Experimental Psychology PhD

Before being admitted to the doctoral program, the prospective student must first meet the general requirements for admission to the Graduate School. Applicants to the doctoral program must hold at least a bachelor's degree.

In all cases, admission to graduate degree programs in psychology is competitive, since available facilities and faculty do not permit admission of all qualified applicants. The components of an application to the doctoral program are as follows:

1. Graduate Record Examination. Applicants must submit scores for the quantitative, verbal, and analytical/written sections of the GRE.
2. Transcript(s) showing academic prerequisites.
   - Applicants holding the master's degree must have an overall grade point average of at least 3.40 on graduate work, exclusive of practicum and thesis grades.
   - For students applying with a completed non-thesis master's degree, completion of the thesis will be required prior to admission to doctoral candidacy.
3. Recommendations/references. The doctoral applicant is required to submit three satisfactory recommendations on forms provided by the Graduate School, including one from the last employer, if it was a professional experience, and one from the last institution attended. Two of the individuals must hold doctorates.
4. Psychology Statement of Goals. All prospective students must address the following: (a) their specific research goals, (b) which of our faculty members they would prefer as research advisors, based on their research interests, and (c) their professional aspirations.

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

Note: For those entering the program without a Masters degree and thesis accepted by the Department of Psychology, & Special Education, at least 90 semester hours (sh) are required overall: Cognate area - 18 sh, Thesis - 6 sh, & Electives - 6 sh. For those with an accepted Masters thesis, at least 60 semester hours are required overall. At least 45 semester hours must be from TAMU-C. This is a hybrid program, and some coursework for the program must be taken face to face at the Commerce Campus. No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Doctor of Philosophy in Experimental Psychology (90 semester hours)

Core (33 credit hours)		
PSY 505	Introduction to Educational Psychology	3
PSY 509	History & Systems of Psychology	3
PSY 511	Cognitive Science	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 545	Developmental Psychology	3
PSY 594	Ethical Issues in Organization	3
PSY 620	Intro to Human Cognition	3
PSY 621	Advanced Cognition	3
PSY 622	Research Design: Introduction to Theses and Dissertations	3
PSY 625	Cognition and Instruction I	3
PSY 627	Social Cognition	3
Doctoral Tools (15 credit hours)		
PSY 695	Research Methodology	3
PSY 612	Psy Ed Statistics	3
PSY 681	Intermediate Statistics	3
PSY 610	Nonparametric Statistics	3
PSY 670	Multivariate Analysis	3
Thesis (6 credit hours)		
PSY 518	Thesis (6 semester hours required)	3-6
Dissertation (12 credit hours)		
PSY 718	Doctoral Dissertation	3-12
Electives (6 credit hours) from the following:		
PSY 503	Abnormal Psychology	3
PSY 514	Theories of Human Learning	3

PSY 517	Intro to Hum-Comp Inter Design	3
PSY 527	Social/Cltural Bases Behav	3
PSY 539	Forensic Psychology	3
PSY 572	Psychological Assessment and Measurement	3
PSY 582	Cognitive Aging	3
PSY 593	Health Psychology	3
PSY 598	Psychology of Gerontology	3
PSY 618	Group Dynamics	3
PSY 626	Cognition/Instruction II	3
PSY 640	Evolutionary Psychology	3
PSY 645	Introduction to Learning Technology	3
PSY 661	Org Change and Improvement	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3
PSY 675	Advanced Topics in Experimental Psychology	3
PSY 680	Professional Development	3
PSY 689	Independent Study	3
PSY 697	Special Topic	3
Cognate (18 credit hours) from disciplines below:		
Excluding 518, 595, 718 & any Doctoral Research Tools.		
PSY, BSC, CED, CSCI, BLED, ECE, EDCI, ELED, RDG, SED, EDAD, ETEC, HIED, HHPH, HHPK, HHPS, ENG, FLL, MKT, BA, MGT, MATH, PSCI, COUN, SPED, SWK, CJ, & SOC.		18
Total Hours		**90**

Doctor of Philosophy in Experimental Psychology (60 semester hours)

Core (33 credit hours)		
PSY 505	Introduction to Educational Psychology	3
PSY 509	History & Systems of Psychology	3
PSY 511	Cognitive Science	3
PSY 515	Neuromechanisms/Biological Bases of Behavior	3
PSY 545	Developmental Psychology	3
PSY 594	Ethical Issues in Organization	3
PSY 620	Intro to Human Cognition	3
PSY 621	Advanced Cognition	3
PSY 622	Research Design: Introduction to Theses and Dissertations	3
PSY 625	Cognition and Instruction I	3
PSY 627	Social Cognition	3
Doctoral Tools (15 credit hours)		
PSY 695	Research Methodology	3
PSY 612	Psy Ed Statistics	3
PSY 681	Intermediate Statistics	3
PSY 610	Nonparametric Statistics	3
PSY 670	Multivariate Analysis	3
Dissertation (12 credit hours)		
PSY 718	Doctoral Dissertation (Must be enrolled in 718 continuously every term while working on dissertation)	3-12
Total Hours		**60**

PSY 500 - Psychology in Education
Hours: 3
Psychology in Education Contexts. Three semester hours. A course designed for teacher education students to provide a thorough understanding of the dynamic relationship between cognition, learning, and development for school-aged children and adolescents. Formative and summative assessment and evaluation procedures will also be presented. This course is required as a part of the initial certification program in teacher education.

PSY 503 - Abnormal Psychology
Hours: 3
The course is oriented to the social-biological origins and dynamics of psychopathology in adults and children including developmental disorders.

PSY 505 - Introduction to Educational Psychology
Hours: 3
This class is designed to introduce the student to the basic principles of educational psychology with an emphasis on the cognitive aspects of modern pedagogy. Topics that will be covered include a historical introduction to theory, research, and issues in educational psychology through both classic and contemporary readings in the areas of instructional psychology, motivation, measurement, learning, technology, and socialization.

PSY 506 - Professional School Psy
Hours: 3
Professional School Psychology. Three semester hours. This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for the delivery of school psychological services, as well as roles and functions of the school psychologist. Prerequisites: Consent of instructor.

PSY 507 - Pharmaco-therapy
Hours: 3
Pharmaco-therapy. Three semester hours This course provides an examination of psychoactive medications and their use in the treatment of mental and behavioral disorders. The efficacy and safety of medications will be discussed. The course presents basic principles of pharmaco-therapy that are the rationales behind the pharmacological treatment of psychological disorders. Applied components will relate to the aspects of the course material to mental health service delivery. The class also examines the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field. Prerequisite: Admission to a Psychology Graduate program.

PSY 508 - Theory and Techniques of Applied Psychology
Hours: 3
An introduction to the history of psychology, theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will discuss and demonstrate selected intervention techniques. Prerequisite: Graduate standing.

PSY 509 - History & Systems of Psychology
Hours: 3
A comparative and critical study is made of a number of viewpoints in psychology from early experimental psychology to the contemporary field and organismic theories.

PSY 511 - Cognitive Science
Hours: 3
Cognitive Science. Three semester hours. Cognitive Science concerns the nature of human cognition from an interdisciplinary perspective, including insights from philosophy, psychology, linguistics, artificial intelligence, anthropology, and neuroscience. Selected topics include mental representation, cognitive processing mechanisms, language, and computational modeling.

PSY 512 - Advanced Technologies in Applied Behavior Analysis
Hours: 3
This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 or SPED 535. Crosslisted with: SPED 512

PSY 513 - Child Psychopathology
Hours: 3
In this course, students in psychology, counseling, and social work will become acquainted in detail with psychological disorders typically emerging in childhood and adolescence. Emphasis will be on diagnostic and treatment considerations unique to the developmental status of these clients. Intervention techniques will include both traditional individual psychotherapy, as well evidence-based play therapy, systemic family therapy, and applied behavioral analysis. Diagnostic and intervention considerations of autism spectrum disorders, specific learning disorders, attention-deficit/hyperactivity disorder, and neurocognitive disorders will be touched on briefly. Prerequisites: PSY 503 or instructor permission. Crosslisted with: PSY 419.

PSY 514 - Theories of Human Learning
Hours: 3
This is a course that is taken primarily by doctoral students, not master's students, as part of their electives on their degree plan.

PSY 515 - Neuromechanisms/Biological Bases of Behavior
Hours: 3
Designed for psychology or counseling students, this course is concerned with biological bases of developmental neuropsychology, peripheral nervous systems, psychophysiology, behavioral pharmacology, and their relations to central nervous system arousal, motivational, emotional, and memory structures.

PSY 517 - Intro to Hum-Comp Inter Design
Hours: 3
Introduction to Human-Computer Interaction Design. Three semester hours. Students will learn the fundamental concepts of human-computer interaction and user-center design thinking, through working in teams on a interaction design project, supported by lectures, readings, and discussions. They will learn to evaluate and design usable and appropriate software based on psychological, social and technical analysis. They will become familiar with the variety of design and evaluation methods used in interaction design, and will get experience with these methods in their project. Graduate student team projects will involve more advanced HCI design issues. Topics will include usability and affordances, direct manipulation, systematic design methods, user conceptual models and interface meta

PSY 518 - Thesis
Hours: 3-6
Thesis. Three semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science Option I degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis. Course is repeated for at least two three-credit hour courses. Graded on a (S) satisfactory or (U) unsatisfactory basis.

PSY 520 - Cognitive Behavior Therapy in Clinical Practice
Hours: 3
Students will develop knowledge of various cognitive-behavioral models of common psychological disorders. Students will learn to develop a comprehensive cognitive-behavioral case conceptualization, which will inform treatment monitoring and planning. Additionally, students will review evidence and efficacy data available for implementation of various cognitive-behavioral psychotherapies for specific disorders. Students will have the opportunity to implement specific individual and group cognitive-behavioral interventions within the context of the course. Throughout, this course will emphasize the integration of clinical expertise, knowledge of patient preferences, and evidence-based strategies to facilitate development of evidence-based practice approach to psychotherapy.

PSY 527 - Social/Cltural Bases Behav
Hours: 3
This course is designed to cover principles and research related to social and cultural bases of behavior, motivation, attitude, value, leadership, propaganda, groups, morale, industrial conflict, roles, ethnic attitudes, and status.

PSY 535 - Applied Behavior Analysis
Hours: 3
PSY 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as SPED 535)

PSY 537 - Advanced Therapeutic Intervention
Hours: 3
A study of selected current specific techniques used in the practice of psychotherapy. Students will study a set of clinical procedures based on different theoretical models, including cognitive behavioral therapy, psychodynamic psychotherapy, solution-focused psychotherapy, and others. Emphasis will be on technique with evidence-based effectiveness and practical value in producing therapeutic movement, and students will practice the procedures in controlled clinical settings. They will also be encouraged to develop an articulated practice model of their own. Prerequisites: PSY 508 or consent of program advisor.

PSY 538 - Ethics in Clinical Practice
Hours: 3
The course will provide a review of the basics of ethical philosophy and the current code of ethics of the Texas Behavioral Health Executive Council, which governs the licensing of psychologists and Licensed Psychological Associates in the State of Texas, with emphasis on clinical practice. It will also provide a review of necessary ethical and legal practices for practicing psychology while minimizing risk to clients, consultation principles and practice, developing and maintain the professional integrity of the psychologist and psychological associate. Prerequisites: Admission to the applied psychology program.

PSY 539 - Forensic Psychology
Hours: 3
Forensic Psychology - Three semester hours This course introduces students to the field of forensic psychology, its history, and the relationship between law and psychology, the mental health system, mental illness and criminal conduct. An introduction to the legal system is also included. As an introduction the course will highlight the following topics: ethics in forensic psychology, violence and risk assessment evaluation, treatment of the juvenile and adult offender, mental health law, psychology of law enforcement, forensic psychology in correctional settings, forensic documentation and report writing.

PSY 545 - Developmental Psychology
Hours: 3
Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death.

PSY 545A - Developmental Psychology
Hours: 3
(Same as PSY 545) Study of the lifespan of humans. Emphasizes both experimental and theoretical approaches to the study of cognitive, personality, social, perceptual and physical development from conception to death. Crosslisted with: PSY 545.

PSY 572 - Psychological Assessment and Measurement
Hours: 3
This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, and interpreting norm referenced and criterion-referenced test scores. In addition, this course will introduce students to the concept of Cross Battery Assessment which offers practitioners the means to make systematic, valid, and up-to-date interpretations of intelligence batteries and to augment them with other tests in a way that is consistent with the CHC theory. (Same as SPED 572)Prerequisite: Graduate standing.

PSY 573 - Intellectual Assessment I
Hours: 3
(Same as SPED 573) The purpose of this course is to attain knowledge of cognitive functioning & develop skills in the cognitive assessment of children & adolescents. This course integrates the skills of administration, scoring, & interpretation of major cognitive assessment instruments (e.g., WJ-III COG, KABC-II, & WISC-IV) in the context of recent cognitive theories & research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally & linguistically diverse children & adolescents are integrated throughout the course in addition to specified lectures.

PSY 575 - Personality Theories and Assessment
Hours: 3
The course will examine theories of personality, the socio-emotional, behavioral and cultural aspects of personality and informal assessments for children and adults as part of the diagnostic process. Psychometric and ethical considerations with the use of these techniques will be considered. Computerized testing and scoring of personality tests and techniques will also be covered. Prerequisites: Concurrent or prior enrollment in PSY 572 and 503.

PSY 576 - Psychological Assessment of Children & Adolescents
Hours: 3
This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA (Individuals with Disabilities Education Act) and the DSM-V. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with mulit-disciplinary assessment teams, intervention strategies.

PSY 579 - Introduction to Neuropsychological Screening
Hours: 3
This course will introduce students to the theory and practice of Clinical Neuropsychology. This specialized subfield of Clinical Psychology assesses and interprets the relationship between brain function, cognition, emotion and behavior. In this course, the emphasis will be on recognition and screening for neuropsychological dysfunction. Students will develop an understanding of the field through review of adult and pediatric cognitive and neurological disorders as well as strategies of neuropsychological screening, including measure selection, appreciation of psychometric strengths/limitations, administration, and report writing. Besides reviewing cases and research, students will demonstrate development through screening administration. Prerequisites: PSY 515, PSY 572, PSY 573.

PSY 582 - Cognitive Aging
Hours: 3
We will discuss cognitive processes such as processing speed, attention, different forms of memory, and decision making, and how these processes change with age. Keep in mind that the average life expectancy has increased, but individuals do not merely want to live longer; instead they want to optimally age, which includes physical, mental, and cognitive aspects. Given the emphasis on optimal aging, we will consider factors that are associated with higher cognitive performance in late adulthood. Crosslisted with: PSY 482.

PSY 589 - Independent Study
Hours: 1-4
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

PSY 592 - Group Psychotherapy
Hours: 3
Group Psychotherapy - Three semester hours Techniques and ethical considerations in group therapy. Topics will include psychological theories as they apply to group therapy. Techniques in group therapy and ethical considerations of group therapists.

PSY 593 - Health Psychology
Hours: 3
This class is designed to introduce the basic concepts of Health Psychology. Students will be introduced to different medical disorders and diseases and the implications for the psychological health and impact on psychological functioning of individuals with these disorders. Students will study physical limitations and adaptations. They will understand basic ADA law and how to make buildings accessible. Psychological treatments for persons with disorders and physical limitations will be introduced. Topics covered will include depression and illness, traumatic injuries, neuromuscular diseases, cancer, and chronic pain. Also covered will be the use of psychological techniques to improve behaviors for wellness including smoking cessation, proper nu Crosslisted with: PSY 492.

PSY 594 - Ethical Issues in Organization
Hours: 3
Ethical issues applied to individuals in an organizational setting. Included are theories of moral philosophy and the development and application of professional and business codes.

PSY 595 - Research Literature & Techniques
Hours: 3
This course will provide a study of the research literature in the students' field of major interest and develop an understanding of research techniques used in this field. Crosslisted with: COUN 595, SPED 595

PSY 597 - Special Topics
Hours: 0-3
Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

PSY 598 - Psychology of Gerontology
Hours: 3
Psychology of Gerontology - This course will cover topics in gerontology including physical and mental changes in older adults, transitions such as retirement, mental health issues for the older adult, and health issues. The course will provide needed information to help the older adult adjust to changes in life. The course will focus on positive sides of aging which are often neglected.

PSY 600 - PSY Comp Exam
Hours: 0

PSY 605 - Single Subject Designs
Hours: 3
This is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as SPED 605)

PSY 610 - Nonparametric Statistics
Hours: 3
This course, an approved Level IV doctoral research tools course, concentrates on the logic and application of distribution-free statistics with emphasis on psychological and educational data and research. Prerequisites: Level I-III research tool courses or equivalent or permission of instructor.

PSY 612 - Psy Ed Statistics
Hours: 3
This course, an approved Level II doctoral research tools course, is an introductory level course that concentrates on statistical methods applicable to educational and psychological research procedures and interpretations.

PSY 615 - Psychological Principles of Consultation & Supervision
Hours: 3
This course will examine the psychological principles and knowledge base underlying the major models and theories of individual, organizational consultation, and supervision. Scientific information derived from the study of learning, cognition, development, and personality theory will be examined in relation to the common consultative and supervision practices and models employed in business, government, and education. Instruction and practice in the supervision of psychological services conducted in appropriate laboratories and agencies is also provided.

PSY 618 - Group Dynamics
Hours: 3
Group Dynamics: Understanding and Working in Groups. Three semester hours. This course will provide both a theoretical background and practical knowledge for understanding and working in a group environment. Basic principles of group membership, identity, and interaction will be identified. The ultimate goal of the class is to make the student a more productive group member. To achieve this goal, some topics that will be discussed include leadership, communication skills and patterns, conflict styles and resolutions, viewing diversity as a strength, needs for and uses of power, and team development and training. The student will develop these skills through active participation in numerous group activities and environments.

PSY 620 - Intro to Human Cognition
Hours: 3
Introduction to Human Cognition - This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics.

PSY 620A - Intro to Human Cognition
Hours: 3
(Same as PSY 620) Introduction to Human Cognition - This course provides an overview of cognitive psychology. We will investigate topics of perception, attention, consciousness, memory, imagery, knowledge representation, language, problem solving, decision making, and other selected aspects. Emphasis also will be placed on the relationship between mental processes and the brain. In addition, students will learn to appreciate the scientific methods that are developed to investigate these topics. Crosslisted with: PSY 620.

PSY 621 - Advanced Cognition
Hours: 3
This seminar course will examine the disciplines of cognitive science and cognitive psychology, with primary attention to the three predominant metaphors and models of the mind: the mind as a computer, the mind as a neural network, and the mind as a brain. This course is repeatable for up to six semester hours.

PSY 622 - Research Design: Introduction to Theses and Dissertations
Hours: 3
In this course, students will learn the principles of developing a research idea that can ultimately be developed into an actual research proposal. Students will be expected to abstract research articles and based on these summaries, identify and operationalize a research question, prepare a potential method section, and prepare and submit a research proposal draft. This is an approved doctoral research tools course.

PSY 625 - Cognition and Instruction I
Hours: 3
This course will examine the psychological principles and scientific knowledge base underlying the major instructional theories. Content will include an evaluation of how current theories and knowledge of human cognition relate to the principles and practices of instructional design and development.

PSY 626 - Cognition/Instruction II
Hours: 3
Cognition and Instruction II. Three semester hours. This course will require students to apply knowledge and theory derived from cognitive psychology to the design and development of instructional systems and products. Students will be expected to integrate cognitive models and knowledge of human cognition within the process of developing and designing instructional systems and products. Prerequisite: PSY 625 or consent of instructor.

PSY 627 - Social Cognition
Hours: 3
This course will investigate the research on the cognitive mediators of interpersonal behavior. This course is predicated on the belief that our social interactions are determined by what we believe we know about ourselves, other people, and the situations in which we encounter them. Topics to be covered include: Attribution, person perception, stereotyping, attitudes, the self, and social memory.

PSY 635 - School Based Interventions
Hours: 3
Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions. Prerequisites: PSY/SPED 535.

PSY 640 - Evolutionary Psychology
Hours: 3
This is a relatively new branch of psychology that has arisen from the confluence of psychology and evolutionary biology. This course will address how human minds and behavior have been shaped by evolution.

PSY 645 - Introduction to Learning Technology
Hours: 3
This course will present an overview of the trends in applying technology to learning, focus on how different educational theories lead to the design and developments of technology-based learning, and discuss the research process of a few successful learning technology examples.

PSY 661 - Org Change and Improvement
Hours: 3
Organizational Change and Improvement. Three semester hours. (Cross-listed with MGT 594) This course will examine the principles of organizational change and the scientific knowledge base underlying the major models and theories of organizational change and improvement. Particular attention will be given to models and practices of continuous organizational improvement and how such models relate to current knowledge and theory.

PSY 670 - Multivariate Analysis
Hours: 3
This course, an approved Level IV doctoral research tools course, provides a conceptual introduction, as well as computational and computer competence, in modern multivariate procedures. Topics include multiple regression, discriminant function analysis, analysis of covariance, multiple analysis of variance, item analysis, cluster analysis, factor analysis, and canonical correlation. Applications to measurement and test construction are emphasized. Prerequisites: Level I-III research tools courses or equivalent or permission of instructor.

PSY 672 - Multicultural Issues and Diversity in Assessment and Therapy
Hours: 3
This course is an examination of cultural and diversity issues present in educational and psychological assessment and therapeutic treatment. Students will receive exposure to personal and societal attitudes and values, as well as an increase of their awareness of current models of multicultural assessment and therapy/intervention. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, disability, and sexual orientation. The course additionally identifies models for developing competency in assessing and providing therapeutic services to diverse clients.

PSY 675 - Advanced Topics in Experimental Psychology
Hours: 3
The topic for this course is determined by the instructor, but will typically involve some aspect of cognitive, social, physiological, or quantitative psychology. Can be repeated when topic varies.

PSY 679 - Program Evaluation
Hours: 3
This course will emphasize both the practical and theoretical issues involved in the planning, execution, and interpretation of program evaluations. Prerequisites: PSY 612 or 572 or equivalent or permission of instructor. Crosslisted with: COUN 621.

PSY 680 - Professional Development
Hours: 3
This course is designed to offer practical advice and direction to graduate students, particularly doctoral students. This advice will focus on teaching, research, writing, and/or generally preparing the student for a career in academic or non-academic positions. Cross listed with: COUN 650.

PSY 681 - Intermediate Statistics
Hours: 3
This course is an approved Level III doctoral research tools course that will emphasize the understanding of intermediate level statistical concepts and their application to the social sciences and education. Content will include one-way, factorial, and repeated measures analysis of variance, simple analysis of covariance, and advanced correlational methods, bivariate regression and an introduction to multiple regression, selected nonparametric methods, and introduction to multivariate analysis of variance. Students will be required to use computational software to assist in the analysis and interruption of data. Prerequisites: Level I and Level II research tools or equivalent or permission of instructor. Crosslisted with: COUN 613.

PSY 689 - Independent Study
Hours: 1-4
Independent Study. One to three semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisites: Consent of department head.

PSY 691 - Clinical Practicum in Psychology
Hours: 3
This course consists of supervised experience in educational or psychological settings under the supervision of a licensed psychologist or licensed school psychologist. Course requires a minimum of 10 to 15 weekly hours of direct clinical experience. Prerequisites: Consent of instructor.

PSY 695 - Research Methodology
Hours: 3
(Same as COUN/EDAD/EDCI/HIED 695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I doctoral research tools course. Prerequisite: Doctoral status or consent of the instructor.

PSY 697 - Special Topic
Hours: 1-9
Special Topic

PSY 699 - Internship in Clinical Psychology
Hours: 3
Advanced practice in clinical psychology, with placement in either the on-campus clinic or another site approved by the course instructor and the applied program coordinator. Emphasis will be on greater autonomy in practice and will focus on delivery of psychotherapy services and related assessments. The instructor of record will provide campus-based supervision, and, for field-site placements, the student clinician will secure a face-to-face supervisor at the field site. Course needs to be taken twice for a total of 6 credit hours. Prerequisites: three semester hours PSY 691 passed with a grade of B or better and consent of instructor or applied program coordinator.

PSY 718 - Doctoral Dissertation
Hours: 3-12
Doctoral Dissertation. Twelve semester hours. Doctoral dissertations must be acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of his specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competency and significant contribution to knowledge. Graded on a (S) satisfactory or (U) unsatisfactory basis.

PSY 790 - Internship in School Psychology
Hours: 3-6
This course consists of supervised experience in educational or psychological settings under the supervision of one of the following: a licensed school psychologist, certified school psychologist, or a licensed psychologist. Graded on a (S) satisfactory or (U) unsatisfactory basis. Course is repeated for at least two but no more than four, three-credit hour courses (a minimum of 6 credits). Prerequisites: Consent of instructor.