

# ***DEPARTMENT OF EDUCATIONAL AND COUNSELING PSYCHOLOGY***

## **Division of Counseling Psychology**

### **Faculty**

#### *Professors*

Donald A. Biggs, Ed.D.  
University of California, Los Angeles  
Monroe A. Bruch, Ph.D.  
University of Missouri, Columbia  
Myrna L. Friedlander, Ph.D.  
Ohio State University  
Richard F. Haase, Ph.D.  
Colorado State University  
Susan D. Phillips, Ph.D.  
Columbia University

#### *Associate Professors*

Michael V. Ellis, Ph.D.  
Ohio State University  
Sheldon A. Grand, Ph.D.  
University of Buffalo  
Azara L. Santiago-Rivera, Ph.D.  
Wayne State University

#### *Assistant Professor*

Madelyn Nicole Coleman, Ph.D.  
University of Missouri, Columbia  
LaRae M. Jome, Ph.D.  
University of Akron  
Matthew P. Martens, Ph.D.  
University of Missouri, Columbia  
Marcia Josiah Moody, Ph.D.  
University of Wisconsin - Madison

## **Courses in Counseling Psychology**

### **E Cpy 120 (= U Uni 100) The Psychology of Academic and Personal Effectiveness (3)**

Examination and application of psychological theory and research in learning, memory, motivation, decision making, behavioral self-control, and young adult development with implications for academic performance and personal effectiveness. Open only to freshmen, and other students by permission of the department.

### **E Cpy 204 Principles of Career and Life Planning (3)**

Review of theories of decision-making career development, occupational choice, and job satisfaction. Additional topics: vocational measurement and assessment, evaluation and use of occupational information, and strategies of life-span planning. Some sections restricted to freshmen and sophomores only.

### **E Cpy 301 Methods in Peer Helping I (2)**

Introduction to the counseling theories and skills used in a variety of helping roles. Opportunities to develop basic relationships and communication skills. Case studies that examine motivational variables in helping activities. Prerequisite(s): A Psy 101M and permission of instructor.

### **E Cpy 302 Methods in Peer Helping II (2)**

Group activities for greater understanding of interpersonal skills. Interpersonal skill development and understanding of relevant theoretical concepts. Optional individual research projects. Prerequisite(s): E Cpy 301 and permission of instructor.

### **E Cpy 303 Methods in Peer Helping III (2)**

Theories and research concerning young adult development. Practice with both individual and group helping skills. Research projects related to young adult development. Prerequisite(s): E Cpy 301, E Cpy 302 and permission of instructor.

### **E Cpy 311 Helping Skills in Human Services: Sexuality and Young Adults (3)**

Introduction to the basic principles and research regarding human sexuality and young adults. Opportunities are provided for students to develop helping skills in the area of human sexuality. Prerequisite(s): A Psy 101M and permission of instructor

### **E Cpy 387 Institute (1-9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

### **E Cpy 400 Theory and Practice in Peer Counseling and Education I (3)**

Introduction to the basic principles of peer counseling and peer education. Includes development of communication skills, workshop preparation and presentation, and knowledge about issues such as alcohol and substance abuse, rape and sexual assault and other topics of concern to college students' adjustment and development. Also includes basic working knowledge of crisis intervention techniques.

Prerequisite(s): introduction to psychology or social welfare.

### **E Cpy 401 Theory and Practice in Peer Counseling and Education II (3)**

This is the second course in the Peer Counseling/Education sequence. Emphasis is on skill development through practice and supervision. Prerequisite(s): E Cpy 400.

### **E Cpy 402 Theory and Practice in Peer Counseling and Peer Education III (3)**

In this course, a companion to E Cpy 401a, b, and c, students will have the opportunity to practice peer counseling and peer education supervision skills through practical experiences which will occur on the Middle Earth hotline and in the Middle Earth outreach education service. Students will also participate in weekly supervision groups facilitated by instructional staff. A primary strength of this course is that learning takes place in the context of a campus service agency, allowing students the opportunity to apply skills they have learned. Prerequisite(s): E Cpy 400 and E Cpy 401.

### **E Cpy 421 Introduction to Counseling Psychology (3)**

The history, philosophy, and organization of counseling psychology both as an academic discipline and as a helping profession are explored. Emphasizes understanding of personal, academic, and professional aspects of counseling psychology in the context of modern economic and social influences. For the student considering a career in the helping professions. Prerequisite(s): A Psy 101.

### **E Cpy 462 Psychology of Disability (3)**

Study of the psychological aspects of disability. Emphasizes physical disability, but also includes other disabling conditions. Topics include reactions to disability, adjustment to disability, rehabilitation approaches, community resources and affirmative action policies. Prerequisite(s): A Psy 101 or its equivalent.

### **E Cpy 497 Independent Study (3-6)**

Designed to meet needs of undergraduate students who possess interest in counseling or counseling psychology and plan for graduate education. Prerequisite(s): junior or senior class standing and permission of instructor.

## **Division of Educational Psychology and Methodology**

### **Faculty**

#### *Professors*

Donald A. Biggs, Ed.D.  
University of California, Los Angeles  
Deborah C. May, Ed.D.  
Columbia University  
Robert F. McMorris, Ph.D.  
Syracuse University  
Robert M. Pruzek, Ph.D.  
University of Wisconsin  
Frank A. Vellutino, Ph.D.  
Catholic University

#### *Associate Professors*

Lynn M. Gelzheiser, Ed.D.  
Columbia University  
Deborah K. Kundert, Ph.D.  
University of Wisconsin, Madison  
Dianna L. Newman, Ph.D.  
University of Nebraska-Lincoln  
Joan Newman, Ph.D.  
University at Albany  
Kevin P. Quinn, Ph.D.  
Northern Illinois University

#### *Assistant Professors*

Heidi G. Andrade, Ed.D.  
Harvard University  
David Dai, Ph.D.  
Purdue University  
Bruce T. Saddler, Ph.D.  
University of Maryland  
Zheng Yan, Ed.D.  
Harvard University

#### *Adjunct Professors*

Michael S. Green, Ph.D.  
Syracuse University

#### *Visiting Professors*

Frank Salamone, Psy.D.  
University at Albany

## **Courses in Educational Psychology and Statistics**

### **E Psy 200 Introduction to the Psychological Process of Schooling (3)**

Critical analysis of the psychological process of schooling. Interpretive survey of the literature and research in learning, motivation,

development, and intelligence and their impact on American education and society. Observation and participation in school and community agencies are required. Two class periods. Two laboratory discussion periods. Intended for sophomores and juniors.

**E Psy 387 Institute (1-9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

**E Psy 400 Instructional Psychology (3)**

Intensive investigation of theories and research in learning and motivation as they apply to classroom instruction. Prerequisite(s): junior or senior class standing.

**E Psy 420 Child and Adolescent Development (3)**

Theory and research in social, emotional, physical, and intellectual development and its application to instruction. Emphasis on the late childhood through middle adolescence. Prerequisite(s): junior or senior class standing.

**E Psy 440 Evaluation (3)**

Evaluation considered as a process beginning with the planning stage. Provides experiences to develop competencies (e.g., writing objectives, choosing appropriate means of evaluation, constructing test items, analyzing data). Discussion of related issues (e.g., testing for mastery, uses of standardized tests, accountability, grading practices). Prerequisite(s): junior or senior class standing.

**E Psy 441 Social Issues in Testing (3)**

Social issues related to the use of tests for critical employment, admissions, and competency decisions. Considers legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Prerequisite(s): junior or senior class standing.

**E Psy 480 Educational Psychology: Independent Study (3-6)**

Designed to allow the student to learn how to conduct educational psychological research by participating as an assistant to a faculty member in an ongoing faculty project in areas such as children's learning, child development, special education, evaluation, etc. Regular meetings with faculty mentor are required. E Psy 480Z is the writing intensive version of E Psy 480. Prerequisite(s): junior or senior class standing and permission of instructor.

**E Psy 480Z Educational Psychology: Independent Study (3-6)**

E Psy 480Z is the writing intensive version of E Psy 480. Prerequisite(s): junior or senior class standing and permission of instructor. [WI]

## Division of Special Education

Faculty:

*Professors*

Deborah C. May, Ed.D.  
Columbia University

*Associate Professors*

Lynn M. Gelzheiser, Ed.D.  
Columbia University  
Kevin P. Quinn, Ph.D.  
Northern Illinois University

*Assistant Professors*

Bruce T. Saddler, Ph.D.  
University of Maryland

*Coordinator of Training Programs*

Jane Domaracki, Ph.D.  
University at Albany

## Courses in Special Education

**E Spe 369 Special Education for Students with Emotional and Behavioral Problems (3)**

Presentation of theoretical positions, assessment techniques; planning procedures, and teaching methods relevant to students with emotional and behavioral disorders. Emphasizes current educational practice in the least restrictive environment. Prerequisite(s): junior or senior class standing.

**E Spe 387 Institute (1-9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

**E Spe 460 Introduction to Human Exceptionality (3)**

Characteristics of individuals whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented. [DP]

**E Spy 387 Institute (1-9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.