

EDUCATIONAL PSYCHOLOGY (ED PSYCH)

ED PSYCH/ASIAN/COUN PSY/PSYCH 120 – THE ART AND SCIENCE OF HUMAN FLOURISHING

3 credits.

Explore perspectives related to human flourishing from the sciences and humanities; investigate themes such as transformation, resilience, compassion, diversity, gratitude, community; expand self-awareness, enhanced social connectivity, and ability to change; formulate a sense of what it means to lead a flourishing life that sustains meaningful and fulfilling engagement with studies, relationships, community, and career.

Requisites: None

Course Designation: Breadth - Either Humanities or Social Science
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 215 – PROBABLY CORRECT: HOW TO THINK WITH STATISTICS AND DATA

3 credits.

Introduces concepts and tools of statistical thinking and analysis, coordinated with activities designed to develop statistical literacy and decision-making skills in real-world problem contexts.

Requisites: Satisfied Quantitative Reasoning (QR) A requirement

Course Designation: Gen Ed - Quantitative Reasoning Part B
Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

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

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2024

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: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2024

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: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 322 – THE PSYCHOLOGY AND MORAL DEVELOPMENT OF FORGIVENESS

3 credits.

Introduction to the psychology of forgiveness, including development and variations in appropriation of forgiveness, consequences of forgiving, and separating ideas of reconciliation and forgiveness.

Requisites: None

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 326 – MIND, BRAIN AND EDUCATION

3 credits.

Provides an overview of methods and findings at the interface between education and neuroscience. 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

Course Designation: Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2024

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: Sophomore standing

Course Designation: Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 470 – RESEARCH EXPERIENCE IN EDUCATIONAL PSYCHOLOGY

1-6 credits.

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

Requisites: Consent of instructor

Course Designation: Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

ED PSYCH 501 – THINKING AND LEARNING

3-4 credits.

Designed to explore the psychological principles that are relevant to learning, knowing, and teaching. Focuses on ideas, questions, and contextual applications. Reflect on personal approaches to learning, knowing, and teaching, and think about past, present, and future experiences through a variety of different lenses.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 505 – FUNDAMENTAL STATISTICS IN LEARNING ANALYTICS

1 credit.

Logic and methods of statistics used in the field of learning analytics. Emphasizes concepts and application rather than computational details to build fundamentals in the areas of inferential statistics. Reliability and validity, scalability, and the implications of inference in applied statistical methodology.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2023

ED PSYCH 506 – CONTEMPORARY ISSUES IN EDUCATIONAL PSYCHOLOGY

3 credits.

Influence of educational psychology upon issues and innovations in education.

Requisites: Junior standing

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

ED PSYCH 509 – EMBODIED COGNITION & EDUCATION

3 credits.

Theories of embodied cognition, and related theories of enacted, extended, and embedded cognition, have had increasing influence on general theories of cognition and philosophy of mind, and therefore have importance for education. Featuring interdisciplinary work, with readings and topics drawn from scholarly literature from several fields, including: neuroscience, psychology, philosophy, robotics and artificial intelligence, phenomenology, linguistics, and anthropology. Develop familiarity with the prevailing theories, empirical findings, and methodologies used to investigate ways that the body and body-based processes (such as perception) influence and constitute cognition, and the implications and applications of embodied cognition for education, including learning, assessment, and teaching practices. Apply these theories to research and design projects.

Requisites: Junior standing

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2022

ED PSYCH 525 – LEARNING ANALYTICS THEORY AND PRACTICE

5-6 credits.

Application of data mining techniques to large educational datasets to gain important insights into how people learn. Examines the spectrum of prevalent learning analytics methods and applications, from institutional effectiveness, to classroom-level interventions, to standardized assessments, and beyond.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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. Focus on the relation between unconscious, automatic processes and deliberate, effortful processes guiding behavior.

Requisites: None

Repeatable for Credit: No

Last Taught: Fall 2023

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: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**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: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 542 – THE BIOLOGICAL BASIS OF BEHAVIOR**

3 credits.

Focuses on neuroscience foundational concepts relevant to clinical mental health practice, neuroanatomy, neurophysiology, psychopharmacology, disease states; ontological and phylogenic neurodevelopment. Provides an overview of ethical/cultural implications of these scientific advances. Ethical/Cultural/Economic Applications.

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 551 – QUANTITATIVE ETHNOGRAPHY**

3-4 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 or graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2023**ED PSYCH 560 – FOUNDATIONS OF QUANTITATIVE AND QUALITATIVE RESEARCH METHODS**

6 credits.

Presents introductory research procedures in the social sciences, including the exploration of theoretical foundations and practical use of basic tools and programs needed for quantitative and qualitative data analysis. Examines how different methodologies can complement or compete with the other, and showcases how pertinent quantitative and qualitative methods are applied in the field of learning analytics with particular emphasis on data about - and therefore issues in - learning environments such as classrooms, online courses, apprenticeships and internships, museum exhibits, after school programs, and other formal and informal educational contexts.

Requisites: Satisfied Quantitative Reasoning (QR) B requirement or graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**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: None**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**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: Declared in Educational Psychology: Professional Educator (MSPE)**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2021**ED PSYCH 575 – INSTRUCTIONAL DESIGN FOR LEARNING ANALYTICS**

3 credits.

Explores the theoretical foundations and practical use of learning analytics for instructional design. Preparation for professional practice with hands-on experience designing learning environments modeled to predict success and retention. Focuses on understanding the ways in which learning analytics can be used to develop experiences and environments that support strategic learning outcomes.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023

ED PSYCH 615 – CONVERSATIONS AND VISUALIZATIONS

3 credits.

Introduction to communication methods using learning analytics data. Presentation modes include verbal conversations and visual representations. Addresses questions including: What data is consumable? How can we make this data meaningful for a client? Etc. Practice with stakeholder reports and presentations allows engagement in meaningful and effective communication strategies to enhance understanding of learning analytics data.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**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: Declared in Curriculum and Instruction MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**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**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2017**ED PSYCH/COM ARTS 626 – YOUTH DEVELOPMENT AND SOCIAL MEDIA: INTERDISCIPLINARY TRAINING SEMINAR**

1 credit.

Advanced level seminar that involves critical analysis of conceptual and methodological issues underlying empirical research on how social media affect and are affected by adolescent development, provides a venue for feedback on design of research studies involving youth and social media, and fosters interdisciplinary approaches to studying connections between youth development and social media use.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2021**ED PSYCH 631 – SUPERVISION OF SCHOOL PERSONNEL**

1 credit.

An introduction to principles and techniques used in the supervision of school personnel, including pre-service candidates and professional school staff. A range of supervisory strategies aimed at enhancing teaching and learning in the classroom will be examined. Gain knowledge in clinical supervision, adult learning theory, and evaluation systems used to improve teaching and learning.

Requisites: Declared in Educational Psychology: Professional Educator (MSPE)**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2021**ED PSYCH 632 – PRACTICUM IN SUPERVISION OF SCHOOL PERSONNEL**

1 credit.

Designed to enhance the practical application of principles and techniques used in the supervision of school personnel covered in Supervision of School Personnel. A variety of interactive exercises and activities are incorporated into the course to assist in the development of practical skills. Apply principles covered in the course in school settings and with supervisees.

Requisites: Declared in Educational Psychology: Professional Educator (MSPE)**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2022**ED PSYCH 633 – SUPPORTING STUDENTS' SOCIAL/EMOTIONAL WELL-BEING**

3 credits.

Examines promotion, prevention, and intervention approaches and strategies relating to how to best address students' social, emotional, and behavioral needs within the school setting. Examine ways to promote positive development within students. Evaluate prevention programs and approaches and how to implement these in school settings. Explore systematic approaches for addressing social, emotional, and behavioral needs once they are present. Explore these strategies at each level of K-12 education (i.e., elementary, middle, and high).

Requisites: Declared in Educational Psychology: Professional Educator (MSPE) MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2023

ED PSYCH 640 – FOUNDATIONS OF INSTRUCTIONAL COACHING 3 credits.

As instructional leaders, coaches play an important role in building the capacity and collective efficacy of school teams. Begin to explore the strategies at the heart of this process by engaging in discussions about the role of the instructional coach, the various models of instructional coaching, and the diverse ways instructional coaches collaborate with teachers and school leaders in and out of the classroom to support students as learners. Explore effective questioning techniques, coaching conversations, facilitation strategies, working with adult learners, navigating conflict, and verbal and nonverbal communication skills. While instructional coaches provide confidential, non-evaluative, job-embedded professional learning for fellow educators, they must also advocate for their own ongoing needs as learners, build trusting relationships with colleagues, and garner support from administration.

Requisites: Declared in MS Educational Psychology: Professional Education (MSPE) Program

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 641 – ORGANIZATIONAL CHANGE AND INSTRUCTIONAL COACHING 3 credits.

Designed to support coaches and coaching supervisors in leadership, management, and the design of educational organizations. Explore how to build collective knowledge, effective systemic processes, and progress monitoring capacity across an organization. Includes designing and leveraging coaching roles so that they can advance organizational and student learning outcomes.

Requisites: ED PSYCH 640

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2022

ED PSYCH 642 – ASSESSMENT ANALYSIS AND INSTRUCTIONAL DECISION-MAKING 3 credits.

Assessments provide teachers with multiple types and sets of data which can inform their instructional practices. Engages participants in discussions about data sets and then provide them with opportunities to conduct analyses that link to instructional adjustments. Continually focus on how to engage in productive coaching conversations with teachers and other instructional leaders about effectively designing and using assessment data to enhance student learning outcomes.

Requisites: ED PSYCH 641

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2023

ED PSYCH 643 – PRACTICUM FOR INSTRUCTIONAL COACHING 2 credits.

Designed to integrate and apply concepts and practices from the previous coaching courses, engage in discussions and readings to think critically and reflect on coaching practices. Engage in coaching activities at the individual and/or team level and take an active role in the online Instructional Coaching Professional Learning Community at UW-Madison. Provides additional opportunities to engage in collaborative inquiry into coaching practices that account for sociocultural and student-centered instructional practices, attention to components of adult learning theory, and analysis of coaching roles through language use and norms of facilitation.

Requisites: ED PSYCH 642

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 695 – CAPSTONE IN LEARNING ANALYTICS 5-6 credits.

Introduces guest speakers who specialize in applying learning analytics in a variety of professional environments and to a variety of time-sensitive topics (spanning between the student-level within a classroom, institutional effectiveness at a university, educational technology development, national standardized assessments, and beyond). Engage in a comprehensive consulting project that pairs student teams with a learning organization of their choice to design and produce a consulting report to be presented to key stakeholders. Builds on knowledge and skills learned in prior courses and requires application of program concepts in authentic contexts.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 711 – CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY

1-3 credits.

Current issues in educational psychology.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

ED PSYCH 712 – EDUCATIONAL PSYCHOLOGY DIVERSITY SEMINAR

1 credit.

Applies principles of educational psychology to the study of various aspects of diversity in human learning and development. Course readings and participation in diversity events sponsored by the department or other university organizations form the basis for class discussions of how diversity impacts the study of educational psychology.

Requisites: Declared in Educational Psychology PhD or School Psychology PhD program.

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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. Does not include a field method component.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 721 – ADOLESCENT DEVELOPMENT

3 credits.

Individual differences in and contextual influences on physical, cognitive, social, and personality development.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2021

ED PSYCH/COUN PSY/RP & SE 736 – SEMINAR IN PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

3 credits.

Seminar in the psychology of individual differences, providing broad and general coverage of theory and research related to individual and cultural differences.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH/COUN PSY/RP & SE 737 – SEMINAR IN HISTORY AND SYSTEMS OF PSYCHOLOGY

3 credits.

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2023

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 760

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 743 – DESIGN AND ANALYSIS OF SINGLE-CASE RESEARCH

3 credits.

Increases 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. Equip skills and knowledge to critically analyze published intervention research and to implement quality intervention research studies.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 745 – DESIGNING AND MANAGING THE LEARNING ENVIRONMENT

2 credits.

Provides knowledge and skills necessary to effectively and efficiently engage with students and manage the classroom environment. Ability to support the academic and social-emotional growth of children enhanced through knowledge gained regarding children's self-regulation, motivation, school climate, multi-tiered behavioral interventions, and school wide positive behavior support.

Requisites: Declared in Educational Psychology: Professional Educator (MSPE)

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 752 – ENGAGING WITH EDUCATION RESEARCH

3 credits.

An introduction to issues in consuming and conducting education research. Focus on research paradigms and methods frequently used in education research.

Requisites: Declared in Educational Psychology: Professional Educator (MSPE), MS

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Summer 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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 761

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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 761

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

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. 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: Declared in Educational Psychology: Professional Educator (MSPE)

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2020

**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. 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.

Requisites: ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

**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 finds and implications. 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: ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

**ED PSYCH 791 – MASTER OF SCIENCE FOR PROFESSIONAL
EDUCATORS CAPSTONE**

1-4 credits.

Culminating project that must be completed successfully to qualify to earn the degree. Integrates knowledge, skills, and experiential learning to demonstrate a broad mastery of learning across the program curriculum.

Requisites: Declared in Educational Psychology: Professional Educator (MSPE)

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 792 – TOOLS FOR THOUGHT

3 credits.

Analysis of educational technologies, exploring relationships among tools, thinking, and learning. Studies of current and historical tools are used as case studies for analyzing technology, education, and cognition.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

**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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

ED PSYCH/CURRIC 821 – CONSTRUCTIONISM

3 credits.

Survey of constructionist theory, research, and tools. Develop a deeper understanding of the history, theories, philosophies, tools, research, and technologies of constructionism and its children.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2022

**ED PSYCH/ELPA 822 – INTRODUCTION TO QUANTITATIVE
INQUIRY IN EDUCATION**

3 credits.

Utilize 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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH/ELPA 827 – SURVEYS AND OTHER QUANTITATIVE DATA COLLECTION STRATEGIES

3 credits.

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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 828 – BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY**

1 credit.

Develop foundational competencies in the practice of professional psychology, including professional values and attitudes, individual and cultural diversity; ethical standards and policy; reflective practice/self-care; relationships; scientific knowledge and method; and research/evaluation. Develop professional identities as psychologists and emerging clinical skills.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 829 – CLINIC PRACTICUM IN SCHOOL PSYCHOLOGY**

3 credits.

Develop competence in broad areas of school psychological practice, including assessment, consultation, and intervention. Deliver a wide range of psychological and educational services to clients including individual and group interventions; academic, social, emotional, and behavioral assessments; and parent and/or teacher consultation.

Requisites: ED PSYCH 828**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 830 – FIELD PRACTICUM IN SCHOOL PSYCHOLOGY**

6 credits.

Develop competence in delivering school psychological services in a school or other applied setting under the supervision of a practicing psychologist. Provide assessment, consultation, and intervention with increasing independence under the direct supervision of field supervisors and the university coordinator.

Requisites: ED PSYCH 829**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 840 – ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY**

1 credit.

Expand competence in delivering a range of psychological services in a variety of health service psychology settings. Specific experiences will be individualized and may allow for specialization in a specific area of practice or provide training to enhance foundational skills.

Requisites: ED PSYCH 830**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**ED PSYCH/ED POL/ELPA/RP & SE 842 – LEGAL FOUNDATIONS OF SPECIAL EDUCATION AND PUPIL SERVICES**

3 credits.

Legal requirements and issues relative to special education and pupil services programs; special education, juvenile justice, programs for English language learners, programs for children who are homeless; examination of applicable federal and state statutes and case law.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2019

ED PSYCH 871 – TEST THEORY II

3 credits.

Theory underlying validity, scoring procedures, prediction and classification, normal, binomial, Poisson and logistic model, including item response theory models.

Requisites: ED PSYCH 761

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2020

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2020

ED PSYCH 925 – ADVANCED SEMINAR IN HUMAN DEVELOPMENT

2-3 credits.

Provides an in-depth review and analysis of specific areas of human development, such as cognitive, moral, language, neurological, social, and personality development.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

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/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2023

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 763

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 961 – SEMINAR-STATISTICS AND RESEARCH DESIGN

3 credits.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2016

ED PSYCH 963 – DESIGN & ANALYSIS OF QUASI-EXPERIMENTS FOR CAUSAL INFERENCE

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 762 and 763

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 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 763

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

ED PSYCH 965 – APPLIED BAYESIAN STATISTICS FOR EDUCATION RESEARCH

3 credits.

Covers the basic elements of Bayesian statistics through lecture, discussion and practice. Focuses on why the Bayesian perspective provides a powerful alternative to the frequentist perspective. Topics to be covered include; Bayes' theorem, Markov chain Monte Carlo sampling and the "rjags" program, Bayesian hypothesis testing, Bayesian model building and evaluation, Bayesian approaches to missing data, Bayesian model averaging, Bayesian multilevel models and latent variable models, and philosophical debates within the Bayesian paradigm of statistics.

Requisites: ED PSYCH 763

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

ED PSYCH 971 – ADVANCED SEMINAR IN EDUCATIONAL MEASUREMENT AND STATISTICS

1-2 credits.

Discuss a different current article from the educational statistics and measurement literature. Explore a variety of subjects in which one might like to eventually conduct research.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2018

ED PSYCH 990 – RESEARCH OR THESIS

1-12 credits.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

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: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

ED PSYCH 999 – INDEPENDENT READING

1-3 credits.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024