DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY

Web Site: http://www.twu.edu/psychology-philosophy/

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Graduate Degrees Offered

- M.A. in Counseling Psychology (http://catalog.twu.edu/graduate/arts-sciences/psychology-philosophy/counseling-psychology-ma)
- Specialist in School Psychology (S.S.P.) (http://catalog.twu.edu/graduate/arts-sciences/psychology-philosophy/specialist-school-psychology-ssp)
- Ph.D. in Counseling Psychology (http://catalog.twu.edu/graduate/arts-sciences/psychology-philosophy/counseling-psychology-phd)
- Ph.D. in School Psychology (http://catalog.twu.edu/graduate/arts-sciences/psychology-philosophy/school-psychology-phd)
- M.S. in Psychological Science (http://catalog.twu.edu/graduate/arts-sciences/psychology-philosophy/psychological-science-ma)

School Psychology

The School Psychology Program offers an American Psychological Association-accredited (http://www.apa.org/ed/accreditation/programs)/National Association of School Psychology (http://www.nasponline.org/standards-and-certification/graduate-program-approval/nasp-approved-programs) approved Ph.D. degree and a National Association of School Psychologists approved Specialist degree (http://www.nasponline.org/standards-and-certification/graduate-program-approval/nasp-approved-programs). The School Psychology Program is designed to prepare students in the scientist-practitioner model with emphasis on scientific rigor and problem solving applied to practice in intervention, consultation, assessment, program evaluation, and research. Doctoral students are prepared to assume leadership roles in educational settings, in independent practice, and in supervision. Doctoral graduates qualify for licensure as psychologists by the Texas State Board of Examiners of Psychologists (http://www.tsbep.state.tx.us) and listing in the National Register of Health Service Providers in Psychology (http://www.nationalregister.org) following appropriate internship and postdoctoral experience. The School Psychology Program is designed to prepare students in the scientist-practitioner model with emphasis on scientific rigor and problem solving applied to practice in intervention, consultation, assessment, program evaluation, and research. Doctoral students are prepared to assume leadership roles in educational settings, in independent practice, and in supervision. Doctoral graduates qualify for licensure as psychologists by the Texas State Board of Examiners of Psychologists (http://www.tsbep.state.tx.us) and listing in the National Register of Health Service Providers in Psychology (http://www.nationalregister.org) following appropriate internship and postdoctoral experience. Both specialist and doctoral graduates are eligible to take the national school psychology examination, which leads to being eligible for licensure as a Licensed Specialist in School Psychology by the Texas State Board of Examiners of Psychologists (http://www.tsbep.state.tx.us), and towards credentialing as a Nationally Certified School Psychologist. The School Psychology Program Committee (SPPC) is the governing body for School Psychology Graduate Programs. It develops and enforces the policies in this catalog and all program publications.

Counseling Psychology

The department offers two graduate programs in Counseling Psychology. The doctoral program offers an American Psychological Association accredited (http://www.apa.org/ed/accreditation/programs) Ph.D. degree. The Master's program leads to a Master of Arts Degree. Both provide systematic training within a practitioner-scientist model to prepare students for professional mental health practice in a wide range of settings.

Both programs are grounded in a feminist multicultural philosophy and pedagogy and have a focus on developing practitioners with a strong understanding of individuals within their gendered and sociocultural contexts. Social justice and advocacy are highly valued and practiced. Graduates of the program are expected to embrace strong multicultural values, and to be conversant with and competent in the diversity-sensitive applications of theory, practice, research, and other professional functions.

The programs are situated within the unique context of TWU, focusing primarily on the educational advancement of women. The Counseling Psychology programs strive to create an atmosphere that is inclusive, supportive, and flexible, while maintaining strong academic rigor. The programmatic goals are to create a climate that challenges without competition, promotes professionalism while minimizing the power hierarchy, and incorporates student participation at high levels. The program faculty makes a concerted effort to attend to students' training needs within a contextual framework and to create an environment in which collaboration, self-direction, community, and respect for individual differences are promoted. Students and faculty make every effort to maintain open communication and clear expectations.

Applicants should be aware that, as is typical of graduate training in professional psychology, part of one's development as a psychologist entails personal growth and disclosure in addition to academic learning. As such, students may be expected to share appropriate personal material in various classes and practicum situations. APA guidelines require that students be informed of this requirement.

Doctoral graduates qualify for Licensure as Psychologists and listing in the National Register of Health Service Providers in Psychology (http://www.nationalregister.org) following appropriate internship and postdoctoral experience. Master's graduates qualify for licensure as Psychological Associates (LPA) or Professional Counselors (LPC).

Psychological Science

The Psychological Science program offers a MS degree. The Psychological Science Program is designed to prepare students in a variety of areas of psychological science with exceptional, student-focused research training. Through one-on-one mentoring, students will develop a deep understanding of the scientific basis of human psychology and highly marketable research skills. The program prepares students for direct entry into the workforce as a behavioral scientist or analyst with tech companies, marketing firms, defense contractors, pharmaceutical and cosmetic industries, federal and local governments, academic and private research labs, and other private industry employers. Graduates of the Psychological Science Program are well-positioned for entry into a doctoral program in psychology or entry into teaching positions at junior colleges. The 36 credit-hour program is designed to be completed in as few as 12 months and includes the completion of a thesis project with a faculty mentor.

Admission Requirements

Please see the admission section at the front of this catalog. All applicants must complete the online application form, available at the Apply Texas website (http://www.applytexas.org). In addition to these
general requirements, the Department of Psychology and Philosophy requires the following.

**Master of Arts in Counseling Psychology / Specialist in School Psychology**

1. A completed online application form, available at the Apply Texas website (http://www.applytexas.org).
2. An undergraduate major in psychology or at least 18 semester hours in psychology, including the following courses: introductory psychology, life-span developmental psychology, statistics, experimental psychology/research design/research methods, cognitive psychology/psychology of learning, and 3 elective hours in psychology. Specialist applicants are required to take a course in biological bases of behavior instead of an elective.
3. Preferred minimum Graduate Record Examination scores of 153(500) Verbal, 144(500) Quantitative, and 4.0 Analytical Writing.
4. Counseling Psychology applicants: Submit responses to 5 essay questions which can be found at the Department of Psychology and Philosophy (http://www.twu.edu/psychology-philosophy) website. (http://www.twu.edu/psychology-philosophy/apply-now/counseling-psychology-doctoral-program) Specialist applicants: Submit a 500-word statement describing goals in psychology.
5. Submission of undergraduate transcripts showing a GPA of 3.5 or better on all courses in psychology and a 3.0 overall average for the last 60 semester credit hours of undergraduate work. Official transcripts from each college attended are required.
7. Vita

The application, official GRE scores, and official transcripts from ALL colleges or universities must be submitted to the Office of Admissions Processing. Items four, five, six, and seven above are to be submitted together in ONE envelope with COPIES of your application, GRE scores, and transcripts to the program Admissions Coordinator of the respective program (Counseling Psychology or School Psychology):

Admissions Coordinator, [Specify your program of interest]
Department of Psychology and Philosophy
P.O. Box 425470
Denton, TX 76204

The deadline for applications for the master’s degree Counseling Psychology program is February 1 for summer and/or fall admission; the deadline for the School Psychology Specialist program is January 5 for summer and/or fall admission.

**Master of Science in Psychological Science**

1. A completed online application form, available at the Apply Texas website (http://www.applytexas.org).
2. Bachelor’s degree with 18 hours of psychology coursework (completed or currently enrolled).
3. Preferred minimum Graduate Record Examination scores of 153 (500) Verbal and 144(500) Quantitative.
4. Submission of undergraduate transcripts showing a GPA of 3.0 or better on all courses in psychology and a 3.0 overall average. Official transcripts from each college attended are required.
5. Complete the Master of Science in Psychological Sciences Program Application for Admission (.pdf)
6. A copy of your résumé or vita
7. Personal Statement: (1500 words or less) Explain why you are interested in pursuing a graduate degree in psychological science, how would you assess your preparation and fit for this program, what your career ambitions after earning your degree are, and what your major research interests are.
8. Letters of recommendation: Submit two letters of recommendation from academic or professional references.

The Apply Texas application, official GRE scores, and official transcripts from ALL colleges or universities must be submitted to the Office of Admissions Processing.

Letters (item eight) should be written on institutional or organizational letterhead and should be sent separately by the recommender to msp@twu.edu.

The deadline for applications for the master’s degree Psychological Science program is a rolling deadline, but priority will be given to those applications received by February 1.

**Doctor of Philosophy in School Psychology or Counseling Psychology**

1. The applicant will submit Graduate Record Examination scores. Preferred scores for the Counseling Psychology Doctoral program are 500 verbal (153, Revised GRE), 500 quantitative (149, Revised GRE), and 4.0 analytical writing. The School Psychology Doctoral program has preferred minimum total GRE score of 300 (153 verbal and 147 quantitative using the new scale) or 1000 (500 verbal and 500 quantitative using the old scale).
2. The applicant will present official transcripts as evidence of a 3.5 GPA on a 4.0 scale for both graduate and undergraduate courses in psychology. A student entering the program with a bachelor’s degree is required to have a minimum overall GPA of B (3.0 on a 4.0 scale for the last 60 semester credit hours of undergraduate work, and a 3.5 GPA in undergraduate psychology courses.). A student entering the program with a master’s degree is required to have a minimum overall GPA of 3.5 on a 4.0 scale for graduate work in psychology.
3. The applicant will submit three letters of recommendation.
4. The applicant will present evidence of at least 18 semester credit hours in graduate psychology courses including the following courses: introductory psychology, life-span developmental psychology, statistics, experimental psychology, psychology of learning, and 3 elective semester credit hours in psychology. A course in biological bases of behavior is required instead of an elective for School Psychology doctoral applicants.
5. Applicants to the Doctoral Program in Counseling Psychology must complete a program-specific application requiring five brief essays. The application is available at the Department of Psychology and Philosophy website. (http://www.twu.edu/psychology-philosophy/apply-now/counseling-psychology-doctoral-program)
6. Applicants to the School Psychology Doctoral Program will submit a 500-word autobiographical essay on choosing School Psychology as a career.
7. Applicants will submit a vita with special emphasis on training, work experiences, and research relevant to the program and discipline.

The online application (available at the Apply Texas website (http://www.applytexas.org)), official GRE scores, and official transcripts from
ALL colleges or universities must be submitted to the Office of Student Records Processing.

Items three, four, five, six, and seven above are to be submitted together in ONE envelope with COPIES of your application, GRE scores, and transcripts to the program Admissions Coordinator of the respective program (Counseling Psychology or School Psychology):

Admissions Coordinator, [Specify your program of interest]  
Department of Psychology and Philosophy  
P.O. Box 425470  
Denton, TX 76204

If a student is to be considered for the following Fall semester, December 15 is the deadline for receipt of application materials for the Counseling Psychology Doctoral program. January 5 is the deadline for receipt of application materials for the School Psychology Doctoral Program. Admission to all doctoral programs is usually provisional with advancement to unconditional admission based on the successful completion of GPA requirements for the first 21 semester credit hours completed in the program.

**Minors Offered to Students from Other Departments**

A doctoral minor requiring 18 semester credit hours is offered in psychology. Specific course requirements for the minor can be obtained by contacting the director of either doctoral training program.

**Courses**

**Philosophy Courses**

PHIL 5913. Independent Study. Denotes course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

**Psychology Courses**

PSY 5163. Psychology of Women. Examination of developmental characteristics of women, myths and stereotypes, sex roles, sexuality, life styles, values, achievement motivation, power, mental health, and mental disorders in women. Three lecture hours a week. Credit: Three hours.


PSY 5313. Psychological Tests and Measurements. Overview of psychometrics, including test construction, reliability, and validity. Three lecture hours a week. Credit: Three hours.

PSY 5353. Research Design. Types of research methods; techniques and procedure of educational and psychological empirical research; research design; research writing; review of journal articles; general statistics for reading professional journals. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 5423. Cognitive Assessment. Intensive introduction to the most widely used, individually administered intelligence tests. Prerequisite: A course in psychological appraisal or permission of the instructor. Three lecture hours a week. Credit: Three hours.

PSY 5463. Academic Assessment. Major norm-referenced measures of achievement and their use in the evaluation of specific learning disabilities. Prerequisite: PSY 5883 and PSY 5893, PSY 5423, or equivalent; Major in the school psychology specialist/doctoral program. Three lecture hours a week. Credit: Three hours.

PSY 5473. Social-Emotional Assessment of Children. Administration and interpretation of personality assessment procedures with children, including integration with other psychoeducational assessment information. Prerequisites: PSY 5423 and PSY 5463. Co-requisite: PSY 6931 (for doctoral students.) Three lecture hours a week. Credit: Three hours.

PSY 5502. Professional and Ethical Issues in Counseling Psychology. Critical review of the program and discipline of counseling psychology; issues germane to the professional practice and identity of counseling psychology including professional ethics, licensure, and state board regulations. Two seminar hours a week. Credit: Two hours.

PSY 5513. Advanced Psychopathology. Extensive study of the fundamental principles of understanding mental illness from a systemic point of view; study of incident, cause, types of therapy, and prognostication for each case. Three lecture hours a week. Credit: Three hours.

PSY 5523. Clinical Therapeutic Group Processes. Intensive group experience in which students study therapeutic group development as they function as participant, observer, and recorder of the emerging group process. Extensive reading is required. Theories of group development and group dynamics are examined as they relate to learning, perception, conflict resolution, problem solving, and psychotherapy. Prerequisites: Preregistration with instructor is required. Three lecture hours a week. Credit: Three hours.

PSY 5533. Evidence-Based Intervention: Academic. Concepts and procedures of Rti, CBM, and evidence-based academic intervention. Prerequisite: Major in the School Psychology Specialist or Doctoral Program. Three lecture hours a week. Credit: Three hours.

PSY 5541. Psychotherapy Skills I: Microskills Lab. Supervised instructional experience in basic clinical techniques for individual psychotherapy; counseling microskills that form the foundation for all psychotherapy interventions. Co-requisite: PSY 5563. Three laboratory hours a week. Credit: One hour.

PSY 5563. Theories of Psychotherapy and Counseling. Principles, procedures, techniques, and goals of effective counseling/therapy from a variety of theoretical viewpoints. Survey of major theories providing basic theory preparation for counselors/therapists in training. Prerequisite: Admission to Counseling Psychology graduate program. Co-requisite: PSY 5541. Three lecture hours a week. Credit: One hour.

PSY 5564. Theory and Practice of Family Psychology. Introduction to the literature regarding theories, principles, and practices of family psychology. Intensive study of the theoretical bases for assessment and intervention. Demonstration and practice of family psychology skills. Three lecture and two laboratory hours a week. Credit: Four hours.

PSY 5733. Specialist Internship in School Psychology. Internship in a full-time school psychologist position which is comprehensive in scope, provides an opportunity to develop a clear professional identity, and explores the full responsibilities of a practicing school psychologist while having supervisory support from an experienced field supervisor. Prerequisite: PSY 5923. Forty practicum hours a week. Credit: Three hours.
PSY 5803. Introduction to School Psychology. The school psychologist's roles within the total educational process of the child with emphasis upon development. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 5853. Seminar in School Psychology. Capstone course to synthesize key concepts in school psychology curriculum; includes crisis intervention, working collaboratively with families, school-based prevention activities, and computer applications. Three lecture hours a week. Credit: Three hours.

PSY 5911. Independent Study. Individual instruction in a class that is not being taught during a current semester, and that is needed for graduation or to fulfill degree requirements of a graduate student. Credit: One hour.

PSY 5913. Independent Study. Denotes a course not offered as organized course. An in-depth review of a specific problem area jointly selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

PSY 5923. Supervised Practicum. Practicum experience in clinical setting; supervised and taped client contact with critical discussion. Prerequisite: Permission of instructor. Fifteen practicum hours a week. Credit: Three hours.

PSY 5963. Capstone Proficiencies. A capstone experience in writing and applying research findings to inform clinical practice. Writing applied literature reviews, program evaluation, and grant writing. Comprehensive exam over the MA program. Prerequisites: Enrolled in last or next to last semester of coursework only degree plan. Three lecture hours a week. Credit: Three hours.

PSY 5973. Professional Paper. Credit: Three hours.

PSY 5983. Thesis. Credit: Three hours.

PSY 6011. Professional Issues in Counseling Psychology I. History, development, and current status of Counseling Psychology and areas of related emphasis in the program. Structure and function of APA; related organizations; and accrediting, credentialing, and other regulating bodies. Integration of foundational competencies related to self-reflection, interpersonal relationships, individual and cultural differences, ethical practice, and social justice/advocacy. Initial exploration of student's professional identity. One seminar hour a week. Credit: One hour.

PSY 6021. Professional Issues in Counseling Psychology II. Continuation of PSY 6011. Contemporary issues in professional psychology at large and within Counseling Psychology specifically. Issues such as science-practice integration/evidence-based practice, technology in psychology, interpersonal practice, clinical training, and maintaining professional competence. Critique of theoretical and empirical bases of scholarship related to key professional issues. Emphasis on foundational competencies related to scientific-mindedness. Development of doctoral-level writing skills. Prerequisite: PSY 6011. One seminar hour a week. Credit: One hour.

PSY 6103. Cognition and Emotion. The interaction between emotion and major processes involved in human cognition including perception, attention, memory, language, problem solving, and decision making. Prerequisite: Undergraduate course in learning or permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 6113. Measurement and Psychometric Theory. Psychometric theories including Classical Test Theory and Item Response Theory; foundational concepts such as reliability and validity and the mathematical models and assumptions on which they rest in the context of psychological measurement; specialized measurement software for data analysis; test development and item analysis. Prerequisite: Admission to Ph.D. in Counseling Psychology or School Psychology. Three lecture hours a week. Credit: Three hours.

PSY 6133. Advanced Behavioral Neuroscience. Neuroanatomy, neuron physiology, psychopharmacology, neuroendocrinology, physiological bases of motivation, emotion, learning, sensation, sleep, and attention. Three lecture hours a week. Credit: Three hours.

PSY 6143. Neurodevelopmental and Genetic Disorders in Children. Focus on low and high incidence neurodevelopmental and genetic disorders in children. Emphasis placed on identifying characteristics, differential diagnostic techniques, and empirically based interventions associated with these disorders. Prerequisite: Doctoral standing and/or permission of instructor. Three lecture hours a week. Credit: Three hours.

PSY 6204. Advanced Psychological Statistics II. Multivariate statistical procedures in analysis of variance and regression, covariance analysis, and latent variable analysis. Prerequisite: PSY 5304. Four lecture hours a week. Credit: Four hours.


PSY 6383. Cross Cultural Psychology. Examination of paradigms of cross cultural psychology (the fourth force in counseling and psychotherapy), cultural identity development, examination of one's own cultural heritage and its impact in the therapeutic relationship; competencies and standards, culture specific strategies in cross cultural psychotherapy, and therapeutic implications of the paradigms. Three lecture hours a week. Credit: Three hours.

PSY 6393. Psychology of Violence, Trauma, and Abuse. Focus on abuse and victimization across the lifespan, ranging from infancy to late adulthood. Trauma-based disorders, psychological dynamics, and the recovery process will be explored. Three lecture hours a week. Credit: Three hours.
PSY 6423. Psychopathology and Exceptionalities in Childhood and Adolescence. Comprehensive overview of etiology, identification (diagnostic nomenclature, DSM IV), and intervention in children and adolescents with exceptionalities and emotional disorders. Three lecture hours a week. Credit: Three hours.

PSY 6443. Objective Personality Assessment for Adults. Administration, scoring, and interpretation of most widely used objective assessment procedures for measuring personality functioning in adults, with emphasis on MMPI, and current conceptual and clinical issues in objective psychodiagnostics. Prerequisites: PSY 5423 and doctoral standing. Three lecture hours a week. Credit: Three hours.

PSY 6444. Theory and Practice of Counseling With Children and Adolescents. Principles, procedures, and techniques of effective counseling from a variety of theoretical viewpoints with primary focus on children and adolescents in school settings. Instructional supervised experience in clinical techniques basic to individual counseling. Three lecture and two laboratory hours a week. Credit: Four hours.

PSY 6523. Neuropsychological Assessment Techniques I. Introduction to the administration and interpretation of current neuropsychological assessment instruments for all ages with an emphasis on childhood and adolescence. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6533. Neuropsychological Assessment Techniques II. Advanced administration and interpretation of current neuropsychological assessment instruments for all ages with an emphasis on childhood and adolescence. Prerequisite: Permission of instructor. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6553. Projective Personality Assessment for Adults. Administration, scoring, and interpretation of most widely used projective assessment procedures for measuring personality functioning in adults, with emphasis on the Rorschach Inkblot Test, and current conceptual and clinical issues in projective psychodiagnostics. Prerequisites: PSY 5423, PSY 6443, and doctoral standing. Three lecture hours a week. Credit: Three hours.

PSY 6563. Psychology of Human Sexuality. Advanced exploration of concepts related to human sexuality with emphasis on psychological and cultural factors. Significant focus on self-as-counselor as it impacts the therapeutic process. Three lecture hours a week. Credit: Three hours.

PSY 6583. Neuropsychopharmacology. Introduction to practical and theoretical understanding of the effects of drugs upon behavior. Emphasis on major antipsychotic, anxiolytic, antidepressant drugs, their clinical use, and their side effects. Three lecture hours a week. Credit: Three hours.

PSY 6613. Advanced Developmental Psychology. An in-depth analysis of theories regarding the psychological development of children, adolescents, and adults. The course will include an overview of the empirical and conceptual approaches to the study of social, emotional, cognitive, and physical development of humans from conception through death. Three lecture hours a week. Credit: Three hours.

PSY 6633. Philosophical and Historical Foundations of Psychology. Major philosophical theories of the mind and historical foundations of psychology. Three lecture hours a week. Credit: Three hours.

PSY 6673. Therapeutic and Crisis Interventions for Children and Adolescents. Theoretical background and applied psychotherapeutic techniques for children and adolescents presented within the context of specific childhood disorders. Includes counseling, screening, and referral information for children and adolescents that experience a crisis within the school setting. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.


PSY 6744. Foundations of Social Psychology and Personality. Classic and contemporary theories, research, and application in social psychology with special emphasis on personality theory and development in social context. Major areas covered include person perception, attribution, social cognition attitudes, prejudice, aggression, altruism, group dynamics, and applied topics. Four lecture hours a week. Credit: Four hours.


PSY 6833. Ethics in Psychology. A critical discussion and evaluation of the ethical alternatives with respect to decision-making and action in the area of Research and Professional Practice. Methodology will include contemporary cases involving personal, social, and institutional issues, as well as theoretical and empirical foundations in the classical systems of ethics. Three lecture hours a week. Credit: Three hours.

PSY 6853. Supervision and Consultation Psychology. Designed to develop knowledge and strategic skills required in the practices of supervision of services and professional consultation in psychology. Both didactic content and field-based pre-practicum components are included. Co-requisite for School Psychology Doctoral Students: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6863. Qualitative Research Methods and Program Evaluation. Study of philosophical, conceptual, and practical bases of qualitative methodologies, with a particular focus on program evaluation. Emphasis on qualitative inquiry, data collection and analysis, and integration of qualitative/quantitative data. Three lecture hours a week. Credit: Three hours.

PSY 6871. Internship in Professional Psychology. One-year, full-time supervised clinical internship experience in professional psychology as required by national accreditation standards and state licensure requirements. Prerequisites: Completion of comprehensive/qualifying exam (advancement to candidacy); dissertation proposal complete by November 1st of internship application year. Enrollment for 3 semesters (Fall, Spring, Summer) required. Forty practicum hours a week. Credit: One hour.
PSY 6873. Advanced Consultation. Advanced skills in indirect-interventions which include the family, community, and school. In-depth exploration and practice in instructional team participation, and behavioral and emotional consultation with parents and school personnel. Emphasis on connecting families and schools using behavioral and systems perspectives. Prerequisite: PSY 6853. Co-requisite: PSY 6931. Three lecture hours a week. Credit: Three hours.

PSY 6903. Special Topics. Denotes organized course in psychology not regularly offered. Prerequisite: Permission of the instructor. Three lecture hours a week. Credit: Three hours.

PSY 6911. Independent Study. Individual instruction in a class that is not being taught during a current semester, and that is needed for graduation or to fulfill degree requirements of a doctoral student. Credit: One hour.

PSY 6913. Independent Study. Denotes course not offered as organized course. An in-depth review of a specific problem area selected by student and instructor. Prerequisite: Permission of instructor. Credit: Three hours.

PSY 6921. Research Consultation in Psychology. Research consultation for doctoral students in the design stages of a dissertation proposal and exposure to computer analysis and interpretation of data. May be repeated for additional credit. Credit: One hour.

PSY 6923. Supervised Practicum. Practicum experience in clinical setting; supervised and taped client contact with critical discussion. Fifteen practicum hours a week. Credit: Three hours.

PSY 6931. Practicum in Applied Psychology. Pre-practicum will provide limited practical experiences as co-requisite for PSY 5423, PSY 5463, PSY 5473, PSY 5803, PSY 6523, PSY 6533, PSY 6673, PSY 6693, PSY 6703, PSY 6853, and PSY 6873. Prerequisite: Permission of instructor. Minimum of three practicum hours a week. Credit: One hour.

PSY 6933. Internship in Psychology. Supervised internship experience in clinical and/or school settings, supervision and critical discussion. One-year, full-time, placement necessary to meet licensing certification requirements. Prerequisite: Consent of instructor. Forty practicum hours a week. Credit: Three hours.

PSY 6961. Research Team. Participation in research activities as negotiated with a supervising faculty member. The student is expected to pursue areas of interest independently or in conjunction with the faculty member's interests. Two laboratory hours a week. Credit: One hour.

PSY 6981. College Teaching. Covers important pedagogical aspects of college teaching: effective lecture preparation and delivery; stimulating class discussions; writing good exams; using group projects and cooperative learning strategies; classroom management techniques; cultural diversity issues and learning styles. May be repeated for additional credit. Prerequisite: GTA or anyone in need of pedagogy requirements. Two laboratory hours a week. Credit: One hour.


PSY 6991. Supervised Field Work. Field experience in applied settings; faculty supervision of students employed in the practice of psychology in the community. Prerequisite: Permission of instructor. Two practicum hours a week. Credit: One hour.

PSY 6993. Dissertation. Prerequisite: PSY 6983. Credit: Three hours.

Faculty

Professors

HART, CHRISTIAN L., Professor of Psychology. B.A., University of North Texas; M.S., Texas Christian University; Ph.D., Texas Christian University.

MARICLE, DENISE E., Professor of Psychology. B.S., University of Minnesota, Twin Cities; M.A., University of Notre Dame; Ph.D., University of Northern Colorado.

MOLLEN, DEBRA, Professor of Psychology. B.A., Adelphi University; M.A., University of Denver; Ph.D., Indiana University.

RUBIN, LINDA, Professor of Psychology. B.S., University of Kansas; M.S., University of Kansas; Ph.D., University of Kansas.

SCOTT, SHANNON R., Professor of Psychology; Chair of the Department of Psychology and Philosophy. B.A., Stephen F. Austin State University; M.S., Tufts University; Ph.D., Tufts University.

STABBB, SALLY D., Professor of Psychology. B.A., Pennsylvania State University; M.Ed., Pennsylvania State University; Ph.D., University of Kansas.

Associate Professors

ASBURY, EDWARD T., Associate Professor of Psychology. B.A., University of Tennessee, Knoxville; M.A., Texas Christian University; M.A., East Tennessee State University; Ph.D., Texas Christian University.

DEORNELLAS, KATHY L., Associate Professor of Psychology. B.F.A., Stephen F. Austin State University; M.Ed., University of North Texas; Ph.D., Texas Woman’s University.

HARRIS, JEFF E., Associate Professor of Psychology. B.A., DePauw University; M.A., Southern Illinois University at Carbondale; Ph.D., The Ohio State University System.

Assistant Professors

JOHNSON, WENDI L., Assistant Professor of Psychology. B.A., Bryant College; M.A., Western Carolina University; Ph.D., Texas Woman’s University.

PALOMARES, RONALD S., Assistant Professor of Psychology. B.S., Texas A&M University; M.A., Lesley College; Ph.D., Texas A&M University.

PORRAS, CLAUDIA V., Assistant Professor of Psychology. B.A., Texas Tech University; M.S., Oklahoma State University; Ph.D., Oklahoma State University.

ROSEN, LISA H., Assistant Professor of Psychology. B.A., Rice University; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin.

TERRIZZI Jr., JOHN A., Assistant Professor of Psychology. B.S., Juniata College; M.A., College of William and Mary; Ph.D., West Virginia University.