EDUCATIONAL PSYCHOLOGY

www.bsu.edu/edpsych
Teachers College 524, 765-285-8500

Educational psychology is a social science that involves the study of human development, learning, adjustment, measurement, research, and statistics as they relate to the problem of understanding human beings. These objectives are accomplished through research and service functions and through teaching about human relationships, human development, and changes in human behavior. Programs related to the practical application of psychological principles in psychoeducational settings are offered primarily at the graduate level.

Student financial support includes doctoral and graduate assistantships.

PROGRAMS

Master of arts (MA) in educational psychology and school psychology; specialist in education (EdS) in school psychology; and doctor of philosophy (PhD) educational psychology (school and general), and certificates in gifted and talented education, human development and learning, neuropsychology, and response to intervention.

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY, 30 hours

Designed for students seeking a broad background in educational psychology preparatory to enrolling in an advanced degree program. It is valuable to students with specific interests in human development, learning, and measurement and evaluation. As a part of this degree program students may professionalize teaching licenses by selecting appropriate courses.

Admission requirements

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have

been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadlines are as follows: March 1, July 1, and November 1. Please contact the program director for additional information.

Degree requirements

Candidates must complete a minimum of 30 hours of graduate credit approved by the program director. For the 30 hours, there is 18 credit hours in required course work in learning, human development, and research and statistics. Students will also choose a minimum of 12 credit hours fulfilled by either completing a specialization or by choosing courses, in consultation with the program director, deemed appropriate for meeting a student's professional needs.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDPS	600	Adv Educational Psych	3
	606	Learn/Achievement Motivation	3
	641	Statistical Methods	3
	646	Tests and Measurements	3
	640	Research Methods (3)	
	or		
	643	Research Design (3)	3
3 hours from			
EDPS	603	Human Development (3)	
	or		
	627	Child Development (3)	
	or		
	628	Adolescent Development (3)	
	or		
	629	Adult Development (3)	3
Electives approved by program director			12
			30 hrs

MASTER OF ARTS IN SCHOOL PSYCHOLOGY, 30 hours

Designed for students seeking Indiana school psychologist licensure or school psychologist certification in other states. It is NASP/NCATE-approved and is patterned after guidelines suggested by the National Association of School Psychologists.

Admission requirements

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is January 1. Please contact the program director for additional information.

Combined Admission

In selected instances, applicants with baccalaureate degrees may be of such outstanding quality that they are eligible for concurrent admission into either the MA and EdS or the MA and PhD programs in school psychology. Applicants must meet the admission requirements of the Graduate School, achieve scores on the GRE at a level commensurate with master's degree applicants applying to the advanced degree programs, and submit the additional materials appropriate to the degree program desired (see Admission, Specialist in Education in Educational Psychology [School] or Doctor of Philosophy in Educational Psychology [School]). Candidates for admission must be approved by the department and should contact the program director for appropriate forms and additional information.

Degree requirements

Requirements include the satisfactory completion of a minimum of 30 hours of prescribed graduate courses with an overall grade-point average (GPA) of at least 3.0 and a GPA of 3.0 in courses in the major. Students seeking Indiana school psychologist licensure are required to complete at a minimum the program as outlined under the section, Requirements for School Services Licenses, including an academic-year internship. Check with the program director for any recent changes dictated by professional organizations or licensure requirements. All course work must be approved by the program director.

EdS IN EDUCATIONAL PSYCHOLOGY (SCHOOL), 69 hours

Admission requirements

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is January 1. Please contact the program director for additional information.

Degree requirements

Candidates for the specialist degree in educational psychology (school) at Ball State University must have satisfactorily completed a minimum of 69 hours of graduate credit beyond the baccalaureate (that may include credit earned at the master's degree level); the departmentally

approved examination; the professional portfolio of evidence; and supervised practicum and internship experiences. Because the specialist degree is intended for those seeking school psychologist licensure in Indiana and other states, all course work must be approved by the program director.

A full-time continuous residency or an alternate planned experience agreed to by the program director is required for all students while attending the program.

See the licensure program for school psychology for a listing of specific course work. Check with the program director for any recent changes dictated by professional organizations or licensure requirements.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
CPSY	621	Theories/Techniques Couns (3)	
	or		
	688	Group Counseling Techniques (3)	3
EDPS	612	Psychological Consultation	2
	640	Research Methods (3)	
	or		
	643	Research Design (3)	3
	641	Statistical Methods	3
	651	Personality Assessment	3
	653	Cognitive Assessment	3
	654	Acad Achieve Interv	3
	685	Intro School Psychology	2
	686	Pre-Practicum Consultation	1
	687	Pre-Prac School Psych (1-4)	1
	688	Practicum Consultation (3-6)	3
	689	Practicum School Psych (1-6)	3
	690	Superv Intern School Psych (3)	6
PSYS	623	Theories of Personality (3)	
	or		
CPSY	631	Personality (3)	3
SPCE	609	Intro to App Beh Analy	3
	610	Behavioral Consultation	3
	600	Educ of Exc Children (3)	
	or		
EDPS	745	Diagnosis Learning Disorders (3)	3
3 hours from			
CPSY	636	Psychopathology (3)	
EDPS	652	Intro Neuropsychology (3)	
	750	Developmental Psychopath (3)	
PSYS	632	Abnormal Psychology (3)	3
3 hours from			
EDCU	601	Princ & Proc of Curr Dev (3)	
	610	Elem Schl Curriculum (3)	
	620	Se School Curriculum (3)	
	630	Jr Hi & Mid School Curr (3)	3
3 hours from			
EDPS	600	Adv Educational Psych (3)	
	765	Theories of Learning (3)	
	768	Theories Cognitive Development (3)	3
3 hours from			
EDPS	603	Human Development (3)	
	627	Child Development (3)	
	628	Adolescent Development (3)	
	720	Development Theories/Research (3)	3
3 hours from			
EDRD	610	Teaching of Reading Elem Sch (3)	
	620	Content Area Reading (3)	
	640	Issues in the Teaching of Rdg (3)	
	680	Classroom Reading Diagnosis (3)	3
3 hours from			
SOPS	610	Social Psychology (3)	
	615	Social Cognition (3)	
	620	Group Dynamics (3)	
	640	Social Psychology of Attitudes (3)	
	655	Counsel Apps of Soc Psych (3)	
	660	Contemporary Social Psychology (3)	3
3 hours from			
CPSY	678	Counseling Culturally Diverse (3)	
EDEL	644	Education in a Diverse Society (3)	
EDFO	651	Educational Sociology (3)	
EDMU	660	Multcl/Multieth Ed in Amer Sch (3)	
	670	Soc & Cultural Min in Amer Ed (3)	3
			69 hrs

DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY (GENERAL), 90 hours

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
Educational psychology core			
EDPS	600	Adv Educational Psych	3
	601	Seminar in Educational Psych (1-3)	6
	606	Learn/Achievement Motivation	3
	641	Statistical Methods	3
	642	Intermediate Statistics	3
	643	Research Design	3
	720	Development Theories/Research	3
	741	Applied Regression Analysis	3
	742	Multivariate Statistics	3
	746	Theory of Measurement	3
EDST	650	Intro to Qual Res	3
ID	705	Research Colloquium (1-3)	2
PSYS	691	Systems of Psychology	3
3 hours from			
EDPS	765	Theories of Learning (3)	

	or		
	768	Theories Cognitive Development (3)	3
3 hours from			
EDPS	627	Child Development (3)	
	or		
	628	Adolescent Development (3)	
	or		
	629	Adult Development (3)	3
			47 hrs

Research applications, 6 hours from			
EDPS	730	Nonparametric Statistics (3)	
	740	Categorical Data Analysis (3)	
	743	Intro Factor Analysis (3)	
	744	Structural Equation Modeling (3)	
	785	Multilevel Statistical Model (3)	
EDST	660	Ethno Res in Ed (3)	
	671	Eval of Ed Prgrms (3)	
SOC	681	Survey Research Methods (3)	6
Culture and diversity, 3 hours from			
EDEL	644	Education in a Diverse Society (3)	
EDFO	651	Educational Sociology (3)	
EDMU	660	Multcl/Multieth Ed in Amer Sch (3)	
	670	Soc & Cultural Min in Amer Ed (3)	3
			56 hrs

Directed electives			
9 hours of electives approved by the doctoral committee			9
Dissertation			
DISS	799	Doctor's Dissertation (1-24)	10
Cognate			15
			90 hrs

The cognate requirement consists of one 15-hour cognate. Students may choose from among cognates in the Department of Educational Psychology, including gifted studies, psychology of human development, and statistics and research methods. Cognates from other departments within Teachers College might also be considered, including special education, counseling psychology, teacher education, higher education, curriculum, and educational technology.

DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY (SCHOOL), 132-138 hours

The PhD program consists of a minimum of 132-138 hours of graduate credit, 48 of which must be completed at Ball State University. The candidate must complete a major in school psychology of at least 40 hours and either a single cognate of 24 hours or two cognates of 15 hours each. As required by the Commission on Accreditation of the American Psychological Association, all students must complete a professional psychology core including courses in the biological aspects of behavior, the cognitive and affective aspects of behavior, and the social aspects of behavior. Course work in individual differences, human development, dysfunctional behavior or psychopathology, cultural and individual diversity, and professional standards and ethics also are required. Theories and methods of assessment and diagnosis, effective consultation and supervision, and evaluating the efficacy of interventions are required course work. In addition, candidates must complete course work in the history and systems of psychology, psychological measurement, research methodology, and techniques of data analysis. All candidates for the degree must submit a research project for presentation or publication in addition to the completion of a dissertation and a doctoral-level internship at sites approved by both the school psychology internship and program directors. Candidates are expected to meet the requirements for Indiana school psychologist licensure as outlined in the section Requirements for School Services Licenses.

Students applying for the program should check with the program for any recent changes dictated by professional organizations or licensure requirements.

Admission requirements

Applicants must apply to both the Graduate School and the Department of Educational Psychology. Applicants are screened according to departmental criteria after they have been admitted by the Graduate School. Separate application forms are required by the Graduate School and the department. The application deadline is January 1. The department reserves the option of holding personal interviews before candidates are recommended for acceptance into the program. Candidates should contact the program director for additional information.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
CPSY	621	Theories/Techniques Couns	3
	631	Personality	3
	678	Counseling Culturally Diverse	3
EDCU	610	Elem Schl Curriculum	3
EDPS	603	Human Development	3
	612	Psychological Consultation	2
	640	Research Methods (3)	
	or		
	643	Research Design (3)	3
	641	Statistical Methods	3
	642	Intermediate Statistics	3
	651	Personality Assessment	3
	652	Intro Neuropsychology	3

	653	Cognitive Assessment	3
	654	Acad Achieve Interv	3
	685	Intro School Psychology	2
	686	Pre-Practicum Consultation	1
	687	Pre-Prac School Psych (1-4)	1
	688	Practicum Consultation (3-6)	3
	689	Practicum School Psych (1-6)	3
	720	Development Theories/Research	3
	741	Applied Regression Analysis	3
	745	Diagnosis Learning Disorders	3
	746	Theory of Measurement	3
	750	Developmental Psychopath	3
	765	Theories of Learning	3
	775	Evidence Based Treatments	3
	776	Issues Professional Psychology	3
	789	Supervision School Psychology (3-6)	3
	791	Doc Intern School Psych (3-6)	3
	792	Doc Intern Professional Psych (3-9)	3
EDRD	610	Teaching of Reading Elem Sch	3
ID	705	Research Colloquium (1-3)	2
PSYS	691	Systems of Psychology	3
SOPS	610	Social Psychology	3
SPCE	609	Intro to App Beh Analy	3
	610	Behavioral Consultation	3

Additional Requirements	
Completion of a cognate of 24 hours	24 or 30
Complete of at least 10 dissertation hours	10
	132-138 hrs

DOCTORAL COGNATES

The Department of Educational Psychology offers several doctoral cognates including neuropsychology, gifted studies, developmental psychology, educational psychology, psychological assessment, and research methodology. More information regarding the requirements for each of these cognates can be obtained from the doctoral program director. Examples of cognates that may be chosen from other departments include counseling psychology, clinical psychology, special education, and general education.

CERTIFICATE IN GIFTED AND TALENTED EDUCATION, 12 hours

Application Process

To be admitted to the Certificate in Gifted and Talented Education, students would need to be admitted to the Graduate School. Graduate student status includes transcripts documenting a completed baccalaureate degree and a cumulative undergraduate grade-point average of at least 2.75 on a 4.0 scale or a 3.0 on a 4.0 scale in the latter half of the baccalaureate to be enrolled. The courses for the certificate program would be under the educational psychology department, but managed through the School of Extended Education.

As all states have different licensing requirements, this certificate may not meet the requirements in every state.

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDPS	520	Intro Gifted Talented	3
	621	Identif/Evaluation Gifted	3
	625	Models/Strategies Gifted	3
	611	Creative Thinking (3)	
	or		
	623	Social/Emotional Needs Gifted (3)	3
			12 hrs

CERTIFICATE IN HUMAN DEVELOPMENT AND LEARNING, 15 hours

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDPS	600	Adv Educational Psych	3
	606	Learn/Achievement Motivation	3
	627	Child Development	3
	628	Adolescent Development	3
	629	Adult Development	3
			15 hrs

CERTIFICATE IN NEUROPSYCHOLOGY, 15 hours

Admission requirements

Admissions standards for graduate study leading to a certificate in neuropsychology will be the same as the graduate admission standards set by the Graduate School for a doctoral degree (e.g. GPA 3.0)

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*
EDPS	629	Adult Development	3
	652	Intro Neuropsychology	3
	656	Child Neuropsychology	3
	669	Neuropsycholinguistics	3
	754	Seminar Neuropsychology	3
			15 hrs

CERTIFICATE IN RESPONSE TO INTERVENTION, 15 hours

PREFIX	*NO*	*SHORT TITLE*	*CR HRS*

EDEL	655	Princ of Diff Elem Classroom	3
SPCE	606	Response to Interv: Sem	3
	607	Resp to Interv: Trckng Prog	3

Select two courses from one of the sequences listed below

Behavior (SPCE)

SPCE	609	Intro to App Beh Analy	3
	610	Behavioral Consultation	3

Reading (ELED)

EDRD	690	Reading Practicum	3
	692	Clinical Diag Rdg Difficulties	3
	or		
	six credit hours of discipline-specific course work (with permission).		

15 hrs

EDUCATIONAL PSYCHOLOGY (EDPS)

520 Introduction to the Gifted and Talented Student (3) Examination of definition, characteristics, and identification procedures related to gifted and talented children in school and society. Review and analysis of research findings pertaining to these topics.

Not open to students who have credit in EDPS 420.

530 Mental Health (3) Advanced development of mental health. Covers the identification of mental health problems and examines methods of intervention and prevention.

600 Advanced Educational Psychology (3) Advanced survey of the concepts related to learning and motivation. Theories, research, and applications are explored with an emphasis on effective learning approaches and implications for instruction.

601 Seminar in Educational Psychology (1-3) Students in the first two years of their doctoral work will complete an independent research project. Students will learn about resources and opportunities for successful graduate research, including library resources, institutional review of university research, grant writing, submitting conference presentations and procedures for publishing research.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

603 Psychology of Human Development (3) Advanced lifespan human development. Covers biological, cognitive, and social development from conception to death, emphasizing theories, research, and applications to educational and psychological practice.

606 Human Learning and Achievement Motivation (3) Coverage of principles of human learning and achievement motivation applied to education and everyday life. Topics include behavioral, cognitive, and social-cognitive orientations to human learning and achievement motivation.

611 Development of Creative Thinking (3) Theories and strategies for fostering the creative self and developing creative thinking. Analyzes the effects of personality characteristics and of various biological, cognitive, motivational, and environmental conditions on the development of creative behavior.

612 Psychological Consultation (2) Examination of the theoretical approaches to psychological consultation. Emphasizes the consultant-consultee relationship in behavioral process, developmental, triadic, organizational, and eclectic models of consultation. Research concerning various models is emphasized.

Prerequisite: EDPS 653 or permission of the program director.

621 Identification and Evaluation of Gifted and Talented Students (3) Examination of instructional methodology and curricular organization instrumental in teaching gifted and talented children. Review of past and current instructional practices and emerging innovative adaptations.

Prerequisite: EDPS 420 or 520.

623 Investigating the Social and Emotional Needs of Gifted Students (3) Examination of the research related to gifted students and the social and emotional dimensions that are unique to this population. Emphasis is placed on understanding the lived experiences of gifted children as well as social interventions and curricular strategies that can be employed within various educational environments.

Open only to students in gifted and talented license program or with instructor's permission.

625 Models and Strategies for Gifted Learners (3) Examination of the theoretical models and strategies used in differentiation of instruction for gifted students. Part of the sequence for the license in gifted education. Students learn models and the instructional strategies necessary for their implementation. In addition, they create their own unit based on one of the models studied.

Open only to students in gifted and talented license program or with instructor's permission.

627 Child Development (3) Advanced child development. Covers the biological, cognitive, and social developmental processes from conception to the transition into early adolescence, emphasizing current research in child development.

628 Adolescent Development (3) Advanced adolescent

development. Covers the biological, cognitive, and social developmental processes from the beginning of puberty through the transition into early adulthood, emphasizing current research in adolescent development.

629 Adult Development and Aging (3) An advanced course in adult development. Covers the biological, cognitive, and social developmental processes from early adulthood through late adulthood, including death and dying. Content is based on current theories and research.

640 Methodology of Educational and Psychological Research (3) Development of concepts and skills to enable graduate students to become better informed consumers of educational and psychological research and to provide a foundation for graduate students who may engage in research. Introduction to the common types of research study, the instruments by which studies are carried out, and the interpretation and application of research.

641 Statistical Methods in Educational and Psychological Research (3) A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology include the computation, interpretation, and application of such statistical techniques as measures of central tendency, measures of variability, correlation techniques, validity and reliability, standard scoring techniques, probability, tests of significance, chi square, and analysis of variance.

642 Intermediate Statistics (3) An extension of elementary descriptive and inferential statistics through basic statistical research designs, including analysis of variance and covariance.

Prerequisite: EDPS 641 or PSYS 241 or a proficiency test administered within the department.

643 Research Design (3) Systematic presentation of the strategies and methods required to develop and critique research designs to meet the needs of psychological and educational research paradigms. The focus is on developing the skills necessary to conduct independent research in a variety of methodological domains. Both quantitative and qualitative methods will be fully represented.

646 Tests and Measurements (3) Educational and vocational tests and measurements used for measuring proficiency, aptitudes, interests, and personality traits and their use in the complete educational program.

650 Individual Testing (Wechsler Scales) (3) Theory and supervised practice in the administration, scoring, and interpretation of the Wechsler Intelligence Scale for children and the Wechsler Adult Intelligence Scale. Other individual intelligence tests will be examined and evaluated.

Not open to students in school psychology program.

651 Personality Assessment of Children and Adolescents (3) Theory, administration, scoring, and interpretation of personality assessment instruments such as projective techniques, rating scales, personality inventories, etc., typically used for children and adolescents.

Prerequisite: individual testing course and a course in personality or permission of the program director.

652 Introduction to Neuropsychology (3) Introduction to brain-behavior relationships with special emphasis on cognitive, biological and sensory motor functioning. Brain dysfunction and common disorders are explored with an empirical approach using basic neuroscience research methods.

653 Individual Cognitive Assessment (3) Administration, interpretation, and analysis of individual measures of cognitive functioning.

Prerequisite: permission of the department chairperson.

Open only to students in school psychology.

654 Academic Achievement and Intervention (3) Introduction to norm-referenced and curriculum-based assessment of achievement with a focus on intervention planning, implementation, and evaluation. Emphasis on discussion of empirically-based instructional and behavioral techniques.

Prerequisite: EDPS 653 or equivalent; permission of the department chairperson.

Open only to students admitted to the school psychology programs.

656 Child Neuropsychology (3) Advanced study of brain-behavior relationships in children with special emphasis on neurodevelopment. Assessment procedures useful in diagnosis and rehabilitation planning and research concerning various childhood neuropsychological disorders.

Prerequisite: EDPS 652 or permission of the department chairperson.

669 Concepts in Developmental Neuropsycholinguistics (3) Comprehensive review and analysis of neurobiological and environmental developmental theories as applied to language acquisition and behavior. Application of these concepts to language assessment within the context of neuropsychological and psychoeducational evaluation as well as remediation and intervention.

Prerequisite: EDPS 652 or permission of the instructor.

685 Introduction to School Psychology (2) Introduction to the practice of professional psychology in the schools with an emphasis on the history, ethics, scope, role, and activities of school psychologists.

Prerequisite: admission into a school psychology program, permission of the instructor.

686 Pre-Practicum in Consultation (1) General orientation to the professional activity of school consultation in educational settings.

Prerequisite: admission into a school psychology program, permission of the instructor.

Open only to students admitted to a graduate training program in school psychology.

687 Pre-Practicum in School Psychology (1-4) General orientation to the practice of school psychology in educational and other settings. Time spent with guided and directed experiences in schools and other professional settings.

Prerequisite: permission of the department chairperson.

A total of 4 hours of credit may be earned.

Open only to students admitted to a school psychology program.

688 Practicum in Consultation (3-6) Application of principles and theories of consultation taught in EDPS 612. Consultation to school and clinical settings.

Prerequisite: EDPS 612, 653, and 687; permission of the program director.

A total of 6 hours of credit may be earned.

689 Practicum in School Psychology (1-6) Preparation for internship. Supervised experience in the choice, administration, and written interpretation of standardized and nonstandardized assessments in various educational and clinical settings. Interview and observational strategies, as well as professional standards of practice and legal issues, will be addressed.

Prerequisite: EDPS 612, 651, 653, 687; or permission of the program director.

A total of 6 hours of credit may be earned.

690 Supervised Internship in School Psychology (3) Internship in the principles, practices, and applications of psychoeducational evaluation and consultation with a school or other appropriate setting. Ordinarily required if seeking school psychology certification.

Prerequisite: completion of most of the curriculum for certification as a school psychologist; permission of the department chairperson or program director.

A total of 6 hours of credit may be earned but no more than 3 in any one semester or term.

Open only to school psychology students.

696 Practicum in Gifted Education (1-9) Supervised teaching and laboratory experiences with gifted and talented children in educational settings. Meets teaching licensure requirements.

Prerequisite: permission of the department chairperson.

A total of 9 hours of credit may be earned.

698 Special Topics (3-9) Group or individual investigation and study of current issues, problems, and developments in human development, classroom learning, research methods, or statistics.

Prerequisite: permission of the instructor.

A total of 9 hours of credit may be earned.

699 Independent Study: Educational Psychology (1-6) Individual students may participate in planned experiences related to educational psychology that are not provided by the regular sequence, study more extensively than present courses allow in a theoretical area of educational psychology, or conduct independent research related to educational psychology.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

709 Forensic Psychology (3) A survey of forensic issues in psychology, including instruction in legal issues, principles, and relevant case law. Students will be expected to prepare testimony, examine cases, and participate in mock trial proceedings. Designed for graduate students in psychology, practicing psychologists, and physicians.

Prerequisite: permission of the department chairperson.

720 Developmental Theories and Research Across the Lifespan (3) An exploration of theories and empirical research models and methods in developmental psychology across the lifespan. Emphasizes formulating research proposals using current models and methods with particular focus on the application of developmental principles to practice in applied settings.

730 (645) Introduction to Nonparametric Statistics (3) Focus on statistical methods appropriate for data in which standard assumptions such as normality and equality of variance are not met. Covers approaches for problems from one sample estimates of location to nonparametric multivariate techniques such as factor analysis. Students will learn about methods based on ranks, permutation tests, and the bootstrap.

Prerequisite: EDPS 641.

740 Categorical Data Analysis (3) A survey of statistical methods specifically designed for categorical variables, including chi-square, log-linear models, logistic regression, regression for count variables, and survival analysis.

Prerequisite: EDPS 641.

741 Applied Regression Analysis for the Social Sciences (3) A presentation of the rationale of linear regression, its application to the analysis of educational and psychological data, and its relationship to other statistical techniques such as the analysis of variance, discriminant analysis, and factor analysis.

Prerequisite: EDPS 641, 642; or permission of the department chairperson.

742 Multivariate Statistical Techniques (3) A survey of the mathematical basis of four methods of multivariate analysis (the discriminant function, the various factor analytic models, the multivariate analysis of variance, and multiple regression) and their relationships to one another. Primary emphasis on practical applications to statistical analysis of educational and psychological data.

Prerequisite: EDPS 641.

Prerequisite recommended: EDPS 642, 741.

743 Introduction to Factor Analysis (3) The mathematical rationale on which the various factor analytic models are based, the relationship of such models to each other and to such other forms of multivariate analysis as discriminant analysis, the multivariate analysis of variance, and multiple regression.

Prerequisite: EDPS 641.

Prerequisite recommended: EDPS 741.

744 Structural Equation Modeling (3) Focuses on the application of covariance structure models to a variety of research problems. Students will learn about the major structural equation models and how to apply them using multiple software packages.

Prerequisite: EDPS 641 or equivalent.

745 Diagnosis and Interventions for Learning and Related Disorders (3) Discussion of issues of diagnosis and implementation of interventions designed for children with learning disorders.

Prerequisite: courses in individual assessment and special education highly desirable.

746 Theory of Measurement (3) Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

Prerequisites: EDPS 641 or PSYS 241 or permission of the department chairperson; EDPS 646 or equivalent.

750 Developmental Psychopathology (3) Emphasis is placed on understanding typical and atypical developmental trajectories throughout the lifespan. Biological family, social, and cultural contexts that contribute to psychological, emotional, and educational disturbances are discussed.

752 Practicum in Neuropsychological Assessment (3-6) Supervised practice in administering and interpreting a variety of neuropsychological test batteries for children and adults including the preparation of neuropsychological reports. Emphasizes use of the Halstead-Reitan batteries and Dean-Woodcock.

Prerequisite: EDPS 652 or equivalent.

A total of 6 hours of credit may be earned.

754 Seminar in Neuropsychology (3) Introduces advanced materials, procedures, and research in clinical neuropsychology. Emphasizes selected neurologic disorders, methods of assessment, rehabilitation, and professional issues.

Prerequisite: EDPS 652, 656, 752 or equivalent; or permission of the instructor.

765 Theories of Learning (3) A doctoral seminar in contemporary learning theories. Covers the systematic roots of learning theories within psychology and their implications for educational and psychological practice.

Prerequisite: EDPS 600 or equivalent.

768 Theories of Cognitive Development (3) A doctoral seminar on the current theories of cognitive development, including constructivist, information processing, and socio-cultural perspectives. Emphasizes both historical writings and current research literature in cognitive development and their application in educational and psychological settings.

Prerequisite: EDPS 603 or equivalent.

775 Evidence-Based Treatments in Psychology (3) Study of empirically supported prevention and intervention strategies. Emphasizes prevention of social, emotional, and behavioral difficulties and the selection and implementation of effective short-term treatments.

Prerequisite: EDPS 651, 750; permission of the instructor.

776 Legal, Ethical, and Multicultural Issues in Professional Psychology (3) Emphasis on development of personal models for legal, ethical, and multicultural issues that arise in professional psychological practice. Critical examination and consideration of commonly encountered legal and ethical dilemmas. Discussion of issues related to working with diverse populations.

Prerequisite: EDPS 685, 688; permission of the instructor.

785 Multilevel Statistical Modeling (3) Students will learn the most recent statistical models for multilevel data. Methods are appropriate for datasets in which individuals are sampled in clusters, where the assumption of independence is likely to be violated. Surveys multilevel techniques appropriate for ANOVA, regression, categorical, and multivariate data.

Prerequisite: EDPS 641, 741.

789 Supervision in School Psychology (3-6) Directed experience in the supervision of school psychologists. Models and methods of supervision are introduced with emphasis on ethical issues, evaluation, and research. Instruction progresses from theory and role playing to hands-on supervisory experiences.

Prerequisite: permission of the department chairperson.

A total of 6 hours of credit may be earned.

790 Practicum in Teaching Educational Psychology (3-6)
Candidates for advanced graduate-degree programs in educational psychology will be closely supervised in giving classroom instruction, in assisting beginning students, and in developing other proficiencies and skills required for successful college teaching.

Prerequisite: admission to advanced graduate-degree programs or permission of the department chairperson.

A total of 6 hours of credit may be earned.

791 Doctoral Internship in School Psychology (3-6)
Supervised doctoral-level internship involving the theory and practice of psychoeducational assessment and consultation within a school, clinic, or other appropriate setting.

Prerequisite: permission of the program or internship director.

A total of 6 hours of credit may be earned.

Open only to students admitted to the PhD program in school psychology.

792 Doctoral Internship in Professional Psychology (3-9)
Directed and supervised predoctoral internship experience within a school, clinic, or other appropriate setting to meet the requirements of the doctoral program in school psychology.

Prerequisite: permission of the program or internship director.

A total of 9 hours of credit may be earned.

Open only to students admitted to the PhD program in school psychology.