

EDP - Educational Psychology

Educational Psychology: EDP

Lower-Division Courses

EDP 304 (TCCN: EDUC 1300, PSYC 1300). Strategic Learning for the Twenty-First Century.

Explores a wide range of subjects in educational psychology that impact student learning, including theories of cognition and motivation, and applies them to academic work. Covers strategies to improve student academic performance. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 304; 110, 210, 310 (Topic 1); 110, 210, 310 (Topic 4); 110, 210, 310 (Topic 5). Offered on the letter-grade basis only.

EDP 308. Statistical Reasoning and Literacy.

Introduction to statistical applications and their interpretation in daily life. Covers principles of gathering and analyzing data, and interpreting analysis results in order to critically evaluate findings reported in the media and social science research. Explores basic statistical analyses, and skills needed for informed research consumerism. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 308, Statistics 309, 309H or Statistics and Data Sciences 301.

EDP 216, 316, 416. Intergroup Dialogue.

Group discussion of the definitions and implications of social identities. Topics may include gender, race, ethnicity, religion, sexual orientation, physical ability, and age. For each semester hour of credit earned, one lecture hour a week for one semester. Only one of the following may be counted: Educational Psychology 210 (Topic: Intergroup Dialogue), 210 (Topic 3), 310 (Topic 3), and 216, 316, 416. Offered on the letter-grade basis only.

EDP 118T, 218T, 318T, 418T. Selected Topics in Educational Psychology.

Issues, research, and topics of contemporary interest in various areas of educational psychology and the behavioral sciences that may vary from semester to semester. For each semester hour of credit earned, one lecture hour a week for one semester; additional laboratory hours may be arranged for some topics. May be repeated for credit when the topics vary.

Topic 5: Introduction to Career Planning. Introduction to social science models of career development and the social-historical dimensions of how work is structured. Apply learned concepts to career planning via activities and assessments.

Topic 8: Introduction to School Psychology. Introduction to the profession of school psychology. Explore the role and function of a school psychologist, current issues and trends for psychologists working in schools, clinical and scientific competencies of school psychologists, and the application of skills relevant to school psychology practice. Educational Psychology 318T (Topic: Intro to School Psychology) and 318T (Topic 8) may not both be counted.

EDP 119S, 219S, 319S, 419S, 519S, 619S, 719S, 819S, 919S. Topics in Educational Psychology.

This course is used to record credit the student earns while enrolled at another institution in a program administered by the University's Study Abroad Office. Credit is recorded as assigned by the study abroad adviser in the Department of Educational Psychology. University credit

is awarded for work in an exchange program; it may be counted as coursework taken in residence. Transfer credit is awarded for work in an affiliated studies program. May be repeated for credit when the topics vary.

Upper-Division Courses

EDP 129S, 229S, 329S, 429S, 529S, 629S, 729S, 829S, 929S. Topics in Educational Psychology.

This course is used to record credit the student earns while enrolled at another institution in a program administered by the University's Study Abroad Office. Credit is recorded as assigned by the study abroad adviser in the Department of Educational Psychology. University credit is awarded for work in an exchange program; it may be counted as coursework taken in residence. Transfer credit is awarded for work in an affiliated studies program. May be repeated for credit when the topics vary.

EDP 350E. Introduction to Life Span Development.

Explores theories of personality, as well as research and literature on mental health and character development, applying principles and theories to the educative enterprise. Covers application of personality theory to the guidance of children and youth. Study of physical, social, and cognitive development in humans. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 350E, 363M (Topic: Introduction to Life Span Development), and 363M (Topic 6). Prerequisite: Upper-division standing recommended.

EDP 350G. Adolescent Development.

Addresses contemporary adolescent development in relation to major transitions, contextual influences, and psychosocial tasks. Covers adolescent identity development, with focus on the education of adolescents. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 350G, 363M (Topic: Adolescent Development), 363M (Topic 3). Prerequisite: Upper-division standing and six semester hours of upper-division coursework in education or behavioral sciences.

EDP 350L. Human Sexuality.

Taught from a psychological perspective with attention to the physiological, emotional, and relationship dimensions of sexuality. Presents factual information and promotes scholarly examination of social and personal factors in developing healthy relationships and sexual expression. Three lecture hours a week for one semester. Educational Psychology 350L and 363 (Topic 3) may not both be counted. Prerequisite: Upper-division standing.

EDP 352D. Introduction to Individual Counseling and Psychotherapy.

Nature of the counseling process, dynamics of behavior change, client-counselor roles and relationships; an experiencing of the group process as a basis for studying dynamics of individual and group behavior. Three lecture hours a week for one semester. Educational Psychology 352D and 367 (Topic 1) may not both be counted. Prerequisite: Upper-division standing.

EDP 352G. Multicultural Approach to Counseling and Psychotherapy.

An introduction to cultural diversity, cultural issues, cultural groups, and multiculturalism in counseling. Three lecture hours a week for one semester. Educational Psychology 352G and 367 (Topic 2) may not both be counted. Prerequisite: Upper-division standing and completion of six semester hours of upper-division coursework in behavioral sciences.

EDP 352K. Mindfulness, Compassion, and the Self.

Subjects include mindfulness, self-compassion, well-being, and self-concept. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 352K, 362 (Topic 8), and 362 (Topic: Mindfulness, Compassion, and the Self). Prerequisite: Upper-division standing and completion of three semester hours of coursework in behavioral sciences.

EDP 352N. Addiction Counseling and Theories.

Studies in biological mechanisms of categories of commonly abused substances and behaviors, as well as prevention and treatment approaches to addiction. Includes discussion of other forms of addiction, including food, sex, and internet, and addiction in diverse populations. Three lecture hours a week for one semester. Educational Psychology 352N and 367 (Topic 3) may not both be counted. Prerequisite: Upper-division standing.

EDP 354E. Psychology of Women.

Study of women's experiences, issues, and behavior in the context of psychological theory and research. Integrates several sub-disciplines of psychology, including physiological, personality, developmental, social, abnormal, and applied psychology. Explores a variety of topics relevant to psychology of women, including theories of women's personality, gender socialization, sex differences, victimization, oppression, and motherhood. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 354E, 362 (Topic: Psychology of Women), 362 (Topic 10), and Women's and Gender Studies 345 (Topic: Psychology of Women). Prerequisite: Upper-division standing.

EDP 354G. Psychology of the African American Experience.

Same as African and African Diaspora Studies 352D. Examination of the psychology of people of African descent using an African-centered liberatory model. Three lecture hours a week for one semester. Only one of the following may be counted: African and African Diaspora Studies 352D, 374D (Topic 11), Educational Psychology 354G, 362 (Topic: Psychology of the African-American Experience), 362 (Topic 9: Psychology of the African-American Experience).

EDP 354J. Psychology of Race and Racism.

Same as African and African Diaspora Studies 352C. Review of the history and evolution of the construct of race as a psychological and social phenomenon. Multidisciplinary but primarily social-psychological approach: in addition to readings from psychology, ideas in the areas of anthropology, sociology, and biology will be discussed. Emphasis on theoretical and conceptual approaches toward understanding the psychology of racial thinking. Three lecture hours a week for one semester. Only one of the following may be counted: African and African Diaspora Studies 352C, 372D (Topic 1), Educational Psychology 354J, 362 (Topic 6). Prerequisite: Upper-division standing.

EDP 358D. Emotional and Behavioral Disorders.

Covers theory and research on several mental disorders with a critical perspective on how social structures and assumptions influence the way they are conceptualized and treated. Three lecture hours a week for one semester. Only one of the following may be counted: Educational Psychology 358D, 363 (Topic 5), 376T (Topic: Emo/Behav Disorders: Youth/Ad). Prerequisite: Upper-division standing and completion of three semester hours of coursework in behavioral sciences.

EDP 371. Introduction to Statistics.

Examine descriptive and inferential statistics; measures of central tendency and variability; standardized scores; confidence intervals; correlation and regression; probability and statistical inference; analysis

of variance; and nonparametric statistics. Three lecture hours a week for one semester, with additional laboratory hours to be arranged.

EDP 176T, 276T, 376T, 476T. Topics in Educational Psychology.

Issues, research, and topics of contemporary interest in various areas of educational psychology and the behavioral sciences. For each semester hour of credit earned, one lecture hour a week for one semester; additional laboratory hours may be arranged for some topics. May be repeated for credit when the topics vary. Prerequisite: Prerequisites may vary with the topic.

Topic 3: Disability and Culture in Education. Examination of the culture of disability in the educational context. Explores language and terminology around disability; history of ableism (discrimination/prejudice), the role of accommodations and access in defining disability and inclusion, perceptions of disability over time, identity development for individuals with a disability, diversity and difference of language within disability groups.

Topic 9: Pediatric Psychology and Health Disparities. Examine the biological, psychological, and social foundations of pediatric conditions, as well as lifespan health conditions related to development in childhood. Explore pediatric health disparities, the intersection of psychology and public health, research methods used in the field of pediatric psychology, and assessment and intervention with children and families. Educational Psychology 376T (Topic 7) and 376T (Topic 9) may not both be counted. Additional prerequisite: Upper-division standing and six semester credit hours of coursework in behavioral sciences is recommended.

Topic 12: Sport and Performance Psychology. Examine the intersection of psychology and sport/performance. Discuss reinforcement and behavior modification, team management, mental health and athletics, and diversity and athletics. Educational Psychology 376T (Topic: Sport & Performance Psych) and 376T (Topic 12) may not both be counted.

Topic 14: Teaching Sexual Health. Examine effective teaching strategies related to sexual development, sexual health, and other subjects included in comprehensive sexuality education for children, adolescents, and adults. Designed for those interested in education, social work, nursing, criminal justice, public health, and other professional areas that intersect with providing information. Educational Psychology 376T (Topic: Teaching Sexual Health) and 376T (Topic 14) cannot both be counted. Additional prerequisite: Educational Psychology 350L or equivalent Human Sexuality course.

EDP 379L. Research in Educational Psychology.

Supervised research experience in educational psychology. Individual Instruction. May be repeated for credit. Prerequisite: Upper-division standing, completion of twelve semester hours of upper-division coursework in behavioral sciences, and consent of instructor.

Graduate Courses

EDP 380C, 480C. Quantitative Methods.

Theory, models, methods, and applications of quantitative methods used in applied research. Three lecture hours a week for one semester, with additional laboratory hours to be arranged. Educational Psychology 380C, 480C and 182K, 282K, 382K, 482K may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing and consent of the adviser in the student's area of specialization; additional prerequisites vary with the topic.

Topic 2: Fundamental Statistics. Introductory course designed for students in the fields of education and the social, behavioral, and health sciences who expect to take a second course in statistics.

Subjects include descriptive and inferential statistics; sampling distributions; hypothesis testing; correlation; linear prediction; tests of mean differences; tests of frequencies and proportions; and one-way analysis of variance. Educational Psychology 380C (Topic 2) and 180E (Topic 1), 280E (Topic 1), 380E (Topic 1) may not both be counted.

Topic 4: Correlation and Regression Methods. Examines tests of association; multiple regression, including multiple predictors of a single interval-scaled outcome; and related subjects such as regression models for mediation and moderation. Educational Psychology 380C, 480C (Topic 4) and Educational Psychology 182K, 282K, 382K, 482K (Topic 2) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 2), and EDP 380C (Topic 6) or EDP 480C (Topic 6), or consent of instructor.

Topic 6: Statistical Analysis for Experimental Data. Subjects include hypothesis tests and data analysis procedures for a variety of experimental designs, including one-way analysis of variance; factorial analysis of variance; analysis of covariance; and repeated measures designs. Instruction in the use of statistical software is provided. Additional hours to be arranged. Educational Psychology 380C (Topic 6) and 182K (Topic 1: Experimental Design and Statistical Inference), 282K (Topic 1: Experimental Design and Statistical Inference), 382K (Topic 1: Experimental Design and Statistical Inference), or 482K (Topic 1: Experimental Design and Statistical Inference) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 2), (or 180E (Topic 1), 280E (Topic 1), 380E (Topic 1), or consent of instructor.

Topic 10: Factor Analysis. Exploratory and confirmatory factor analysis models; elementary matrix algebra; basic formulae for common factor analysis and principal components analysis; factor extraction methods; rotation models; criteria for analytical orthogonal and oblique rotation; interpretation of factors; calculation of factor scores; use of computer programs; and tests of model fit. Educational Psychology 380C (Topic 10) and 182K (Topic 3), 282K (Topic 3), 382K (Topic 3), 482K (Topic 3) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 4) (or 182K (Topic 2), 282K (Topic 2), 382K (Topic 2), 482K (Topic 2)) and 380D (Topic 4) (or 180P (Topic 2), 280P (Topic 2), 380P (Topic 2), 480P (Topic 2)), or consent of instructor.

Topic 12: Survey of Multivariate Methods. Examine fundamentals of vector and matrix algebra; multivariate analysis of variance; principal components analysis and exploratory factor analysis; discriminant analysis; logistic regression; multivariate mixed modeling; cluster analysis; multidimensional scaling; and missing data. Educational Psychology 380C (Topic 12) and Educational Psychology 182K (Topic 4), 282K (Topic 4), 382K (Topic 4), 482K (Topic 4) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 4) (or 182K (Topic 2), 282K (Topic 2), 382K (Topic 2), 482K (Topic 2)) and Educational Psychology 380C (Topic 6) (or 182K (Topic 1: Experimental Design and Statistical Inference), 282K (Topic 1: Experimental Design and Statistical Inference), 382K (Topic 1: Experimental Design and Statistical Inference), 482K (Topic 1: Experimental Design and Statistical Inference)), or consent of instructor.

Topic 14: Structural Equation Modeling. Provides the basic theoretical background necessary for the application of structural equation modeling to research problems including model specification, identification, path analysis, estimation, testing fit, respecification, confirmatory factor analysis, and issues concerning the interpretation of structural equation models. Educational Psychology 380C (Topic 14) and 182K (Topic 6), 282K (Topic 6), 382K (Topic 6), 482K (Topic 6) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 12), (or 182K (Topic 4), 282K (Topic 4), 382K (Topic 4), 482K (Topic 4)), or consent of instructor.

Topic 16: Hierarchical Linear Modeling. Introduction to the basic concepts and applications of hierarchical linear (i.e. multilevel) models. Learn strategies for analyzing various nested data structures, such as students within schools, and measurement occasions within subjects. Determine when and how to use hierarchical linear models, with an emphasis placed both on the statistical concepts of the modeling framework and the application of hierarchical linear modeling to data sets via software. Educational Psychology 380C (Topic 16) and 184 (Topic 16), 284 (Topic 16), 384 (Topic 16) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 6) and 380C (Topic 4).

Topic 18: Applied Bayesian Analysis. Examine practical introduction to Bayesian statistical inference with an emphasis on applications in behavioral and measurement research. Explore conceptual differences between Bayesian and classical statistical inference and the differences between these approaches in the context of various statistical procedures. Use Bayesian software for analysis. Educational Psychology 380C (Topic 18) and 182K (Topic 10), 282K (Topic 10), 382K (Topic 10), 482K (Topic 10) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 4) or 382K (Topic 2), or 482K (Topic 2); and 380C (Topic 6) or 382K (Topic 1), 482K (Topic 1); and 380C (Topic 16), or consent of instructor.

Topic 22: Analysis of Categorical Data. Introduces basic concepts, common statistical models, and analysis methods for categorical data. Provides theory and examples of applications using categorical techniques. Subjects include inference methods for contingency tables, generalized linear models for binary and count data, logistic regression models, multcategory logit models, loglinear models for contingency tables, and models for matched pairs. Educational Psychology 380C, 480C (Topic 22) and 182K, 282K, 382K, 482K (Topic 5) may not both be counted. Additional prerequisite: Educational Psychology 380C, 480C (Topic 4) and 380C, 480C (Topic 6); or consent of instructor.

Topic 23: Missing Data Analysis. Analyze data with missing values. Examine missing data theory, estimating statistical models with missing data, and other practical issues related to missing data, including the use of statistical software for handling missing data. Additional prerequisite: Educational Psychology 380C (Topic 6) and 380C (Topic 12).

Topic 26: Data Exploration and Visualization in R. Explore R, an open-source statistical programming platform for data analysis and visualization. Examine the foundational facilities and skills in R programming and how to use the tools to accomplish real-world, reproducible data analysis and visualization. Only one of the following may be counted: Educational Psychology 380C (Topic: Data Analysis/Sim in R), 380C (Topic 20), 380C (Topic 26).

Topic 28: Statistical Modeling and Simulation in R. Building on the foundational skills in R, examine how to design and program Monte Carlo simulation studies, which are a tool for evaluating the performance of statistical estimation and inference procedures. Explore translating mathematical equations to code and implementing statistical algorithms, building R packages, parallelizing, and integrating high-performance functions into R. Additional prerequisite: Educational Psychology 380C (Topic 12); and 380C (Topic 26) or 380C (Topic 20).

EDP 380D. Psychometrics.

Theory, models, methods, and applications in psychometrics and program evaluation. Three lecture hours a week for one semester. Educational Psychology 380D and 180P, 280P, 380P, 480P may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing and consent of the adviser in the student's area of specialization.

Topic 2: Measurement and Evaluation. A basic background in measurement and evaluation is necessary to be appropriately critical of tests and instruments that are used in educational and psychological measurement situations. Subjects include general principles and basic concepts; types of reliability and validity; and the use of psychometric principles in various testing areas, such as intelligence testing; special aptitudes and abilities; educational achievement; and non-cognitive characteristics. Educational Psychology 380D (Topic 2) and 180P (Topic 1), 280P (Topic 1), 380P (Topic 1), 480P (Topic 1) may not both be counted. Additional prerequisite: Twelve semester hours of upper-division coursework in education, psychology, or other behavioral sciences.

Topic 4: Psychometric Theory and Methods. Addresses major approaches to analyzing responses to test items for making inferences about characteristics of examinees and items. Subjects include mental test theory and methods (e.g., the classical true-score model, item response theory models, and test construction methods); an introduction to factor analysis; and psychological scaling theory and procedures. Educational Psychology 380D (Topic 4) and 180P, 280P, 380P, 480P (Topic 2) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 2) (or 180E, 280E, 380E (Topic 1)) and Educational Psychology 380D (Topic 2) (or 180P, 280P, 380P, 480P (Topic 1)), or consent of instructor.

Topic 6: Program Evaluation Models and Techniques. Subjects include background and theory (including classical test theory, objectivity in mental measurement, dichotomous and polytomous models, conventional item analysis versus the item response theory approach, item parameter and ability estimation, and information functions), and applications (including relative efficiency of tests, flexilevel and two-stage tests, computerized adaptive tests and mastery tests, test equating, differential item functioning, and attitude and personality measurement). Educational Psychology 380D (Topic 6) and 180P (Topic 4: Evaluation Models and Techniques), 280P (Topic 4: Evaluation Models and Techniques), 380P (Topic 4: Evaluation Models and Techniques), 480P (Topic 4: Evaluation Models and Techniques) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 2) (or 180E (Topic 1), 280E (Topic 1), 380E (Topic 1), 480E (Topic 1)), or consent of instructor.

Topic 8: Item Response Theory. Subjects include background and theory (including classical test theory, objectivity in mental measurement, dichotomous and polytomous models, conventional item analysis versus the item response theory approach, item parameter and ability estimation, and information functions), and applications (including relative efficiency of tests, flexilevel and two-stage tests, computerized adaptive tests and mastery tests, test equating, differential item functioning, and attitude and personality measurement). Educational Psychology 380D (Topic 8) and 180P (Topic 6), 280P (Topic 6), 380P (Topic 6), 480P (Topic 6) may not both be counted. Additional prerequisite: Educational Psychology 380D (Topic 4) (or 180P (Topic 2), 280P (Topic 2), 380P (Topic 2), 480P (Topic 2)), or consent of instructor.

Topic 10: Test and Scale Construction. Design of effective instruments and cognitive tests; facet theory for scale construction; measurement of opinions and beliefs; tryout of experimental forms and item analysis; use of factor analysis and multidimensional scaling; norms and scaled scores; reliability and validity assessment; and test equating methods. Educational Psychology 380D (Topic 10) and Educational Psychology 180P (Topic 8), 280P (Topic 8), 380P (Topic 8), 480P (Topic 8) may not both be counted. Additional prerequisite: Educational Psychology 380D (Topic 4), (or Educational Psychology 180P (Topic 2), 280P (Topic 2), 380P (Topic 2), 480P (Topic 2)), or consent of instructor.

Topic 11: Computer Adaptive Testing. In-depth examination of computer adaptive testing (CAT) methodologies based on Item Response Theory (IRT) models. Subjects include optimal test design

principles; estimation of person parameters; item banking techniques; components of fully-adaptive and multi-stage testing algorithms; and issues concerning reliability, validity, item exposure, and score reporting. Only one of the following may be counted: Educational Psychology 380D (Topic 11), 380D (Topic 12), 380P (Topic 13). Additional prerequisite: Educational Psychology 380D (Topic 8) or consent of instructor.

Topic 14: Applied Psychometrics. In-depth examination of applied psychometric techniques. Subjects include equating scores; setting standards; detecting differential item functioning and selection, placement, and classification. Educational Psychology 380D (Topic 14) and Educational Psychology 180P (Topic 14), 280P (Topic 14), 380P (Topic 14), 480P (Topic 14) may not both be counted. Additional prerequisite: Educational Psychology 380D (Topic 4) (or 180P (Topic 2), 280P (Topic 2), 380P (Topic 2), 480P (Topic 2)), or consent of instructor.

Topic 16: Advanced Psychometrics Seminar. Discussion of emerging technical subjects in the areas of psychometrics, measurement, and educational statistics. Addresses advanced techniques for analyzing item response data, and studying characteristic of tests/assessment instruments, using available computer software. Educational Psychology 380D (Topic 16) and 180P, 280P, 380P, 480P (Topic 9) may not both be counted. Additional prerequisite: Educational Psychology 380D (Topic 4) (or 180P, 280P, 380P, 480P (Topic 2)), or consent of instructor.

Topic 18: Advanced Psychometrics Research. Educational Psychology 380D (Topic 18) and 180P (Topic 15), 280P (Topic 15), 380P (Topic 15), 480P (Topic 15) may not both be counted. Additional prerequisite: Educational Psychology 380D (Topic 4) (or 180P (Topic 2), 280P (Topic 2), 380P (Topic 2), 480P (Topic 2)), or consent of instructor.

EDP 380Q. Practicum in Psychometrics.

Three lecture hours a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only.

EDP 381C. Research Methodology.

Theories and models for educational and psychological research. Three lecture hours a week for one semester. Educational Psychology 381C and 184, 284, 384 may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing; twelve semester hours of upper-division coursework in education or behavioral science, including an adequate background in statistics; and consent of the adviser in the student's area of specialization.

Topic 2: Research Design and Methods for Psychology and Education.

Introduction to essential concepts and methods used in quantitative empirical research in psychology and education. Examine ideas from the philosophy of science, threats to validity, causal inference, and experimental and quasi-experimental techniques, with a focus on the logic and methods of designing and evaluating research. Educational Psychology 381C (Topic 2) and 184, 284, 384 (Topic 24) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 6); Educational Psychology 480C (Topic 4) is recommended.

Topic 4: Research Methodology for Practitioners. Designed to facilitate understanding of research methods and statistical analysis. Overviews development of needs assessment, program evaluation, and program modifications. Facilitates skills in critically evaluating research to select evidence-based approaches for practice settings. Educational Psychology 381C (Topic 4) and 184, 284, 384 (Topic 20) may not both be counted.

Topic 6: Literature and Research Synthesis. Focuses on the creation of a literature review or systematic research synthesis. Subjects to be covered include: problem formation; how research is communicated and how the scientific communication system affects knowledge;

methods for locating research; problems in retrieving data from secondary sources; judging the quality of research; estimating the impact of policies and practices and gauging the strength of relations; and assessing variance in impacts and relationships across studies. Educational Psychology 381C (Topic 6) and 184, 284, 384 (Topic 22) may not both be counted.

Topic 8: Qualitative Research Methods. Examines research methods that are descriptive, field-based, interpretive, and discovery-focused. Subjects include the varieties of qualitative research; identifying questions and phenomena for research; planning and conducting qualitative research; coding and other analytic procedures; developing an interpretation; and trustworthiness issues in qualitative inquiry. Educational Psychology 381C (Topic 8) and 184, 284, 384 (Topic 8) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 2) (or 180E, 280E, 380E (Topic 1)), or consent of instructor.

Topic 10: Issues in Multicultural Research. Designed to provide knowledge and tools to critique and evaluate theoretical, conceptual, and methodological issues related to the role and importance of culture, ethnicity, and race in multicultural research. Draws from social, developmental, counseling, and clinical psychology research, and emphasizes the challenges in conducting rigorous, culturally sound research. Educational Psychology 381C (Topic 10) and 184, 284, 384 (Topic 17) may not both be counted.

Topic 12: Meta-analysis. Effect size calculation for different designs; quantitative methods and models for synthesizing and testing moderators of effect size; and related subject matter. Educational Psychology 381C (Topic 12) and 184, 284, 384 (Topic 7) may not both be counted. Additional prerequisite: Educational Psychology 480C (Topic 6), 480C (Topic 4), and 380C (Topic 16), or consent of instructor.

Topic 14: Causal Inference. Survey of quantitative methods for studying causal effect of interventions, with emphasis on data analysis and interpretation. Subjects include potential outcomes models, graphical models, randomized experiments, propensity scores, matching and weighting, instrumental variables, interrupted time series, regression discontinuities, and mediation models. Educational Psychology 381C (Topic 14) and 184, 284, 384 (Topic 25) may not both be counted. Additional prerequisite: Educational Psychology 381C (Topic 2) (or 184, 284, 384 (Topic 24)).

Topic 16: Survey Research Design. Overview of the survey research process; addresses various topics in survey research within the context of the development of a survey study. Covers sequence of a survey study, from conceptualization to measurement, administration, data management and analysis, and writing the research report. Issues in quasi-experimental design, sampling, questionnaire construction, administration, and the use of computers in survey research are covered within this framework. The relative advantages, disadvantages, and appropriateness of the different modes of survey administration (i.e., face-to-face interviews, telephone interviews, mail, internet surveys, and other self-administered questionnaires) for different research questions are also examined. Educational Psychology 381C (Topic 16) and 184, 284, 384 (Topic 7) may not both be counted. Additional prerequisite: Educational Psychology 380C (Topic 2) or consent of instructor.

EDP 381D. Advanced Statistical Modeling.

Advanced course intended for doctoral students specializing in quantitative methods. Subject matter includes extensions of basic two- and three-level multilevel models and of structural equation models; simulation study design; and related subjects. Three lecture hours a week for one semester. May be repeated for credit. Prerequisite: Graduate standing; Educational Psychology 380C (Topic 14) (or Educational Psychology 182K (Topic 6), 282K (Topic 6), 382K (Topic 6),

482K (Topic 6)) and 380C (Topic 16) (or 184 (Topic 16), 284 (Topic 16), 384 (Topic 16)), or consent of instructor.

EDP 381E. Advanced Item Response Theory.

Advanced course intended for doctoral students specializing in quantitative methods. Subjects include extensions of Item Response Theory (IRT) models, including multidimensional IRT and Testlet Response Theory, explanatory item response modeling, IRT rater models, cognitive diagnostic IRT models, response time models, and related subjects. Three lecture hours a week for one semester. May be repeated for credit. Prerequisite: Graduate standing; Educational Psychology 380C (Topic 16) (or 184 (Topic 16), 284 (Topic 16), 384 (Topic 16) and 380D (Topic 8) (or 180P (Topic 17), 280P (Topic 17), 380P (Topic 17), 480P (Topic 17)), or consent of instructor.

EDP 381S. Practicum in Program Evaluation.

Three lecture hours a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only.

EDP 382C. Social Psychology and Behavioral Sciences in Education.

Examination of issues, theories, and research in selected areas of social psychology and other behavioral sciences that have implications for education. Social psychology is the study of how individuals are influenced by others. Behavioral sciences examines the interaction of cognitive processes and social environment, including social relationships. Three lecture hours a week for one semester. Educational Psychology 381M and 382C may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate Standing.

Topic 2: Social Psychology. Explore basic theories and methods of social psychology including attitudes and social cognition, interpersonal relations and group processes, and personality processes and individual differences. Educational Psychology 381M (Topic 2) and 382C (Topic 2) may not both be counted.

Topic 4: Families and Education in Three Cultures. Covers intersection of families and education in the cultures of China, Japan, and the U.S., from pre-school through higher education; content is situated within the discipline of psychology. Educational Psychology 381M (Topic 6) and 382C (Topic 4) may not both be counted.

Topic 6: Psychology of Race, Prejudice, and Stereotypes. Studies the history and evolution of race, prejudice, and stereotyping from a social psychological perspective. Focuses on understanding the psychology of racial attitudes, prejudice, and stereotyping. Includes related ideas from the areas of anthropology, sociology, and biology. Educational Psychology 381M (Topic 12) and 382C (Topic 6) may not both be counted.

Topic 8: The Social Psychology of Siblings. Survey multiple theories and research literature evaluating the influence of siblings, including the absence of siblings on social, psychological, and health outcomes across the lifespan. Utilize an empirical research study about sibling effects during childhood, adolescence, adulthood, and old age. Additional prerequisite: Graduate standing.

EDP 382D. Learning and Motivation.

History and systems of psychology applied to education; modern theories and current research in learning and human motivation, especially in relation to new educational media and to the educative process. Three lecture hours a week for one semester. Educational Psychology 382D and 382L may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing; twelve semester hours of upper-division coursework in educational psychology and/or psychology; and consent of the adviser in the student's area of specialization.

Topic 2: History and Systems of Psychology. Overview of the major theoretical frameworks in psychology and its antecedents as a scientific field. Includes discussion of influential ideas, the people behind them, and their historical contexts. Special focus is on particular psychology paradigm characteristics of certain periods in history. Additional emphasis is placed on the research methodologies that accompany each paradigm, and on building communication skills and co-constructing understanding through class discussions, oral presentations, and analytical writing. Educational Psychology 382D (Topic 2) and 382L (Topic 17) may not both be counted.

Topic 4: Psychology of Learning. Examination of the current literature on how people learn, the factors that influence the acquisition of knowledge, and on the philosophical frameworks that have characterized views of the learning process. Educational Psychology 382D (Topic 4) and 382L (Topic 1) may not both be counted.

Topic 6: Motivation and Emotion. Explore human motivation and emotion from a psychological perspective. Examine classical and contemporary theories to understand the nature, predictors, functions, and consequences of motivation and emotion. Review basic theories of motivation and emotion in application to educational issues. Educational Psychology 382D (Topic 6) and 382L (Topic 2) may not both be counted.

Topic 8: Instructional Psychology. Translating the theories and research on human learning and motivation into practice for educational psychology students through designing instruction to meet the needs of a range of audiences and instructional situations. Emphasis is placed on communicating how various learning and motivation theories get translated into design theories and instructional practice, and how a given instructional practice might be based in theory. Educational Psychology 382D (Topic 8) and 382L (Topic 3) may not both be counted.

Topic 16: Research on Discourse Practices. Considers the current research and thinking about how individuals use language in human interaction, how writing and reading processes are multidimensional and socially situated, and how new forms of discourse arise in social interactions. Educational Psychology 382D (Topic 16) and 382L (Topic 19) may not both be counted.

Topic 20: Current Issues in Motivation. Discuss advanced issues and debates in motivation research: motivational interventions, methodological innovations, the roles of culture and context, and current theoretical debates in the field. Educational Psychology 382D (Topic 20) and 382L (Topic 20) may not both be counted.

EDP 382E. Biological Basis of Behavior and Learning.

An investigation of how the biological processes influence behavior, as well as how biological, social, and psychological factors influence health, illness, and learning. Three lecture hours a week for one semester. Educational Psychology 382E and 383 may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing; twelve semester hours of upper-division coursework in educational psychology and/or psychology; and consent of the adviser in the student's area of specialization.

Topic 2: Biological Basis of Behavior. Provides an overview of brain structure and function and the brain bases of behavior and disorders of behavior. Focus is on the structure of the nervous system, with a primary emphasis on the functional organization of the brain, and the mechanisms underlying neural communication, followed by a review of various functional systems of the brain and clinical disorders known to be associated with dysfunction of these systems. Only one of the following may be counted: Educational Psychology 382E (Topic 2), 382L (Topic 9), 383 (Topic 1).

Topic 10: Child and Adolescent Psychopharmacology, Health, and Learning. Educational Psychology 382E (Topic 10) and 382L (Topic 18) may not both be counted.

Topic 11: Pediatric Psychology and Health Disparities. Focus on current research and practice in pediatric psychology, including the biological, psychological, and social foundations of pediatric conditions, as well as lifespan health conditions related to development in childhood. Explore general principles of pediatric psychology, pediatric health disparities, and disease-specific issues (e.g. cancer, asthma, diabetes, obesity), including developmental processes of risk and resilience and prevention and intervention for these conditions. Only one of the following may be counted: Educational Psychology 382E (Topic 11), 382E (Topic 12), 397 (Topic 6).

Topic 14: Health Psychology.

EDP 382F. Human Development.

Theories of development and the educative process. Three lecture hours a week for one semester. Educational Psychology 382F and 385 may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing; twelve semester hours of upper-division coursework in education, psychology, or other behavioral sciences or consent of instructor, and consent of the adviser in the student's area of specialization.

Topic 3: Life Span Development. Examine human development from birth to death. Explore theories and empirical research across domains including social, emotional, identity, and cognitive. Discuss the roles of gender, socio-economic status, culture, race, ethnicity, and sexual orientation in human development and aging across multiple settings. Only one of the following may be counted: Educational Psychology 382F (Topic 2), 382F (Topic 3), 385 (Topic 1).

Topic 4: Child and Adolescent Social, Emotional, and Cognitive Development. Overview of the current state of empirical knowledge in the field of child development. Introduction to key topics relating to each of the major periods of human growth beginning with infancy. Focus is on the main theoretical frameworks and controversies within which knowledge is constructed in this field. Additional emphasis is on what these diverse approaches propose, and on critical evaluation of child development theory and research. Builds skills in communicating and co-constructing understanding through class discussions, oral presentations, and analytical writing. Educational Psychology 382F (Topic 4) and 385 (Topic 2) may not both be counted.

Topic 6: Culture, Child Development, and Education. Advanced graduate seminar that examines current theory and research from the psychology, anthropology, and sociology fields on the roles of culture, ethnicity, and race in the development and education of children around the world. In-depth discussion subjects include parenting and socialization; cognitive, social, and emotional development; the effects of socioeconomic status; culture change and acculturation; and racism and critical race theory. Educational Psychology 382F (Topic 6) and 391 (Topic 1), 691 (Topic 1) may not both be counted.

Topic 10: Mindfulness, Compassion, and the Self. Research and theory related to the concept of the "self" from both Eastern and Western philosophical perspectives, and on the evidence for mental and physical health benefits of mindfulness, compassion for others, and self-compassion. Educational Psychology 382F (Topic 10) and 386N (Topic 13) may not both be counted.

Topic 12: Dysfunction in Human Behavior/Social Organizations. Designed to provide an overview of the development of human dysfunction using both psychological and cultural perspectives. Includes a review of personality development as well as the societal dynamics associated with dysfunctional behavior.

EDP 382G. Cultural Diversity and Individual Differences.

Theory and research on cultural diversity and individual differences as factors in psychology and education. Three lecture hours a week for

one semester. Educational Psychology 381, 481 and 382G may not both be counted unless the topics vary. Educational Psychology 382G and 189H, 289H, 389H, 489H may not both be counted unless the topics vary. Educational Psychology 382G and 385 may not both be counted unless the topics vary. May be repeated for credit when the topics vary.

Topic 2: Latino/a Psychology. United States Latino/a experiences, issues, and behavior in the context of psychological theory and research; including, but not limited to, Mexican Americans, Puerto Ricans, Dominicans, Cubans, Central, and South Americans. Integrates sub-disciplines of psychology and explores a variety of subjects relevant to the psychology of Latinos/as, including: race; ethnicity; culture; immigration; acculturation; identity; language; sexuality and sexual orientation; racial and gender socialization; racism, colonization, and colorism; oppression; and health disparities. Educational Psychology 381 (Topic 38), 481 (Topic 38) and 382G (Topic 2) may not both be counted.

Topic 4: Psychology of Women and Gender. Study of women's experiences, issues, and behavior in the context of psychological theory and research. Integrates many sub-disciplines of psychology and explores a variety of subjects relevant to the psychology of women, including sexuality, gender socialization, sex differences, victimization, oppression, and motherhood. Educational Psychology 381 (Topic 12), 481 (Topic 12) and 382G (Topic 4) may not both be counted.

Topic 10: Disability and Culture in Education. Examine the culture of disability in the educational context. Explore language and terminology around disability, the history of ableism (discrimination/prejudice), the role of accommodations and access in defining disability and inclusion, perceptions of disability over time, identity development for individuals with a disability, diversity and difference of language within disability groups. Educational Psychology 382G (Topic 10) and 382G (Topic: Disability/Culture in Educatn) may not both be counted.

EDP 382Q. Research Practicum in Human Development, Culture, and Learning Sciences.

Three lecture hours a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only.

EDP 383C, 483C. Assessment and Diagnosis.

Advanced study of theory, issues, and application of methods of measurement and diagnostic systems. Topics include techniques to estimate individual and group differences as these inform learning and behavior in educational and community settings. For 383C, three lecture hours a week for one semester. For 483C, three lecture hours and one-and-one-half laboratory hours a week for one semester. Educational Psychology 180P, 280P, 380P, 480P and 383C may not both be counted unless the topics vary. Educational Psychology 381, 481 and 383C may not both be counted unless the topics vary. Educational Psychology 383C and 189H, 289H, 389H, 489H may not both be counted unless the topics vary. Educational Psychology 383C and 397 may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

Topic 2: Overview of Psychoeducational Assessment. Reviews the principles and concepts underlying assessment and appraisal of aptitudes, achievement, personality, behavioral and emotional regulation. Reviews standardized testing procedures, as well as checklists, clinical interviewing and projective measures. Develops literacy skills for reviewing test reports and implementing recommendations from assessment reports. Offered on the letter-grade basis only.

Topic 4: Individual Testing. Focuses on the selection, administration, scoring, and interpretation (oral and written) of commonly

administered individual tests of intelligence for children and adolescents. Educational Psychology 180P, 280P, 380P, 480P (Topic 3) and 383C, 483C (Topic 4) may not both be counted. Offered on the letter-grade basis only.

Topic 6: Academic Assessment and Intervention. Explore the application of theory and research along with psychometric knowledge to the assessment of academic skills, with the intent of using this and other (e.g., cognitive) data to recommend evidence-based interventions for children and youth in academic settings. Address the use of data to monitor response to academic services and interventions. Educational Psychology 383C, 483C (Topic 6) and 189H, 289H, 389H, 489H (Topic 2) may not both be counted. Offered on the letter-grade basis only. Additional prerequisite: Educational Psychology 383C (Topic 4) or 483C (Topic 4)

Topic 8: Social and Emotional Assessment with Children and Adolescents. Focus on developing knowledge and skills in evidence-based social/emotional assessment, including conducting and interpreting evidence-based assessments of children's social, emotional, and behavioral functioning, and the diagnosis of mental health disorders in youth. Educational Psychology 383C (Topic 8) and 189H, 289H, 389H, 489H (Topic 21) may not both be counted. Offered on the letter-grade basis only. Additional prerequisite: Educational Psychology 383C (Topic 28) (or 397 (Topic 2: Child Psychopathology)) or the equivalent; students in areas other than school psychology must also have consent of instructor.

Topic 12: Assessment in Counseling. Introduction to the fundamentals of objective assessment, with emphasis on cultural and ethical considerations. Review of assessment techniques includes diagnostic interviewing, intelligence testing, achievement testing, objective personality testing, interpretation of assessment data, writing integrated reports, providing feedback, and making appropriate referrals. First course of a two-part sequence in psychological assessment; the second course in the sequence is Educational Psychology 383C (Topic 14). Educational Psychology 381 (Topic 6), 481 (Topic 6) and 383C (Topic 12) may not both be counted. Offered on the letter-grade basis only.

Topic 14: Rorschach and Thematic Apperception Test Interpretation. Second part of a two-course sequence in psychological assessment; continuation of Educational Psychology 383C (Topic 12). Educational Psychology 381 (Topic 10), 481 (Topic 10) and 383C (Topic 14) may not both be counted. Offered on the letter-grade basis only. Additional prerequisite: Educational Psychology 383C (Topic 12) (or 381 (Topic 6), 481 (Topic 6)); for students outside of counseling psychology, Educational Psychology 383C (Topic 12) (or 381 (Topic 6), 481 (Topic 6)) and consent of instructor.

Topic 30: Developmental Psychopathology. Explore the nature, structure, etiology and developmental course of psychopathology through the lifespan. Examine key issues including approaches to the classification of disorders, incidence and prevalence rates, developmental course of disorders, and risk and protective factors. Only one of the following may be counted: Educational Psychology 383C (Topic 26), 383 (Topic 28), 383C (Topic 30), 397 (Topic 1). Offered on the letter-grade basis only.

EDP 383D. Practicum: Level One.

The equivalent of three lecture hours a week for one semester. May be repeated for credit. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

EDP 383E. Practicum: Level Two.

The equivalent of three lecture hours a week for one semester. May be repeated for credit. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

EDP 383F. Practicum: Level Three.

The equivalent of three lecture hours a week for one semester. May be repeated for credit. Offered on the letter-grade basis only. Prerequisite: Graduate standing

EDP 384C. Prevention and Intervention.

Advanced study of theories, processes, and techniques of evidence-based prevention and intervention to enhance learning and behavior in educational and community settings. Three lecture hours a week for one semester. Educational Psychology 381, 481, and 384C may not both be counted unless the topics vary. Educational Psychology 383 and 384C may not both be counted unless the topics vary. Educational Psychology 384C and 189H, 289H, 389H, 489H may not both be counted unless the topics vary. Educational Psychology 384C and 397 may not both be counted unless the topics vary. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Topic 2: Theories in Counseling. Theories and research for developing counseling interventions in a pluralistic world. Educational Psychology 381 (Topic 1), 481 (Topic 1), and 384C (Topic 2) may not both be counted.

Topic 4: School Counseling. Covers subjects related to the design, implementation, and evaluation of socio-emotional interventions in educational settings. Included is a review of American School Counseling Association Standards, standards of the Texas Education Agency for school counselors, and legislative rules related to school counseling. Educational Psychology 381, 481 (Topic 3: School Counseling) and 384C (Topic 4) may not both be counted. Additional prerequisite: Consent of instructor.

Topic 6: Career Development. Introduction to the basic principles, models, and methods of career development used in educational settings. Educational Psychology 381, 481 (Topic 4: Career Development) and 384C (Topic 6) may not both be counted.

Topic 8: Helping and Counseling Skills. Designed to provide a foundation for the professional practice of counseling and the skills necessary for professional training in counseling and related fields. Studies basic interpersonal helping skills, clinical interviewing, and intervention strategies. Educational Psychology 381, 481 (Topic 8: Counseling Skills and Procedures) and 384C (Topic 8) may not both be counted.

Topic 9: Approaches to Intervention. Subjects include ecological prevention methods, psychoeducational prevention activities, and relapse prevention; clinical interventions include crisis intervention and early interventions. Proactive prevention efforts are emphasized.

Topic 11: Family and Couples Interventions. Review major family systems theories and practices. Only one of the following may be counted: Educational Psychology 384C (Topic 10), 384C (Topic 11), 384C (Topic 12).

Topic 14: Addiction Counseling. Studies biological mechanisms of categories of commonly abused substances and treatment approaches to addiction. Includes discussion of other forms of addiction, including food, sex, and internet, and addiction in diverse populations. Educational Psychology 381 (Topic 24), 481 (Topic 24), and 384C (Topic 14) may not both be counted.

Topic 18: Multicultural Counseling. Introduction to cultural diversity and multiculturalism in counseling. Designed to help students understand important cultural issues and various cultural groups. Educational Psychology 381 (Topic 26), 481 (Topic 26), and 384C (Topic 18) may not both be counted.

Topic 21: Fundamentals of Cognitive and Behavioral Interventions for Youth. Explore an introduction to Behavior Therapy (BT) and Cognitive Behavioral Therapy (CBT) for children and adolescents. Examine the history and theoretical underpinnings (learning theory, social learning theory, cognitive theory), core transdiagnostic principles of behavior change, and a survey of CBT techniques commonly used in practice

for common child and adolescent mental health concerns. Only one of the following may be counted: Educational Psychology 384C (Topic 21), 384C (Topic 22), 384C (Topic 36).

Topic 24: Cognitive-Behavioral Therapy with Adults. Educational Psychology 384C (Topic 24) and 189H, 289H, 389H, 489H (Topic 9: Cognitive-Behavioral Assessment and Intervention) may not both be counted.

Topic 32: Integrated Behavioral Health. Focus on integrated behavioral health care for underserved children and their families; develops knowledge and skills in integrated health care service delivery, cultural competence in health services, and family-centered health services. Educational Psychology 383 (Topic 3: Integrated Behavioral Health) and 384C (Topic 32) may not both be counted.

Topic 34: Prevention Science. Examines risk and protective influences on development and evidence based interventions that promote well-being across academic, social-emotional, and health domains.

Topic 38: Motivational Interviewing. Explore the theoretical and empirical base for motivational interviewing, including training on the skills and spirit of motivational interviewing. Designed for students whose career goals include healthcare, therapy, or counseling. Educational Psychology 384C (Topic: Motivational Interviewing) and 384C (Topic 38) may not both be counted.

EDP 384D. Group Counseling and Interventions.

Explore theory and research in group practice; group dynamics and membership; principles of group planning; and development of leadership skills through structured in-class experiences. Three lecture hours a week for one semester. Educational Psychology 381 (Topic 7), 481 (Topic 7) and 384D may not both be counted. Prerequisite: Graduate standing.

EDP 384Q. Practicum in Counseling.

Three lecture hours a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing.

EDP 384S. Practicum in Spanish for the Helping Professions.

Three lecture hours a week for one semester. May be repeated for credit. Prerequisite: Graduate standing.

EDP 384V. Advanced Practicum.

Advanced study and practice of theories, processes, and techniques of evidence based prevention and intervention to enhance learning and behavior in educational and community settings. Three lecture hours a week for one semester. May be repeated for credit. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

EDP 385C. Professional Issues, Leadership, and Development.

Three lecture hours a week for one semester. May be repeated for credit when the topics vary. Offered on the letter-grade basis only. Prerequisite: Graduate standing.

Topic 3: Advanced Consultation, Collaboration, and Supervision.

Examine research, theory, and practice of professional supervision and consultation. Explore supervisory and consultation issues and theory and the growing empirical literature on evidence-based practices in supervision and consultation; practice clinical supervision with students. Educational Psychology 385C (Topic: Advncd Conslt/Collab/Superv) and 385C (Topic 3) may not both be counted. Offered on the letter-grade basis only.

Topic 5: Professional Orientation and Ethics in Counseling. Explore an introduction to the ethical codes of the American Psychological Association and the American Counseling Association, as well as the

Texas Administrative Codes for licensed psychologists and licensed professional counselors. Review ethical codes and issues in school counseling. Educational Psychology 385C (Topic 4) and 385C (Topic 5) may not both be counted. Offered on the letter-grade basis only.

Topic 6: Advanced Ethics and Professional Issues in Counseling.

Examines the professional roles and practices for counselors, including records management, an overview of business/family law and professional practice, and the study of current board rules. Educational Psychology 381 (Topic 22: Professional Issues in Counseling), 481 (Topic 22: Professional Issues in Counseling) and 385C (Topic 6) may not both be counted. Offered on the letter-grade basis only.

Topic 8: Law, Ethics, and History of School Psychology. Provides information about the roles of school psychologists/psychologists and the legal and ethical issues that affect their roles. Educational Psychology 385C (Topic 8) and 189H, 289H, 389H, 489H (Topic 1) may not both be counted. Offered on the letter-grade basis only.

Topic 12: Seminar in Academic and Student Affairs in Higher Education.

Explore topical issues in higher education and strategies for promoting mental health and well-being in post-secondary students. Educational Psychology 381 (Topic 34), 481 (Topic 34) and 385C (Topic 12) may not both be counted. Offered on the letter-grade basis only.

Topic 14: School Consultation Theory and Practice. Explore theoretical, empirical, and applicable knowledge of indirect service models as practiced by school psychologists; specifically, behavioral consultation, collaboration, and supervision. Examine the information and skills necessary to be able to thoughtfully enter a system and provide consultation services to organizations that serve children and adolescents. Only one of the following may be counted: Educational Psychology 382 (Topic 1), 385C (Topic: Consultn/Collab/Supervision), 385C (Topic 2), 385C (Topic 14). Offered on the letter-grade basis only.

EDP 386Q. Practicum in Post-Secondary Teaching.

Shadow instructor teaching at the college level, and discuss the various components and decisions made in organizing and teaching, towards a goal of developing a portfolio demonstrating teaching competency. Three lecture hours a week for one semester. May be repeated for credit. Prerequisite: Graduate standing.

EDP 187T, 287T, 387T, 487T, 587T, 687T. Topics in Educational Psychology.

Explore issues, research, and topics of contemporary interest in various areas of educational psychology and the behavioral sciences. For each semester hour of credit earned, one lecture hour a week for one semester. May be repeated for credit when the topics vary. Prerequisite: Graduate standing.

EDP 193E, 393E. School Psychology Specialist Internship.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing.

EDP 193N, 393N. Internship in School Psychology.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing.

EDP 194. Colloquium in Educational Psychology.

Presentation and discussion of issues related to graduate study in educational psychology, including research proposals and developments in the field, by advanced graduate students, members of the faculty, and visiting lecturers. One lecture hour a week for one semester. May be repeated for credit when the topics vary. Offered on the credit/no credit

basis only. Prerequisite: Graduate standing and consent of the adviser in the student's area of specialization.

EDP 194E, 394E. Internship in Counseling.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing.

EDP 194N, 394N. Internship in Counseling Psychology.

For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only.

EDP 194R, 294R, 394R. Research.

Individual research planned, carried out, and reported under the supervision of a Graduate Studies Committee member. For each semester hour of credit earned, the equivalent of one lecture hour a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing; consent of instructor; and consent of the adviser in the student's area of specialization.

EDP 395R. Qualifying Process Research.

Investigation of assigned problems under the direction of a Graduate Studies Committee member; development and demonstration of competence in research design and execution; and production of an acceptably written research report. Required of doctoral students with a major in educational psychology. The equivalent of three lecture hours a week for one semester. May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Graduate standing, consent of instructor, and consent of the adviser in the student's area of specialization.

EDP 698. Thesis.

The equivalent of three lecture hours a week for two semesters. Offered on the credit/no credit basis only. Prerequisite: For 698A, graduate standing in educational psychology and consent of the adviser in the student's area of specialization; for 698B, Educational Psychology 698A.

EDP 398R. Master's Report.

Preparation of a report to fulfill the requirement for the master's degree under the report option. The equivalent of three lecture hours a week for one semester. Offered on the credit/no credit basis only. Prerequisite: Graduate standing in educational psychology and consent of the adviser in the student's area of specialization.

EDP 398T. College Teaching Methodology.

Supervised college teaching experience. Three lecture hours a week for one semester. With consent of the adviser in the student's area of specialization, may be repeated for credit when the topics vary. Prerequisite: Graduate standing and consent of the adviser in the student's area of specialization.

EDP 399W, 699W, 999W. Dissertation.

May be repeated for credit. Offered on the credit/no credit basis only. Prerequisite: Admission to candidacy for the doctoral degree.

Professional Courses