ED PSYCH 301 — HOW PEOPLE LEARN
3 credits.

Introduction to theories of learning in formal and informal settings, including theories related to memory, learning, and intelligence; cognitive, social, and affective aspects of learning; the influence of context on learning, including learning with psychological tools, such as language and technological resources; individual differences that may affect learning; and practical applications of learning theory.

Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 320 — HUMAN DEVELOPMENT IN INFANCY AND CHILDHOOD
2-3 credits.

Normative processes and individual differences in physical, mental, social and emotional development and behavior from infancy through late childhood.

Requisites: None
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 321 — HUMAN DEVELOPMENT IN ADOLESCENCE
2-3 credits.

Physiological, social, and cognitive changes which characterize the transition from childhood to adult life.

Requisites: None
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 326 — MIND, BRAIN AND EDUCATION
3 credits.

This course will provide an overview of methods and findings at the interface between education and neuroscience. Readings and lectures will present findings on brain development from birth to adolescence, brain changes in response to learning and how individual differences in brains relate to individual differences in learning. Educationally relevant domains including language acquisition and bilingualism, the brain basis of reading and mathematics and executive functions like memory, attention and emotion will be highlighted.

Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 331 — HUMAN DEVELOPMENT FROM CHILDHOOD THROUGH ADOLESCENCE
3 credits.

Social and psychological aspects of human development from early childhood through adolescence; implications for education.

Requisites: Enrl in, or Sophomore standing w/pre-certificat in, one of these teacher certificate programs: art for preschl/kindgrtn-grade 12; music for p/k-12; phy ed for p/k- 12; spec ed p/k-12, grades 1-9
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 470 — RESEARCH EXPERIENCE IN EDUCATIONAL PSYCHOLOGY
1-6 credits.

Research experience under the supervision of a faculty member in Educational Psychology. Students will develop an understanding of research in a topic area and will participate in team-based research. Course reading will include published research studies relevant to the selected topic, and evaluation will include presentations in group meetings or a paper based on the research conducted.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH 506 — CONTEMPORARY ISSUES IN EDUCATIONAL PSYCHOLOGY
3 credits.

Influence of educational psychology upon issues and innovations in education. See Timetable for current topic.

Requisites: None
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH 521 — ADOLESCENT DEVELOPMENT IN EDUCATIONAL CONTEXTS
3 credits.

Normative patterns of physical, mental, social, moral, and psychological development during adolescence, with special emphasis on influences of educational settings and implications for schooling. Individual differences in adolescent development resulting from family and cultural background, personal characteristics, and historical events.

Requisites: Admission to secondary educ cert progm
Repeatable for Credit: No
Last Taught: Fall 2013

ED PSYCH 533 — THINKING, FEELING, & LEARNING
3 credits.

Covers the cognitive and emotional foundations of behavior with special reference to processes of learning and change. How does the science of thinking and feeling inform interventions such as teaching, counseling, or parenting? Topics covered include: dual-systems theories, neural and behavioral aspects of emotion and cognitive control, intuition, and expertise. We focus on the relation between unconscious, automatic processes and deliberate, effortful processes guiding behavior.

Requisites: Consent of Instructor
Repeatable for Credit: No
ED PSYCH 540 — INTRODUCTION TO PROFESSIONAL SCHOOL PSYCHOLOGY
2 credits.

Introduction to the professional roles and functions of school psychologists; historical development; legal and ethical issues; overview of assessment, intervention, and consultation for children and adolescents at risk for, or with, academic, behavioral, emotional, and social difficulties; applied research in school psychology.

Requisites: Grad st or cons inst
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 541 — APPLIED BEHAVIOR ANALYSIS IN CLASSROOMS
3 credits.

Application of behavioral analysis to educational situations for both exceptional and normal children and adolescents.

Requisites: None
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 542 — THE BIOLOGICAL BASIS OF BEHAVIOR
3 credits.

Content will focus on: neuroscience foundational concepts relevant to clinical mental health practice, neuroanatomy, neurophysiology, psychopharmacology, disease states; ontological and phylogenic neurodevelopment. Course will also provide overview of ethical/cultural implications of these scientific advances. Ethical/Cultural/Economic Applications. Students must have a basic understanding of biology and human anatomy and physiology. This prerequisite would normally be met by two or three undergraduate level courses in biology

Requisites: Grad st at least 8 credits of undergraduate biology (or the equivalent).
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 551 — QUANTITATIVE ETHNOGRAPHY
3 credits.

Explores the theoretical foundations and practical use of quantitative ethnography, focusing on new insights in the field of cognitive modeling and automated coding and their use in applied fields such as anthropology, education, market research, product development, assessment, and training.

Requisites: ED PSYCH 301, graduate standing, or consent of instructor
Repeatable for Credit: No
Last Taught: Spring 2016

ED PSYCH 563 — DESIGN OF EDUCATIONAL GAMES AND SIMULATIONS
3 credits.

Examines the design of learning games and simulations. Topics include intelligent tutoring systems, serious games, and epistemic games, with particular emphasis on design for 21st century learning environments and learning 21st century skills.

Requisites: Graduate standing or ED PSYCH 301
Repeatable for Credit: No

ED PSYCH 570 — FOUNDATIONS OF EDUCATIONAL MEASUREMENT
3 credits.

Theory of mental measurement, types of scales, reliability, validity, psychometric evaluation of published tests.

Requisites: Any A-level Quantitative Reasoning course
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 621 — ADOLESCENT DEVELOPMENT IN EDUCATIONAL CONTEXTS
2 credits.

Overview of physical, cognitive, emotional, and social development during adolescence as these factors influence and are influenced by young people’s experiences in educational institutions.

Requisites: Enrollment in Secondary Teacher Education Masters degree and certification program
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 622 — STRUCTURING SECONDARY SCHOOLS FOR ADOLESCENT DEVELOPMENT
1 credit.

Designing instructional environments and learning activities to foster healthy adolescent development.

Requisites: ED PSYCH 621 and enrollment in Secondary Teacher Education Masters degree and certification program
Repeatable for Credit: No
Last Taught: Summer 2017

ED PSYCH 699 — INDEPENDENT READING UNDERGRAD
1-6 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH/CURRIC 708 — THE STUDY OF TEACHING
3 credits.

Alternative research approaches to the study of teaching; for example, process-product, aptitude treatment interaction, ethnographic.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2010

ED PSYCH 709 — SEMINAR IN RESEARCH IN EDUCATIONAL PSYCHOLOGY I
3 credits.

Areas of research in field, emphasis on logic of inquiry and development of strategies for investigating particular problems.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017
ED PSYCH 710 — SEMINAR IN RESEARCH IN EDUCATIONAL PSYCHOLOGY II
3 credits.
Planning and conducting empirical research project, with assistance from faculty advisor and course faculty.
Requisites: ED PSYCH 709
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 711 — CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY
1-3 credits.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH 715 — PRACTICUM FOR TEACHERS OF THE GIFTED AND TALENTED
3 credits.
Planning and conducting learning experiences for gifted students.
Requisites: Ed Psych 501 and Grad st
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Summer 2013

ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719 — INTRODUCTION TO QUALITATIVE RESEARCH
3 credits.
Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. This course does not include a field method component.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 720 — CHILD DEVELOPMENT
3 credits.
Individual development in infancy and childhood. Individual differences in and contextual influences on physical, cognitive, social, and personality development.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 721 — ADOLESCENT DEVELOPMENT
3 credits.
Individual differences in and contextual influences on physical, cognitive, social, and personality development.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 722 — ADULT DEVELOPMENT AND AGING
3 credits.
Overview of individual development from young adulthood through middle and old age. Review of major conceptualizations of adult development and recent research regarding personality change, intellectual functioning, career and family stages, social relations, biological changes, sexuality, death and dying.
Requisites: ED PSYCH/COUN PSY 723 or Ed Psych/ChildFam 725 or cons inst
Repeatable for Credit: No
Last Taught: Spring 2010

ED PSYCH/COUN PSY 723 — DEVELOPMENTAL PROCESSES ACROSS THE LIFE SPAN
3 credits.
Life-span perspective on studying individual development from conception to death. Emphasis on multidisciplinary, multidirectional, and contextual approaches to physical, psychological, social, and intellectual developmental processes.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/HDFS 725 — THEORY AND ISSUES IN HUMAN DEVELOPMENT
3 credits.
This course covers both classic and contemporary theories, providing students with a firm grounding in the theoretical perspectives that have shaped and are shaping understandings of human development across the life-span. The course explores the historical roots of contemporary perspectives and examines the development of theoretical conceptualizations both within and across theoretical perspectives.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/COUN PSY/HDFS 726 — ETHNIC AND RACIAL DIVERSITY IN SOCIAL DEVELOPMENT
3 credits.
Review of empirical and theoretical research on ethnic/racial diversity in social development across childhood, adolescence and early adulthood with emphasis on implications for counseling and school psychology.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 731 — LABORATORY IN DEVELOPMENTAL RESEARCH
3 credits.
Emphasis on developing skills necessary for researchers in human development, observational techniques, experimental methods in infant and child research, design of lab equipments, research design for developmental problems.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2013
ED PSYCH/COUN PSY/RP & SE 735 — LEGAL AND ETHICAL BASES OF COUNSELING AND PSYCHOLOGY
3 credits.

Legal and ethical issues for psychologists, with an emphasis on the APA ethics code and Wisconsin statutes relevant to psychological research and practice.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/COUN PSY/RP & SE 736 — SEMINAR IN PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
3 credits.

Graduate-level seminar in the psychology of individual differences, providing broad and general coverage of theory and research related to individual and cultural differences.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2016

ED PSYCH/COUN PSY/RP & SE 737 — SEMINAR IN HISTORY AND SYSTEMS OF PSYCHOLOGY
3 credits.

Graduate-level seminar in the history of psychology, providing broad and general coverage of the development of psychology as a scientific discipline. Includes coverage of philosophy of science and systems of psychological inquiry, with applications to current research in psychology.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Summer 2017

ED PSYCH 740 — COGNITIVE ASSESSMENT OF CHILDREN IN THE SCHOOLS
3 credits.

Theories of intelligence and intelligence testing, construction and validation of the Binet and Wechsler tests, administration of tests, interpretation of test results and report writing, recent research in intelligence testing.

Requisites: ED PSYCH 570 760 or PSYCH 210 370 or cons inst
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 741 — SOCIAL, EMOTIONAL, AND BEHAVIORAL ASSESSMENT
3 credits.

Knowledge and skills necessary to conduct comprehensive assessments of social, emotional, and behavioral difficulties in children and adolescents; theoretical foundations; assessment procedures and instruments; diagnostic and eligibility criteria; early identification and intervention.

Requisites: ED PSYCH 740 or cons inst
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 742 — ASSESSMENT AND INTERVENTION FOR ACADEMIC SKILL PROBLEMS
3 credits.

Assessment methods and intervention strategies for children with academic skill problems in educational settings; practice in application of assessment and intervention approaches to case studies.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 743 — DESIGN AND ANALYSIS OF SINGLE-CASE RESEARCH
3 credits.

Course designed to increase the capacity of graduate students to conduct high-quality single-case intervention research, by improving the scientific credibility of both the methodology; and the visual and statistical analysis of their studies. Although designed as an initial course in single-case research design, this course will equip students with the skills and knowledge to critically analyze published intervention research and to implement quality intervention research studies.

Requisites: Consent of instructor
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 745 — DESIGNING AND MANAGING THE LEARNING ENVIRONMENT
3 credits.

This course provides students with knowledge and skills necessary to effectively and efficiently engage with students and manage the classroom environment. Students’ ability to support the academic and social-emotional growth of children will be enhanced through knowledge gained regarding children’s self-regulation, motivation, school climate, multi-tiered behavioral interventions, and schoolwide positive behavior support.

Requisites: Students must be enrolled in the Master of Science for Professional Educators program or have consent of instructor
Repeatable for Credit: No
Last Taught: Summer 2017

ED PSYCH 752 — ENGAGING WITH EDUCATION RESEARCH
1 credit.

This course introduces students to issues in consuming and conducting education research. The focus of the course is on research paradigms and methods frequently used in education research.

Requisites: Enrollment in the Master of Science for Professional Educators program or consent of instructor
Repeatable for Credit: No
Last Taught: Summer 2017

ED PSYCH 760 — STATISTICAL METHODS APPLIED TO EDUCATION I
3 credits.

Introductory descriptive statistics and statistical inference; measures of central tendency and variability, confidence intervals, theory of hypothesis testing, correlation techniques.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017
ED PSYCH 761 — STATISTICAL METHODS APPLIED TO EDUCATION II
3 credits.

Analysis of variance and covariance, multiple linear regression; chi-square and various nonparametric techniques.
Requisites: ED PSYCH 760 or PSYCH 210
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 762 — INTRODUCTION TO THE DESIGN OF EDUCATIONAL EXPERIMENTS
3 credits.

Classical experimental designs and their application to educational research, factorial treatment arrangements, confounding, repeated measures design, and related topics.
Requisites: ED PSYCH 760 or PSYCH 210
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 763 — REGRESSION MODELS IN EDUCATION
3 credits.

An applied introduction to regression techniques is given, covering nonparametric regression, multiple linear regression and logistic regression. All applied analyses are done in the statistical programming language R.
Requisites: ED PSYCH 760 and 761, or equivalent introductory statistics courses (with consent of instructor)
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/COMP SCI/PSYCH 770 — HUMAN-COMPUTER INTERACTION
3 credits.

Principles of human-computer interaction (HCI); human subjects research methods and procedures, qualitative and quantitative data analysis; and semester-long research project situated in critical domains of HCI, including applications in ubiquitous, affective, assistive, social, and embodied computing.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 771 — TEST CONSTRUCTION
3 credits.

Procedures for development and analysis of educational tests and questionnaires; strategies for measurement of achievement, attitude, and interests; procedures for item analysis and assessment of reliability and validity.
Requisites: ED PSYCH 760 and 570
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 773 — FACTOR ANALYSIS, MULTIDIMENSIONAL SCALING AND CLUSTER ANALYSIS
3 credits.

Major types of factor models, nonmetric multidimensional scaling methods and clustering procedures. Methods of data collection, mathematical algorithms, estimating the number of factors, transformation and identification of factors.
Requisites: ED PSYCH 761
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH/ELPA 780 — TEACHER LEADERSHIP AND LEARNING COMMUNITIES
3-4 credits.

Focuses on knowledge and skills teachers need to be leaders in their schools in facilitating the development of strong learning communities that include students, teachers, families, administrators, and other educators. Main objectives are to help students understand key concepts, theories, and models used in building and sustaining effective learning communities; develop skills in creating practices that contribute to effective teacher leadership; and identify and strengthen skills needed to lead schools to build learning communities that promote student learning.
Requisites: Enrollment in the Master of Science for Professional Educators program or consent of instructor
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788 — QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS I
3 credits.

Introductory field methods experience in qualitative research. Students will learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, reflect on their utility in education research.
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 789 — QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS II
3 credits.

Focus on data analysis and translation of findings and implications. Students will gain theoretical and practical knowledge and skills regarding coding and analysis techniques, use of qualitative analytic tools, strategies for sharing findings with audiences beyond research team.
Requisites: Students must have taken Curric/Ed Pol/RPSE/Coun Psych/ELPA/ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788.
Repeatable for Credit: No
Last Taught: Fall 2017
ED PSYCH 791 — MASTER OF SCIENCE FOR PROFESSIONAL EDUCATORS CAPSTONE
1-4 credits.

The MSPE Capstone course is a class in which students complete an investigation of a policy or practice in their classroom, school, or school district. Students’ capstone investigations are individualized to their interests and practice and reflect research and content knowledge gained from preceding MSPE courses.

Requisites: Students must be enrolled in the Master of Science for Professional Educators
Repeatable for Credit: Yes, for 3 number of completions
Last Taught: Fall 2017

ED PSYCH 792 — TOOLS FOR THOUGHT
3 credits.

Cognitive analysis of educational technologies, exploring relationships among tools, thinking, and learning. Studies of Froebel’s gifts and occupations, typewriters, film and video, spreadsheets, word processors, the Internet, and other tools for analyzing technology and education.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2014

ED PSYCH 795 — INTRODUCTION TO LEARNING SCIENCES I
3 credits.

Survey of major theories and elementary cognitive and social processes in learning.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH 796 — INTRODUCTION TO THE LEARNING SCIENCES II
3 credits.

Principles of learning emphasizing higher order cognitive and social processes.

Requisites: ED PSYCH 795 or cons inst
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH/CURRIC/L I S 803 — COMPUTATIONAL RESEARCH METHODS
3 credits.

Provides a broad overview of ways of formulating and investigating novel questions with tools from educational data mining and learning analytics including social network analysis, natural language processing, Markov modeling, Bayesian inference, and agent-based modeling.

Requisites: Graduate or professional standing
Repeatable for Credit: No

ED PSYCH/CURRIC 821 — CONSTRUCTIONISM
3 credits.

This course is a survey of constructionist theory, research, and tools. Course content and activities will help students develop a deeper understanding of the history, theories, philosophies, tools, research, and technologies of constructionism and its children.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2016

ED PSYCH/ELPA 822 — INTRODUCTION TO QUANTITATIVE INQUIRY IN EDUCATION
3 credits.

Prepares doctoral students to use the concepts and methods of quantitative social science research to conduct research on education issues. Topics include hypothesis testing, statistical inference, point estimates, graphic and numerical data displays, correlation and regression.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/ELPA 827 — SURVEYS AND OTHER QUANTITATIVE DATA COLLECTION STRATEGIES
3 credits.

This course examines the methods and concepts of survey research methods as they are commonly used in education research. Strategies include surveys (phone, mail, electronic, in person), logs/diaries, and experience sampling instruments. Emphasis is given to self-administered surveys, including periodic surveys, since these strategies are the most common in education research.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2016

ED PSYCH 840 — CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY
1-6 credits.

Applied experience in comprehensive psychological and educational evaluation procedures with children, parent interviewing, school consultation; remedial therapeutic, and counseling techniques with children and parents; practicum experience individually determined by student’s prior training and course work.

Requisites: ED PSYCH 740, 741 cons inst
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH 844 — CHILDHOOD AND ADOLESCENT PSYCHOPATHOLOGY IN SCHOOLS
3 credits.

Reviews major psychological disorders of childhood and adolescence as relevant to schools; examines etiology and developmental course, documenting major characteristics and behavior correlates of disorders; provides a comparison of major diagnostic and classification systems for childhood psychopathology.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017
ED PSYCH 845 — PSYCHOPHARMACOLOGICAL TREATMENTS FOR CHILDREN AND ADOLESCENTS
3 credits.

Provides an overview of psychopharmacological treatments of childhood and adolescent disorders in educational settings. Topics covered include basic biological principles of drugs and drug treatment, specific drug classifications and their biological actions, drug treatments for childhood disorders, and professional issues.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2015

ED PSYCH 861 — STATISTICAL ANALYSIS AND DESIGN IN EDUCATIONAL RESEARCH
3 credits.

A non-parametric perspective of classical experimental designs and their application to educational research, factorial treatment arrangements, repeated measures designs, and related topics.
Requisites: ED PSYCH 760 or equiv
Repeatable for Credit: No
Last Taught: Fall 2013

ED PSYCH 862 — MULTIVARIATE ANALYSIS
3 credits.

Advanced statistics devoted to multivariate distribution theory and analysis; multivariate analysis of variance, discriminant analysis, canonical correlation, etc., considered in relation to each other; review of contributions of Fisher, Hotelling, Rao, and others.
Requisites: ED PSYCH 861 or cons inst
Repeatable for Credit: No
Last Taught: Spring 2009

ED PSYCH 871 — TEST THEORY II
3 credits.

Continuation of 870. Theory underlying validity, scoring procedures, prediction and classification, normal, binomial, Poisson and logistic models.
Requisites: Differential calculus and an intermed crse in stat required
Repeatable for Credit: No
Last Taught: Spring 2011

ED PSYCH/HDFS/NURSING/SOC WORK 880 — PREVENTION SCIENCE
3 credits.

This course provides a theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined. Intended for 2nd year graduate students.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED PSYCH/HDFS/NURSING/SOC WORK 881 — CAPSTONE SEMINAR IN PREVENTION SCIENCE
1 credit.

This course provides an opportunity for students to meet with prevention professionals and scholars from across campus and the community to explore current and emerging issues of prevention research and professional practice. Students must complete HDFS/ED PSYCH/ NURSING/SOC WORK 880 before taking this course.
Requisites: Consent of instructor
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 920 — SEMINAR IN CHILD DEVELOPMENT
2-3 credits.

Specialized seminar focusing on topics in the social, emotional, and cognitive development of children. Investigations of the relations between development, learning, and behavior in educational contexts. See timetable for current topics.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2014

ED PSYCH 921 — SEMINAR IN ADOLESCENT DEVELOPMENT
2-3 credits.

Selected aspects of intellectual, emotional, physiological, personality and social development in adolescence. Understanding adolescent behavior in educational settings.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2016

ED PSYCH 925 — ADVANCED SEMINAR IN HUMAN DEVELOPMENT
2-3 credits.

This course is designed to provide an in-depth review and analysis of specific areas of human development, such as cognitive, moral, language, neurological, social, and personality development.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2016

ED PSYCH 942 — SYSTEMS OF CONSULTATION IN SCHOOL PSYCHOLOGY
2-3 credits.

Mental health, behavioral and organization development models of consultation in school psychology. Overview of evidence-based prevention and intervention programs as implemented in a consultation problem-solving process.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017
ED PSYCH 943 — INTERNSHIP IN SCHOOL PSYCHOLOGY
1-12 credits.
Supervised individualized placements in appropriate schools, institutions, and community agencies; controlled exposure to job demands of school psychologists; experience in dealing with problem children, adolescents, and their families.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH/COUN PSY/RP & SE 944 — INTERNSHIP PREPARATION
1 credit.
Primary goal of this course is to help students in Counseling Psychology, Rehabilitation Psychology Special Education, and the School Psychology Program prepare for their internship by providing resources, guidelines, and support in selecting and applying to internship sites.
Requisites: Dissertator status in the department
Repeatable for Credit: No
Last Taught: Spring 2012

ED PSYCH/SOC WORK 945 — EVALUATION RESEARCH
3 credits.
A comprehensive introduction to practice of program evaluation research in social welfare and human development. Developments in descriptive, experimental, quasi-experimental, theory-driven, and naturalistic evaluations detailed. Topics include assessment, evaluation design, monitoring, outcome evaluation, selection bias, program theory, meta-analysis and utilization.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2014

ED PSYCH 946 — ADVANCED ASSESSMENT AND INTERVENTION TECHNIQUES
3 credits.
Advanced assessment practices and the corresponding link to intervention; intervention strategies and programs designed to improve the academic, emotional, behavioral and social functioning of children and adolescents.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

ED PSYCH 947 — EVIDENCED-BASED CHILD AND ADOLESCENT PSYCHOTHERAPY
3 credits.
Critical review of various psychotherapeutic approaches (cognitive, behavioral, psychodynamic) with special emphasis on identifying and implementing evidence-based assessment and interventions for a variety of behavioral and emotional problems experienced by children and adolescents.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 948 — RESEARCH AND MEASUREMENT SEMINAR IN SCHOOL PSYCHOLOGY
3 credits.
Focus on research and measurement methods, special topics, technical writing, and ethical principles in conducting research in school psychology. Emphasis on skills needed to design and complete individual research projects.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH 960 — STRUCTURAL EQUATION MODELING
3 credits.
Introduction to the theory and practice of structural equation modeling in the educational and social sciences, including path analysis, confirmatory factor analysis and hybrid models.
Requisites: ED PSYCH 760 761, or equiv
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 961 — SEMINAR-STATISTICS AND RESEARCH DESIGN
3 credits.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2016

ED PSYCH 963 — DESIGN & ANALYSIS OF QUASI-EXPERIMENTS FOR CAUSAL INFERENC
3 credits.
An applied introduction to causal inference with regression discontinuity designs, interrupted time series designs, non-equivalent control group designs (matching designs), and instrumental variable designs is given.
Requisites: ED PSYCH 763 or equivalent regression courses (with consent of instructor)
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH/ELPA 964 — HIERARCHICAL LINEAR MODELING
3 credits.
Introduction to the statistical methodology of hierarchical linear modeling, including random intercept and random slope and intercept models; models for longitudinal data; and multilevel generalized linear models.
Requisites: ED PSYCH 760 761, or equiv
Repeatable for Credit: No
Last Taught: Spring 2017

ED PSYCH 971 — ADVANCED SEMINAR IN EDUCATIONAL MEASUREMENT AND STATISTICS
1-2 credits.
Each week, students will read and discuss a different current article from the educational statistics and measurement literature. The purpose of this course is to explore a variety of subjects in which students might like to eventually conduct research.
Requisites: ED PSYCH 871 or cons inst
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017
ED PSYCH 990 — RESEARCH OR THESIS
1-12 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH/COUN PSY/PSYCH/RP & SE 995 — PREDOCTORAL INTERNSHIP
0 credits.

Registration for Ph.D. students who have successfully defended the dissertation and are in the process of completing the required predoctoral internship.

Requisites: Successful dissertation defense
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED PSYCH 999 — INDEPENDENT READING
1-3 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017