

Psychology

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Miguel Villodas, *Assistant Professor*

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Master of Science in Psychology: Major in Behavior Analysis

The Behavior Analysis area focuses on the experimental, theoretical, methodological, and applied analysis of behaviors of individuals, their antecedents and their consequences, and how the changes are produced that denote different types of learning or learning problems. The processes at issue have become efficient bases for understanding, and for changing, conduct problems and such behavioral disorders as are termed Developmental Disabilities, Autism and Asperger's syndromes. Students completing the M.S. degree, and having received the required amount of supervised hands-on experience with clients, may qualify to sit for the Board Certified Behavior Analyst (BCBA) examination.

The Behavior Analysis major consists of core, knowledge-based, courses and a selection of seminars for specialization and practical experience. Student research collaboration and idea sharing are often an intended byproduct of such courses. Activity in individual or partnered research projects is encouraged. Also encouraged are involvements in program events, regional and national conference attendance and presentations, and applied clerkships and internships. There are opportunities for students to gain firsthand experience in practice and internships with organizations providing applications and therapy.

Admission Requirements*

To be admitted into the Master's degree program in Behavior Analysis, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
3. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
4. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
5. Receive approval from the Departmental Graduate Education Committee.

*These are minimum requirements. Admission is competitive.

Degree Requirements

The Master of Science in Behavior Analysis requires a minimum of 36 semester credits of graduate work beyond the baccalaureate. A maximum of 6 credits of post-baccalaureate course work may be transferred from another institution with the approval of the Advisory Committee.

Required Courses

The Master's requires 36 credit hours beyond the Bachelor's degree. This includes 6 credits of departmental common core requirements for the M.S. degree. Students have the option of following either a thesis or a non-thesis (qualifying paper) option. Students planning to apply to a doctoral program must elect the thesis option.

1. Common core (statistics/methodology) courses (6 credits)

2. Behavior analysis content courses (15 credits drawn from the following list of 3 credit courses, and approved by the program director):

EAB 5098	Proseminar in the Experimental Analysis of Behavior
EAB 5655	Advanced Methods of Behavior Change
EAB 5797	Single-Case Research Methods
EAB 6707	Learning and Development
EAB 6717	Applications of Verbal Behavior for Autism and Asperger's Syndrome
EAB 6770	Behavioral Technologies
EAB 6780	Ethical Code in Behavior Analysis
PSY 5939	Special Topics

3. Supervised research (3 credits)
 4. EAB 6941 Practicum in Behavior Analysis (6 credits)
 5. PSY 6971 Master's thesis or additional content course plus qualifying paper supervision (6 credits)

Master of Science in Psychology: Major in Clinical Science in Child and Adolescent Psychology

The clinical science in child and adolescent psychology major is consistent with the clinical science model of clinical psychology training articulated by the Academy of Psychological Clinical Science. Clinical Science is defined as a "psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition or health; and at the application of knowledge in ways consistent with scientific evidence." The emphasis on the term "science" underscores the commitment to evidence based approaches to the assessment and treatment of human problems, as well as the integration of research and theory of other relevant sciences. The emphasis on the term "science" also underscores that training students in clinical science focuses on training students for careers in which they skillfully produce, and/or apply scientific knowledge. The focus of the major is on child, adolescent and family clinical psychology within a multicultural context.

Admission Requirements*

Students will apply and be admitted directly to the doctoral program in Clinical Science in Child and Adolescent Psychology based on the following criteria (applications will not be accepted and students will not be admitted for a terminal M.S. degree).

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 GPA or higher during the last two years of the undergraduate program and a combined score (verbal and quantitative) of 1120 or higher on the Graduate Record Exam.
3. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
4. Receive approval from the Department Graduate Education Committee.

*These are minimum requirements. Admission is competitive.

Degree Requirements

The Master of Science Major in Clinical Science requires a minimum of 36 semester credits of graduate work beyond the baccalaureate, including a non-thesis research project based upon the student's original research. A maximum of 6 credits of post-baccalaureate course work may be transferred from another institution with the approval of the Director of Clinical Training.

Required Courses

In order to obtain their M.S., clinical science doctoral students will be required to complete 6 credits of departmental common core course requirements, along with more specialized content courses and a course involving directed independent effort, as listed below:

1. Common core requirements (6 credits of statistics/methodology courses)
 - PSY 5939 Special Topics in Psychology: Quantitative Methods I
 - PSY 5939 Special Topics in Psychology: Quantitative Methods II
2. Clinical Science core courses (9 credits)
 - CLP 5007 Psychological Clinical Science I: Historical Perspectives and Current Controversies
 - CLP 5483 Psychological Clinical Science II: Ecologies of Development and Theories of Psychopathology
 - PSY 6219 Research Methods in Clinical Child Psychology
3. Clinical Science content courses (9 credits)
 - CLP 6471 Assessment and Treatment I: Internalizing Problems
 - CLP 6472 Assessment and Treatment II: Externalizing Problems
 - PSY 5246C Multivariate Analysis in Applied Psychological Research
4. PSY 5918 Supervised Research (6 credits)
5. CLP 6945 Clinical Practicum in Psychology (6 credits)
6. Non-thesis Master's Project consisting of an empirical paper based on the student's independent research, approved by the student's mentor and one additional reader, and submitted for publication

Master of Science in Psychology: Major in Counseling Psychology

The Counseling Psychology Masters major area is committed to preparing future therapists, counselors, consultants, and researchers for the independent and licensed professional practice of counseling, psychotherapy, and psychotherapy research. The major offers students a solid foundation in psychology that focuses on evidence-based practices in mental health, mental health counseling, and mental health research. Opportunities for specializing in a range of clinical problems and diverse populations are offered through faculty guided research and supervised clinical training.

Completion of the major requirements leads to a Master of Science in Psychology and eligibility for a license to practice as a Mental Health Counselor (LMHC) in Florida. The major is designed to train practitioners and researchers to function in a variety of mental health settings in both the private and public sector. The core

curriculum is intended to engage students in the advanced study of psychology with a focus on developing applied counseling and therapeutic skills for working in multicultural environments with populations that range across the life span from childhood to later adulthood.

Admission Requirements*

To be admitted into the Master's degree program in Counseling Psychology, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
3. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
4. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
5. Receive approval from the Departmental Graduate Education Committee.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Master of Science in Counseling Psychology requires a minimum of 60 semester credits of graduate work beyond the baccalaureate. A maximum of 6 credits of post-baccalaureate course work may be transferred from another institution with the approval of the Advisory Committee.

Required Courses

The Counseling Psychology curriculum consists of 60 credit hours of graduate study, as required for certification, that includes coursework, clinical training, and either a thesis or non-thesis option. Students planning to apply to a doctoral program must elect the thesis option.

1. Common core (statistics/methodology/assessment) courses (9 credits)
2. Counseling Psychology content courses (36 credits drawn from the following list of 3 credit courses and approved by the program director):

CLP 5166	Advanced Abnormal Psychology (Advanced Psychopathology)
CLP 5931	Ethical Code in Psychological Practices
CLP 6436	Introduction to Psychological Assessment
CLP 6498	Diagnosis and Treatment of Sexual Disorders
CYP 5534	Groups as Agents of Change
CYP 6526	Psychological Methods of Program Evaluation and Research
CYP 6536	Principles and Methods of Psychological Consultation
CYP 6766	The Psychology of Cross Cultural Sensitization
CYP 6936	Current Issues in Community Psychology
DEP 5069	Applied Life Span Developmental Psychology
DEP 5405	Proseminar in Psychology of Adulthood and Aging

PCO 5311	Theory, Research, and Treatment of Addictive Behavior
PCO 6206	Principles and Practices of Counseling and Psychotherapy
PSY 5939	Special Topics

3. Supervised clinical practicum/internship courses (9 credits)
4. PSY 6971 Master's thesis (thesis option) or additional practicum/internship courses and qualifying paper (non-thesis option) (6 credits)

Master of Science in Psychology: Major in Developmental Science

Developmental science is concerned with the description and explanation of change over time in humans and other organisms. The Developmental Science area integrates a life-span orientation toward developmental science in an international and interdisciplinary multicultural urban context. Students majoring in the area complete core course requirements designed to facilitate a thorough grounding in research, theory, and methods across the lifespan, develop an area of specialization within or across the lifespan, and receive training in both basic and applied research in developmental science. The program is designed for individuals desiring intermediate graduate level professional training in lifespan developmental science, either to further career goals or in preparation for doctoral level graduate study.

Up to 36 credits taken as part of this M.S. degree will count toward fulfilling the Ph.D. requirements for students who successfully apply to transfer to the Developmental Science Ph.D. program. Students meeting the requirements for admission to the doctoral program may apply for a transfer upon completion of a master's thesis proposal approved by the thesis committee and the recommendation of their thesis advisor.

Admission Requirements*

To be admitted into the Master's degree program in Developmental Science, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
3. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
4. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
5. Receive approval from the Departmental Graduate Education Committee.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Master of Science in Developmental Science requires a minimum of 36 semester credits of graduate work beyond the baccalaureate, including a thesis based upon the student's original research. A maximum of 6 credits of post-baccalaureate course work may be transferred from another institution with the approval of the student's advisor.

Required Courses

Developmental Science MS students would be required to complete the 6 credits of departmental common core course requirements, along with more specialized content courses and a course involving directed independent effort, as listed below:

1. Common core requirements (6 credits of statistics/methodology courses)
2. Developmental Science content courses (15 credits drawn from the following list of 3 credit courses and approved by the program director):

CLP 5169	Proseminar in Developmental Psychopathology
CLP 6168	Psychopathology Across the Life Span
DEP 5056	Current Issues in Life Span Development
DEP 5068	Applied Life Span Developmental Psychology
DEP 5058	Bio-Behavioral Development
DEP 5099	Proseminar in Infancy, Childhood, and Adolescence
DEP 5185	Emotional Learning and Its Reversal
DEP 5186	Special Topics in Developmental Psychology
DEP 5188	Current Issues in Cognitive and Perceptual Development in Infancy
DEP 5315	Proseminar in Parent-Child Relations
DEP 5405	Proseminar in the Psychology of Adulthood and Aging
DEP 5608	Theoretical Perspectives in Developmental Psychology
DEP 5725	Seminar in Psychosocial Development
DEP 5796	Developmental Methods
DEP 5930	Outreach Research
DEP 5936	Integrating Theory and Research in Developmental Science
DEP 6117	Psychology of Caregiving
DEP 6466	Cognitive Processes in Aging
DEP 6477	Psychology of Social Processes in Aging
DEP 7096	Seminar in Psychology of Life-Span Social Development
EAB 5098	Proseminar in Behavior Analysis
EAB 6707	Learning and Development
PSY 5930	Qualitative Methods
PSY 5939	Special Topics
SOP 5081	Psychological Influence on Health and Illness

3. Supervised research/independent study/field experience/internship (3 credits)
4. Electives (6 credits)
5. PSY 6971 Masters Thesis (6 credits)

Master of Science in Psychology: Major in Industrial-Organizational Psychology

The Industrial Organizational (I/O) Psychology major focuses on issues such as the psychology of Human Resource Management, Group Behavior, Cultural Diversity in Organizations, Personality, Team Effectiveness, Personnel Selection, Leadership, Organizational Stress, and Training and Development. The major emphasizes a commitment both to research and application as a part of individual specialty area development. Students master a series of core courses

designed to provide a thorough grounding in theory, methodology, and content in applied and basic research in psychology. These courses are taught by faculty who are involved in research and practice in the relevant areas.

In addition, seminars reflecting the specialized foci of the Industrial-Organizational area faculty are offered. There are also opportunities for practice and occasional internships for students to gain firsthand experience in the application of psychological knowledge to real challenges of organizations. Students are also encouraged to participate in professional conferences.

Admission Requirements*

To be admitted into the Master's degree program in I/O Psychology, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
3. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
4. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
5. Receive approval from the Departmental Graduate Education Committee.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Master of Science in Industrial and Organizational Psychology requires a minimum of 36 semester credits of graduate work beyond the baccalaureate. A maximum of 6 credits of post-baccalaureate course work may be transferred from another institution with the approval of the Advisory Committee.

Required Courses

The Master's in I/O Psychology requires 36 credit hours beyond the Bachelor's degree. This includes 6 credits of departmental common core requirements for the M.S. degree. Students have the option of following either a thesis or a non-thesis option. Students planning to apply to a doctoral program must elect the thesis option.

1. Common core (statistics/methodology) courses plus an additional statistics/methods course (9 credits)
2. I/O content courses (12 credits drawn from the following 3 credit courses and approved by the program director):

INP 5095	Proseminar in Industrial Psychology
INP 5136	Psychology of Legal Consultation
INP 6090	Applied Psychology and Organizational Consulting
INP 6115	Psychology of Culture and Organizations
INP 6216	Personnel Selection
INP 6235	Applied Psychology of Training and Development
INP 6611	Organizational Stress
INP 6940	Strategies and Methods of Applied Psychological Research
PSY 5939	Special Topics
SOP 5058	Proseminar in Social Psychology

- SOP 5616 Social Psychology of Organizations
- Supervised research/internship (3 credits)
 - Electives (6 credits)
 - PSY 6971 Masters thesis (thesis option) or additional content courses (non-thesis option) (6 credits)

Master of Science in Psychology: Major in Legal Psychology

Legal psychology is a growing and popular field that sits at the nexus of psychology and law. This program offers students broad training in psychology and in-depth training in legal psychology as well as more traditional concentrations (e.g., social psychology, cognitive psychology). Research, professional, and pedagogical skills are strongly emphasized. Students may also obtain significant field experience in the legal system by participating in applied research, expert witness cases, providing assistance to trial consultants, and through other formal training experiences, such as collaborations with FIU's law school.

Admission Requirements*

Students will apply to be admitted directly to the doctoral program in Legal Psychology based on the following criteria (applications will not be accepted and students will not be admitted for a terminal degree).

- Hold a Bachelor's degree in a relevant discipline from an accredited college of university.
- Have strong GPA during their undergraduate program and strong scores on the Graduate Record Exam.
- Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
- Receive approval from the Departmental Graduate Education Committee.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Master of Science Major in Legal Psychology requires a minimum of 36 semester credits of graduate work beyond the baccalaureate, including a thesis research project based upon the student's original research. 9 credits of common core requirements are included in these requirements in order to meet the Board of Governors' Policy on degree structures.

Required Courses

In order to obtain their M.S., Legal Psychology doctoral students will be required to complete 36 credit-hours of coursework, as listed below:

- Common core requirements (9 credits of statistics/methodology courses)
- Applied Legal Psychology core courses (9 credits from the following)

PSY 5939	Special Topics in Psychology: Eyewitness
PSY 5939	Special Topics in Psychology: Developmental Psychology and the Law
SOP 6098	Proseminar in Legal Psychology
PSY 5939	Special Topics in Psychology: Interrogation and Deception
PSY 5939	Special Topics in Psychology: Child Witnesses

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| PSY 5939 | Special Topics in Psychology: Investigative Interviewing |
| PSY 5939 | Special Topics in Psychology: Actual Innocence |

- Basic Psychology courses (9 credits from the following)

SOP 5058	Proseminar in Social Psychology
SOP 6441	Seminar in Social Cognition
EXP 5099	Pro-seminar in Experimental Psychology

EXP 5508 Applied Cognitive Psychology
Dev courses as relevant to students' research interests and approved by legal psychology faculty

- PSY 5918 Supervised Research (9 credits), culminating in a Master's Project consisting of an empirical paper based on the student's independent research, approved by the student's mentor and at least two additional readers.

Doctor of Philosophy in Psychology: Major in Clinical Science in Child and Adolescent Psychology

The clinical science in child and adolescent psychology major is consistent with the training model articulated by the Academy of Psychological Clinical Science. Clinical Science is defined as a "psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition or health; and at the application of knowledge in ways consistent with scientific evidence." Emphasis on the term "science" underscores the commitment to evidence based approaches to the assessment and treatment of child and adolescent problems, as well as the integration of research and theory of other relevant sciences. Emphasis on the term "science" also underscores that training facilities careers in which scientific knowledge is skillfully produce, applied, or both. The focus of the clinical science major is on child, adolescent and family clinical psychology within a multicultural context.

Students admitted to the major are expected to maintain full-time status and to become involved in research from the onset of their entry into the program by participating in faculty research projects and by carrying out individual research under the guidance of one or several faculty members. Students also are guided and encouraged to publish their individual research projects, to seek their own external funding to help support their research, and to present their work at professional conferences. Students receive clinical and teaching opportunities as part of their graduate training, within the context of continued student advancement as clinical scientists in child and adolescent psychology.

Admission Requirements*

To be admitted into the Clinical Science doctoral program, a student must:

- Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
- Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
- Have completed an undergraduate or graduate research methods course as a prerequisite.

4. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
5. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Program Director.
6. Receive approval from the Departmental Graduate Education Committee.
7. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 92 on the iBT TOEFL (equivalent to 580 in the TOEFL) is required.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Ph.D. in Psychology requires a minimum of 75 semester credits of graduate work beyond the baccalaureate, including a dissertation based on the student's original research. The Major in Clinical Science in Child and Adolescent Psychology requires an additional 15 credits of clinical practicum (90 credits total) and a year-long internship. We adhere to the UGS policy regarding credit transfer toward a doctoral degree. However, it is policy of the Clinical Science Program to require all students to participate in the core clinical science courses. Students may apply to transfer credits for courses that overlap substantively in learning objectives and content with core analytic courses or breadth requirements. Research and practicum credits may be considered for transfer as well.

Required Courses

Clinical Science students are required to complete the 9 credits of departmental core course requirements established across majors in the Department, along with more specialized content courses, clinical practicum, and courses involving directed independent effort, as listed below, for a total of 90 credits:

1. Common core courses (9 credits comprised of the following Statistics/Methodology courses or other courses approved by the major area director):
 - PHC 6052 Biostatistics I
 - PSY 5939 Special Topics in Psychology: Quantitative Methods I
 - PSY 5939 Special Topics in Psychology: Quantitative Methods II
 - PSY 5246C Multivariate Analysis in Applied Psychological Research
2. Clinical science content courses (24 credits comprised of the following 3 credit courses):
 - CLP 5007 Psychological Clinical Science I: Historical Perspectives and Current Controversies
 - CLP 5483 Psychological Clinical Science II: Ecologies of Development and Theories of Psychopathology
 - PSY 6219 Research Methods in Clinical Child Psychology
 - PSY 5605 Proseminar: History and Systems of Psychology
 - CLP 6471 Assessment and Treatment I:

- Internalizing Problems
 - CLP 6472 Assessment and Treatment II: Externalizing Problems
 - CLP 6473 Assessment and Treatment III: Developmental, Learning and Pediatric Disorders
 - CLP 6530 Dissemination and Implementation of Research
3. Breadth Requirements [9 credits drawn from the following list of 3 credit courses, or other courses approved by the major area director, to fulfill training in Biological Aspects of Behavior (3 credits); Cognitive and Affective Aspects of Behavior (3 credits); and Social Aspects of Behavior (3 credits)]:
 - CLP 6426 Neuropsychology
 - DEP 5058 Biological Basis of Behavior Development
 - DEP 5065 Cognitive Development
 - EXP 5667 Cognitive Neuroscience
 - SOP 5058 Proseminar in Social Psychology
 4. Advanced Analytic Requirement (3 credits drawn from the following list of 3 credit courses or other courses approved by the major area director):
 - PSY 5939 Special Topics in Psychology: Structural Equation Modeling
 - PSY 5939 Special Topics in Psychology: Categorical Data Analysis
 - PHC 6056 Longitudinal Health Data Analysis
 - PHC 6062 Systematic Reviews and Meta-Analysis
 5. Electives (3 credits drawn from courses within or outside of the department, approved by the major area director, to facilitate depth of independent research)
 6. Supervised Clinical Training (minimum 500 hours, 15 credits) comprised of the following:
 - CLP 6432 Foundation Practicum I: Assessment
 - CLP 6947 Foundations Practicum II: Treatment
 - CLP 6943 Advanced Clinical Practicum (9 credits)
 7. PSY 5918 Supervised Research (12 credits)
 8. Master's Project submitted for publication
 9. Comprehensive Examination comprises a dissertation grant application and candidacy manuscript submitted for publication
 10. PSY 7980 Ph.D. Dissertation (15 credits)
 11. Internship

Doctor of Philosophy in Psychology: Major in Cognitive Neuroscience

This program will train students to become experts in the study of the neuroscience of cognition and behavior. Students will explore the neurobiology of cognition with developmental, cognitive, and clinical neuroscience researchers in the areas of sensorimotor behavior and perception, language, memory, executive function, and substance abuse. The faculty in the program employ "under-the-skin" electrophysiological and functional imaging methodologies on humans, with a special emphasis on understanding typical and atypical development. The faculty also conduct research on birds and non-human primates. Students complete coursework in basic neuroscience, neuroanatomy, neuropsychology, and cognitive neuroscience, as well as a complement of courses in research methods, history, and systems, and statistics to complete their training as psychologists.

The program has a central focus in training of scholars and professors of cognitive neuroscience, which is a rapidly growing research area in Psychology. Thus, the primary goal of the program is to equip students with the skills necessary to function as academic and/or research psychologists. The program has a strong emphasis on learning basic neuroanatomy and physiology, cognitive neuroscience research methodologies and analytic skills, and neural bases of psychology and psychopathology. Students benefit from the diversity of faculty's areas of interest and expertise that converge to provide a well-rounded training program in cognitive neuroscience.

Hands-on research experience is an essential part of the training, and students become involved in research at an early point in their graduate training by participating in faculty research projects and by carrying out individual research under the guidance of one or several faculty members. Students will receive guidance in every aspect of conducting research, including developing ideas, designing and conducting studies, and dissemination, presenting papers at national conferences and publishing papers in scientific journals. In addition, we emphasize the students development in grant writing skills, a necessary component of a successful research career.

Admission Requirements*

To be admitted into the Cognitive Neuroscience doctoral program, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
3. Have completed an undergraduate or graduate research methods course as a prerequisite.
4. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
5. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
6. Receive approval from the Departmental Graduate Education Committee.
7. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 92 on the iBT TOEFL (equivalent to 580 in the TOEFL) is required.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Ph.D. in Psychology requires a minimum of 75 semester credits of graduate work beyond the baccalaureate, including a masters project and a dissertation based on the student's original research. A maximum of 36 credits may be transferred from a completed master's degree program with the approval of the program director.

Required Courses

Cognitive Neuroscience doctoral students are required to complete 9 credits of departmental core course

requirements established across majors in the Department, along with more specialized content courses and courses involving directed independent effort, as listed below:

1. Common core courses (9 credits)
Statistics/Methodology courses (9 credits minimum)
2. Cognitive Neuroscience Content Courses (15 credits drawn from the following 3 credit courses and approved by the major area director):
DEP 5058 Biological Basis of Behavior Development
EXP 5667 Cognitive Neuroscience
EXP 5508 Applied Cognitive Psychology
EXP 5527 Memory and Consciousness
ZOO 5785 Advanced Neurobiology
or
PSB 6247 Biological Bases of Behavior
PSB 6215 Human Neuroanatomy
CBH 5256 Animal Cognition
CLP 6426 Neuropsychology
PHZ 6706 Physics of Cognitive Neuroimaging Methods I
PHZ 6707 Physics of Cognitive Neuroimaging Methods II
3. Supervised research/independent study/field experience/internship courses (18 credits)
4. Electives (12 credits approved by the major area director)
5. Master's Project (6 credits supervised research)
6. Comprehensive exam
7. PSY 7980 Ph.D. Dissertation (15 credits)

Doctor of Philosophy in Psychology: Major in Developmental Science

Developmental science is concerned with the description and explanation of change over time in humans and other organisms. The Developmental Science area integrates a life-span orientation toward developmental science in an international and interdisciplinary multicultural urban context. Students are expected to master a series of core course requirements designed to facilitate a thorough grounding in theory, methodology, and content in both basic and applied research in developmental science. A number of seminars reflecting the specialized foci of the program are also offered. Students have the opportunity to specialize in any phase of the lifespan or on any issues or topics that span phases of the lifespan and to focus on basic or applied research.

Students admitted to the program are expected to maintain full-time status throughout their four years in the doctoral program and to become involved in research at an early point in their graduate training by participating in faculty research projects and by carrying out individual research under the guidance of one or several faculty members. Students are also guided and encouraged to publish their individual research projects and to present their work at professional conferences. They are provided opportunities for teaching as part of their graduate training.

Admission Requirements*

To be admitted into the Developmental Science doctoral program, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.

2. Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
3. Have completed an undergraduate or graduate research methods course as a prerequisite.
4. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
5. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
6. Receive approval from the Departmental Graduate Education Committee.
7. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 92 on the iBT TOEFL (equivalent to 580 in the TOEFL) is required.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Ph.D. in Psychology requires a minimum of 75 semester credits of graduate work beyond the baccalaureate, including a dissertation based on the student's original research. A maximum of 36 credits may be transferred from a completed masters degree program with the approval of the program director.

Required Courses

Developmental Science doctoral students are required to complete the 9 credits of departmental core course requirements established across majors in the Department, along with more specialized content courses and courses involving directed independent effort, as listed below:

1. Common core courses (9 credits)
Statistics/Methodology courses (9 credits minimum)
2. Developmental science content courses (18 credits drawn from the following 3 credit courses and approved by the program director):

CLP 5169	Proseminar in Developmental Psychopathology
CLP 6168	Psychopathology Across the Life Span
DEP 5056	Current Issues in Life Span Development
DEP 5068	Applied Life Span Developmental Psychology
DEP 5058	Bio-Behavioral Development
DEP 5099	Proseminar in Infancy, Childhood, and Adolescence
DEP 5186	Special Topics in Developmental Psychology
DEP 5188	Current Issues in Cognitive and Perceptual Development in Infancy
DEP 5315	Proseminar in Parent-Child Relations
DEP 5405	Proseminar in the Psychology of Adulthood and Aging
DEP 5608	Theoretical Perspectives in Developmental Psychology
DEP 5725	Seminar in Psychosocial Development
DEP 5796	Developmental Methods
DEP 5930	Outreach Research

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|----------|--|
| DEP 5936 | Integrating Theory and Research in Developmental Science |
| DEP 6117 | Psychology of Caregiving |
| DEP 7096 | Seminar in Psychology of Life-Span Social Development |
| EAB 5098 | Proseminar in Behavior Analysis |
| EAB 6707 | Learning and Development |
| EXP 5667 | Cognitive Neuroscience |
| PSY 5930 | Qualitative Methods |
| PSY 5939 | Special Topics |
| SOP 5081 | Psychological Influence on Health and Illness |
3. Supervised research/independent study/field experience/internship courses (18 credits)
 4. Electives (9 credits approved by the program director)
 5. Master's Project (6 credits approved by the program director)
 6. Comprehensive exam
 7. PSY 7980 Ph.D. Dissertation (15 credits)

Doctor of Philosophy in Psychology: Major in Industrial-Organizational Psychology

The Industrial Organizational (I/O) Psychology major focuses on issues such as the psychology of Human Resource Management, Group Behavior, Cultural Diversity in Organizations, Personality, Team Effectiveness, Personnel Selection, Leadership, Organizational Stress, and Training and Development. Program requirements include core courses that provide a strong knowledge base and a selection of optional seminars that allows specialization and applied experience. Idea exchange and research collaboration among students are goals of many of these courses. These courses are taught by faculty who are involved in research and practice in the relevant areas.

In addition to masters and doctoral dissertation projects, activity in a variety of research projects is highly encouraged. Involvement with I/O program events, applied internships, conference attendance and presentations is also encouraged.

Admission Requirements*

To be admitted into the I/O Psychology doctoral program, a student must:

1. Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
2. Have a 3.0 average or higher during the last two years of the undergraduate program submit Graduate Record Exam (GRE) scores.
3. Have completed an undergraduate or graduate research methods course as a prerequisite.
4. Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
5. Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
6. Receive approval from the Departmental Graduate Education Committee.
7. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language

Testing System (IELTS). A total score of 92 on the iBT TOEFL (equivalent to 580 in the TOEFL) is required.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Ph.D. in Psychology requires a minimum of 75 semester credits of graduate work beyond the baccalaureate, including a dissertation based on the student's original research. A maximum of 36 credits may be transferred from a completed masters degree program with the approval of the Advisory Committee.

Required Courses

Industrial/Organizational Psychology doctoral students are required to complete the 9 credits of departmental core course requirements established across majors in the Department, along with more specialized content courses and courses involving directed independent effort, as listed below:

- Common core courses (9 credits)
Statistics/Methodology courses (9 credits minimum)
- Substantive I-O content courses (21 credits drawn from the following 3 credit courses and approved by the program director):

INP 5095	Proseminar in Industrial Psychology
INP 5136	Psychology of Legal Consultation
INP 6090	Applied Psychology and Organizational Consulting
INP 6115	Psychology of Culture and Organizations
INP 6216	Personnel Selection
INP 6235	Applied Psychology of Training and Development
INP 6611	Organizational Stress
INP 6940	Strategies and Methods of Applied Psychological Research
PSY 5939	Special Topics
SOP 5058	Proseminar in Social Psychology
SOP 5616	Social Psychology of Organizations
- Electives (9 credits with approval from I/O program director)
- Supervised research/internship (15 credits)
- Master's Project (6 credits approved by the program director)
- Comprehensive exam
- PSY 7980 Ph.D. Dissertation (15 credits)

Doctor of Philosophy in Psychology: Major in Legal Psychology

The Legal Psychology major area is focused on issues related to the overlap between psychology and law, including areas such as: jury decision-making, judicial instructions, eyewitness testimony, and detecting deception. The program is research-oriented, with the goal of training students to conduct research in academic, government, or legal consulting settings. Research in this area revolves mostly around two traditional areas of psychology: cognitive and social psychology. As such, training is provided in these basic areas of psychology, along with training in methodology and statistics, and in related areas of law, and most notably, the overlap between law and psychology.

Program requirements include seminar courses in basic psychological processes (e.g. cognition, social psychology), statistics and methodology, and the law. While taking courses, students conduct independent research and collaborate with other faculty and students. Students who are interested in consulting also have the opportunity to work in a consulting setting. Students are encouraged to work on projects with a variety of colleagues. In addition to taking formal courses, students also have the opportunity to participate in weekly, informal research meetings with other students and faculty.

Admission Requirements*

To be admitted into Legal Psychology doctoral program, a student must:

- Hold a Bachelor's degree in a relevant discipline from an accredited college or university.
- Have a 3.0 average or higher during the last two years of the undergraduate program and submit Graduate Record Exam (GRE) scores.
- Have completed an undergraduate or graduate research methods course as a prerequisite.
- Arrange to have three letters of recommendation evaluating the applicant's potential for graduate work sent to the Psychology Graduate Program Director.
- Send a brief essay stating reasons for interest in the program and career goals to the Psychology Graduate Secretary.
- Receive approval from the Departmental Graduate Education Committee.
- International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 92 on the iBT TOEFL (equivalent to 580 in the TOEFL) is required.

**These are minimum requirements. Admission is competitive.*

Degree Requirements

The Ph.D. in Psychology requires a minimum of 75 semester credits of graduate work beyond the baccalaureate, including a dissertation based on the student's original research. A maximum of 36 credits may be transferred from a completed masters degree program with the approval of the Advisory Committee.

Required Courses

Legal Psychology doctoral students are required to complete the 9 credits of departmental core course requirements established across majors in the Department, along with more specialized content courses and courses involving directed independent effort, as listed below:

- Common core courses (9 credits)
Statistics/Methodology courses (9 credits minimum)
- 6 courses (total of 18 credits) on basic psychology, applied legal psychology approved by the program director):

CJE 5024	Violent Crime
CJL 6418	Law and Social Control
CJL 6422	Advanced Seminar in Criminal Law and Procedure
CJL 6558	Legal Issues in Juvenile Justice

CLP 5185	Current Issues in Mental Health
CLP 6395	Forensic Psychology
CLP 6438	Clinical Psychological Assessment
DEP 5068	Applied Life Span Developmental Psychology
DEP 5099	Proseminar in Infancy, Childhood, and Adolescence
EXP 5099	Proseminar in Experimental Psychology
EXP 5527	Memory and Consciousness
EXP 5508	Applied Cognitive Psychology
INP 5095	Proseminar in Industrial Psychology
INP 5136	Psychology of Legal Consultation
INP 6115	Psychology of Culture and Organizations
INP 6940	Strategies and Methods of Applied Psychological Research
POS 6286	Judicial Research
POS 6612	Seminar US Supreme Court
PSY 5939	Special Topics
SOP 5058	Proseminar in Social Psychology
SOP 6098	Proseminar in Legal Psychology
SOP 6441	Seminar in Social Cognition
SOP 6752	Psychology of Juries
LAW 6310	Alternative Dispute Resolution
LAW 6112	Criminal Procedure
LAW 6114	Advanced Criminal Procedure
LAW 6330	Evidence
LAW 6710	Family Law
LAW 6381	Interviewing and Counseling
LAW 6363	Trail Practice
LAW 7549	Employment Discrimination
LAW 6714	Children and the Law
LAW 6253	Comparative Criminal Law
LAW 7308	Complex Litigation
LAW 6720	Health Law
LAW 6555	Law and Economics
LAW 6313	Negotiation and Mediation
LAW 6234	Race and the Law
LAW 6235	Women and the Law
3.	Electives (6 credits approved by the student's graduate advisor)
4.	Supervised research (18 credits)
5.	Master's Project
6.	Comprehensive Examination
7.	PSY 7980 Ph.D. Dissertation (15 credits)

Graduation Requirements

A grade of "B" or higher must be obtained in all courses with a cumulative average of 3.0 or higher in the 90 credits; the program requirements must be completed, and a dissertation must be completed and accepted by the University.

Admissions Procedures for Non-Psychology Majors

Applicants to the program who are not psychology majors may be accepted conditionally until they meet the category requirements, listed below, early in their graduate career. A maximum of nine semester hours credit earned in the non-degree seeking student category exclusive of prerequisite undergraduate courses may be applied to graduate degree requirements. The undergraduate course requirements are designed to make certain that students accepted into the graduate program have a broad base of dependable psychological knowledge and acquaintance

with the basic methodologies upon which the discipline is founded.

Category A. Satisfactory completion of one psychology laboratory or research methods course.

Category B. Satisfactory completion of introductory upper division statistics.

Deadline for review of completed applications is December 15 for fall admission.

Juris Doctor/Master of Science in Psychology Joint Degree Program

Under the joint degree program, a student can obtain both degrees in less time than it would take to obtain each degree if pursued consecutively. Essential criteria relating to the joint degree program are as follows:

1. Candidates for the program must meet the entrance requirements for and be accepted by both Colleges. Both Colleges must be informed by the student at the time of application to the second program that the student intends to pursue the joint degree.
2. The joint degree program is not open to students who have already earned one degree.
3. For law students, enrollment in the M.S. program is required no later than the completion of 63 credit hours in the J.D. program. For M.S. students, enrollment in the J.D. program is required no later than the third semester after beginning the M.S. program. For purposes of this paragraph, a summer session is counted as half a semester.
4. A student must satisfy the curriculum requirements for each degree before either degree is awarded. The College of Arts, Sciences and Education will allow 9 credit hours toward the M.S. degree for successful completion of 9 credit hours of upper level law school electives from a list of courses approved by the Chair of the Department of Psychology. These 9 credit hours of law classes will be in lieu of 9 hours of courses required for the M.S. degree with the specialization in Legal Psychology as approved for each student by the Legal Psychology faculty committee, but not to include the required statistics classes of Proseminars. If the student is pursuing a non-thesis M.S. with the specialization in Legal Psychology, 6 of the 9 credit hours of law classes will be in lieu of the six credit hours normally allotted to the thesis. Reciprocally, law students may receive 9 hours of credit toward the satisfaction of the J.D. degree for courses taken in the M.S. curriculum upon completion of the M.S. degree curriculum with a grade point average of 3.0 or higher.
5. A student enrolled in the joint degree program may begin the student's studies in either College, but full-time law students must take the first two semesters of law study consecutively and part-time students must take the first three semesters of law study consecutively. Students admitted to one College but electing to begin study in the other College under the joint degree program may enter the second College thereafter without once again qualifying for admission so long as they have notified the second College before the end of the first week of the first semester in the second College and are in good academic standing when studies commence in the second College.

6. A student enrolled in the joint degree program will not receive either degree until the student has satisfied all of the requirements for both degrees, or until the student has satisfied the requirements of one of the degrees as if the student had not been a joint degree candidate.
7. Students in the joint degree program will be eligible for the graduate teaching assistantships and research assistantships in the College of Arts, Sciences and Education on the same basis as other M.S. students, subject to the guidelines and restrictions set by the College of Arts, Sciences and Education.

Non-Thesis Track with a Specialization in Legal Psychology

The new non-thesis track culminating in the award of a Master of Science in Psychology, with a specialization in Legal Psychology, from the College of Arts, Sciences and Education complements the joint degree program that awards a Master of Science from the College of Arts, Sciences and Education and a Juris Doctor degree awarded by the College of Law. Essential criteria relating to this non-thesis option are as follows:

1. The non-thesis track is available only to graduate students who are admitted to the joint J.D./M.S. program. Admission requirements to that program are outlined above. Students entering the J.D./M.S. program will be placed on the non-thesis track.
2. Students on the non-thesis track may change to the thesis track with approval from the Director of the Legal Psychology Program and the Chair of the Psychology Department.
3. Except for the thesis requirement, the requirements for the M.S. degree, as specified by the Legal Psychology Program and the Psychology Department, apply to all students in the non-thesis track. As currently outlined, students must complete 9 hours of statistics classes, 12 hours of core Legal Psychology classes, and 9 hours of electives. Non-thesis track students must complete these requirements, plus 6 hours of additional electives. Unless otherwise specified, any changes made to the M.S. curriculum in the future will apply equally to thesis and non-thesis track students.
4. As outlined in the joint degree program proposal, 9 hours of credit toward the M.S. degree may be allowed for upper level law school electives from a list of courses approved by the Chair of the Department of Psychology. These law school classes will be in lieu of 9 hours of credit as approved for each student by the Legal Psychology Graduate Committee, but not to include the required statistics classes or Proseminars.
5. In lieu of a thesis, students must complete a comprehensive critical review paper that includes both legal and psychological analysis of a chosen topic. Students must complete this paper no later than the last semester of the student's coursework. Students must have taken all required courses by the end of the term during which they complete the critical review paper. At least two faculty members of either the Department of Psychology or the College of Law will review the paper and must agree on satisfactory completion.

6. Students on the non-thesis track are required to take at least 3 credit hours of Supervised Research (PSY 5918).

Courses

List of proposed courses in the College of Law that may be taken for credit toward the M.S. in Psychology (with specialization in Legal Psychology)

LAW 6310	Alternative Dispute Resolution	2-3
LAW 6112	Criminal Procedure	3
LAW 6114	Advanced Criminal Procedure	3
LAW 6330	Evidence	3-4
LAW 6710	Family Law	2-3
LAW 6381	Interviewing and Counseling	2
LAW 6363	Trial Practice	2-4
LAW 7549	Employment Discrimination	3
LAW 6714	Children and the Law	2-3
LAW 6253	Comparative Criminal Law	2-3
LAW 7308	Complex Litigation	2-3
LAW 6720	Health Law	2-3
LAW 6555	Law and Economics	2-3
LAW 6313	Negotiation and Mediation	2-3
LAW 6234	Race and the Law	2-3
LAW 6235	Women and the Law	2-3

Course Descriptions

Definition of Prefixes

CBH-Comparative Psychology and Animal Behavior; CLP-Clinical Psychology; CYP-Community Psychology; DEP-Developmental Psychology; EAB-Experimental Analysis of Behavior; EDP-Educational Psychology; EXP-Experimental Psychology; INP-Industrial and Applied Psychology; LIN-Linguistics; PCO-Psychology for Counseling; PSB-Psychobiology; PSY-Psychology; SOP-Social Psychology

CBH 5256 Animal Cognition (3). Survey of comparative cognition between humans and other animals. Major topics include perception, attention, learning, memory, reasoning, tool use, and language. Prerequisites: Graduate standing or permission of the instructor.

CLP 5007 Psychological Clinical Science I: Historical Perspectives and Current Controversies (3). This course overviews clinical child psychology, including (a) history and philosophy of psychological clinical science and (b) challenges and controversies related to bridging science and service. Prerequisite: Graduate standing.

CLP 5165 Psychopathology (3). This course will provide a comprehensive introduction to the literature on psychopathology with a focus on understanding its relationship to other areas of psychology. Prerequisite: Graduate standing.

CLP 5166 Advanced Abnormal Psychology (3). Advanced study of the causes, psychopathology manifestations, and social and personal consequences of behavior disturbance. Emphasis is placed on the critical examination of current research on the biological, psychological, and social aspects of these disorders. Clinical approaches to diagnosis, course, and prognosis in the contemporary mental health context (including 'practicum' assignments if feasible) are covered.

CLP 5169 Proseminar in Developmental Psychopathology (3). A comprehensive review of topics in

developmental psychopathology including history, scope, methods, individual and contextual influences, developmental course, long-term outcomes, and resilience. Prerequisites: Graduate standing or permission of the instructor.

CLP 5175 Personality Dynamics (3). A review of different approaches to the study of personality. Prerequisites: Successful completion of a course in theories of personality, or equivalent. Permission of the instructor.

CLP 5185 Current Issues in Mental Health (3). A critical, intensive examination of selected, important issues in mental health. Emphasis is given to the empirical study of contemporary problems related to the making of mental patients; planning, programming, and administering mental health services; political, ethical, and legal constraints on the operation of mental health facilities; interdisciplinary cooperation among helping and human service professionals; and evaluation of preventive care and treatment services. Prerequisites: Abnormal Psychology or permission of the instructor.

CLP 5483 Psychological Clinical Science II: Ecologies of Development and Theories of Psychopathology (3). This course provides an overview of theories of clinical child psychology, including (a) ecologies of development as related to psychopathology and (b) theories of development psychopathology. Prerequisites: Graduate standing, CLP 5007.

CLP 5931 Ethical Code in Psychological Practice (3). Ethical principles, rules, procedures of Psychologists. Clinical application and incorporation of the principles into professional interactions. Ethical reasoning is emphasized.

CLP 6168 Psychopathology Across the Life-Span (3). Exploration of the causes of psychopathology from a life-span developmental orientation and implications for theories of personality. Prerequisites: CLP 5166 and permission of the instructor.

CLP 6375 Clinical Psychology (3). Introduction to the science-profession of clinical psychology, as it is applied to preventing, diagnosing and treating maladaptive or deviant human behavior and relationships. Prerequisites: Admission to the Graduate Program in Psychology or Education and permission of the instructor.

CLP 6395 Forensic Psychology (3). This course surveys the practical and ethical issues surrounding the interface between clinical psychology and the law. Prerequisites: CLP 4144, CLP 6168, or equivalent of either.

CLP 6426 Neuropsychology (3). Introduces students to basic foundations and some advanced concepts in Neuropsychology, with a focus on clinical applications. Topics covered will include functional neuroanatomy, brain disorders across the lifespan, and assessment of neuropsychological functions. Prerequisite: Permission of the instructor.

CLP 6432 Foundation Practicum I (3). This course provides a comprehensive introduction to the principles of psychological assessment and measurement in children and hands on practice in the administration of selected cognitive tests. Prerequisite: Graduate standing.

CLP 6436 Introduction to Psychological Assessment (3). This course provides instruction in the principles and

methods underlying the administration, construction and evaluation of psychological tests and measures. Prerequisite: Graduate standing.

CLP 6437 Behavioral Assessment in Childhood (3). Standardized tests and inventories for the behavior assessment of infants, children, and adolescents will be surveyed. Prerequisites: Proseminar courses and second year graduate standing.

CLP 6438 Clinical Psychological Assessment (3). Supervision and didactic material will facilitate continued growth in psychological assessment for Ph.D. students. The focus is on selection, administration, and interpretation of psychological tests. Prerequisites: CLP 6432, CLP 6947, permission of the instructor.

CLP 6449 Career Development in Adolescence and Adulthood (3). An overview of career development and other life factors relevant to life stages from adolescence and beyond. Issues related to theory, research and application will be reviewed. Prerequisite: Graduate standing.

CLP 6471 Assessment and Treatment I: Internalizing Problems (3). Provides an in-depth examination of the evidenced-based assessments used in the psychological evaluation and treatment for children and adolescents with internalizing problems. Prerequisite: CLP 5007.

CLP 6472 Assessment and Treatment II: Externalizing Problems (3). Provides an in-depth examination of the evidenced-based assessments used in the psychological evaluation and treatment for children and adolescents with externalizing problems. Prerequisite: CLP 5007.

CLP 6473 Assessment and Treatment III: Developmental, Learning and Pediatric Disorders (3). Provides an overview of theory, research, and evidenced-based practices relevant for evidence based assessment and intervention for use with developmental, learning and pediatric disorders. Prerequisite: CLP 5007.

CLP 6498 Diagnosis and Treatment of Sexual Disorders (3). Clinical examination of sexual functioning, emphasizing disorders of gender identity, paraphilias and other dysfunctions and intimacy problems. Prerequisites: Graduate standing or permission of the instructor. Corequisites: SOP 3772 or equivalent.

CLP 6530 Dissemination and Implementation of Research (3). Addresses the increasing need to bridge research and practice to inform a new generation of effective services that are accessible to the large numbers of children and families in need.

CLP 6625 Clinical Supervision in Mental Health Counseling (1-20). Supervised experience in clinical supervision techniques and methods. Prerequisite: Master's degree.

CLP 6943 Advanced Clinical Practicum (1-20). Allows students to practice clinical skills through participation in interactive classroom exercises while gaining clinical experience. Prerequisite: Clinical Practicum (CLP 6945).

CLP 6945 Clinical Practicum in Psychology (1-3). Supervised experience in clinical techniques and methods. Prerequisites: Graduate standing and permission of the instructor.

CLP 6947 Foundations Practicum II (Treatment) (3). This course provides a comprehensive introduction to the principles of psychological treatments for children and adolescents, with applied practice and supervision in psychotherapy techniques. Prerequisites: PSY 5939 (Foundation Practicum I: Assessment).

CLP 6948 Clinical Internship (1-3). Clinical Internship in Psychology for Ph.D. candidates who have completed the Clinical Practicum and at least 45 graduate credit hours. Prerequisites: Graduate standing and permission of the instructor, CLP 6945.

CLP 6949 Advanced Clinical Internship (1-20). Advanced clinical internship is the second semester of internship. Students receive supervision in advanced clinical techniques and personal and professional development. Prerequisites: Graduate standing and permission of instructor.

CYP 5534 Groups as Agents of Change (3). Theory and practice in utilizing groups as agents of change or development in communities and organizations. Didactic presentation and structured exercises focus on relevant issues. Students design and implement problem-focused interventions, using class as client system.

CYP 5954 Community Psychology Field Experiences II (5). Same orientation and description as Field Experience I. Students in this course will be able to pursue their work with community institutions in more depth. Prerequisite: Students enrolled in this course must have completed Community Psychology Field Experiences I.

CYP 6526 Psychological Methods of Program Evaluation (3). Development of skills for the psychological assessment monitoring and evaluation of human service programs with emphasis on the application of basic principles of behavioral science research in the field, exclusive of public school settings.

CYP 6536 Principles and Methods of Psychological Consultation (3). An analysis of the basic psychological approaches underlying consultation, with special emphasis on the practical application of the processes of learning, cognition, and interpersonal relations to techniques of consulting with various 'target' agencies, individual clients, and other professionals in community settings. Prerequisites: Graduate standing at FIU or permission of the instructor.

CYP 6766 The Psychology of Crosscultural Sensitization in a Multicultural Context (3). A series of weekly seminars to increase student sensitivity to working with clients from different cultural backgrounds. The objectives of the course are: (1) facilitating student awareness of cultural differences and their impact on social and human services delivery systems, (2) identifying the student's own personal cultural biases and values when interacting with culturally different persons, and (3) teaching students to develop culturally appropriate intervention skills.

CYP 6936 Current Issues in Community Psychology (3). An intensive analysis of contemporary theoretical, practical, and professional aspects of the field of Community Psychology. Topics discussed may lead to the graduate project required of each student. Prerequisites: Admission to graduate study in psychology (other

graduate students admitted by permission of the instructor).

DEP 5056 Issues in Life-Span Developmental Psychology: Infancy through Old Age (3). A in-depth survey of theories, issues, methods, and data in life-span developmental psychology through the entire age range. Prerequisites: DEP 3001 or DEP 4464, or their equivalents, are recommended.

DEP 5058 Biological Basis of Behavior Development (3). Introduction to theory and research underlying behavioral development. Covers such pre-and post-natal determinants as evolution, genetics, neuroendocrines, as well as social development, behavioral ecology, and sociobiology. Prerequisites: Graduate standing or permission of the instructor. Corequisite: Proseminar courses.

DEP 5065 Cognitive Development (3). An overview of cognitive development, with a focus on the theories, experimental evidence, and milestones in cognitive development. Topics include the development of attention, perception, memory, problem solving, categorization, concepts, language, reasoning, theory of mind, metacognition, and executive function. Prerequisites: Graduate standing or permission of the instructor.

DEP 5068 Applied Life Span Developmental Psychology (3). This course is designed to acquaint the student with various applications in life-span developmental psychology. An overview of general issues and areas of application is offered, and specific applications are considered. Prerequisites: Graduate standing or permission of the instructor.

DEP 5099 Proseminar in Infancy, Childhood, and Adolescence (3). Provides a comprehensive review of issues in perceptual, cognitive, social, emotional, and personality development from infancy through adolescence. Prerequisites: Graduate standing or permission of the instructor. Corequisite: Proseminars.

DEP 5118 Current Issues in Cognitive and Perceptual Development in Infancy (3). Provides an in-depth analysis of current issues, methods, research and theory of cognitive and perceptual development during the first year of life. Special emphasis on object and event perception, memory, and imitation. Prerequisites: Two courses in developmental psychology -any level recommended.

DEP 5185 Emotional Learning and its Reversal (3). Theoretical analyses and methodological issues in the study of emotional learning. Prerequisites: Graduate standing or permission of the instructor.

DEP 5315 Proseminar in Parent-Child Relations (3). Provides an overview of key issues in parent-child relations including culture, socialization/genetics, fatherhood, timing, adoption, work, effects of children on parents, and parent training. Prerequisites: Graduate standing or permission of the instructor.

DEP 5325 Proseminar in Identity Development (3). This class uses foundational identity theories and concepts to understand cross cultural development and psychological outcomes at an advanced level. Prerequisite: Graduate standing.

DEP 5344 Psychology of Moral Development (3). An introduction to the literature on moral development. Review and discussion of recent developments in this area. Prerequisites: Graduate standing or permission of the instructor.

DEP 5405 Proseminar in Psychology of Adulthood and Aging (3). A comprehensive review of topics in adulthood and aging including: biological changes, social processes, work, family, cognition, memory, personality, and psychopathology. Prerequisites: Graduate standing or permission of the instructor.

DEP 5608 Theoretical Perspectives in Developmental Psychology (3). The focus of this course is on the major paradigms, models, and theories that have been influential in developmental psychology, both historically and contemporaneously. Meta-theoretical issues, paradigmatic influences, and specific theories are considered. Prerequisites: Graduate standing or permission of the instructor.

DEP 5725 Seminar in Psychosocial Development (1). This course is designed to develop research skills and competencies in the area of psychosocial development. The emphasis of the course is on involvement in original research. Prerequisite: Permission of the instructor. Corequisites: Senior undergraduate or graduate standing.

DEP 5796 Methods of Developmental Research (3). Survey of issues and methods at all stages of life-span developmental research including theory, methods, design, and data reduction. Prerequisites: Graduate standing or permission of the instructor. Corequisite: Proseminars.

DEP 5936 Theory and Research Experience in Developmental Science (3). An advanced seminar that integrates research in the lab with readings and discussion of current issues, theory, and methods in developmental science. May be repeated. Prerequisites: Graduate standing and permission of instructor. Corequisites: Independent research in a developmental lab (PSY 5918 or PSY 6971).

DEP 6117 Psychology of Caregiving (3). An advanced seminar focusing on one or more topics in depth and requiring literature reviews and research design. Topics may include timing of parenthood, adoption, and fatherhood.

DEP 6145 Psychology of Culture and Childhood (3). Extensive cross-cultural readings will serve as the focus for seminar discussion of cultural influences on children's biological, motor, perceptual, cognitive, social, and personality development. Prerequisites: Graduate standing or permission of the instructor.

DEP 6186 Social Development and Learning (3). Theories and facts of socio-emotional development, learning, and the acquisition and maintenance of social relationships in early life are examined critically. Prerequisites: DEP 2000 or DEP 2001 or equivalent.

DEP 6465 Psychology of Culture and Aging (3). An intensive examination of cultural influences on social and psychological aging processes including minority aging and involving seminar discussion and independent projects. Prerequisite: Graduate standing.

DEP 6466 Cognitive Processes in Aging (3). An intensive analysis of the background and recent developments in the area of age changes and age differences in intellectual functioning and learning memory processes. Prerequisite: DEP 5405.

DEP 6477 Psychology of Social Processes in Aging (3). An intensive analysis of the background and recent developments in theoretical models of social development, personality processes, and social processes in the older adult. Prerequisite: DEP 5405.

DEP 6645 Cognition and Language (3). Course covers the acquisition of cognitive processes and language, and their interdependence. Theory and research focusing on innate vs. learned aspects are discussed. Prerequisites: Graduate standing or permission of the instructor.

DEP 6936 Current Literature in the Psychology of Infancy, Childhood, and Adolescence (3). This seminar will present and evaluate current research articles in the major journals in infant, child, and adolescence psychology. Prerequisite: Second year graduate standing.

DEP 6937 Current Literature in the Psychology of Adulthood and Aging (3). This seminar will present and evaluate current research articles in the major journals in the psychology of adulthood and aging. Prerequisite: Second year graduate standing.

DEP 6945 Life-span Developmental Psychology Practicum (3). This is an individually tailored program where students will work in an agency on a specific problem or project, culminating in a final written report. Prerequisite: Second year graduate standing.

DEP 7069 Seminar in Life-Span Cognitive Developmental (3). This graduate seminar will examine, through intensive reading and seminar discussion, the major theories, issues and empirical research on cognitive growth, change and decline from infancy through old age. Prerequisites: Two courses in Developmental Psychology (any level).

DEP 7096 Seminar in Psychology of Life-Span Social Development (3). This course includes a consideration of general issues and discussion of the application of life-span models to selected topics development. Prerequisites: Graduate standing or permission of the instructor.

EAB 5098 Proseminar in the Experimental Analysis of Behavior (3). An advanced survey of the principles of respondent and operant conditioning and the bases of action in both social and non-social settings. Prerequisites: EAB 3002, EAB, 4034, or equivalents.

EAB 5655 Advanced Methods of Behavior Change (3). An intensive study of selected methods of modifying human behavior, emphasizing the applications of the principles of respondent and operant conditioning, as well as those derived from modern social learning theories. Practice and role playing opportunities are provided in behavior therapy, relaxation therapy, behavior modification, biofeedback or similar behavioral approaches. Prerequisites: EAB 4794, CLP 4374, CYP 4144; enrollment in an authorized program; equivalent background; or permission of the instructor.

EAB 5797 Single-Case Research Methods (3). Intensive study of designs, strategies, and methods of single-case

behavioral research. Prerequisites: Graduate standing or permission of the instructor.

EAB 6707 Learning and Development (3). A survey of the application of the principles, methods, and applications of experimental behavior analysis to various life-span segments and developmental themes. Prerequisites: Proseminar in Behavioral Analysis or an undergraduate EAB course (EAB 3002, EAB 4034, or EAB 4794).

EAB 6717 Applications of Verbal Behavior for Autism and Asperger Syndrome (3). Verbal behavior is analyzed by function. Structural and developmental issues as well as implications for language training and ethical application to autistic populations are integrated throughout. Prerequisite: Graduate standing.

EAB 6770 Behavioral Technologies (3). Evaluating interventions, staff training, managing treatment teams, as well as, data-based evaluation of teaching procedures, behavior outcomes and team member performance. May be taken twice for credit. Prerequisite: Graduate standing.

EAB 6780 Ethical Code in Behavior Analysis (3). Ethical issues in clinical Behavior Analysis are examined including selecting behavior targets, monitoring intervention success and transferring control to existing environmental contingencies. Prerequisite: Graduate standing.

EAB 6941 Practicum in Applied Behavior Analysis (3). This course provides students with supervised experience in designing and implementing behavior plans. May be repeated once. Prerequisites: EAB 5655, EAB 6707.

EDP 6935 Special Topics in Educational Psychology (VAR). An intensive analysis of a particular topic in educational psychology. Students must have topics approved by the instructor prior to registration. Open only to advanced and graduate students in the College of Education.

EXP 5099 Proseminar in Experimental Psychology (3). Provides a comprehensive review of current research and theory in areas such as learning, memory, cognition, sensation, and perception. Prerequisites: Graduate standing or permission of the instructor.

EXP 5406 Theories of Learning (3). The major theoretical systems of learning are covered, with the intent of determining how well each accounts for the phenomena of learning. Emphasis is placed on exploring the controversial issues raised by extant theories, and the experimental resolution of these theoretical controversies. The impact of theory on current thinking about learning is considered.

EXP 5508 Applied Cognitive Psychology (3). Covers the basic theories of cognitive psychology perception, attention, memory, learning, knowledge, with emphasis on application to real-world problems. Prerequisite: Graduate standing.

EXP 5527 Memory and Consciousness (3). The relation of memory and consciousness is explored with emphasis on issues of current research and theoretical work from both a cognitive and a neuropsychological perspective. Prerequisite: Graduate standing.

EXP 5667 Cognitive Neuroscience (3). Investigation of the relation between mind and brain. Discuss literature

from both patient studies and from the growing research in neuroimaging. Prerequisite: Graduate standing.

EXP 7747 Practicum in Causal Modeling (3). Introduction to linear structural relations models, emphasizing logical and practical problems in inferring causation for experimental and correlational research designs.

INP 5095 Proseminar in Industrial Psychology (3). Provides coverage of industrial and personnel psychology topics such as job analysis, personnel recruitment and selection, legal aspects of employment, performance appraisal, and training design and evaluation. Prerequisites: Acceptance to Master's or Ph.D. program in Psychology.

INP 5136 Psychology of Legal Consultation (3). Practice in basic non-clinical areas in which psychologists assist attorneys, including jury selection, surveys, and simulations. Prerequisites: SOP 6098 or equivalent.

INP 6090 Applied Psychology and Organizational Consulting (3). An overview of the organizational consulting process, including proposal development, managing projects and client relationships, ensuring information integrity, and understanding ethical issues. Prerequisite: Graduate standing.

INP 6115 Psychology of Culture and Organizations (3). An overview of theory and research examining the psycho-social environment of organizations, including the factors that shape organizational cultures and climate, along with the implications for workplace motivation, morale, and productivity. Prerequisite: Graduate standing.

INP 6216 Personnel Selection (3). Characteristics of Personnel Selection systems used in organizations. Validity generalization, utility, applicant reactions, and legal cases pertaining to employee selection. Prerequisites: Proseminar in I/O and graduate level statistics course.

INP 6235 Applied Psychology of Training and Development (3). In-depth study of principles of behavior and attitude change in organizations. Topics include organization analysis, program design and implementation, and evaluation of results. Prerequisites: Acceptance to M.S. or Ph.D. program in Psychology and SOP 5616.

INP 6611 Organizational Stress (3). This seminar examines conceptualizations, causes, consequences, and correlates of stress, strain, and coping in the workplace.

INP 6940 Strategies and Methods of Applied Psychological Research (3). A practicum course in the psychological research strategies and the application of computers in the analyses of psychological data.

LIN 5701 Psychology of Language (3). An overview of the psychology of language and the psychological 'reality' of linguistic structure. Behavioristic vs. cognitive views of psycho-linguistics are examined. Consideration is given to the biological bases of language and thought, language acquisition, and language pathology.

PCO 5251 Couples and Family Systems (3). An overview of theory, research, and treatment issues related to couples and family systems. The course covers

relevant techniques, training, and professional issues. Prerequisite: Graduate standing.

PCO 5252 Theory and Techniques in Couples and Marital Therapy (3). An overview of the theories and techniques used in couples and marital therapy with an examination of treatment approaches and evidence-based practice. Consideration of clinical issues and problems.

PCO 5253 Theory and Techniques in Family Therapy (3). An examination of the major theories and techniques used in family therapy with an in-depth exploration of the skills and strategies used for treating clinical issues from multiples perspectives.

PCO 5311 Theory, Treatment, and Research of Addictive Behavior (3). An overview of theory, treatment, and research findings pertaining to the process and development of addictive behavior. This course covers treatment issues related to substance abuse disorders. Prerequisite: Graduate standing.

PCO 5750 Contemporary Issues in Family Life and Process (3). An examination of selected issues that are faced during the development and life cycle of the family. Family intergenerational history and sociocultural factors will be explored.

PCO 6206 Principles & Practices of Counseling & Psychotherapy (3). Examination of the principles & practices of counseling and psychotherapy derived chiefly from cognitive behavioral psychology. Prerequisite: Graduate standing.

PCO 6254 Principles and Practices in Couples and Family Therapy (3). An examination of the principles and practices used in couples and family therapy. Counseling skills and practical issues related to couples and family therapy will be examined.

PSB 5115 Introduction to Psychophysiology: Basics of Electroencephalography and Event-Related Potentials (3). This course introduces students to the concepts, theory, and methods of human psychophysiology with a specific focus on electroencephalography (EEG) and event-related potentials (ERPs). Prerequisite: Permission of the instructor.

PSB 6215 Human Neuroanatomy (3). Survey of human spinal, brainstem, subcortical, and cortical neuroanatomy with reference to physiology and disease. Prerequisite: Permission of the instructor.

PSB 6247 Biological Bases of Behavior (3). Advanced survey of biological bases of behavior. Topics include neuroanatomy, functional organization and electrochemical processes of the nervous system, and neural bases of learning and memory. Prerequisites: Graduate standing or permission of the instructor.

PSB 6350 Cognitive Neuroimaging Methods I (3). Data acquisition methods and their psychological application in cognitive neuroimaging, including techniques from nuclear medicine, electrophysiology, and magnetic resonance imaging.

PSB 6351 Cognitive Neuroimaging Methods II (3). Data analysis methods and psychological applications in cognitive neuroimaging, including image pre-processing, statistical modeling, brain connectivity techniques, and the

visualization, interpretation, and reporting of results. Prerequisite: PSB 6350.

PSY 5206C Fundamentals of Design of Experiments (3). CRD and RCB designs. Latin square designs. Factorial, nested and nested-factorial experiments. Fixed, random and mixed models. Split-plot designs. Covariance analysis. Prerequisites: STA 2122 and 3123, or their equivalents.

PSY 5246C Multivariate Analysis in Applied Psychological Research (3). Covers basic techniques of multivariate analysis, emphasizing the rationale and applications to psychological research. Includes multiple regression, Hotellings T, MANOVA, principal component analysis, and factor analysis. Prerequisites: STA 3123 or equivalent; linear algebra recommended.

PSY 5605 Proseminar: History and Systems of Psychology (3). An examination of the historical foundations of modern psychology and survey of current systems and schools of psychology. Prerequisites: Graduate standing or permission of the instructor.

PSY 5908 Directed Individual Study (VAR). Under the supervision of an instructor in the graduate degree program, the graduate student delves individually into a topic of mutual interest which requires intensive and profound analysis and which is not available in a formal offering. May be repeated once. Prerequisite: Permission of the instructor.

PSY 5918 Supervised Research (VAR). Research apprenticeship under the direction of a research professor or a thesis advisor. Prerequisite: Full graduate admission.

PSY 5930 Qualitative Research Methods in Development Psychology (3). Review recent developments in qualitative research methods. The focus will be on the application of these methods to research on human development. The interpretation of qualitative and quantitative methods will be stressed.

PSY 5939 Special Topics in Psychology (3). Special topics will be announced in advance.

PSY 6219 Research Methods in Clinical Child Psychology (3). An in-depth examination of research methods used in clinical child psychology, with an emphasis on intervention research. Prerequisites: CLP 5007; CLP 5483.

PSY 6919 Current Research Topics in Psychology (3). An overview of current theory and research in psychology with a focus on the research process. Case studies illustrate the development of research programs designed to advance theory in psychology. Prerequisite: Graduate standing.

PSY 6945 Teaching of Psychology (1). An introduction to the art of college teaching and specifically the art of teaching psychology. It is designed for first-year graduate students to provide instruction and support for teaching college classes. Prerequisite: Graduate standing.

PSY 6956 Psychology Field Experience (VAR). Placement of students in applied settings for the purpose of developing community-based experience in the application of theoretical and methodological approaches. Prerequisite: Graduate standing.

PSY 6971 Master's Thesis in Psychology (3-6). Supervised research on an original research project submitted in partial fulfillment of Master's degree requirement.

PSY 7940 Supervised Teaching in Psychology (1). Supervised teaching under the guidance of faculty advisor. May be repeated only three times. Prerequisite: Doctoral graduate study.

PSY 7980 Ph.D. Dissertation (1-12). Supervised research on an original research project submitted in partial fulfillment of doctoral degree requirements. Prerequisites: Permission of Major Professor and Doctoral Candidacy.

SOP 5058 Proseminar in Social Psychology (3). An in-depth examination of the role of social psychology in the social sciences and the major substantive problems as they relate to contemporary societal issues. Minimum Prerequisites: An introductory course in social psychology or its equivalent.

SOP 5081 Psychological Influences on Health and Illness (3). Provides a comprehensive review of theory, research, and interventions in the field of health psychology. Prerequisites: Graduate standing or permission of the instructor.

SOP 5316 Theories and Methods of Cross-Cultural Research (3). An intensive analysis of contemporary theories and methods of cross-cultural research in psychology including topics such as: culture as a research treatment, differential incidence of personality traits, the use of ethnographies, 'etic' vs. 'emic' distinction. Prerequisites: Graduate standing or permission of the instructor.

SOP 5616 Social Psychology of Organizations (3). The application of concepts and theories from social psychology and sociology to the organizational setting. Emphasis will be on role theory, value formation and the operation of norms, including their development and enforcement. Formal and informal organization structure, power and authority concepts, and leadership theories will be covered. Communication processes and networks and their effects on task accomplishment and satisfaction will be included.

SOP 5726 Proseminar on the Psychology of Stereotyping, Prejudice, and Discrimination (3). This class uses social psychology theory and concepts to understand stereotyping, prejudice, discrimination, and minority experience at an advanced level. Prerequisite: Graduate standing.

SOP 6098 Proseminar in Legal Psychology (3). The application of psychological research methods and psychological knowledge to contemporary issues in criminal and civil litigations. Prerequisite: Graduate standing.

SOP 6441 Seminar in Social Cognition (3). Provides a critical review of current theory and research on social cognition and its relationship to stereotyping, persuasion, attribution, and social perception. Prerequisite: Graduate standing.

SOP 6752 Psychology of Juries (3). A review of psychological research on juries and jury decision-making.

Emphasis is placed on the critical analysis of jury research and relevant case law. Prerequisite: Graduate standing.