The Department of Educational Psychology offers a variety of degrees associated with learning and cognition, human development, instructional design, and individual differences. Students interested in graduate studies within the department should exhibit an orientation toward fostering human development and possess characteristics conducive to supporting relationships and advancing educational and societal improvements. Faculty admissions committees within each degree and emphasis program carefully review applicants' professional references, prior experiences, selected test scores, and career goals. Finalists are interviewed by appropriate groups of faculty members and formal admission to a degree program, area of emphasis, or certification program is contingent upon the admissions committee's determination regarding an applicant's total fitness and promise as a professional in the area for which application is made.

Doctor of Philosophy (Ph.D.) Degrees

The department offers three Ph.D. degrees in Educational Psychology, Counseling Psychology, and School Psychology. The Counseling Psychology and School Psychology programs are nationally accredited by the American Psychological Association. Students pursuing a Ph.D. in Educational Psychology select one of five emphasis programs: (a) Bilingual Education; (b) Cognition, Creativity, Instruction, and Development; (c) Educational Technology; (d) Research, Measurement, and Statistics; or (e) Special Education.

Field experiences in appropriate schools, colleges, or social agencies are required in all degree programs. Doctoral students in Counseling Psychology and School Psychology programs are required to undertake a series of supervised professional training experiences in addition to formal coursework and must successfully complete one year of full-time, professional internship prior to graduation.

All of the department's Ph.D. programs prepare graduates for academic positions in university and research settings. Non-academic careers may also be pursued in areas appropriate to the programs of study. For example, the graduates of the Counseling Psychology program are also prepared to become counseling psychologists in college and university counseling centers as well as a range of public or mental health settings. School Psychology graduates may become school psychologists who practice in education or health care settings. Many graduates who participate in the Educational Technology program become instructional designers and technology leaders within public schools, higher education, and industries.

Master of Science (M.S.) Degrees

The department offers M.S. degrees in Bilingual Education, Educational Psychology, and Special Education; each of these degrees requires successful completion of a thesis in addition to coursework. Students pursuing an M.S. in Educational Psychology pursue a program of study in either (a) Cognition, Creativity, Instruction, and Development or (b) Research, Measurement, and Statistics.

Master of Education (M.Ed.) Degrees

The department also offers M.Ed. degrees in Bilingual Education, Special Education, Educational Technology, and Educational Psychology. Students pursuing an Educational Psychology degree select an emphasis program in (a) Cognition and Creativity, (b) Cognition, Creativity, Instruction, and Development; or (c) School Counseling. The school counseling program prepares practicing teachers for certification by the Texas Education Agency to become practicing school counselors.

Graduate Programs Delivered via Distance Education

Designed with the working professional in mind, many of our professional master’s degree programs are offered fully online. Degree programs delivered via distance education include Bilingual Education (M.Ed./M.S.) Special Education (M.Ed./M.S.), Educational Technology (M.Ed.), and Educational Psychology's emphasis programs in School Counseling (M.Ed.), and Cognition and Creativity (M.Ed.).

Real World Application

The Department of Educational Psychology has a broad range of research and outreach endeavors that serve as a vehicle for graduate student preparation while also enabling us to serve the University, local schools, and communities throughout the state of Texas. The department boasts multiple innovative research labs and clinics, a university-designated center on Dual-Language and Literacy Acquisition, and a federally designated center on Disability and Development. Over the past eighteen years our Counseling and Assessment Clinic has provided more than 30,000 hours of assessment and counseling services to more than 2,600 individuals in the local community. We also established a Telehealth Counseling Clinic and partner with the School of Rural Public Health to provide mental health services to a growing number of underserved communities throughout south central Texas using video conference technology via HIPPA-approved encryption and high-speed lines. These telehealth services are provided by a team of counseling psychology doctoral students and doctoral-level supervising faculty who are psychologists or otherwise licensed mental health professionals. Cutting-edge research and outreach efforts such as these afford valuable apprenticeship opportunities for graduate students while helping fulfill Texas A&M University’s land-grant mission.

Because of the professional training involved, enrollment in a number of courses is 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, 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, Professor
Educational Psychology
PHD, University of Utah, 1999

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

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

Ettekal, Idean, Assistant Professor
Educational Psychology
PHD, Arizona State University, 2016

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

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

Gagne, Jeffrey R, Assistant Professor
Educational Psychology
PHD, Boston University, 2007

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

Gilson, Carly B, Assistant Professor
Educational Psychology
PHD, Vanderbilt University, 2017

Ihorn, Shasta M, Visiting Assistant Professor
Educational Psychology
PHD, University of Texas at Austin, 2013

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

Kwok, Oi-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

Montague, Marcia L, Visiting Assistant Professor
Educational Psychology
PHD, Texas A&M University, 2009

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

Padron, Yolanda, Professor
Educational Psychology
EDD, 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, 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, University of Texas at Austin, 1975

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

Ridley, Charles R, Professor
Educational Psychology
PHD, University of Minnesota, 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, University of Texas, 1993

Sweany, Noelle W, Clinical Associate Professor
Educational Psychology
PHD, University of Texas at Austin, 1999
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)
- Latino Mental Health Certificate (http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-psychology/latino-mental-health-certificate)

Courses

BIED 610 Hispanic Bilingual Assessment and Monitoring Students
Credits 3.3 Lecture Hours.
Assessing language ability; language assessment; evaluating and scoring different types of assessments; guided field based experiences. **Prerequisites:** Graduate classification; approval of department head.

BIED 611 Dual Language Program Methodologies
Credits 3.3 Lecture Hours.
Use of theory and effective teaching practice in promoting students’ development of strong social and academic skills; relationship of culture to language; guided field experiences. **Prerequisites:** Graduate classification; approval of department head.

BIED 612 Content Area Instruction for Hispanic Bilingual Programs
Credits 3.3 Lecture Hours.
Theories and approaches for integrating English as second language; learning strategies on how plan, procedures and units engage language teachers, students, and learning environment; guided field experiences. **Prerequisites:** Graduate classification; approval of department head.

BIED 613 Spanish/English Biliteracy
Credits 3.3 Lecture Hours.
Social-linguistic characteristics of second language learners acquiring literacy skills; reading and literature instruction for second language learners; reading and writing process across the curriculum for Hispanic second language learners; guided field experiences. **Prerequisites:** Graduate classification; approval of department head.

BIED 614 Bilingual Education Curriculum Development
Credits 3.3 Lecture Hours.
Analysis of past and current trends in curriculum development in bilingual education; guided field experiences. **Prerequisites:** Graduate classification; approval of department head.
BIED 615 Teacher Action Research in Bilingual Education  
Credits 3. 3 Lecture Hours.  
Philosophy of teacher action research in bilingual education settings using qualitative methods with educational issues related to English language learners; provide guided practice in data collection, analysis, and presentation of action research.

BIED 616 Spanish for Bilingual and Dual Language Programs  
Credits 3. 3 Lecture Hours.  
Understanding of dual language programs; literacy instruction through Spanish; socio-linguistic perspectives on literacy competence and effective instructional practices; guided field experiences.  
Prerequisite: Graduate classification; approval of department head.

BIED 617 Evaluation of Programs with Bilingual and Language Minority Students K-12  
Credits 3. 3 Lecture Hours.  
Evaluation and research models and methodologies in education of bilingual/language minority students from K-12.  
Prerequisites: EPSY 610 or approval of instructor.

BIED 618 Early Language and Literacy  
Credits 3. 3 Lecture Hours.  
Investigation of current language and literacy intervention research for young Hispanic/Latino children in preschool through second grade; emphasis on current intervention research targeting children at risk for reading difficulties in Spanish and/or English.  
Prerequisites: Graduate classification; approval of department head.

BIED 619 Second Language Acquisition in Pre-K-12; Advanced Theory and Practice  
Credits 3. 3 Lecture Hours.  
Examination of theory as a framework for explaining relationships, a research guide, and assumptions that inform practice; review how theory and practice for English only students have attempted to explain second language acquisition in second language learners.  
Prerequisites: Graduate classification; approval of instructor; BIED 611; BIED 612.

BIED 620 Current Issues in Bilingual Education  
Credits 3. 3 Lecture Hours.  
Survey of historical, political, language and sociocultural issues and their impact on the education of language minority groups.  
Prerequisites: EPSY 611 and EPSY 612; graduate classification; approval of instructor and department head.

BIED 621 Methods for Bilingual Research  
Credits 3. 3 Lecture Hours.  
Understanding educational research and research methodologies; use of research findings to appropriately inform school and classroom practices; overview of the research methodology to develop skills as future researchers and consumers of research; examination of qualitative and quantitative research methodologies and mixed methods in relation to their application to diverse populations.  
Prerequisites: Graduate classification; approval of department head.

BIED 632 Research in Second Language Education  
Credits 3. 3 Lecture Hours.  
Studies related to the teaching/learning process in two languages and field methods for carrying out those studies.  
Prerequisites: EPSY 611; EPSY 612 or consent of instructor.

BIED 682 Seminar in...  
Credit 1. 1 Other Hour.  
Knowledge, skills and attitudes in bilingual education. 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.

BIED 683 Field Practicum in...  
Credits 1 to 15. 1 to 15 Other Hours.  
Supervised experience in professional employment settings in bilingual education with research related to current issues; requires a self-initiated proposal, a mid-semester formative report, and an end-of-semester summative report. Repeatable to 15 hours total.  
Prerequisite: Approval of instructor and department head.

BIED 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 bilingual education. Repeatable to 9 hours total.  
Prerequisites: Approval of department head six weeks prior to registration; approval of department head.

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

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

BIED 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.

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

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: 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 664 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 672 Theories of Counseling and Psychotherapy
Credits 3. 3 Lecture Hours.
Comprehensive and intensive study of major theoretical positions in counseling and psychotherapy; implications for research and practice in public and mental health settings.
Prerequisites: CPSY 631; 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.

CPSY 683 Field Practicum
Credits 1 to 15. 1 to 15 Other Hours.
Supervised experience in professional public and mental health settings in counseling psychology; wide range of practical experiences and activities that are closely supervised by departmental faculty. May be taken up to 30 hours.
Prerequisite: Graduate classification; approval of department head.

CPSY 684 Professional Internship
Credits 1 to 4. 1 to 4 Other Hours.
Limited to advanced doctoral students; faculty supervised experience in approved professional public and mental health employment settings; application for September assignments must be approved the previous October. May be repeated up to 9 hours.
Prerequisites: Completion of required coursework except CPSY 684 and CPSY 691; approval of department head.

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

CPSY 688/EPSY 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: EPSY 688/CPSY 688.

CPSY 689 Special Topics in...
Credits 1 to 4. 1 to 4 Lecture Hours. 1 to 4 Lab Hours.
Selected topic in an identified area of counseling psychology. May be repeated for credit.
Prerequisite: Approval of department head.

CPSY 690 Theory of Counseling Psychology Research
Credits 3. 3 Lecture Hours.
Theory and design of research problems and experiments in counseling 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.

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

EPSY 602 Educational Psychology
Credits 3. 3 Lecture Hours.
Cognitive analysis of academic skills and tests; current cognitive views of learning, memory, problem solving and development of skill and expertise; effects of aptitude, motivation and task environment on academic performance. Implications for assessment and instruction.
Prerequisite: Approval of department head.

EPSY 603 Qualitative Methodologies in Educational Research
Credits 3. 3 Lecture Hours.
Survey of qualitative research methodologies commonly used in educational research; purposes, epistemologies, data collection and analyses that distinguish different qualitative approaches to educational research; ethical and procedural challenges of collecting qualitative data in educational settings.
Prerequisite: Master's level classification.

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 economically 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 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; administers and scores 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 AB 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 632 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.
Methods of collecting qualitative data to answer educational or psychological questions using Grounded Theory methodologies; analysis and interpretation of data using Grounded Theory methodologies.
Prerequisites: Graduate classification; introductory course in qualitative methods; and approval of instructor.

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 instructor; 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.
Prerequisites: 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, PARSSCALE, 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.