC\_PS 8445: Building Resiliency and Optimism in Youth**

Examines risk and resiliency processes during childhood and adolescence. Focuses on defining resiliency; sources of risks and protective factors within families, schools, and communities; prevention programs targeting early, middle childhood and adolescence. Promotion of one's own resiliency and well-being discussed. Special topics include strengths-based models of resiliency, resiliency and family difficulties,

violence and maltreatment, poverty, dropout, and school/community-based prevention and intervention.

**Credit Hours:** 3

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**ESC\_PS 8450: Diversity Issues in School Mental Health**

The purpose of this course is to increase the level of multicultural awareness, knowledge, skills, and relationship of school personnel working with diverse student populations.

**Credit Hours:** 3

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**ESC\_PS 8455: Bully and Youth Violence: Prevention and Reduction**

This course is a survey of current issues in bullying and youth violence with an emphasis on applications in the school environment. The course will present effective strategies for bullying and violence prevention within the school and in collaboration with the community at large. Students are encouraged to apply the course concepts to their work environment and develop tools for future practice in schools and other youth-serving settings. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8460: Communication and Collaboration with Children and Families**

This course will provide education professionals with the knowledge and basic skills to address common mental health issues through positive and solution focused communication and collaboration.

**Credit Hours:** 3

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**ESC\_PS 8465: Vital Issues in School Mental Health**

The course is highly individualized in that students, as a group, will choose the specific topics to be covered. Readings and assignments have three foci: 1) improve understanding of each issue within a broader context of public mental health policy, prevention, intervention, and maintenance; 2) deepen student knowledge of the topic from practice and research-based sources; and 3) enable students to deal more effectively with those issues within relevant settings. Topics may include, but are not limited to: school dropout, substance use, self-injury/cutting, relational aggression, management of extreme behaviors, homelessness, divorce/death, eating disorders, pregnancy, ADHD, and many others. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8470: Preventions and Interventions in School Mental Health**

This course explores the role that educators and school mental health professionals play in promoting, prevention and early intervention practices for mental, emotional, and behavioral disorders in youth and

considers the basic steps for designing, implementing and evaluating evidence based interventions.

**Credit Hours:** 3

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**ESC\_PS 8475: Proactive Behavior Management**

This course provides a framework to a prevention-focused model of classroom support and behavior management. Prevention is less time-consuming in the long run and leads to more opportunities for learning and social engagement because discipline problems are not interfering with teaching. This course will include evidence based strategies to structure proactive learning environments that promote students' academic skills and competencies as well as their social and emotional development. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8490: Mental Health in Schools Capstone Paper**

Course focuses on writing a capstone integration paper that is intended to be a culminating experience. Allows students to reflect on the content of their course work, evaluate the knowledge and skills acquired, and apply what they have learned into their professional practice.

**Credit Hour:** 1

**Prerequisites:** instructor's consent

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**ESC\_PS 8515: Sport Psychology**

Current topics of research in sport psychology are examined. Topics include: sport personality, attention, activation and anxiety intervention, motivation, sport aggression, audience effects, team cohesion, leadership, and health psychology.

**Credit Hours:** 3

**Prerequisites:** PSYCH 1000

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**ESC\_PS 8530: Developmental Psychopathology and Exceptionality**

An investigation into the presentation, diagnosis, and treatment of psychopathologies in individuals, emphasizing causal pathways, risks/resiliency, prevalence, incidence, and continuity/discontinuity of the disorders from research in the field of developmental psychopathology. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8550: Diversity and Multiculturalism II - Practical Application**

This course is part two in the Multicultural Education Certificate series of online courses designed for students working in a broad range of professions, such as health care, social work, education, school counseling, administration, etc. Students will examine various topics on diversity and multiculturalism to enhance their personal and professional

development. To this end, the milieu of this course will be a safe online environment that is conducive to open dialogue, self-reflection, critical thinking, and questioning, and one in which students can actively engage in the learning process through affective and cognitive approaches. Postings, along with relevant readings and assignments, will be used as the primary tools and resources for this collective learning experience. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** ESC\_PS 8450

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**ESC\_PS 8555: African American Education - Historic and Current Issues**

Critical examination of the deculturalization of American educational system. Concepts of race, culture, and "post racial society" are juxtaposed with social and systemic trends impacting African American students both in and out of the classroom. Pedagogical strategies are discussed. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** ESC\_PS 8450

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**ESC\_PS 8560: Immigrant Issues in Education**

The purpose of this course is to increase the level of cross-cultural awareness, knowledge, and skills of school personnel working with students who are immigrants. It is designed to be practically and experientially oriented. Activities and assignments in the class are designed to assist, encourage, and challenge each student to more fully develop awareness and knowledge of self, and to use this information to improve intercultural interactions with others in professional settings as well as other settings. The anticipated outcome includes improved skills in conceptualizing the unique needs of and responding with appropriate approaches to effectively assist students who are immigrants. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** ESC\_PS 8450

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**ESC\_PS 8565: Gay, Lesbian and Bisexual Issues in the Schools**

This online course seeks to expand your perspective, worldview, and knowledge of GLB individuals and in your work environments as well as an invitation to promote social justice to make positive changes for the benefit of GLB individuals. Individuals who identify as GLB face many unique experiences, challenges, and opportunities during their developmental life span including issues related to coming out, psychological well-being and mental health development, heterosexism and homophobia, stereotypes and myths, and sexual identity. These issues and more are discussed in the course. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** ESC\_PS 8450

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**ESC\_PS 8590: Multicultural Counseling Competencies: Theory and Research**

This course will introduce students to the current status of multicultural counseling theories and research issues and help students to increase their knowledge of cultural differences in counseling and psychology. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8640: Interviewing, Diagnosis, and Assessment**

Introduction to clinical, psychometric assessment, and diagnosis. Data-gathering methods include interviews and tests/inventories of intellectual functioning, abilities, personality, and interests. Students utilize psychological reports to inform assessment, diagnosis and treatment.

**Credit Hours:** 3

**Prerequisites or Corequisites:** ESC\_PS 8082

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**ESC\_PS 8655: Item Response Theory**

Introduces modern scaling with Item Response Theory, and includes how it can be used to statistically specify information about latent variables and the stimuli (e.g., tests) used to represent them.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 9640 and ESC\_PS 9650

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**ESC\_PS 8690: Educational Planning and Evaluation**

This course addresses major issues and models used in educational program planning and evaluation, including the appropriate use of various evaluation models and different types of data.

**Credit Hours:** 3

**Prerequisites:** departmental inquiry course, ESC\_PS 8957

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**ESC\_PS 8700: Life/Career Coaching and Development**

Designed to teach life and career coaching strategies with roots in career psychology and positive psychology. It provides the tools and knowledge on how to coach people to achieve their personal and professional goals.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7200

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**ESC\_PS 8710: Meaning In Work**

Covers a broad look at meaning and vocation using theoretical and empirical frameworks. Also explores the influence of culture, environment, relationships and personal values on meaning development while providing a framework for working from a coaching/counseling standpoint to help others identify or develop meaningful vocations. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7200

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**ESC\_PS 8720: Community and Stewardship**

Examines the concepts of community and stewardship, explores the literal roots of the word (common-unity) and our ability to respond (responsibility) to and build our communities. Also explores the connections between altruism, personal well-being, and social stewardship.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7200

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**ESC\_PS 8730: Positive Organizational Psychology**

Surveys the impact of positive organizational psychology research throughout professional organizations. Students will learn empirically defined elements of positive work environments and learn the building blocks associated with this field including: Appreciative Inquiry, the Abundance Approach, Strengths-Based Organizations, Positive Work Environments, and Employee Engagement and Satisfaction.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7200

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**ESC\_PS 8850: Quantitative Foundations in Educational Research**

This course is designed to provide students the fundamental and necessary quantitative methods skills in educational research. Topics include one-way and factorial analysis of variance (ANOVA), analysis of covariance (ANCOVA), repeated measures ANOVA, random-effects ANOVA, simple linear regression, multiple regression, regression diagnostics, introduction to logistic regression, and statistical power analysis. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7170

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**ESC\_PS 8860: Statistical Data Management and Analysis in Educational Research**

Good data management is a prerequisite for successful research, needed for reproducibility of results, and essential when collaborating with others. The focus of this course is the application of various techniques with different educational databases using R. By the end of the class, students should feel comfortable importing data using different formats, recoding/renaming variables, merging data from different sources, reshaping data, handling missing values, and creating graphs/tables/plots. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8940: Counseling Psychology Practicum**

Supervised practice of counseling in an approved counseling setting. May be repeated. Graded on S/U basis only.

**Credit Hour:** 3-9

**Prerequisites:** ESC\_PS 8040, ESC\_PS 8135, and ESC\_PS 8640 and consent of counseling area faculty

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**ESC\_PS 8943: Practicum in Multicultural Counseling Interventions**

Supervised practice of applied multicultural counseling interventions in a wide variety of approved community and university settings. Graded on S/U basis only.

**Credit Hour:** 1-6

**Prerequisites:** ESC\_PS 8040 and ESC\_PS 8590

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**ESC\_PS 8948: Field Placement in Counseling/Supervision**

Students will conduct counseling and/or supervision in approved community agencies under the supervision of licensed practitioners. Graded on S/U basis only.

**Credit Hour:** 1-12

**Prerequisites:** completion of 9 credit hours of ESC\_PS 8040, and consent of the Counseling Area Faculty

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**ESC\_PS 8957: Qualitative Methods in Educational Research I**

(same as LTC 8957 and ED\_LPA 8957). This course provides a practical introduction to qualitative research and its applications in education and social sciences. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 8960: Interdisciplinary Child and Family Practicum**

This class includes a focus on child/family services with a systems/interdisciplinary approach. Students provide services via a mentorship model (strong supervision initially moving toward autonomy). Services include evaluations, therapy, consultation, psychiatric cross-training, and others. Graded on S/U basis only.

**Credit Hour:** 1-6

**Prerequisites:** ESC\_PS 8040 and instructor's consent

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**ESC\_PS 8990: Career Development Theory for Women**

Consideration of the relevance of theories of career development for women, and their application to the counseling of women. Supervised clinical experience in the application of theories to counseling high school age women.

**Credit Hours:** 3

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**ESC\_PS 9000: Multicultural Issues in Counseling**

This course covers research and theories in multicultural psychology. The course focuses on developing awareness of personal beliefs/assumptions/biases and increasing knowledge of cultural factors in psychology research and practice. The development of multicultural counseling competencies are accomplished via structured activities, lectures, and lab discussions. The course material is presented so that students will develop the foundational anti-racist, anti-sexist, anti-homophobic, anti-classist, anti-ableist, anti-xenophobic and general anti-discrimination competencies necessary for working with diverse individuals and for changing oppressive systems. Graded on A-F basis only.

**Credit Hours:** 4

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**ESC\_PS 9020: Psychology of Crossing Cultural Borders**

The primary purpose of the course is to promote the development of cross-cultural knowledge, awareness, and skills for applied psychologists. Students acquire knowledge of psychological processes associated with crossing cultural borders, and translate that knowledge into practical applications. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 9030: Social Bases of Behavior**

This courses provides an advanced level, broad overview of the field of social psychology in relation to applied psychology. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 9060: Advanced History and Systems of Psychology**

This course explores the origins of psychology in philosophy and the sciences, the development of the science of psychology in the 19th and 20th centuries, and current theoretical perspectives and research in relation to the enduring issues in psychology. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 9080: Biological Basis of Behavior**

This course is an advanced level doctoral seminar that provides a broad overview of biological bases for human behavior. It will examine the neurophysiological bases of "normal" and "abnormal" behavior using a developmental perspective. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 9090: Doctoral Dissertation Educational School & Counseling Psychology**

Independent research leading to dissertation. Graded on S/U basis only.

**Credit Hour:** 1-12

**Prerequisites:** departmental consent

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**ESC\_PS 9091: Internship in Counseling Psychology**

Supervised experience in counseling psychology on half- or full-time basis in approved internship station. May be repeated. Graded on S/U basis only.

**Credit Hour:** 1-6

**Prerequisites:** departmental consent

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**ESC\_PS 9092: Internship in School Psychology**

Supervised practice in school psychology in an educational setting. May be repeated. Graded on S/U basis only.

**Credit Hour:** 1-6

**Prerequisites:** departmental consent

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**ESC\_PS 9093: Doctoral Internship in School Psychology**

Supervised practice in doctoral-level school psychology in an institutional or applied setting. May be repeated. Graded on S/U basis only.

**Credit Hour:** 1-6

**Prerequisites:** departmental consent

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**ESC\_PS 9100: Advanced Psychological Measurement and Assessment**

Introduction to the scientific and psychometric foundations of clinical assessment, including measurement theory, reliability, validity, and scale/test construction. Primary focus on the development and validation of evidence-based, psychometrically-sound assessment tools. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** Instructor consent

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**ESC\_PS 9125: Professional Iss. in Sch. Psych. II: Rsrch. Design & Application**

For first-year doctoral students in school psychology. Includes study of research design and methodological issues in the field of school psychology.

**Credit Hours:** 3

**Prerequisites:** Must be admitted to school psychology doctoral program

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**ESC\_PS 9126: Prevention Science Research Design and Analysis**

Prevention Science Research is a graduate seminar intended to provide students with the theoretical and empirical foundations of prevention

science. In particular, students will learn how to conceptualize problems from a prevention science perspective and design and evaluate preventive interventions using advanced methodologies. Opportunities for community based participatory research including research design and analysis, papers and briefs, grantwriting, and community collaborations regarding prevention programming particularly pertaining to children's mental health.

**Credit Hour:** 1-3

**Prerequisites:** instructor's consent

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**ESC\_PS 9250: School Psychology Practicum: Advanced**

This course is an advanced practicum for students providing school psychology services. Students develop higher-level skills in the areas of case coordination, diagnostic decision-making, intervention, and systems change. Graded S/U basis only. May be repeated for credit.

**Credit Hour:** 1-6

**Prerequisites:** Instructor's consent

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**ESC\_PS 9260: Policy Practicum in Professional Psychology**

Policy Practicum is an advanced practicum focused on macro level skills for shaping policy and systems-level intervention. Students work within agencies that establish policy for special education, mental health, and other education/psychology-related issues. May be repeated for credit.

**Credit Hour:** 1-3

**Prerequisites:** instructor's consent

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**ESC\_PS 9400: Theories and Practices in Supervision**

Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies. Sections titled Counseling Psychology are graded on S/U basis only. Sections titled School Psychology are on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8940 and instructor's consent

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**ESC\_PS 9450: Motivation**

Investigates human motivation applied to performance in schools, athletics, and personal life. Topics include goals, attributions, self-efficacy, interest, cultural differences, and rewards. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8320 or equivalent

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**ESC\_PS 9530: Scientific Fdns of Counseling Psych I: Prof Iss &**

For first-year doctoral students in counseling psychology. This course focuses on the history of counseling psychology, in and scientific reasoning processes as they apply to both science and practice.

**Credit Hours:** 3

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**ESC\_PS 9540: Scientific Foundations of Counseling Psych II: Rsrch, Dsgn & Appl**

For first-year doctoral students in applied psychology. Includes study of research design and methodological issues in the field of counseling psychology.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 9530

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**ESC\_PS 9550: Scientific Writing in Counseling Psychology**

This course focuses on the technical skills needed for developing a scientific research proposal in counseling psychology.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 9530 and ESC\_PS 9540 and instructor's consent

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**ESC\_PS 9560: Psychological Consultation: Schools**

The individual psychological consultation process between the mental health professional and school personnel. Techniques, models, research roles, and responsibilities are discussed. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 9570: Psychological Consultation: Organizations**

This course provides an introduction to the theory and practical skills required to effectively consult at the organizational level in a variety of settings and contexts. Graded on A-F basis only.

**Credit Hours:** 3

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**ESC\_PS 9610: Applied Sport Psychology**

Building upon the knowledge base of sport psychology, this course integrates and synthesizes student's understandings of the wide array of concepts and theories of the field into meaningful applications and strategies aimed at enhancing the sport experience of others. A case study approach will be employed.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8515

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**ESC\_PS 9620: Qualitative Methods in Educational Research II**

(same as ED\_LPA 9620 and LTC 9620). This course constructs a conceptual and methodological bridge between the understandings of qualitative research developed in Qualitative Methods I and more advanced study of theories, designs, and methods. The focus is on

theory, approaches to data analysis, and interpretation. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8957

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**ESC\_PS 9640: Introduction to Theory of Educational Measurement**

Classical and modern test theory, including IRT, generalizability theory and test bias. Also covered are advanced strategies for investigating reliability and validity.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7170 and ESC\_PS 8082

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**ESC\_PS 9650: Application of Multivariate Analysis in Educational Research**

The focus of this course will be on applications of multivariate analysis in educational research.

**Credit Hours:** 3

**Prerequisites:** instructor's consent

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**ESC\_PS 9660: Generalized Linear Modeling**

This course is designed to introduce students to the theory and application of generalized linear models (GLMs). GLMs provide a flexible generalization of the ordinary linear regression model. While the latter is restricted to continuous dependent variables (with normal error term), the GLM framework has been developed to analyze dependent variables that are, e.g., binary, polytomous nominal, ordinal, counted, censored, or bounded continuous. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8850

**Recommended:** Familiarity with the basics of the R statistical programming environment (see [www.r-project.org](http://www.r-project.org)) is assumed

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**ESC\_PS 9710: Structural Equation Modeling**

Simultaneous analysis of relationships among variables. Topics included are path analysis, confirmatory factor analysis, hybrid models, and special types of structural models involving longitudinal data, multiple groups and analysis of means. May be repeated for credit.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 7170, ESC\_PS 9650

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**ESC\_PS 9720: Multilevel Modeling**

Multilevel Modeling (MLM), including multilevel and longitudinal approaches, in applied research settings for the social, educational psychological, and health-related sciences. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** ESC\_PS 8850; consent required

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