

**School of Education and Human Sciences
Graduate Education Department
M.A. in Educational Psychology Program**

No.	Course Number & Name	Credits
1.	EDCI 663 Advanced Graduate Writing	3
2.	EDFN 554 Philosophical Foundation of Education	3
3.	EDPC 544 Educational & Psychological Measurement	3
4.	EDRM 505 Research Methods in Education & Psychology	3
5.	EDRM 611 Applied Statistics in Education & Psychology	3
6.	EDPC 514 Psychology of Learning	3
7.	EDPC 635 Theories & Techniques of Counselling	3
8.	EDPC 520 Psychological Development – Life Span	3

Special Education Emphasis

1.	EDPC 525 Psychology & Education of Exceptional Children	3
2.	EDPC 540 Behavioural & Emotional Problems of Children	3
3.	EDPC 555 Assessment & Evaluation in Special Education	3
4.	EDPC 699 Thesis /Research Project	3

Psycho-Educational Assessment Emphasis

1.	EDPC 590 Behavioural & Emotional Assessment	3
2.	EDPC 595 Personality, Interest and Aptitude Assessment	3
3.	EDPC 600 Cognitive Assessment	3
4.	EDPC 699 Thesis /Research Project	3

School Counselling Emphasis

1.	EDPC 545 Administration of the School Counselling Programme	3
2.	EDPC 554: Career Development	3
3.	EDPC 565 Managing Social Issues in School Counselling	3
4.	EDPC 699 Thesis /Research Project	3

M.A. EDUCATIONAL PSYCHOLOGY

Course Descriptions

EDCI 663 Advanced Graduate Writing

This course is designed to introduce graduate students to various forms of writing required in graduate studies. It also introduces them to some forms of collaborative writing and cooperative learning styles that they could use as teachers. At the end of the course, students should be able to produce several short papers including a summary, paraphrase, critical book or article review, and a well-documented APA-styled twelve to fourteen (12-14) paged research proposal utilizing all the principles of research writing taught.

EDFN 554 Philosophical Foundation of Education

This course examines philosophical and theological bases of major worldviews and takes into account the conceptual framework of the School of Education from the University of the Southern Caribbean. It critiques the impact of naturalism and post-modernism on education, psychology, and religion, from a Christian perspective.

EDPC 544 Educational and Psychological Measurement

This course is designed to facilitate students acquiring the fundamental concepts, principles, theories, and techniques of educational measurement and classroom assessment. The underlying premise for the value of such knowledge for educators is that it is necessary for sound educational decision-making. Moreover, students will acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests.

EDRM 505 Research Methods in Education and Psychology

A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem, planning, designing and implementing research; collecting & analyzing data; and proposing, and reporting research.

EDRM 611 Applied Statistics in Education and Psychology

This course will provide students with the skills needed for research methods and basic statistical techniques commonly used in psychological research. Students will be introduced to the process of scientific inquiry in psychology, both in terms of empirical research methodology and statistical analysis. Research methods covered will mainly focus on experiments and survey research. Statistical techniques introduced will include descriptive statistics, effect size measures, correlation, simple linear regression, t-test, and analysis of variance for simple experimental design. A software package will be used throughout the course with considerable emphasis on hands-on exercises.

Prerequisite: EDRM505 Research Methods in Education and Psychology

EDPC 514 Psychology of Learning

Teaching is a complex activity that requires in-depth knowledge in a number of areas. Education is a dynamic enterprise. Teachers, school administrators, school supervisors, psychological researchers, and other interested personnel are constantly seeking ways to increase student learning and student achievement. Against the background of individual development, Psychology Applied to Teaching will focus on advances in social cognitive theory, emphasis on critical issues in educational psychology, education technology, classroom applications, diverse learners, and reflective teaching and learning experience

EDPC 635 Theories and Techniques of Counselling

This course provides an introduction to the theory and practice of counseling and psychotherapy. Attention is given to counseling therapy models, the therapeutic relationship, the functions and role of counselors / therapists, and the systematic development of counselling skills and intervention strategies.

EDPC 520 Psychological Development – Life Span

In this course a survey of the biological, cognitive, and socio-cultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity, are addressed.

EDPC 699 Thesis /Research Project

The thesis or the research project is a comprehensive research experience that consolidates graduate studies. It is an intensive course that places considerable emphasis on students' ability to think critically and independently, organize their time and activities efficiently, and produce a substantial piece of original scholarly work. The research problem is chosen from within their discipline, and is intended to provide students with a variety of practical, technical, and intellectual skills that are central to scientific research generally. Thesis will be supervised by at least two different graduate advisors, and must be successfully defended before a panel of examiners as a final requirement for graduation. Research projects will be presented at a research symposium.

Special Education Emphasis

EDPC 525 Psychology and Education of Exceptional Children

A comprehensive survey of the psychological and educational needs of exceptional children is undertaken. It includes strategies for incorporating an exceptional student into regular classroom, and for supporting the exceptional child in the community.

EDPC 540 Behavioural and Emotional Problems of Children

This course provides identification and remediation of learning, behavioural, emotional, and developmental problems of children in a multicultural context. It includes classroom behaviour management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.

Prerequisite: EDPC524

EDPC 555 Assessment and Evaluation in Special Education

This course seeks to provide participants with the foundation for understanding the assessment process and to prepare students to be a professional educator as a leader in assessment. Candidates will focus on the educational assessment methods and procedures used in decision making and programme planning for students with exceptional learning needs and from culturally or linguistically diverse backgrounds, and will develop skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. There will be an emphasis on instructional assessment with on-going evaluation and data-based decision making.

Prerequisite: EDPC544, EDPC540

Psycho-Educational Assessment Emphasis

EDPC 590 Behavioural and Emotional Assessment

This course will cover the essential theory of psychological assessment which evaluates behaviour and socio-emotional functioning majorly in K-12 children. It will enable students to develop initial competence in the appropriate use, administration, scoring and interpretation of selected psychometric tests. Students will learn how to conduct clinical structured interview, observation and consultation with other professionals involved in the care of children and realize how theory is used to guide practice in assessment and testing programmes. . Students will explore the various understandings of behaviour while also examining current controversies regarding how to interpret behaviour and socio/emotional functioning; legal, ethical, and professional issues related to assessment; cultural sensitivity in the administration and

interpretation of assessment instruments; and the appropriate selection and use of tests with special populations. Instruments include: Behaviour Assessment System for Children, Second Edition (BASC-2 BESS; SDH; SOS); Attention Deficit/Hyperactivity Disorder Test (ADHDT); Vineland Adaptive Behaviour Scales Second Edition (Vineland II), Mental Status Checklist–Adolescent / Children (MSC)

Prerequisite: EDPC544

EDPC 595 Personality, Interest and Aptitude Assessment

This course introduces measurement theory and provides students with further knowledge of psychological testing as relates to the selection, administration, scoring, and interpretation of the most common multi-scale self-report inventories, and performance-based measurement instruments used in a variety of settings. Several scales associated with personality; abilities and aptitude; occupational interests; motivation, attitude and/or work-related belief will be examined. The social, legal and ethical implications of testing will be studied. Students will be required to review and critique several commonly used instruments during this course, including evaluating computerized- and clinician-generated interpretations of tests. This class also covers skills in integrating assessment test results, report writing and provision of client feedback following testing. Scales include: Self Directed Search (SDS); Myers Briggs Type Indicator (MBTI); Strong Interest Inventory (STRONG); Minnesota Multiphasic Personality Inventory (MMPI), Sixteen Personality Factor Questionnaire (16PF)

Prerequisite: EDPC590

EDPC 600 Cognitive Assessment

This is an advanced course designed to provide students with an understanding of intelligence while also enabling students to develop initial competence in the appropriate use, administration, scoring and interpretation of selected psychometric tests assessing cognitive ability, intelligence, and general achievement. Instruction is provided in advanced and specialized assessment, diagnostic, report writing and intervention techniques. Current controversies regarding how to interpret intelligence test scores; legal, ethical, and professional issues related to assessment; cultural sensitivity in the administration and interpretation of assessment instruments; and the appropriate selection and use of tests with special populations will also be explored. Instruments include: Quick Neurological Screening Test, 3rd Edition (QNST-3); Reynolds Intellectual Assessment Scales and Screening Test™ (RAISTM/RIST™), Wechsler Intelligence Scales for Children (WISC), Woodcock Johnson III Normative Update Complete (WJ III NU).

Prerequisites EDPC 595

School Counselling Emphasis

EDPC 545 Administration of the School Counselling Programme

This course acquaints students with the organization, administration, and coordination of the Comprehensive School Counseling Programme (Guidance and Counseling). Students have the opportunity to develop curriculum materials for specific components of the comprehensive programme, sequenced throughout the school system from Primary to Secondary school. They will development and understanding of the relevance of the school counseling programme and how it supports the academic mission of the school.

EDPC 554: Career Development

An introduction to Career Development and Career Counseling with an emphasis on the Career Planning and Decision Making process. Students have the opportunity to develop curriculum materials, sequenced throughout the school system from Primary to Secondary School, to be implemented as part of the Comprehensive School Counseling Programme.

EDPC 565 Managing Social Issues in School Counselling

The cross-transaction between the child rights imperative and the legal responsibility, requires school managers to foster and maintain a safe school environment for students and all other school personnel. The notion of a 'safe school' must emphasize both 'Preventive' and 'Responsive' strategies, which will ensure that measures are put in place to prevent traumatic incidents, as well as effectively treat with them, once they have occurred. The social and emotional climate within the school must, therefore, provide a safe haven which will facilitate learning. The effective management of critical physical and psycho-social incidents in schools is assuming major importance today. Undoubtedly, a school-wide behaviour management plan is necessary. Teachers are required by Circular Memorandum to appropriately manage behavioural and social issues in the classroom, and to provide students with humane psycho-social support. This course is designed primarily to meet the professional needs of graduate students who are practising teachers or who are preparing to become teachers in the secondary school system. It seeks to provide teachers with the knowledge of:- legal and human rights responsibilities, policies and protocols for child care and protection, a model for providing psycho-social support, the use of assessment instruments to assist with career guidance and for pre-referral screening and intervention of behavioural and psycho-social issues, preventive and responsive strategies for managing social and behavioural issues in the class room.