

# EDUCATIONAL PSYCHOLOGY (ED PSYCH)

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

3 credits.

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

**Requisites:** None

**Course Designation:** Breadth – Either Humanities or Social Science  
Level – Elementary

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

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

3 credits.

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

**Requisites:** Satisfied Quantitative Reasoning (QR) A requirement

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

Level – Intermediate

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

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Demonstrate their understanding of basic concepts that underlie statistics and data analysis Audience: Undergraduate

2. Use these concepts to make sense of new situations. Audience: Undergraduate

3. Apply their knowledge to do basic data manipulation and visualization Audience: Undergraduate

4. Apply their knowledge to identify research questions, formulate hypotheses, conduct data analysis and write a coherent report of what they did and what they learned. Audience: Undergraduate

## ED PSYCH 301 – HOW PEOPLE LEARN

3 credits.

Introduction to theories of learning in formal and informal settings, including theories related to memory, learning, and intelligence; cognitive, social, and affective aspects of learning; the influence of context on learning, including learning with psychological tools, such as language and technological resources; individual differences that may affect learning; and practical applications of learning theory.

**Requisites:** Sophomore standing

**Course Designation:** Breadth – Social Science  
Level – Intermediate

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Acquire a strong foundation in current and past psychological theories of learning Audience: Undergraduate

2. Recognize and synthesize multiple perspectives on knowledge, learning, and cognition Audience: Undergraduate

3. Apply fundamental theories and multiple perspectives to everyday learning environments. Audience: Undergraduate

4. Communicate effectively in collaborative work, so students may share their knowledge, wisdom, and values with others across social and professional settings Audience: Undergraduate

5. Understand and evaluate their own learning processes Audience: Undergraduate

6. Conduct research, analyze, and interpret resulting data; and create clear and concise reports of their research Audience: Undergraduate

7. Demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities and orientations and sociocultural backgrounds. Audience: Undergraduate

## ED PSYCH 320 – HUMAN DEVELOPMENT IN INFANCY AND CHILDHOOD

2-3 credits.

Normative processes and individual differences in physical, mental, social and emotional development and behavior from infancy through late childhood.

**Requisites:** Sophomore standing

**Course Designation:** Breadth – Social Science  
Level – Intermediate

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Summarize and recall scientific studies with infant and child participants Audience: Undergraduate

2. Differentiate and recall broad theories of infant and child development Audience: Undergraduate

### ED PSYCH 321 – HUMAN DEVELOPMENT IN ADOLESCENCE

2-3 credits.

Physiological, social, and cognitive changes which characterize the transition from childhood to adult life.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify and summarize the major developmental milestones of adolescence Audience: Undergraduate

2. Differentiate and evaluate the theory and methods used to study adolescence Audience: Undergraduate

### ED PSYCH 322 – THE PSYCHOLOGY AND MORAL DEVELOPMENT OF FORGIVENESS

3 credits.

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

**Requisites:** None

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Learn what forgiveness is and is not and be able to apply this knowledge as appropriate in situations of injustice Audience: Undergraduate

2. Acquire knowledge about how forgiveness develops in adults and in children, including empirically-verified studies showing these advances; Audience: Undergraduate

3. Think critically about forgiveness and address philosophical and psychological objections to forgiveness Audience: Undergraduate

4. Examine the questions which researchers ask regarding the psychology of forgiveness (basic research questions and applied-psychology questions and empirical results) Audience: Undergraduate

5. Become familiar with the variations in people's appropriation of forgiveness in different cultures; Audience: Undergraduate

6. Learn what the consequences of forgiving are for individuals, relationships, and communities, based on the peer-reviewed and published scientific studies; Audience: Undergraduate

7. Gain proficiency in knowing what forgiveness education is for children and adolescents, including the scientific studies examining the outcomes of such education for the students. Audience: Undergraduate

### ED PSYCH 326 – MIND, BRAIN AND EDUCATION

3 credits.

Provides an overview of methods and findings at the interface between education and neuroscience. Findings on brain development from birth to adolescence, brain changes in response to learning and how individual differences in brains relate to individual differences in learning. Educationally relevant domains including language acquisition and bilingualism, the brain basis of reading and mathematics and executive functions like memory, attention and emotion will be highlighted.

**Requisites:** Sophomore standing

**Course Designation:** Level - Intermediate

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Summarize and apply research that bridges neuroscience and education. Audience: Undergraduate

2. Demonstrate ability to work in cross-disciplinary student teams Audience: Undergraduate

### ED PSYCH 331 – HUMAN DEVELOPMENT FROM CHILDHOOD THROUGH ADOLESCENCE

3 credits.

Social and psychological aspects of human development from early childhood through adolescence; implications for education.

**Requisites:** Sophomore standing

**Course Designation:** Level - Intermediate

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Demonstrate basic knowledge of how children learn and grow from early childhood through adolescence Audience: Undergraduate

2. Describe major theories of human development, with attention to physical, cognitive, social, and emotional maturational processes, as well as various factors that affect development. This course provides opportunities for students to reflect through group discussions and written assignments. Audience: Undergraduate

3. Link theories about cognitive and social development to educational and parenting practices both orally and in writing Audience: Undergraduate

4. Summarize and critique scientific journal articles about human development Audience: Undergraduate

**ED PSYCH 470 – RESEARCH EXPERIENCE IN EDUCATIONAL PSYCHOLOGY**

1-6 credits.

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

**Requisites:** Consent of instructor

**Course Designation:** Level - Intermediate

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**ED PSYCH 501 – THINKING AND LEARNING**

3-4 credits.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Identify foundational theories of learning Audience: Graduate

2. Demonstrate ability to make connections to perspectives on knowing Audience: Graduate

3. Analyze types and implications of cognition Audience: Graduate

4. Identify relationships between theory and application Audience: Graduate

5. Design learning environments Audience: Graduate

**ED PSYCH 505 – FUNDAMENTAL STATISTICS IN LEARNING ANALYTICS**

1 credit.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Explore the foundations and practical use of statistics in learning analytics practice and research Audience: Graduate

2. Understand how to apply quantitative reasoning to learning analytics topics Audience: Graduate

3. Practice working with introductory descriptive statistics, probability, and statistical inference Audience: Graduate

4. Acquire a working fluency with statistical theories, concepts, and terminology in learning analytics Audience: Graduate

**ED PSYCH 506 – CONTEMPORARY ISSUES IN EDUCATIONAL PSYCHOLOGY**

3 credits.

Influence of educational psychology upon issues and innovations in education.

**Requisites:** Junior standing

**Course Designation:** Level - Advanced

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**ED PSYCH 509 – EMBODIED COGNITION & EDUCATION**

3 credits.

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

**Requisites:** Junior standing**Course Designation:** Level - Advanced

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

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2022

**Learning Outcomes:** 1. Demonstrate through Thought Papers and class discussion an understanding of theories of cognition and research designs from various perspectives; and assess causal claims. Audience: Both Grad Undergrad

2. Express in the Thought Papers and Major Paper a developing knowledge of and sensitivity to the influences of culture, environment, and physical abilities on cognitive behaviors. Audience: Both Grad Undergrad

3. Demonstrate through Thought Papers and class discussion facility with the relevant theories and research methods. Audience: Both Grad Undergrad

4. Demonstrate in Thought Papers, class discussions, and Major Paper and Paper Presentation the relation among research questions, research designs, and conclusions. Audience: Both Grad Undergrad

5. Produce a Major Paper and Paper Presentation based on student's independent intellectual work. Audience: Graduate

6. Communicate one's own thinking and questions as a Discussion Leader and in class discussions, Thought Papers and Major Paper. Audience: Both Grad Undergrad

7. Produce a research paper and presentation based on student's intellectual contributions, supported by the instructor. Audience: Undergraduate

8. Demonstrate ethical conduct and research standards, including proper documentation of outside sources and presentation of one's own ideas in the Major Paper and Paper Presentation. Audience: Both Grad Undergrad

**ED PSYCH 525 – LEARNING ANALYTICS THEORY AND PRACTICE**

5-6 credits.

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

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

**Learning Outcomes:** 1. Identify the fundamentals of machine learning and database interventions Audience: Graduate

2. Analyze data ethics, regulations, and privacy issues Audience: Graduate

3. Utilize prediction methods Audience: Graduate

4. Engage in structure discovery Audience: Graduate

5. Demonstrate understanding of relationship mining Audience: Graduate

**ED PSYCH 533 – THINKING, FEELING, & LEARNING**

3 credits.

Covers the cognitive and emotional foundations of behavior with special reference to processes of learning and change. How does the science of thinking and feeling inform interventions such as teaching, counseling, or parenting? Topics covered include: dual-systems theories, neural and behavioral aspects of emotion and cognitive control, intuition, and expertise. Focus on the relation between unconscious, automatic processes and deliberate, effortful processes guiding behavior.

**Requisites:** None**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 540 – INTRODUCTION TO PROFESSIONAL SCHOOL PSYCHOLOGY**

2 credits.

Introduction to the professional roles and functions of school psychologists; historical development; legal and ethical issues; overview of assessment, intervention, and consultation for children and adolescents at risk for, or with, academic, behavioral, emotional, and social difficulties; applied research in school psychology.

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

**ED PSYCH 541 – APPLIED BEHAVIOR ANALYSIS IN CLASSROOMS**

3 credits.

Application of behavioral analysis to educational situations for both exceptional and normal children and adolescents.

**Requisites:** Consent of instructor

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Utilize theory and principles of applied behavior analysis to manage student behavior within the context of instructional environments. Audience: Graduate

2. Describe and apply a positive behavior support assessment and intervention model Audience: Both Grad Undergrad

3. Create operationally-defined behavioral definitions of student behavior. Audience: Both Grad Undergrad

4. Outline direct and indirect methods for gathering information about student behavior. Audience: Both Grad Undergrad

5. Hypothesize the functions of student behavior and effectively apply a competing behavior pathway model. Learn about experimental methods to confirm hypothesized functions of challenging behavior. Audience: Both Grad Undergrad

6. Link behavioral assessment findings to intervention goals and behavioral objectives Audience: Both Grad Undergrad

7. Describe and apply strategies related to the components of comprehensive behavior intervention plans Audience: Both Grad Undergrad

8. Address critical issues regarding intervention implementation, student outcome monitoring, and evaluation of intervention effectiveness. Audience: Both Grad Undergrad

9. Understand the complexities and challenges that school-based settings contribute towards implicit bias and identify how anti-racist practices can be used regarding the identification of and referral for challenging behavior. Audience: Both Grad Undergrad

**ED PSYCH 542 – THE BIOLOGICAL BASIS OF BEHAVIOR**

3 credits.

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

**Requisites:** Consent of instructor

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Identify the structures and functions of the central nervous system. Audience: Both Grad Undergrad

2. Describe the development of the central nervous system across the life span. Audience: Both Grad Undergrad

3. Describe the relationship between neuroanatomy structure and function. Audience: Both Grad Undergrad

4. Define the clinical significance and application of neuroanatomy. Audience: Graduate

5. Describe the relationship between the central nervous system and disabilities and disorders. Audience: Both Grad Undergrad

6. Describe techniques in imaging and psychophysiology. Audience: Both Grad Undergrad

**ED PSYCH 551 – QUANTITATIVE ETHNOGRAPHY**

3–4 credits.

Explores the theoretical foundations and practical use of quantitative ethnography, focusing on new insights in the field of cognitive modeling and automated coding and their use in applied fields such as anthropology, education, market research, product development, assessment, and training.

**Requisites:** ED PSYCH 301 or graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Explore the foundations and practical use of quantitative ethnography Audience: Both Grad Undergrad

2. Discuss the unification of quantitative and qualitative methodologies in a quantitative ethnographic framework Audience: Both Grad Undergrad

3. Analyze the validity and reliability of learning analytics Audience: Both Grad Undergrad

4. Conduct quantitative ethnographic analyses of their own data including cognitive modeling, automated coding, writing research memos, and writing up their quantitative ethnographic study Audience: Both Grad Undergrad

5. Apply peer review commentary and write a final quantitative ethnography analysis Audience: Graduate

**ED PSYCH 560 – FOUNDATIONS OF QUANTITATIVE AND QUALITATIVE RESEARCH METHODS**

6 credits.

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

**Requisites:** Satisfied Quantitative Reasoning (QR) B requirement or graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Draw connections via discovery and analysis of foundational quantitative, qualitative, and mixed methods approaches. Audience: Both Grad Undergrad

2. Discover the theoretical foundations of regression analysis as well as apply it to real datasets. Audience: Both Grad Undergrad

3. Analyze data and draw meaningful conclusions with regard to research questions. Audience: Both Grad Undergrad

4. Critically read and evaluate social science publications that use regression models as analytic tools. Audience: Both Grad Undergrad

5. Collect and qualitatively analyze thick collections of data. Audience: Both Grad Undergrad

6. Engage in a rigorous process of documenting methods, assumptions, and conclusions. Audience: Graduate

7. Apply methods to a variety of learning analytics research via written memos and projects. Audience: Graduate

**ED PSYCH 563 – DESIGN OF EDUCATIONAL GAMES AND SIMULATIONS**

3 credits.

Examines the design of learning games and simulations. Topics include intelligent tutoring systems, serious games, and epistemic games, with particular emphasis on design for 21st century learning environments and learning 21st century skills.

**Requisites:** None

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

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Articulate a comprehensive understanding of the theoretical foundations in educational psychology that serve as the basis for effective design in educational games and simulations. Audience: Both Grad Undergrad

10. Demonstrate the skills and knowledge necessary to conduct rigorous research in the field of educational gaming and simulations, contributing to the scholarly advancement of educational psychology and technology-enhanced learning. Audience: Graduate

2. Apply cognitive principles such as memory, attention, and problem-solving to inform the design and development of educational games, optimizing these elements for enhanced learning outcomes. Audience: Both Grad Undergrad

3. Integrate diverse pedagogical strategies, including constructivist, collaborative, and inquiry-based approaches, into the design of educational games to maximize engagement and knowledge transfer. Audience: Both Grad Undergrad

4. Design and implement effective assessment strategies within educational games and simulations, utilizing both formative and summative evaluation methods to measure learning outcomes. Audience: Both Grad Undergrad

5. Employ inclusive design practices that address diverse learner needs, accounting for factors such as individual differences, cultural backgrounds, and accessibility requirements. Audience: Both Grad Undergrad

6. Adeptly integrate technology into educational game design, considering the role of emerging technologies, virtual reality, and adaptive learning systems to enhance the educational experience. Audience: Both Grad Undergrad

7. Create educational games and simulations that foster intrinsic motivation, sustained engagement, and a positive learning experience by applying motivational theories and design principles. Audience: Both Grad Undergrad

8. Design games and simulations that facilitate the transfer of knowledge and skills from virtual environments to real-world contexts, promoting practical application of learned content. Audience: Both Grad Undergrad

9. Critically examine and address ethical considerations in the design and implementation of educational games, including issues related to data privacy, equity, and potential unintended consequences. Audience: Both Grad Undergrad

**ED PSYCH 570 – FOUNDATIONS OF EDUCATIONAL MEASUREMENT**

3 credits.

Theory of mental measurement, types of scales, reliability, validity, psychometric evaluation of published tests.

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

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2021

**ED PSYCH 575 – INSTRUCTIONAL DESIGN FOR LEARNING ANALYTICS**

3 credits.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Apply a variety of models to learning experience design problems Audience: Graduate

2. Evaluate and select learning analytics tools and methods to answer pedagogical questions Audience: Graduate

3. Iteratively improve learning design and facilitation practices using learning analytics data Audience: Graduate

4. Discuss practices, issues, challenges, and opportunities surrounding the use of learning analytics in instructional design Audience: Graduate



**ED PSYCH 615 – CONVERSATIONS AND VISUALIZATIONS**

3 credits.

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

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Describe the benefits of data visualization for learning analytics Audience: Graduate

2. Evaluate and select visualizations that are appropriate for a given data story, context, and audience Audience: Graduate
3. Code and create new information visualizations Audience: Graduate
4. Discuss practices, issues, challenges, and opportunities surrounding the use of learning analytics visualizations Audience: Graduate
5. Identify and use appropriate accessibility strategies for visualizations Audience: Graduate

**ED PSYCH 621 – ADOLESCENT DEVELOPMENT IN EDUCATIONAL CONTEXTS**

2 credits.

Overview of physical, cognitive, emotional, and social development during adolescence as these factors influence and are influenced by young people's experiences in educational institutions.

**Requisites:** Declared in Curriculum and Instruction MS**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Identify and summarize basic features of physical, cognitive, social, and psychological development during the middle and high school years Audience: Graduate

2. Summarize why and how educational programs can foster healthy individual development and learning in adolescence Audience: Graduate

**ED PSYCH 622 – STRUCTURING SECONDARY SCHOOLS FOR ADOLESCENT DEVELOPMENT**

1 credit.

Designing instructional environments and learning activities to foster healthy adolescent development.

**Requisites:** ED PSYCH 621**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2017**Learning Outcomes:** 1. Identify and describe ways in which secondary education institutions foster or inhibit healthy adolescent development Audience: Graduate

2. Identify and integrate developmental needs of students in the design of instructional environments and learning activities Audience: Graduate

**ED PSYCH/COM ARTS 626 – YOUTH DEVELOPMENT AND SOCIAL MEDIA: INTERDISCIPLINARY TRAINING SEMINAR**

1 credit.

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

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2021**Learning Outcomes:** 1. Become familiar with conceptual and methodological approaches to studying youth development and social media use Audience: Graduate

2. Sharpen the ability to read, understand, and critique research studies in the social sciences, through sustained readings and class discussion Audience: Graduate
3. Learn how to formulate an original and theoretically meaningful research proposal in the area of social media, youth, and well-being Audience: Graduate
4. Become clear and confident public speakers in an academic group setting Audience: Graduate



**ED PSYCH 631 – SUPERVISION OF SCHOOL PERSONNEL**

1 credit.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2021

**Learning Outcomes:** 1. Gain knowledge of models, principles and techniques used in the supervision of school personnel. Audience: Graduate

2. Gain knowledge in clinical supervision, adult learning theory, and evaluation systems used to improve teaching and learning. Audience: Graduate

3. Identify interpersonal skills necessary for effective supervision of school personnel Audience: Graduate

4. Develop strategies for effectively supervising others in school settings. Audience: Graduate

**ED PSYCH 632 – PRACTICUM IN SUPERVISION OF SCHOOL PERSONNEL**

1 credit.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2022

**Learning Outcomes:** 1. Apply principle and techniques used in the supervision of school personnel. Audience: Graduate

2. Work effectively with supervisees in school settings to enhance student learning and instruction. Audience: Graduate

3. Identify a personal model of supervision for use in school settings. Audience: Graduate

4. Develop professional development activities appropriate for school personnel. Audience: Graduate

**ED PSYCH 633 – SUPPORTING STUDENTS' SOCIAL/EMOTIONAL WELL-BEING**

3 credits.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Identify, explain, and apply the core foundational concepts within the field of prevention science, including promotive and protective factors, risk factors, models of prevention and early intervention, implementation issues, and an understanding of the role that research plays within prevention and corresponding implementation of programs. Audience: Graduate

2. Define, understand, and explore the connections between social/emotional/behavioral functioning and academic achievement and general well-being. Audience: Graduate

3. Be familiar with the principles and criteria of evidence-based research and practice; be able to apply these criteria to describe the strengths, weaknesses and supporting evidence for diverse social, emotional, and behavioral interventions. Audience: Graduate

4. Identify, examine, and become knowledgeable about school-wide interventions for supporting educationally positive learner environments. Audience: Graduate

**ED PSYCH 640 – FOUNDATIONS OF INSTRUCTIONAL COACHING**  
3 credits.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe the philosophy and core practices for Instructional Coaching. Audience: Graduate

2. Examine the the core practices for implementing Instructional Coaching. Audience: Graduate

3. Plan coaching cycles in a way that establishes a culture of collective efficacy in your school or district. Audience: Graduate

4. Develop strategies for evaluating the impact of coaching on student and teacher learning. Audience: Graduate

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

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

**Requisites:** ED PSYCH 640

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2022

**Learning Outcomes:** 1. Develop a clear understanding of organizational change issues as they relate to instructional coaching. Audience: Graduate

2. Analyze and critique structural and cultural features of organizations that impede and support coaching efforts. Audience: Graduate

3. Apply organizational theory to develop strategies to utilize coaching as an organizational change mechanism operating at the individual, school, and system levels. Audience: Graduate

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

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

**Requisites:** ED PSYCH 641

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Describe the purpose and cycle length of multiple forms of assessments and how they can best be utilized for student learning and success. Audience: Graduate

2. Become assessment literate. Audience: Graduate

3. Engage in discussion and collaboration with peers through online Professional Learning Communities (PLCs) as a means of reflecting, analyzing, understanding, and contextualizing course content. Audience: Graduate

4. Analyze data gathered from different assessments (individually and in PLCs) to better understand how data can be used as an effective coaching tool. Audience: Graduate

5. Develop a series of coaching conversations. Audience: Graduate

6. Evaluate your own progress as a coach. Audience: Graduate

7. Examine and disrupt the historical and institutional biases and inequities in common assessments. Audience: Graduate

**ED PSYCH 643 – PRACTICUM FOR INSTRUCTIONAL COACHING**

2 credits.

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

**Requisites:** ED PSYCH 642**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Implement Instructional Coaching cycles to hone your craft through reflective analysis. Audience: Graduate

2. Engage a critical lens to foster the development of responsive instruction in the classroom (including attention to individual students by designing culturally relevant pedagogy, differentiating instruction for learning needs, providing explicit support for English Language Learners, etc.) Audience: Graduate

3. Articulate and refine your coaching beliefs by drawing on research and examining your own practice. Audience: Graduate

**ED PSYCH 695 – CAPSTONE IN LEARNING ANALYTICS**

5-6 credits.

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

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**Learning Outcomes:** 1. Connect and apply learning analytics theories, concepts, methods, and practices to projects and assignments Audience: Graduate

2. Explore a variety of learning analytics issues, contexts and careers via guest speaker presentations and interviews Audience: Graduate

3. Ascertain client needs and collaborate with peers on a professional consulting project Audience: Graduate

4. Employ analyses and present findings and recommendations for portfolio-worthy capstone project Audience: Graduate

**ED PSYCH 699 – INDEPENDENT READING UNDERGRAD**

1-6 credits.

**Requisites:** Consent of instructor**Course Designation:** Level - Advanced

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

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**ED PSYCH 709 – SEMINAR IN RESEARCH IN EDUCATIONAL PSYCHOLOGY I**

3 credits.

Areas of research in field, emphasis on logic of inquiry and development of strategies for investigating particular problems.

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

**ED PSYCH 710 – SEMINAR IN RESEARCH IN EDUCATIONAL PSYCHOLOGY II**

3 credits.

Planning and conducting empirical research project, with assistance from faculty advisor and course faculty.

**Requisites:** ED PSYCH 709

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH 711 – CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY**

1-3 credits.

Current issues in educational psychology.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**ED PSYCH 712 – EDUCATIONAL PSYCHOLOGY DIVERSITY SEMINAR**

1 credit.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Acquire a strong foundation in current and past theories, research findings, and methodologies in student's program area. Audience: Graduate

2. Use critical thinking skills to synthesize existing knowledge, evaluate strengths and limitations in existing theory and research, and identify issues in need of additional inquiry. Audience: Graduate

3. Demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities and orientations and sociocultural backgrounds. Audience: Graduate

**ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719 – INTRODUCTION TO QUALITATIVE RESEARCH**

3 credits.

Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. Does not include a field method component.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH 720 – CHILD DEVELOPMENT**

3 credits.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 721 – ADOLESCENT DEVELOPMENT**

3 credits.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH/COUN PSY 723 – DEVELOPMENTAL PROCESSES ACROSS THE LIFE SPAN**

3 credits.

Life-span perspective on studying individual development from conception to death. Emphasis on multidisciplinary, multidirectional, and contextual approaches to physical, psychological, social, and intellectual developmental processes.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**ED PSYCH/HDFS 725 – THEORY AND ISSUES IN HUMAN DEVELOPMENT**

3 credits.

This course covers both classic and contemporary theories, providing students with a firm grounding in the theoretical perspectives that have shaped and are shaping understandings of human development across the life-span. The course explores the historical roots of contemporary perspectives and examines the development of theoretical conceptualizations both within and across theoretical perspectives.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH/COUN PSY/HDFS 726 – ETHNIC AND RACIAL DIVERSITY IN SOCIAL DEVELOPMENT**

3 credits.

Review of empirical and theoretical research on ethnic/racial diversity in social development across childhood, adolescence and early adulthood with emphasis on implications for counseling and school psychology.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2021**ED PSYCH/COUN PSY/RP & SE 736 – SEMINAR IN PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

3 credits.

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

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH/COUN PSY/RP & SE 737 – SEMINAR IN HISTORY AND SYSTEMS OF PSYCHOLOGY**

3 credits.

Seminar in the history of psychology, providing broad and general coverage of the development of psychology as a scientific discipline. Includes coverage of philosophy of science and systems of psychological inquiry, with applications to current research in psychology.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Summer 2023**ED PSYCH 740 – COGNITIVE ASSESSMENT OF CHILDREN IN THE SCHOOLS**

3 credits.

Theories of intelligence and intelligence testing, construction and validation of the Binet and Wechsler tests, administration of tests, interpretation of test results and report writing, recent research in intelligence testing.

**Requisites:** ED PSYCH 760**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 741 – SOCIAL, EMOTIONAL, AND BEHAVIORAL ASSESSMENT**

3 credits.

Knowledge and skills necessary to conduct comprehensive assessments of social, emotional, and behavioral difficulties in children and adolescents; theoretical foundations; assessment procedures and instruments; diagnostic and eligibility criteria; early identification and intervention.

**Requisites:** ED PSYCH 740**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 742 – ASSESSMENT AND INTERVENTION FOR ACADEMIC SKILL PROBLEMS**

3 credits.

Assessment methods and intervention strategies for children with academic skill problems in educational settings; practice in application of assessment and intervention approaches to case studies.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 743 – DESIGN AND ANALYSIS OF SINGLE-CASE RESEARCH**

3 credits.

Increases the capacity of graduate students to conduct high-quality single-case intervention research, by improving the scientific credibility of both the methodology; and the visual and statistical analysis of their studies. Equip skills and knowledge to critically analyze published intervention research and to implement quality intervention research studies.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024

**ED PSYCH 745 – DESIGNING AND MANAGING THE LEARNING ENVIRONMENT**

2 credits.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Describe several models of classroom management and identify those that will guide your teaching practices. Audience: Graduate

2. Identify variables, in particular teacher practices, which affect classroom climate and strategies to facilitate a positive climate. Audience: Graduate

3. Effectively structure the learning environment and activities. Audience: Graduate

4. Identify factors that influence students' motivation to achieve in school and identify means to increase student motivation. Audience: Graduate

5. Identify and teach the skills students need to become self-regulated learners. Audience: Graduate

6. Analyze challenging behavior in the classroom and apply positive behavioral strategies and supports in class-wide and individual interventions with students. Audience: Graduate

7. Identify strategies for working effectively with students' families in order to facilitate student development and achievement. Audience: Graduate

8. Identify school/district policies and procedures that impact classroom management. Audience: Graduate

**ED PSYCH 752 – ENGAGING WITH EDUCATION RESEARCH**

3 credits.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Summer 2023

**Learning Outcomes:** 1. Describe several approaches to educational research and identify them in research articles Audience: Graduate

2. Review the literature in education and develop research questions Audience: Graduate

3. Critically evaluate the quality of a research article and identify the limitations of a study Audience: Graduate

4. Identify issues related to research ethics Audience: Graduate

5. Prepare a literature review using APA citation and format style Audience: Graduate

6. Connect research literature to issues of policy and practice Audience: Graduate

**ED PSYCH 760 – STATISTICAL METHODS APPLIED TO EDUCATION I**

3 credits.

Introductory descriptive statistics and statistical inference; measures of central tendency and variability, confidence intervals, theory of hypothesis testing, correlation techniques.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 761 – STATISTICAL METHODS APPLIED TO EDUCATION II**

3 credits.

Analysis of variance and covariance, multiple linear regression; chi-square and various nonparametric techniques.

**Requisites:** ED PSYCH 760

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH 762 – INTRODUCTION TO THE DESIGN OF EDUCATIONAL EXPERIMENTS**

3 credits.

Classical experimental designs and their application to educational research, factorial treatment arrangements, confounding, repeated measures design, and related topics.

**Requisites:** ED PSYCH 761**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 763 – REGRESSION MODELS IN EDUCATION**

3 credits.

An applied introduction to regression techniques is given, covering nonparametric regression, multiple linear regression and logistic regression. All applied analyses are done in the statistical programming language R.

**Requisites:** ED PSYCH 761**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH/COMP SCI/PSYCH 770 – HUMAN-COMPUTER INTERACTION**

3 credits.

Principles of human-computer interaction (HCI); human subjects research methods and procedures, qualitative and quantitative data analysis; and semester-long research project situated in critical domains of HCI, including applications in ubiquitous, affective, assistive, social, and embodied computing.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 771 – TEST CONSTRUCTION**

3 credits.

Procedures for development and analysis of educational tests and questionnaires; strategies for measurement of achievement, attitude, and interests; procedures for item analysis and assessment of reliability and validity.

**Requisites:** ED PSYCH 760**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH 773 – FACTOR ANALYSIS, MULTIDIMENSIONAL SCALING AND CLUSTER ANALYSIS**

3 credits.

Major types of factor models, nonmetric multidimensional scaling methods and clustering procedures. Methods of data collection, mathematical algorithms, estimating the number of factors, transformation and identification of factors.

**Requisites:** ED PSYCH 761**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2023**ED PSYCH/ELPA 780 – TEACHER LEADERSHIP AND LEARNING COMMUNITIES**

3-4 credits.

Focuses on knowledge and skills teachers need to be leaders in their schools in facilitating the development of strong learning communities that include students, teachers, families, administrators, and other educators. Understand key concepts, theories, and models used in building and sustaining effective learning communities; develop skills in creating practices that contribute to effective teacher leadership; and identify and strengthen skills needed to lead schools to build learning communities that promote student learning.

**Requisites:** Declared in Educational Psychology: Professional Educator (MSPE)**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2020**ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788 – QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS I**

3 credits.

Introductory field methods experience in qualitative research. Learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, reflect on their utility in education research.

**Requisites:** ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024



**ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 789 – QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS II**

3 credits.

Focus on data analysis and translation of finds and implications. Gain theoretical and practical knowledge and skills regarding coding and analysis techniques, use of qualitative analytic tools, strategies for sharing findings with audiences beyond research team.

**Requisites:** ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

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

1-4 credits.

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

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

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Demonstrate the application of knowledge from the courses taken in the MSPE program by completing a personalized thesis project, either using evidence-based or researched-based practices. Audience: Graduate

2. Compile evidence of mastery of evidence-based practices, and information resources to engage and challenge all learners that lead to content knowledge, critical thinking, creativity, self-evaluation, and self-directed learning. Audience: Graduate

3. Develop and provide a presentation that incorporates reflection of knowledge and skills gained during engagement in the MSPE program. Audience: Graduate

**ED PSYCH 795 – INTRODUCTION TO LEARNING SCIENCES I**

3 credits.

Survey of major theories and elementary cognitive and social processes in learning.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 796 – INTRODUCTION TO THE LEARNING SCIENCES II**

3 credits.

Principles of learning emphasizing higher order cognitive and social processes.

**Requisites:** ED PSYCH 795

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH/CURRIC/L I S 803 – COMPUTATIONAL RESEARCH METHODS**

3 credits.

Provides a broad overview of ways of formulating and investigating novel questions with tools from educational data mining and learning analytics including social network analysis, natural language processing, Markov modeling, Bayesian inference, and agent-based modeling.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2023

**ED PSYCH/CURRIC 821 – CONSTRUCTIONISM**

3 credits.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2022

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

3 credits.

Utilize the concepts and methods of quantitative social science research to conduct research on education issues. Topics include hypothesis testing, statistical inference, point estimates, graphic and numerical data displays, correlation and regression.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

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

3 credits.

Methods and concepts of survey research methods as they are commonly used in education research. Strategies include surveys (phone, mail, electronic, in person), logs/diaries, and experience sampling instruments. Emphasis is given to self-administered surveys, including periodic surveys, since these strategies are the most common in education research.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 828 – BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY**

1 credit.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Develop knowledge related to basic ethical principles that guide the field of school psychology and apply these to school-based practice. Audience: Graduate

2. Gain understanding of the purpose of supervision in the field of school psychology and develop knowledge of the developmental model of supervision used in the UW-Madison school psychology program. Audience: Graduate

3. Acquire knowledge of several introductory clinical skills (i.e., building a therapeutic alliance, listening, influencing responses). Audience: Graduate

4. Apply developing clinical skills in mock and introductory micro-skill activities. Audience: Graduate

5. Acquire knowledge of school psychology practice through the observation of a school psychologist. Audience: Graduate

**ED PSYCH 829 – CLINIC PRACTICUM IN SCHOOL PSYCHOLOGY**

3 credits.

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

**Requisites:** ED PSYCH 828

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Apply foundational skills in clinical supervision and reflective practice to enhance school psychological practice. Audience: Graduate

2. Develop professional identity and establish professional behaviors necessary to work with a diverse range of clients, including children, adolescents, university students, and families and engage in anti-racist and socially just school psychological practice. Audience: Graduate

3. Apply skills in psychological assessment, intervention, consultation, supervision, and evaluation through activities and casework in a clinic setting. Audience: Graduate

4. Identify and apply theoretical foundations relevant to psychological work and articulate case conceptualization applied within casework. Audience: Graduate

5. Apply diagnostic and classification systems as part of psychoeducational evaluation to identify whether children, adolescents, and university students meet criteria for a range of disabilities and disorders Audience: Graduate

**ED PSYCH 830 – FIELD PRACTICUM IN SCHOOL PSYCHOLOGY**

6 credits.

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

**Requisites:** ED PSYCH 829

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Apply skills in psychological assessment, consultation, intervention, supervision, and evaluation in schools or other field settings under supervision Audience: Graduate

10. Accrue evidence of applied competencies for inclusion in the School Psychology Portfolio Audience: Graduate

2. Acquire new skills in psychological assessment, consultation, intervention, supervision, and evaluation through interaction with other professionals in the field and with peers in other field settings Audience: Graduate

3. Receive constructive feedback about professional skills and behavior from supervisors Audience: Graduate

4. Acquire knowledge about ethics and law in school psychology through readings, class discussions, and applied experiences Audience: Graduate

5. Apply knowledge about ethical and legal issues in field settings Audience: Graduate

6. Gain experience with students in special education settings Audience: Graduate

7. Analyze the culture, climate, organization, and policies of field settings Audience: Graduate

8. Examine challenging issues confronting psychologists practicing in schools today Audience: Graduate

9. Identify models of supervision and factors that influence supervision effectiveness Audience: Graduate

**ED PSYCH 840 – ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY**

1 credit.

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

**Requisites:** ED PSYCH 830

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Utilize effective supervisory strategies as a supervisee within a developmental model of supervision. Audience: Graduate

2. Identify elements of the supervisory relationship that contribute to success as a supervisee. Audience: Graduate

3. Engage in group supervision with peers in community and university-based advanced practicum sites. Audience: Graduate

4. Participate in individual supervision with a university-based licensed psychologist. Audience: Graduate

5. Identify supervision and professional consultation opportunities in the post-doctoral practice. Audience: Graduate

**ED PSYCH/ED POL/ELPA/RP & SE 842 – LEGAL FOUNDATIONS OF SPECIAL EDUCATION AND PUPIL SERVICES**

3 credits.

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

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH 844 – CHILDHOOD AND ADOLESCENT PSYCHOPATHOLOGY IN SCHOOLS**

3 credits.

Reviews major psychological disorders of childhood and adolescence as relevant to schools; examines etiology and developmental course, documenting major characteristics and behavior correlates of disorders; provides a comparison of major diagnostic and classification systems for childhood psychopathology.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 845 – PSYCHOPHARMACOLOGICAL TREATMENTS FOR CHILDREN AND ADOLESCENTS**

3 credits.

Provides an overview of psychopharmacological treatments of childhood and adolescent disorders in educational settings. Topics covered include basic biological principles of drugs and drug treatment, specific drug classifications and their biological actions, drug treatments for childhood disorders, and professional issues.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2019**ED PSYCH 871 – TEST THEORY II**

3 credits.

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

**Requisites:** ED PSYCH 761**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2020**ED PSYCH/HDFS/NURSING/SOC WORK 880 – PREVENTION SCIENCE**

3 credits.

This course provides a theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined. Intended for 2nd year graduate students.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**ED PSYCH/HDFS/NURSING/SOC WORK 881 – CAPSTONE SEMINAR IN PREVENTION SCIENCE**

1 credit.

This course provides an opportunity for students to meet with prevention professionals and scholars from across campus and the community to explore current and emerging issues of prevention research and professional practice. Students must complete HDFS/ED PSYCH/NURSING/SOC WORK 880 before taking this course.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 921 – SEMINAR IN ADOLESCENT DEVELOPMENT**

2-3 credits.

Selected aspects of intellectual, emotional, physiological, personality and social development in adolescence. Understanding adolescent behavior in educational settings.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2020**ED PSYCH 925 – ADVANCED SEMINAR IN HUMAN DEVELOPMENT**

2-3 credits.

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

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2023**ED PSYCH 942 – SYSTEMS OF CONSULTATION IN SCHOOL PSYCHOLOGY**

2-3 credits.

Mental health, behavioral and organization development models of consultation in school psychology. Overview of evidence-based prevention and intervention programs as implemented in a consultation problem-solving process.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024**ED PSYCH 943 – INTERNSHIP IN SCHOOL PSYCHOLOGY**

1-12 credits.

Supervised individualized placements in appropriate schools, institutions, and community agencies; controlled exposure to job demands of school psychologists; experience in dealing with problem children, adolescents, and their families.

**Requisites:** Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024

**ED PSYCH/SOC WORK 945 – EVALUATION RESEARCH**

3 credits.

A comprehensive introduction to practice of program evaluation research in social welfare and human development. Developments in descriptive, experimental, quasi-experimental, theory-driven, and naturalistic evaluations detailed. Topics include assessment, evaluation design, monitoring, outcome evaluation, selection bias, program theory, meta-analysis and utilization.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 946 – ADVANCED ASSESSMENT AND INTERVENTION TECHNIQUES**

3 credits.

Advanced assessment practices and the corresponding link to intervention; intervention strategies and programs designed to improve the academic, emotional, behavioral and social functioning of children and adolescents.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2024

**ED PSYCH 947 – EVIDENCED-BASED CHILD AND ADOLESCENT PSYCHOTHERAPY**

3 credits.

Critical review of various psychotherapeutic approaches (cognitive, behavioral, psychodynamic) with special emphasis on identifying and implementing evidence-based assessment and interventions for a variety of behavioral and emotional problems experienced by children and adolescents.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH 948 – RESEARCH AND MEASUREMENT SEMINAR IN SCHOOL PSYCHOLOGY**

3 credits.

Focus on research and measurement methods, special topics, technical writing, and ethical principles in conducting research in school psychology. Emphasis on skills needed to design and complete individual research projects.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2023

**ED PSYCH 960 – STRUCTURAL EQUATION MODELING**

3 credits.

Introduction to the theory and practice of structural equation modeling in the educational and social sciences, including path analysis, confirmatory factor analysis and hybrid models.

**Requisites:** ED PSYCH 763

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**ED PSYCH 961 – SEMINAR-STATISTICS AND RESEARCH DESIGN**

3 credits.

**Requisites:** Graduate/professional standing

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

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2016

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

3 credits.

An applied introduction to causal inference with regression discontinuity designs, interrupted time series designs, non-equivalent control group designs (matching designs), and instrumental variable designs is given.

**Requisites:** ED PSYCH 762 and 763

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

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**ED PSYCH 964 – HIERARCHICAL LINEAR MODELING**

3 credits.

Introduction to the statistical methodology of hierarchical linear modeling, including random intercept and random slope and intercept models; models for longitudinal data; and multilevel generalized linear models.

**Requisites:** ED PSYCH 763

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

**Repeatable for Credit:** No

**Last Taught:** Spring 2024

**Learning Outcomes:** 1. Identify the properties of clustered data and explain statistical treatments of multilevel data\\n Audience: Graduate

2. Summarize and visualize multilevel data within and across levels\\n Audience: Graduate

3. Select and apply multilevel models that are appropriate for various forms of clustered data\\n Audience: Graduate

4. Interpret multilevel analysis results and communicate statistical findings \\n Audience: Graduate

5. Write a project report for multilevel analysis including program code Audience: Graduate

**ED PSYCH 965 – APPLIED BAYESIAN STATISTICS FOR EDUCATION RESEARCH**

3 credits.

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

**Requisites:** ED PSYCH 763**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Understand, analyze and write up an empirical study using methods of Bayesian statistical inference. Audience: Graduate

2. Analyze and properly interpret data from a Bayesian perspective.  
Audience: Graduate

**ED PSYCH 971 – ADVANCED SEMINAR IN EDUCATIONAL MEASUREMENT AND STATISTICS**

1-2 credits.

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

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2018**ED PSYCH 990 – RESEARCH OR THESIS**

1-12 credits.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**ED PSYCH/COUN PSY/PSYCH/RP & SE 995 – PREDOCTORAL INTERNSHIP**

0 credits.

Registration for Ph.D. students who have successfully defended the dissertation and are in the process of completing the required predoctoral internship.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024**ED PSYCH 999 – INDEPENDENT READING**

1-3 credits.

**Requisites:** Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2024