

Educational and Psychological Studies

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The Department of Educational and Psychological Studies offers a variety of programs to prepare counselors to work in school and community mental health settings, psychologists to work in the schools, and teachers of students with disabilities. All programs require substantial supervised field-work. State of Florida certification requirements are met or are prerequisites for all programs preparing school personnel. Departmental and program information can be found at our website: <http://www.fiu.edu/~edpsy>.

It is recommended that students meet with an advisor throughout the program to assure adequate progress.

Master of Science

Counselor Education

School Counseling Track

Mental Health Counseling Track

Rehabilitation Counseling Track

Special Education

Exceptional Student Education with ESOL Track

Educational Specialist

School Psychology

Doctor of Education

Exceptional Student Education

Master of Science Degree Programs

Educational and Psychological Studies

Programs within the field of Educational Psychology are designed to train professionals to meet the unique needs of individuals who experience cognitive, academic, and/or social-emotional difficulties that interfere with the individual's progress in school and in the community. Specific competencies are delineated for professionals in the fields of special education, school counseling, counselor education, and school psychology. This department also provides courses in educational psychology and educational research.

These programs emphasize the blending of research and theory with practical applied experience. They consider the urban and multicultural nature of the community, as well as more general trends within specific fields. All programs involve extensive field work with accompanying seminars. Independent study courses are available to allow students to pursue specialized interests and needs.

Applicants are required to submit an application to the Office of Graduate Admissions. All applicants must submit official transcripts, three letters of recommendation (at least one from academic sources and one from work or volunteer experience), an autobiographical statement and a curriculum vitae (resume). Candidates are admitted by action of the Department's Graduate Admissions Committee. Minimum criteria for program acceptance include graduate grade point average of 3.2. An interview is required for admissions into the School Psychology program, the Mental Health Counseling, School Counseling, and Rehabilitation Counseling programs.

Students may request to transfer nine semester hours earned at another institution into the program provided the course work taken does not exceed a three year time period and meet University's requirements. Transferring in more than 6 hours requires special permission from your advisor and the Dean of the University Graduate School. Students are allowed a maximum of six years from the date of initial enrollment to complete program requirements.

Given the unique nature of the fields of counseling and school psychology requiring mastery of cognitive skills and demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to "counsel out" of the program and/or not recommend for internship placement any student whose level of interpersonal competence is considered incompatible with that required for effective functioning as a practitioner in counseling or school psychology.

All stated admission requirements are to be considered minimal. A student who meets these minimal requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements. Applications are reviewed upon their completion. Allow 6-8 weeks for application to be processed by the Admissions Office.

All programs preparing school personnel are approved by the State of Florida, and allow students completing the program to be eligible for certification by the State.

Once admitted, each student is responsible for tracking academic progress throughout the program, and a degree

can be revoked if academic dishonesty or fraudulence is discovered.

Counselor Education Program/Tracks

The **Master of Science in Counselor Education Tracks** prepare individuals for professional counseling positions in schools, community mental health settings, and rehabilitation agencies and institutions. These programs emphasize the blending of research and theory with practical applied experience. They also emphasize and reflect the urban and multicultural nature of our community, as well as general trends within specified fields. All programs involve intensive field work with accompanying seminars. Independent study courses are available to allow students to pursue specialized interests and needs.

Individuals interested in majoring in Counselor Education can select one of three tracks; School Counseling (58 credits), Mental Health Counseling (61 credits), and Rehabilitation Counseling (60 credits). The early part of each program is largely generic in nature and is concerned with the development of knowledge and skills in the areas of individual and group counseling, consultation, preventive mental health, education-vocational development, client appraisal, systems intervention, and program organization and evaluation. The latter part of each program is more differentiated towards the practice of school counseling, mental health counseling, or rehabilitation counseling. The prospective student should be advised that a substantial amount of time is spent in field work to meet practicum and internship requirements. The student should plan for this field work to be during the day, rather than during evening hours.

The **Master of Science in Counselor Education, School Counseling Track**, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and is approved by the State of Florida Department of Education, the Florida Board of Regents, and accredited by the National Council for the Accreditation of Teacher Education (NCATE). The **Master of Science in Counselor Education, Mental Health Counseling Track**, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and meets all requirements as outlined by the Florida Department of Medical Quality Assurance for licensure as a Mental Health Counselor. The **Master of Science in Counselor Education, Rehabilitation Counseling Track**, meets all requirements as outlined by the Council on Rehabilitation Education (CORE) and prepares students for certification in Rehabilitation Counseling (CRC).

Counselor Education: School Counseling Track (58 credits):

All students entering the School Counseling program with an undergraduate degree in an area other than education must enroll for courses in general professional education as required by the Florida State Department of Education in order to meet state certification requirements in Florida. In addition, all students must have passed the CLAST. After July 1, 2002, the CLAST exam may be waived if the student has a score of 1000 and higher on the GRE.

Professional Studies: (9)

EDF 6608 Social, Philosophical, Historical Foundations of Education

EDF 6211 Educational Psychology 3
EDF 5481 Foundations of Educational Research 3

Counseling Core: (22)

MHS 5400 Counseling Skills and Techniques 3
MHS 6802 Personality Theories 3
MHS 6200 Measurement and Appraisal in Counseling 3
MHS 6428 Cross Cultural Counseling 3
MHS 5350 Educational-Vocational Counseling 3
MHS 6511 Group Counseling 3
MHS 6511L Group Development Lab 1
MHS 6700 Ethical, Legal, & Professional Issues in Counseling 3

Specialization: (15)

SDS 6700 Organization and Administration of School Counseling 3
SDS 6411 Counseling Children and Adolescents 3
SDS 5460 Crisis Counseling and Interventions 3
SPS 6199 Family, School Consultation and Collaboration 3
EEX 6051 Education of Students with Exceptionalities 3

Clinical Experiences: (12)

SDS 6800 Advanced Practicum in Counseling and Consultation 3
SDS 6820 Supervised Field Experience in Counselor Education 9

Corequisites: Students who do not hold a Florida Teacher's Certificate must complete 6 credits of courses covering general methods of teaching requirements prior to graduation.

New Graduation Requirements:

Students entering this program on or after Fall 2001 must:

- Have overall GPA of 3.0
- Successfully demonstrate of all Florida Educator Accomplished Practices
- Have a passing score on all sections of the new Florida Teacher Certification Exam. Students who hold a Florida certificate received prior to July 1, 2002, are required to pass only the subject area exam. For students who do not hold a valid Florida certificate, you are required to pass all sections of the test:
 - Professional Exam
 - Subject Area Exam
 - General Knowledge Exam

Field Requirements

Application for professional experiences must have faculty advisor approval and must be submitted to the office of the director of student teaching by March 1 for fall semester placements and July 1 for spring placements.

Counselor Education: Mental Health Counseling Track (61 credits):

Students seeking admission to the track in Mental Health Counseling with an "out of field major" are required to successfully complete 9 hours of prerequisite psychology courses prior to acceptance. Out of field majors are students who do not hold a Bachelor's degree in Psychology (or a related field). The student should consult with an advisor with reference to these courses. Required prerequisite courses for "out of field" majors applying for

admission to the graduate program in Mental Health Counseling include:

- An introductory course in Psychology (e.g., PSY 2020 Introduction to Psychology),
- A course in either:
 - Educational Psychology (e.g., EDP 3004 Educational Psychology),
 - Abnormal Psychology (e.g., CLP 4144 Abnormal Psychology), or
 - Personality Theories (e.g., PPE 3003 Personality Theory), and
- A Research/Statistics course (e.g., STA 3122 Research-Statistics).

NOTE: The course numbers of the above prerequisite courses are those used at FIU. All prerequisite courses must be completed with a minimum grade of a "C" in each course and a cumulative grade point average of 3.0 for all courses taken.

Counseling Core: (25)

EDP 6506	Human Development: Across the Lifespan	3
MHS 5400	Counseling Skills and Techniques	3
MHS 6802	Personality Theories	3
MHS 5350	Educational/Vocational Counseling	3
MHS 6428	Cross Cultural Counseling	3
SDS 5460	Crisis Counseling and Interventions	3
SDS 6411	Counseling Children and Adolescents	3
MHS 6511	Group Counseling	3
MHS 6511L	Group Development Lab	1

Measurement and Research: (6)

EDF 5481	Foundations of Educational Research	3
MHS 6200	Measurement and Appraisal in Counseling	3

Specialization: (18)

MHS 6700	Ethical, Legal, and Professional Issues in Counseling	3
MHS 6740	Foundations of Mental Health Counseling	3
MHS 6411	Advanced Counseling and Consultation: Theory and Practice	3
MHS 6427	Adult Psychopathology	3
MHS 6470	Human Sexuality Counseling	3
MHS 6450	Substance Abuse Counseling	3

Clinical Experiences: (12)

MHS 6800	Advanced Practicum in Counseling and Consultation	3
MHS 6820	Supervised Field Experience Counseling	9

Note: This program of study is subject to change at anytime.

Field Requirements

Application for clinical experiences must have faculty advisor approval and be submitted to the Office of Student Teaching or to the Counselor Education Programs Clinical Director by March 1 for a Fall or Summer semester placement and October 1 for a Spring semester placement.

Counselor Education: Rehabilitation Counseling Track (60 credits):

Counseling Core: (30)

EDP 6506	Human Development Across the Lifespan	3
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MHS 5400	Counseling Skills and Techniques	3
MHS 5350	Educational-Vocational Counseling	3
MHS 6802	Personality Theories	3
MHS 6411	Advanced Counseling and Consultation in Community Settings	3
MHS 6700	Ethical, Legal, & Professional Issues in Counseling	3
MHS 6428	Cross Cultural Counseling	3
MHS 6511	Group Counseling	3
MHS 6427	Adult Psychopathology	3
MHS 6470	Human Sexuality Counseling	3

Measurement and Research: (6)

EDF 5481	Foundations of Educational Research	3
MHS 6200	Measurement and Appraisal in Counseling	3

Specialization: (12)

RCS 6031	Rehabilitation Counseling: Principles and Practices	3
RCS 6625	Service Delivery and Case management In Rehabilitation	3
EEX 6203	Psychological Sociological Aspects of Disability	3
EEX 6208	Medical Aspects of Disability	3

Clinical Studies: (12)

RCS 6801	Advanced Practicum in Rehabilitation Counseling	3
RCS 6821	Supervised Field Experience in Counseling Rehabilitation Counseling	9

Field Requirements

Application for clinical experiences must have faculty advisor approval and be submitted to the Office of Student Teaching or to the Counselor Education Programs Clinical Director by March 1 for a Fall or Summer semester placement and October 1 for a Spring semester placement.

Special Education

The Department offers an advanced masters degree in special education (for those who hold a Florida certification in special education) and a masters degree track in exceptional student education with an ESOL endorsement (for those who have an undergraduate degree in a field other than education). There is also a doctorate in Exceptional Student Education.

The Master of Science Program in Special Education is for students already certified in an area of Exceptional Student Education. It consists of a common core of 27 credits in advanced areas of special education, plus a choice of 9 credits in an area of concentration. Some areas of concentration are to lead to additional endorsement or certification. Special areas of concentration may be planned with the advisor. This program has a total of 36 credits.

The track to the special education degree is an Alternate Masters of Science in Exceptional Student Education with and ESOL endorsement which is 64 credits. This track is for students holding a baccalaureate degree in an area other than education. This track has all of the necessary coursework and fieldwork to earn an initial certification in exceptional student education with an ESOL endorsement. It provides the student with entry level skills for teaching students with mild disabilities and the appropriate course work to be certifiable in exceptional student education and ESOL. In addition, ESOL competencies are taught in infused courses as well as stand alone courses.

The Doctoral Program in Exceptional Student Education prepares students for administrative, supervisory, research, and or university faculty positions in Special Education.

Master of Science Degree in Special Education

The major competencies in the Master's Degree program in Special Education are an extension and refinement of those developed by the student in the undergraduate special education curriculum, and include: a) assessment of learning through observation and on-going monitoring techniques; b) application of behavioral approaches to the building, monitoring and modification of classroom behavior; c) communication of information concerning children to others within the school and to parents, d) curriculum planning and innovation including staffings and IEP development; e) supervision and leadership of special education classrooms; and f) consultation skills.

Program applicants are required to submit an application to the Office of Graduate Admissions, three letters of recommendation (at least one from academic sources and one from work or volunteer experience), and an autobiographical statement. Candidates are admitted by action of the Department's Graduate Admissions Committee. Criteria for program acceptance include undergraduate grade point average of 3.0 or higher for the last 60 hours of upper division coursework, work and volunteer experience, quality and source of letters of recommendation, and the candidate's career aspirations and goals. Applicants with less than a 3.0 GPA may be granted conditional admittance. These applicants must take 12 graduate credits and earn a 3.2 GPA to be considered for full admittance. Applicants who do not hold a valid Florida Teaching Certificate must complete all requirements for certification in addition to degree requirements.

In-Field Majors

The following master's program of study is for the student who holds an undergraduate degree in Special Education from Florida International University. A student with an undergraduate major in Special Education from another institution must plan a program with an academic advisor to ensure having the entry skills for this program.

Degree Program Hours: (36)

Required Core For All Students: (27)

EDF 6608	Social, Philosophical, and Historical Foundations of Education	3
EDF 6211	Educational Psychology: Foundations and Applications	3
EDF 5481	Foundations of Educational Research	3
EEX 6848	Seminar in Special Education: Issues and Trends	3
EEX 6535	Seminar in Special Education: Supervision and Leadership	3
EEX 6912	Advanced Theory and Research in Special Education	3
SPS 6199	Family/School Consultation and Collaboration	3
EEX 6765	Instructional Technology	3
EEX 6228	Integration of Assessment, Curriculum and Instruction	3

Area of concentration 9

Area of concentration may be selected from an endorsement such as ESOL, or other areas as planned and approved by student and advisor.

Alternate Masters of Science Track: Exceptional Student Education with ESOL Endorsement (64 credits)

Admission requirements to the Masters of Science in Exceptional Student Education track include those required for the Special Education Master's Program.

In addition, all students must pass all sections of the CLAST Exam. After July 1, 2002, this test may be waived if the student has a GRE score of at least 1000.

This degree is for students holding a baccalaureate degree outside of education may prepare for entry level into the field of special education by completing the Alternate Master's Track, which includes the following course work.

Professional Studies

EDG 5414	Instructional Strategies for the Classroom Teacher	3
EDP 5053	Educational Psychology: Principles and Applications	3
EDF 5517	Philosophical and Historical Foundations of Education	3
TSL 5371	Special Methods for TESOL	3
TSL 5142	Curriculum Development in ESL	3
EEX 6051	Education of Students with Exceptionalities	3
EEX 6106	Acquisition of Speech and Language Skills	3
EEX 6227	Educational Assessment of Students with Exceptionalities	3
EEX 5608	Behavioral Approaches to Classroom Learning and Management	3
EEX 5075	Teaching Students with Exceptionalities in Inclusive Settings	3
EDP 5219	Classroom Management	3
EEX 5259	Literacy in Special Education	3
EEX 5766	Instructional and Assistive Technology in Special Education	3
RED 4150	Teaching Primary Literacy	3
MAE 4310	Teaching Elementary Math	3
RED 4325	Subject Area Reading	3
EEX 4940	Supervised Field Experience	0
EEX 5841	Graduate Supervised Practicum	1
EEX 5068	Instructional Practices in Exceptional Student Education I	3
EEX 5069	Instructional Practices in Exceptional Student Education II	3
EEX 6862	Student Teaching	6
	or	
EEX 6863	Supervised Field Experience	6

New Graduation Requirements

- GPA of at least 3.0
- Successful demonstration of the Florida Educator Accomplished Practices
- Passing all three sections of the Florida Teacher Certification Exam.

Note: If you pass the CLAST prior to July 1, 2002, you do not need to take the new General Knowledge test.

Educational Specialist in School Psychology

The program in School Psychology requires a minimum of 80 semester hours and leads to State of Florida certification as a specialist in School Psychology as well as educational requirements for private practice licensure. This program leads to the Educational Specialist Degree. More complete program descriptions may be obtained in the departmental office or call (305) 348-2552.

The competencies to be demonstrated by the student completing this program are derived from the following: behavioral/educational assessment and planning; counseling and home-school consultation and collaboration with teacher, parents, and school staff; crisis intervention; classroom interventions; liaison referral, program development and evaluation; inservice education; and community outreach.

Admission Requirements

For admission into our program, students will be required to:

- submit all transcripts,
- submit a curriculum vitae,
- write an autobiographical sketch that responds to two questions,
- describe all their work experience with children, adolescents, and families,
- submit a minimum of three letters of recommendation,
- pass the CLAST or earn a 1000 on the GRE,
- submit a writing sample if deemed necessary, and
- participate in an interview for our program with both faculty and students that focuses on the five components of emotional intelligence that are deemed necessary for success as a school psychologist.

In order to be accepted into the program a student must have a 3.2 average in their last 60 semester hours of undergraduate study. In addition applicants must have a minimum of 15 semester hours of credits in psychology. An applicant who feels the earned GPA is indicative of his or her ability to be successful in a graduate degree program may also submit scores on the Graduate Record Examination which will be taken into consideration by the admissions committee in its evaluation of the application. Admission into the program is competitive. Not all candidates who meet these minimum criteria are accepted into the program.

Degree Hours: (80)

Professional School Psychology (3)

SPS 6805 Professional Problems and Issues in School Psychology 3

Psychological Foundations (15)

MHS 6513 Human Interaction I: Group Process and Social Behavior 3
 SDS 6930 Special Topics in Counseling and School Psychology 3
 EEX 6208 Medical Aspects of Disability 3
 EDF 6211 Educational Psychology 3
 EDP 6505 Human Development: Child and Adolescent 3

Educational Foundations (9)

EDF 6608 Social, Philosophical and Historical

	Foundations of Education	3
EEX 6227	Educational Assessment of Students with Exceptionalities	3
	or	
EEX 6912	Advanced Theory and Research in Special Education	3
	or	
EEX 6051	Exceptional Children and Youth	3
	Psycho-Educational Assessment (16)	
SPS 6191	Psycho-Educational Assessment I: Intellectual	3
SPS 6191L	Psycho-Educational Assessment I: Lab	2
SPS 6192	PsychoEducational Assessment II: Process	3
SPS 6192L	Psycho-Educational Assessment II: Lab	2
SPS 6193	Psycho-Educational Assessment III: Behavior	3
EDF 6444	Assessment Consultation and Collaboration for Culturally and Diverse Populations	3
	Interventions, Counseling & Specialized Techniques (15)	
MHS 5400	Counseling Theories and Skills	3
MHS 6410	Behavioral and Cognitive Modification Techniques in Counseling and Education	3
SDS 5460	Crisis Counseling and Intervention	3
SPS 6199	Family-School Collaboration and Consultation	3
MHS 6411	Advanced Counseling and Consultation: Theory and Practice	3
	or	
MHS 6511	Group Counseling with Children and Adolescents	3
	or	
SDS 6411	Counseling Children and Adolescents	3
	Statistics, Measurement, Program Evaluation & Research Design (6)	
EDF 5481	Foundations of Educational Research	3
MHS 6630	Program Evaluation in Counseling and School Psychology	3
	or	
EDP 7058	Behavioral Intervention Research and Evaluation in Education	3
	Practicum (3)	
SPS 6193	Psycho-Educational Assessment III: Practicum	3
	Internship (10)	
SPS 6678	Supervised Field Experience in School Psychology (1200 clock hours)	10

*Students are required to take one elective (3 credits).

The student is required to enter an internship in School Psychology under the supervision of a field based school psychologist for a period of 1200 clock hours. This internship is a full-time, eight hour day, five day week involvement and students entering the program should plan for it during the final stage of their training. At least 600 hours of the internship must be in a setting from kindergarten to grade 12 in a public school. Other approved internship experiences may include private state approved educational programs or other appropriate

mental health-related programs or settings for the education of children and youth.

All students entering the School Psychology program with an undergraduate degree in an area other than education must enroll for the courses in general professional education required to meet certification requirements in the State of Florida and show passing scores on the CLAST Exam. This exam may be waived after July 1, 2002, if the student has a GRE score of 1000 or above. All applicants must also have completed 15 hours of prerequisite undergraduate course work in psychology.

Former recipients of the MS degree in School Psychology at this institution may upgrade their degree to the Ed.S. by taking a sequence of courses approved by the department.

New Graduation Requirements:

- GPA of at least 3.0
- Successful demonstration of the Florida Educator Accomplished Practices
- Passing all three sections of the Florida Teacher Certification Exam.

Note: If you pass the CLAST prior to July 1, 2002, you do not need to take the new General Knowledge test.

Doctor of Education in Exceptional Student Education

The Doctoral Program in Exceptional Student Education prepares leadership personnel capable of advancing educational opportunities available to students with disabilities and the professional who serves them. The program prepares professionals for a broad view of leadership, capable of assuming roles as administrator, curriculum specialist, researcher, advocate, inservice and preservice trainer and others. Graduates take on leadership positions in schools, state government, private non-profit agencies, professional organizations, and other institutions of higher education.

Admission Requirements

The College of Education has common admission requirements for its Doctoral Programs regardless of the specialty sought. Applicants to the program must submit the following records and documents to the Office of Admissions:

1. A completed Application for Graduate Admission with appropriate fees.
2. An official copy of the Graduate Record Exam (GRE) scores.
3. Official transcripts of all higher education institutions attended.

Additionally, applicants must submit the following to the Office of Advanced Graduate Studies in the College of Education.

1. Three letters of reference attesting to the applicants ability to succeed in doctoral study.
2. A current resume/vitae.
3. A portfolio that sets forth the applicant's career goals and relates these goals to the completion of the doctoral program. See department application for guidelines.

No action will be taken on incomplete files. A file is considered incomplete if any of the above is missing.

The application and all supporting documentation are reviewed by program faculty. An on-site interviews will be

scheduled for viable candidates. The criteria applied in reviewing the applicant's file are noted below. Exceptions to one or more of the stated criteria may be granted provided the applicant can provide compelling reasons and evidence.

1. A grade point average (GPA) of at least 3.0 (on a 4.0 scale) in upper level undergraduate work;
2. A 3.25 GPA in all graduate work attempted;
3. A master's degree from an accredited institution;
4. A minimum combined verbal and quantitative score of 1000 on the GRE;
5. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 80 on the iBT TOEFL or 6.3 overall on the IELTS is required.

Upon completion of the review of the file, the applicant will be interviewed by program and departmental faculty which comprise a Faculty Admissions Committee. Final decisions are made by the Faculty Admissions Committee and the Dean of the College. As admission to programs is competitive, meeting minimum admission requirements does not assure admission into the program. A candidate for admission to the program will be judged not only on the basis of quantitative criteria (listed elsewhere in this catalog) but also in relation to prior experience, especially as it relates to future career goals. Additional information is available from the Coordinator of Doctoral Programs or Program Faculty.

Professional Studies Core: (6)

EDP 7057	Educational Psychology: Advanced Applications	3
EDF 7937	Advanced Topics in Social Foundations of Education	3

Special Education Core: (18)

EEX 7930	Professional Seminar in Special Education (repeated 6 times)	1
EEX 7933	Advanced Topics in Special Education (repeated 2 times)	6
EEX 6912	Advanced Theory and Research in Special Education	3
EEX 6535	Seminar in Special Ed.: Supervision and Leadership	3
EEX 7977	Research and Evaluation in Special Education	3
EEX 7964	Comprehensive Examination	0

Research Methods and Statistics: (12)

STA 6166	Statistical Methods in Research	3
EDF 6486	Research Methods in Education: Experimental Design and Analysis	3
EDP 7058	Behavioral Intervention Research and Evaluation in Education	3
EDF 6403C	Quantitative Foundations of Education	3
	or	
EDF 6475	Qualitative Foundations of Educational Research	3

Cognate or Minor Area of Study(15-18)

Course work in a career emphasis including: Administration and Supervision, Educational Psychology, or a self-designed minor area of study. A majority of students design a cognate area with their Program of Study Committee.

Dissertation Study (24)

EEX 7980 Ed.D. Dissertation

Other Requirements:

Leadership competency activities, candidacy research, candidacy examination, residency (18 credits within one calendar year), dissertation proposal, dissertation, oral defense of dissertation.

Doctoral Cognate in Educational Psychology

The doctoral cognate in Educational Psychology provides advanced professional development for students already working toward the Doctor of Education in a number of majors available within the College.

The cognate prepares students in one of three areas of educational psychology: 1) learning and instruction, 2) individual differences in development, and 3) measurement and assessment. The cognate provides students with foundational and advanced applications of psychology by offering alternative programs of study. It also gives students the opportunity to work with faculty members in educational psychology, school psychology, school counseling, mental health, and special education programs and departments. A student who completes the cognate in Educational Psychology at the doctoral level is expected to: a) apply psychological principles to contemporary issues in education; b) seek ways to improve educational practice, evaluation, and assessment; c) develop innovative and facilitative teaching/learning procedures at all developmental levels; and d) analyze the major psychologically based programs for educational reform. The cognate assists doctoral students to design research in their individual fields of study. (See Advisor)