The Department of Educational Psychology offers study for the PhD degree in educational psychology, counseling psychology, and school psychology. Both the counseling and school psychology programs are accredited by the American Psychological Association. Students seeking the PhD in educational psychology may emphasize one of three areas of study: learning sciences, special education, or bilingual education. While each of the areas can prepare students for employment as university teachers and researchers, non-academic careers can also be pursued in areas appropriate to the study programs. For example, the counseling psychology program is designed to prepare students as counseling psychologists in college and university counseling centers, other social service settings, or public or mental health settings. The school psychology program prepares school psychologists to practice in schools and other health care settings. The special education program prepares students for professional positions at universities and research institutions.

A MEd degree is available in Education Technology, Educational Psychology, Special Education, and Bilingual Education. Students seeking the MEd in educational psychology may emphasize one of the following areas: learning sciences; school counseling; research, or measurement and statistics. The school counseling emphasis prepares students for certification by the Texas Education Agency as school counselors. Students seeking the MS in educational psychology may emphasize one of the following areas: cognition and creativity or research, measurement and statistics. An MS in Special Education or Bilingual Education is also offered.

In conjunction with its training in all areas of study, the department operates the Counseling and Assessment Clinic as a vehicle for student preparation and as a service to the University, as well as to the public and its schools. The clinic provides a modern laboratory for practicum experiences in counseling, educational and psychological assessment, and research.

Preparation as a professional in the areas of emphasis offered in the department requires attention to personal characteristics of the individual and his or her socialization into the profession, as well as to successful completion of academic coursework. In particular, students should exhibit an orientation toward fostering human development and possess characteristics conducive to helping relationships. Accordingly, the department requires that students desiring to pursue certification or degree programs satisfy the demands of the screening committee for the area of emphasis desired. These faculty committees require students to submit professional references, complete selected tests, and be interviewed by appropriate faculty members. Formal admission to a degree program, an area of emphasis, or a certification program is contingent upon the appropriate screening committee’s decision concerning the individual’s total fitness and promise as a professional person in the area of emphasis for which application is made. Students in all areas of study will periodically have their total progress in professional development reviewed by a committee of the faculty offering that area of study to determine whether or not they shall be permitted to continue.

All PhD students in the counseling and school psychology programs are expected to undertake a series of supervised professional training experiences in addition to formal coursework.

Field experiences in appropriate schools, colleges or social agencies are required in all degree programs. One complete year of full-time, professional internship is required of all doctoral students in the counseling and school psychology programs.

The deadline for fall admissions to the educational psychology, counseling psychology, and school psychology PhD programs is December 1. The Special Education and Bilingual Education programs offer an additional deadline for doctoral admission on April 1. Bilingual Education also offers a July 1 deadline. The deadline for admission to fall Master’s programs are March 15 and October 15 is the deadline for spring admissions. Please note that the masters programs in Special Education and School Counseling only accept applications for a summer start and that deadline is February 15. Online programs in Learning Sciences, Creativity and Innovation, and Educational Technology, also accept applications on July 1 for the next fall semester. Prospective students should contact the department’s academic advisor to request a copy of the pertinent program information and departmental application procedures.

Because of the professional training involved, enrollment in a number of courses is limited to students majoring in the department. Some courses are limited to students admitted to specific areas of study. Approval by the department head is required for enrollment in courses.

Faculty

Acosta, Sandra T, Assistant Professor
Educational Psychology
PHD, Texas A&M University, 2010

Alexander, Joyce M, Professor
Educational Psychology
PHD, University of Georgia, 1992

Baek, Eunkyeng, Visiting Assistant Professor
Educational Psychology
PHD, University of South Florida, 2015

Blake, Jamilia J, Associate Professor
Educational Psychology
PHD, University of Georgia, 2007

Brossart, Dan F, Associate Professor
Educational Psychology
PHD, University of Missouri - Columbia, 1996

Burke, Mack D, Associate Professor
Educational Psychology
PHD, University of Oregon, 2001

Burke, Shanna H, Professor
Educational Psychology
PHD, University of Oregon, 1998

Byrns, Glenda E, Clinical Associate Professor
Educational Psychology
PHD, Texas A&M University, 2007
Castillo, Linda G, Associate Professor  
Educational Psychology  
PHD, University of Utah, 1999

Castro Olivo, Sara M, Associate Professor  
Educational Psychology  
PHD, University of Oregon, 2007

Elliott, Timothy R, Instructional Assistant Professor  
Educational Psychology  
PHD, University of Missouri - Columbia, 1987

Fogarty, Melissa S, Clinical Assistant Professor  
Educational Psychology  
PHD, Texas A&M University, 2012

Fournier, Constance J, Clinical Professor  
Educational Psychology  
PHD, The University of Texas at Austin, 1987

Ganz, Jennifer, Professor  
Educational Psychology  
PHD, University of Kansas, 2002

Hall, Robert J, Associate Professor  
Educational Psychology  
PHD, University of California, Los Angeles, 1979

Juntune, Joyce E, Instructional Professor  
Educational Psychology  
PHD, Texas A&M University, 1997

Kwok, Qi-Man, Professor  
Educational Psychology  
PHD, Arizona State University, 2005

Lara-Alecio, Rafael, Regents Professor  
Educational Psychology  
PHD, University of Utah, 1991

Liew, Jeffrey C, Professor  
Educational Psychology  
PHD, Arizona State University, 2005

Luo, Wen, Associate Professor  
Educational Psychology  
PHD, Texas A&M University, 2007

McCord, Carly, Visiting Lecturer  
Educational Psychology  
PHD, Texas A&M University, 2013

Ompendoguel, Lizette O, Associate Professor  
Educational Psychology  
PHD, University of Missouri - Columbia, 2009

Padron, Yolanda, Professor  
Educational Psychology  
PHD, University of Houston, 1985

Palmer, Douglas J, Professor  
Educational Psychology  
PHD, University of California, Los Angeles, 1977

Pedersen, Susan J, Associate Professor  
Educational Psychology  
PHD, The University of Texas at Austin, 2000

Perrott, Lisa J, Associate Professor  
Educational Psychology  
PHD, University of Virginia, 2001

Rae, William A, Clinical Professor  
Educational Psychology  
PHD, The University of Texas at Austin, 1975

Riccio, Cynthia A, Professor  
Educational Psychology  
PHD, University of Georgia, 1993

Ridley, Charles R, Professor  
Educational Psychology  
PHD, University of Minnesota, Twin Cities, 1978

Rivera, Hector H, Assistant Professor  
Educational Psychology  
PHD, University of California, Santa Cruz, 2001

Simmons, Krystal T, Clinical Associate Professor  
Educational Psychology  
PHD, Texas A&M University, 2009

Stough, Laura M, Associate Professor  
Educational Psychology  
PHD, The University of Texas at Austin, 1993

Sweany, Noelle W, Clinical Associate Professor  
Educational Psychology  
PHD, The University of Texas at Austin, 1999

Thompson, Julie L, Assistant Professor  
Educational Psychology  
PHD, University of North Carolina at Charlotte, 2014

Tong, Fuhui, Associate Professor  
Educational Psychology  
PHD, Texas A&M University, 2006

Vannest, Kimberly J, Professor  
Educational Psychology  
PHD, Louisiana State University, 2000

Walichowski, Miranda F, Clinical Associate Professor  
Educational Psychology  
PHD, Texas A&M University, 2009

Woltering, Steven, Assistant Professor  
Educational Psychology  
PHD, University of Toronto, 2012

Woodward, Robert S, Clinical Associate Professor  
Educational Psychology  
PHD, Texas A&M University, 2004

Yoon, Myeongsun, Associate Professor  
Educational Psychology  
PHD, Arizona State University, 2007
Yue, Jessica, Instructional Associate Professor
Educational Psychology
PHD, Virginia Polytechnic Institute and State University, 2011

Zhang, Dan D, Professor
Educational Psychology
PHD, University of New Orleans, 1998

Masters

- Master of Education in Bilingual Education (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/bilingual-med)
- Master of Education in Educational Psychology (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/med)
- Master of Education in Educational Technology (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/technology-med)
- Master of Education in Special Education (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/special-education-med)
- Master of Science in Bilingual Education (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/bilingual-ms)
- Master of Science in Educational Psychology (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/ms)
- Master of Science in Special Education (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/special-education-ms)

Doctoral

- Doctor of Philosophy in Counseling Psychology (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/counseling-phd)
- Doctor of Philosophy in Educational Psychology (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/phd)
- Doctor of Philosophy in School Psychology (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/school-psychology/phd)

Certificates

- Applied Behavior Analysis Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/applied-behavior-analysis-certificate)
- Hispanic Bilingual Education Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/hispanic-bilingual-education-certificate)

Courses

CPSY 601 Multicultural Counseling in Schools
Credits 3.3 Lecture Hours.
Intersecting role of ethnicity, cultural background, gender and sexual orientation and how they shape the psychosocial development of children and adolescents and impact their educational trajectories; development and appreciation of cultural and ethnic differences among individuals, groups and families to enhance school counseling service delivery.
Prerequisites: Graduate classification; approval of department head.

CPSY 602 School Counseling Theories and Techniques
Credits 3.3 Lecture Hours.
Broad view of counseling theories and techniques using a microskills approach; modules include topics pertinent to the school counseling field; opportunities to observe and practice counseling techniques.
Prerequisites: CPSY 630; graduate classification; approval of department head.

CPSY 603 School Counseling Group Interventions
Credits 3.3 Lecture Hours.
Development of group counseling interventions for children and adolescents in school settings.
Prerequisites: Graduate classification; approval of department head.

CPSY 612 Planning and Organizing Comprehensive Guidance Programs
Credits 3.3 Lecture Hours.
Purposes and functions of a guidance program; components of a comprehensive guidance program; systems approach to implementing a comprehensive guidance program for elementary and secondary students and adults.
Prerequisite: Approval of department head.

CPSY 626 Psychopathology
Credits 3.3 Lecture Hours.
Causes, course, outcomes and treatment of abnormal and maladaptive behavior; degrees of variation possible from normal adaptive behavior; biological, developmental, social, cultural and psychological perspective on abnormal behavior.
Prerequisite: Graduate classification.

CPSY 630 Foundations of School Counseling
Credits 3.3 Lecture Hours.
Philosophical, psychological, and sociological concepts fundamental to counseling in schools.
Prerequisite: Graduate classification; Approval of department head.

CPSY 631 Techniques of Counseling
Credits 3.3 Lecture Hours.
Methods and procedures descriptive of the counseling process; dynamics of counselor-counselee relationship; interviewing techniques; use of test results in counseling.
Prerequisites: CPSY 630; approval of department head.

CPSY 632 Career Counseling
Credits 3.3 Lecture Hours.
Theories of career development; sources, classification and analysis of educational, occupational and social information including occupational trends, post-secondary programs and financial planning; use of occupational-educational information, appropriate psychological measures and computerized guidance systems.
Prerequisite: CPSY 679.
CPSY 633 Introduction to Group Process
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Principles, procedures and processes of group approaches to assisting individuals in their personal growth and development in education, public and mental health settings; participation as member of a personal growth required.
Prerequisites: CPSY 630; approval of department head.

CPSY 634 Group Counseling and Psychotherapy
Credits 3. 3 Lecture Hours.
Major contemporary approaches to group counseling and psychotherapy in mental and public health settings; experiential learning in a simulated group process; integration of theory and practical applications.
Prerequisites: CPSY 631; CPSY 633 or equivalent; approval of department head.

CPSY 635 Social Counseling Psychology Interface
Credits 3. 3 Lecture Hours.
Provides a foundation in theory and research at the interface of social and counseling psychology; fundamentals of social psychology theories, methodologies and perspectives; understanding the relevance to counseling psychology practice; focus on social and cognitive theories, concepts, and processes rather than specific psychological disorders.
Prerequisite(s): Doctoral student in good standing in counseling, clinical, school or social psychology.

CPSY 636 Psychological Consultation to Organizations
Credits 3. 3 Lecture Hours.
Focuses on organizations as the target of analysis, intervention, and change; established social science concepts and principles; consideration of concepts, intervention strategies, and skills that extend beyond those used in counseling and psychotherapy; highlights consultation as a mode of change agency; considerable attention given to putting theory into practice.
Prerequisites: Graduate classification; approval of department head; approval of instructor.

CPSY 637 Latino Psychology
Credits 3. 3 Lecture Hours.
Examination of psychological research and literature related to Latino experience in the U.S. via readings, media and class discussion; introduction to various Latino groups with the primary focus on individuals of Mexican descent.
Prerequisites: Graduate classification; approval of department head.

CPSY 639 Counseling Practicum I
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Supervised experience in individual counseling; cases engaged in the counseling laboratory on campus; off-campus counseling in schools and various public and mental health settings also assigned at supervisor’s discretion. May be taken for credit 2 times as content varies.
Prerequisites: CPSY 631 and CPSY 632; approval of instructor six weeks prior to registration; approval of department head.

CPSY 662 Professional Issues in Counseling Psychology
Credits 3. 3 Lecture Hours.
Legal, ethical, economic and practical issues that impact the training, credentialing, placement and marketing of counseling psychologists and their services.
Prerequisite: Approval of department head.

CPSY 663 Counseling Practicum II
Credits 3. 6 Lab Hours. 1 Other Hour.
Supervised experience in individual and group counseling requiring advanced technical skills; continuing counseling relationships with various, selected subjects.
Prerequisites: CPSY 639; approval of department head six weeks prior to registration.

CPSY 666 Practicum in Counselor Supervision
Credits 3. 6 Lab Hours. 1 Other Hour.
Supervised experience in directing counseling and guidance activities of students involved in practicum and field experiences; intended for individuals preparing to become counselor educators or supervisors.
Prerequisites: CPSY 664; approval of department head; application six weeks prior to registration.

CPSY 671 Dying and Bereavement
Credits 3. 3 Lecture Hours.
Exposure to experiences of others on the topic of dying and loss both through readings and through class presentations and discussions; offers new ways to think about death in general, as well as one's own death and those of one's loved ones; provides mental health provider a foundation in concepts/process of death, loss and bereavement.
Prerequisites: Graduate classification and approval of department head.

CPSY 673 Advanced Psychotherapeutic Skills
Credits 3. 3 Lecture Hours.
Didactic/experiential course, designed for students in professional psychology programs; variety of psychotherapeutic interventions in short and long term counseling with adults in public and mental health settings; ways to access affective process.
Prerequisites: Practicum; approval of instructor and department head.

CPSY 676 Family Counseling and Psychotherapy
Credits 3. 3 Lecture Hours.
Basic concepts and techniques in marriage and family counseling in public and mental health settings; marital communication and growth relationships.
Prerequisites: CPSY 631 and CPSY 633; approval of instructor and department head.

CPSY 677 Practicum in Clinical Geropsychology
Credits 3. 1 Lecture Hour. 6 Other Hours.
Practicum in theory and strategies for providing mental health services to the elderly; training and supervision of individual counseling and community mental health approaches in a variety of settings.
Prerequisites: Human service experience; approval of instructor and department head.

CPSY 678/PSYC 678 Couples Therapy
Credits 3. 3 Lecture Hours.
Theory and practice of marital therapy emphasizing systems and communication approaches; effective strategies and techniques for use in public and mental health settings; therapy with specific marital problems and obstacles to effective therapy. Repeatable to 6 hours.
Prerequisites: CPSY 631 and CPSY 639 or equivalent; approval of instructor.
Cross Listing: PSYC 678/CPSY 678.
CPSY 679 Multicultural Counseling
Credits 3. 3 Lecture Hours.
Effective communication skills in cross-cultural counseling or helping relationships in public and mental health settings; integration of theoretical knowledge with experiential learning; psychosocial factors and lifestyles of cultural groups; effect on counseling relationships. Prerequisites: Graduate classification and approval of department head.

EPSY 602 Educational Psychology
Credits 3. 3 Lecture Hours.
Understanding the culturally competent career counseling theory, assessment and skills as applied to the diverse populations in schools. Prerequisite: Approval of department head.

EPSY 604 Career Counseling in Schools
Credits 3. 3 Lecture Hours.
Understanding the culturally competent career counseling theory, assessment and skills as applied to the diverse populations in schools. Prerequisite: Approval of department head.

EPSY 605 Effects of Culture, Diversity, and Poverty on Children and Youth
Credits 3. 3 Lecture Hours.
Understanding of how the intersecting nature of culture, diversity, and poverty impact adjustment outcomes in children and youth; comprehension of our own belief systems; exploration of disparities in education and mental health across ethnically, culturally and socially diverse groups; strategies for alleviating educational and mental health disparities. Prerequisite: Graduate classification.

EPSY 606 Motivation and Emotion for Optimal Learning and Performance
Credits 3. 3 Lecture Hours.
Role of motivation and emotion in human learning and performance; major theories and empirical research relevant to motivation and emotional impacts of learning, performance, or functioning in a variety of situations, contexts, and cultures; content applied across multiple disciplines including education, counseling or therapeutic outcomes, achievement performance in school, art, music and sports. Prerequisite(s): EPSY 602 or approval of instructor; graduate classification.

EPSY 618 Neurodevelopment and Genetic Disorders in Children
Credits 3. 3 Lecture Hours.
Comprehensive coverage of a broad array of neurodevelopment and genetic disorders in children; emphasis on cognitive and emotional sequelae of these disorders and their relationship to medical, psychological, and educational interventions. Prerequisite: Graduate classification; approval of department head.

EPSY 619 Nature and Needs of the Gifted and Talented
Credits 3. 3 Lecture Hours.
Psychological characteristics of the gifted and talented; introduction to identification techniques, educational programs, instructional approaches and special problems. Prerequisite: Approval of department head.

EPSY 620 Social and Emotional Development of the Gifted and Talented
Credits 3. 3 Lecture Hours.
Understanding the socially and emotionally intelligent behavior of gifted and talented students. Prerequisite: Approval of department head.

EPSY 621 Clinical Neuropsychology
Credits 3. 2 Lecture Hours. 2 Lab Hours.
Surveys brain-behavior relationships with an emphasis on understanding the brain as an interdependent, systemic network; administer and score the Halstead-Reitan Neuropsychological Test Battery. Prerequisites: Graduate classification; approval of department head.

EPSY 622 Measurement and Evaluation in Education
Credits 3. 3 Lecture Hours.
Principles of psychological testing applied to education; uses and critical evaluation of achievement and aptitude, interest, and personality tests and performance in educational settings. Prerequisite: Approval of department head.

EPSY 623 Social and Emotional Development of the Gifted and Talented
Credits 3. 3 Lecture Hours.
Theoretical models and patterns of social and emotional development among the gifted and talented through adolescence; implications and strategies for educators. Prerequisite: Approval of department head.
EPSY 624 Creative Thinking
Credits 3. 3 Lecture Hours.
Development of personal creativity across fields of endeavor; analysis of creative potential, including psychometric assessment; experience of methods for stimulating creative processing and productivity.
Prerequisite: Approval of department head.

EPSY 625 Advanced Psychometric Theory
Credits 3. 3 Lecture Hours.
Psychometric theory, planning, construction, analysis, and evaluation of written and performance tests; item analysis, norms, reliability, and validity (including factor analytic) studies; item response theory.
Prerequisites: EPSY 640; approval of department head.

EPSY 626 At-Risk Hispanic Families and Their Young Children
Credits 3. 3 Lecture Hours.
Provides educational practitioners and related personnel with the conceptual and theoretical foundations for understanding the nature and impact of exposure to childhood risks on literacy, physical and mental health development of Hispanic families and their young children within developmental framework.
Prerequisites: Graduate classification; approval of department head.

EPSY 627 Structured Personality Assessment in Counseling
Credits 3. 3 Lecture Hours.
Personality evaluation using structured assessment instruments; variety of self-report personality inventories; the Minnesota Multiphasic Personality Inventory.
Prerequisites: EPSY 622; approval of department head.

EPSY 628 The Rorschach Technique with Children and Adolescents
Credits 3. 3 Lecture Hours.
Analysis of the Rorschach Technique; basic issues in projective assessment, scoring, interpreting and analyzing the Rorschach, with an emphasis on its clinical use with children and adolescents.
Prerequisite: Approval of instructor and department head.

EPSY 629 Educational Planning for the Gifted and Talented
Credits 3. 3 Lecture Hours.
Theoretical issues confronting educators involved in program development for gifted and talented children and adolescents; analysis of educational perspectives and instructional implications.
Prerequisites: Graduate classification and approval of department head.

EPSY 630 Single-Case Experimental Design
Credits 3. 3 Lecture Hours.
Teaches measurement, design, implementation, and analysis skills to conduct research with single-subject design; review and summarize the quality of single-case literature, plan and implement A/B designs.
Prerequisites: Approval of instructor and department head.

EPSY 631 Program Evaluation
Credits 3. 3 Lecture Hours.
Learning of key evaluation skills such as establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation; scenario practice.
Prerequisite: EPSY 635 or equivalent.

EPSY 633 Qualitative Research Design and Data Collection
Credits 3. 3 Lecture Hours.
Introduction to qualitative designs used to answer educational, psychological, or social research questions; historical foundations, epistemologies and essential elements of prevalent qualitative research designs; methods of collecting qualitative data including interviews, naturalistic observation, participant-observation, and stimulated recall procedures.
Prerequisites: Graduate classification; approval of department head.

EPSY 634 Educational Neuroscience
Credits 3. 3 Lecture Hours.
Human learning form a biological perspective; fundamentals of genetics, neuroscience and the principles used to better understand the conditions in which brains develop and function optimally; biological substrates of emotions and motivation, as well as executive functions (e.g. working memory, attentional control) and skills related to language and mathematics; neuroscience and application to atypical learners; emotional, learning and other disorders that make learning and succeeding in educational contexts more challenging.
Prerequisites: Graduate classification; approval of department head.

EPSY 635 Educational Statistics
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Introduction to the theory and application of statistical methods in behavioral science research with emphasis on classroom applications.
Prerequisite: Approval of instructor.

EPSY 636 Techniques of Research
Credits 3. 3 Lecture Hours.
Fundamental concepts and tools of research applied to psychological and educational problems; rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description and inference, writing the research report and representative research designs.
Prerequisite: Approval of department head.

EPSY 637 Qualitative Grounded Theory Methodologies
Credits 3. 3 Lecture Hours.
Introduction to qualitative designs used to answer educational, psychological or social research questions; historical foundations, methods of collecting qualitative data including interviews, psychological, or social research questions; historical foundations and interpretation of data using Grounded Theory methodologies; analysis of qualitative data using Grounded Theory methodologies.
Prerequisites: Graduate classification; approval of department head.

EPSY 638 Techniques of Research
Credits 3. 3 Lecture Hours.
Methods of collecting qualitative data to answer educational, psychological or social research questions; historical foundations, methods of collecting qualitative data including interviews, psychological, or social research questions; historical foundations.
Prerequisites: Graduate classification; approval of department head.

EPSY 639 Educational Neuroscience
Credits 3. 3 Lecture Hours.
Theoretical issues confronting educators involved in program development for gifted and talented children and adolescents; biological perspectives and instructional implications.
Prerequisites: Graduate classification and approval of department head.

EPSY 640 Experimental Design in Education I
Credits 3. 3 Lecture Hours.
Preparation in experimental research design in educational studies; application of statistical methods in these designs.
Prerequisites: EPSY 636 or equivalent; approval of department head.

EPSY 641 Experimental Design in Education II
Credits 3. 3 Lecture Hours.
Preparation in research design in educational studies; application of statistical methods in these designs.
Prerequisites: EPSY 640; approval of instructor and department head.

EPSY 642 Meta-Analysis of Behavioral Research
Credits 3. 3 Lecture Hours.
Principles and use of quantitative techniques for research integration in education and other behavioral disciplines; computer-based and branching literature searches, coding protocols, theory of effect size estimation, analysis and reporting.
Prerequisites: EPSY 435 or STAT 651; EPSY 636 or equivalent; approval of department head.
EPSY 643 Applied Multivariate Methods  
Credits 3. 3 Lecture Hours.  
This seminar presents various techniques for applied multivariate modeling of phenomena in educational psychology.  
Prerequisites: EPSY 640 and EPSY 641 or approval of instructor; approval of department head.

EPSY 644 Histories of Psychology  
Credits 3. 3 Lecture Hours.  
Comprehensive understanding of the histories, including theoretical foundations, pivotal contributions and contributors, within the field of psychology that have led to current conceptualizations and applied, professional practice of psychology.  
Prerequisites: Graduate classification; approval of department head.

EPSY 645 Creative Genius  
Credits 3. 3 Lecture Hours.  
Analysis of patterns of development among highly creative individuals; required dramatic presentation on the life and accomplishments of a selected individual through the use of the soliloquy stage technique.  
Prerequisite: Graduate classification; approval of department head.

EPSY 646 Issues in Child and Adolescent Development  
Credits 3. 3 Lecture Hours.  
Theoretical orientations, issues, research strategies and empirical findings of developmental psychology relevant to education.  
Prerequisites: PSYC 634 or equivalent; approval of department head.

EPSY 647 Lifespan Development  
Credits 3. 3 Lecture Hours.  
Issues and models of studying lifespan development; research and theory of lifespan development; comprehensive and current foundation of lifespan development.  
Prerequisite: Graduate classification; approval of department head.

EPSY 648 Intelligence and Creativity  
Credits 3. 3 Lecture Hours.  
Considers theory, research, methodologies and issues related to the definition, identification and assessment of intelligence, and assessment of intelligence and creativity; addresses theories of intelligence and creativity; methodologies and issues related to assessment of both; relationship between them; and frameworks for fostering creativity; considers implications/applications of theory and research on effective teaching practices for creativity.  
Prerequisite: Graduate classification; approval of department head.

EPSY 650 Multiple Regression and Other Linear Models in Education Research  
Credits 3. 3 Lecture Hours.  
Overview of basic and advanced topics in regression analysis; equal emphasis on developing procedural knowledge, statistical theory, research designs, and practical issues and methods using statistics in empirical research; basis of linear regression models and logistic regression models.  
Prerequisites: EPSY 641 or STAT 652 or SOCI 631; graduate classification; approval of department head.

EPSY 651 Theory of Structural Equation Modeling  
Credits 3. 2 Lecture Hours. 3 Lab Hours.  
Introduction to the theory and application of structural equation modeling.  
Prerequisites: EPSY 640 and EPSY 641 or STAT 650 and STAT 651; graduate classification; approval of department head.

EPSY 652 Theory of Hierarchical Linear Models  
Credits 3. 3 Lecture Hours.  
Introduction to the theory and application of hierarchical linear models.  
Prerequisite: EPSY 640, EPSY 641 or STAT 651, STAT 652, or any equivalent courses; some knowledge on ANOVA and Multiple Regression; graduate classification; approval of department head.

EPSY 653 Advanced Structural Equation Modeling  
Credits 3. 3 Lecture Hours.  
Advanced topics of structural equation models; includes exploratory factor analysis under the structural equation modeling framework, testing factorial invariance, structural equation models with categorical observed variables, multilevel structural equation models, latent growth models, and growth mixture models.  
Prerequisites: EPSY 651 and EPSY 652.

EPSY 654 Longitudinal Data Analysis  
Credits 3. 3 Lecture Hours.  
Review of traditional approaches to longitudinal data analysis (e.g., MANOVA); consideration of newer approaches including multilevel modeling (MLM) and latent growth modeling (LGM) and their advantages in analyzing longitudinal data.  
Prerequisite: EPSY 651 and EPSY 652.

EPSY 655 Item Response Theory  
Credits 3. 3 Lecture Hours.  
Advanced measurement topics in item response models; theoretical foundations and practical applications of IRT models; dichotomous and polytomous IRT models including Rasch model (IPL model), 2-PL model, 3-PL model, rating scale model, partial credit model, and graded response model; analysis based on each model illustrated using BILOG-MG, PARSCALE, and M-plus.  
Prerequisite: EPSY 625.

EPSY 656 Survey Instrument Development  
Credits 3. 3 Lecture Hours.  
Experiences in developing instruments to measure cognition, attitude or behavior; issues and practices relating to construct specification, instrument design and administration; emphasis on analysis and summary of validity study data.  
Prerequisites: Graduate classification; EPSY 640 or equivalent; approval of department head.

EPSY 659 Practicum in Educating the Gifted and Talented  
Credits 3. 1 Lecture Hour. 6 Other Hours.  
Theory and strategies for instruction and guidance of the gifted and talented through a supervised experience in a laboratory setting with gifted and talented children and/or adolescents. May be taken three times for credit.  
Prerequisite: Approval of instructor and approval of department head.

EPSY 673 Learning Theories  
Credits 3. 3 Lecture Hours.  
Comprehensive study of classical and current learning theories; their significance to modern education.  
Prerequisite: Approval of department head.

EPSY 679 Research on Teacher Effectiveness  
Credits 3. 3 Lecture Hours.  
Considers theory, research and methodologies related to the definition and identification of effective teaching practices; practice, implications and applications of theory and research in educational psychology on effective teaching practices.  
Prerequisites: Graduate classification; approval of department head.
EPSY 682 Seminar in...
Credit 1. 1 Other Hour.
Knowledge, skills and attitudes in special education, counseling, psychological foundations of education and school psychology. Specific topics are announced for each seminar offered. May be taken more than once but not to exceed 6 hours of credit.
Prerequisite: Approval of department head.

EPSY 683 Field Practicum in...
Credits 1 to 15. 1 to 15 Other Hours.
Supervised experience in professional employment settings in educational psychology. Wide range of practical experiences and activities as listed below that are closely supervised by departmental faculty. Repeatable to 15 hours total.
Prerequisite: Approval of instructor and department head.

EPSY 684 Professional Internship
Credits 1 to 4. 1 to 4 Other Hours.
Limited to advanced doctoral students; University-directed experience in a professional employment setting; full-time participation and responsibility in experiences related to career specializations in counseling or school psychology. Repeatable to 9 hours total.
Prerequisites: Approval of department head six weeks prior to registration; approval of department head.

EPSY 685 Directed Studies
Credits 1 to 4. 1 to 4 Other Hours.
Directed individual study of selected problems.
Prerequisite: Approval of department head.

EPSY 688/CPSY 688 Research Proposal Development
Credits 4. 3 Lecture Hours. 2 Lab Hours.
This seminar models the processes of developing and defending research proposals.
Prerequisites: EPSY 640 and EPSY 641 or approval of instructor; approval of department head.
Cross Listing: CPSY 688/EPSY 688.

EPSY 689 Special Topics in...
Credits 1 to 4. 1 to 4 Lecture Hours.
Selected topics in an identified area of educational psychology. May be repeated for credit.
Prerequisite: Approval of department head.

EPSY 690 Theory of Educational Psychology Research
Credits 3. 3 Lecture Hours.
Theory and design of research problems and experiments in various subfields of educational psychology; communication of research proposals and results; evaluation of current research of faculty and students and review of current literature. May be repeated for credit.
Prerequisite: Approval of instructor and department head.

EPSY 691 Research
Credits 1 to 23. 1 to 23 Other Hours.
Research for thesis or dissertation.
Prerequisite: Approval of department head.