Educational Psychology (EDP)

Educational Psychology (EDP) Courses

EDP 5003. Psychological Learning Theories. (3-0) 3 Credit Hours.
Provides a current and comprehensive overview of theory and research related to learning. Covers topics such as behaviorism, social cognitive theory, information processing, constructivism and motivation. Explores applications of learning principles in multiple contexts including classroom and virtual learning environments. Appropriate for students in all areas of graduate study.

EDP 5033. Human Development Across the Life Span. (3-0) 3 Credit Hours.
Provides comprehensive overview of relevant research and theoretical frameworks of human development across the life span. Topics include cognitive, social, emotional, and sociocultural development as it exists in various contexts including schools, communities and families. Appropriate for students in all areas of graduate study.

EDP 5043. Classroom Management and Motivation. (3-0) 3 Credit Hours.
A detailed investigation of various theories and models of classroom management and motivation. Topics include behavior modification, assertive discipline, control theory, and the concept of the democratic classroom. (Same as C&I 5043. Credit cannot be earned for both EDP 5043 and C&I 5043).

EDP 5053. Psychosocial Contexts of Learning. (3-0) 3 Credit Hours.
This course examines the role and sociocultural context of America's public education system. Students are challenged to critically deconstruct the primary goals of schooling through scholarly inquiry, debate, and discussion. The course is available to students from diverse disciplines including education, psychology, sociology, leadership, and policy. Throughout the course, students are encouraged to develop critical thinking and writing skills that can be applied within their chosen area of study.

EDP 5303. Principles and Techniques of Evaluation. (3-0) 3 Credit Hours.
Introduces the study of assessment and evaluation, including classical test theory, principles of psychological and educational measurement (including methods of establishing evidence for reliability and validity), statistical and psychometric concepts, the development and selection of assessment instruments related to a range of psychological constructs, and techniques for interpreting and communicating evaluation results.

EDP 5313. Assessment and Evaluation for Educators. (3-0) 3 Credit Hours.
This course addresses principles and techniques necessary to develop sound assessment tools and strategies for evaluating student learning. The primary focus of the course is on the creation of objective and performance assessments, administration procedures, classroom evaluation and the role of testing, measurement and evaluation in instructional practice.

EDP 5323. Educational Measurement and Assessment in Special Education. (3-0) 3 Credit Hours.
Introduces principles of educational measurement necessary to develop sound assessment tools and strategies for students with disabilities. Primary course focus will be on approaches for making reliable and valid decisions based upon sound measurement theory, including methods for establishing evidence of reliability and validity, statistical and psychometric concepts, the development and selection of assessment instruments related to academic and behavioral constructs, and techniques for interpreting and communicating evaluation results.

EDP 5343. Instructional Design Theory. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. An investigation of theories, principles, and processes of instructional and digital learning design including their application to instructional product and curriculum development. (Same as IST 5343. Credit cannot be earned for both IST 5343 and EDP 5343).

EDP 5493. Field Experience in Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisite: EDP 5503, SPE 5503 or consent of instructor. This course will provide students with the opportunity to participate in supervised field-based applied research experiences in approved school and clinical settings. Emphasis is on orientation to behavior analysis in applied settings, learning the role of a behavior consultant within larger systems, implementation and evaluation of behavioral interventions for students struggling with problem behaviors. May be repeated for up to 6 hours of credit.

EDP 5503. Applied Behavior Analysis for Classroom Teachers. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5513, SPE 6403 or EDP 6403 and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about principles and procedures of applied behavior analysis and classroom management for teachers. As an introductory course to behavior analysis, special attention will be paid to philosophy, terminology, and methods. In addition, ethical considerations for those delivering behavior analytic services will be discussed. Assessments will be modeled after the BCBA certification exam. Requires an applied project. (Formerly EDP 5423. Same as SPE 5503. Credit cannot be earned for more than one of the following: EDP 5423, EDP 5503, or SPE 5503).

EDP 5603. Psychology of Human Motivation. (3-0) 3 Credit Hours.
Prerequisite: Graduate standing or permission of the instructor. Explores the study of human motivation from a variety of perspectives including educational, psychological and sociocultural. The goal of the course is to help students from diverse disciplinary backgrounds (e.g., counseling, education, health, leadership, psychology, sociology, sports) to develop foundational understandings of human motivational processes applied to diverse contexts and populations.

EDP 5653. Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503 or EDP 5503, SPE 6403 or EDP 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with mild/moderate intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and to make decisions based on student data to inform future instructional practices. (Same as SPE 5633. Credit cannot be earned for both SPE 5633 and EDP 5633).
EDP 5643. Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours. 
Prerequisites: SPE 5403, SPE 5503 or EDP 5503, SPE 5513, SPE 6403 or EDP 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with moderate/severe intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices. (Same as SPE 5643. Credit cannot be earned for both SPE 5643 and EDP 5643).

EDP 5783. Practicum I in Applied Behavior Analysis. (3-0) 3 Credit Hours. 
Prerequisites: EDP 5503, EDP 6223, and EDP 5493 (or equivalent classes) or consent of instructor. This course will provide the students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. Students are required to develop, implement, and evaluate educational programs for individuals with disabilities.

EDP 5893. Practicum II in Applied Behavior Analysis. (3-0) 3 Credit Hours. 
Prerequisites: EDP 5503, EDP 6223, and EDP 5493 (or equivalent classes) or consent of instructor. This course will provide the students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. The student works in educational settings to plan, implement, and evaluate appropriate experiences with individuals exhibiting emotional and/or behavior problems.

EDP 6033. Legal, Ethical, and Professional Issues in School Psychology. (3-0) 3 Credit Hours. 
Prerequisite: Admission to the School Psychology program. Review of historical foundations of school psychology; legal, ethical, and credentialing issues in school psychology; scholarly writing and library research skills; models of psychological service delivery; professional role and function of the school psychologist; professional standards and organizations in school psychology.

EDP 6103. Introductory Statistics. (3-0) 3 Credit Hours. 
This course covers an overview of introductory descriptive and inferential statistical concepts commonly encountered in behavioral research literature. Topics include probability, sampling, tests, ANOVA, chi-square tests, and correlation/regression. Students will use these concepts to develop and test hypotheses relevant to educational and psychological research. (Formerly titled “Research Methods and Statistics I”).

EDP 6203. Quasi and Experimental Research Design. (3-0) 3 Credit Hours. 
This course introduces students to scientific inquiry. Topics covered include threats to experimental validity, quasi and experimental research designs, and meta-analyses. Students will use these concepts to read, interpret, and evaluate the validity of conclusions drawn from educational and psychological research. (Formerly titled “Research Methods and Statistics II”).

EDP 6213. School Based Counseling Theories. (3-0) 3 Credit Hours. 
Prerequisite: Admission to the School Psychology program. This course covers selected psychotherapeutic and counseling theories for the treatment of children and adolescents experiencing emotional and behavioral disorders/ disruptions that interfere with learning. Topics include: behavioral approaches, cognitive-behavioral, choice theory, play-based and other related group and individual theoretically based therapies. Emphasis is placed on empirically-supported theory in relation to services within a school system framework.

EDP 6223. Research in Single Case Design. (3-0) 3 Credit Hours. 
This course provides an overview of basic single-subject design methods and procedures. Topics include critical analysis of single subject research design, issues related to conducting and analyzing single subject research in applied settings, as well as institutional review process and ethical consideration. Students will use these concepts to read, interpret, evaluate, and conduct applied research. Requires an applied project. (Same as SPE 6133. Credit cannot be earned for both EDP 6223 and SPE 6133).

EDP 6233. Mental Health Services in the Schools. (3-0) 3 Credit Hours. 
Prerequisite: EDP 6213. This course will cover selected psychotherapeutic and comprehensive intervention approaches for treating childhood and adolescent emotional and behavioral disorders that interfere with learning. Topics include play therapy, solution-focused strategies, cognitive-behavioral techniques, group and individual therapies, case management, involvement of the family and other service providers, and crisis response. Emphasis will be placed on empirically-supported services within a school systemic framework.

EDP 6243. Cognitive Assessment and Intervention. (3-0) 3 Credit Hours. 
Prerequisite: EDP 5303 or equivalent. Examines educational and clinical applications of individual assessment; specific diagnostic measures of intelligence and cognitive abilities; supervised instruction in administration, scoring, and interpretation; and using cognitive assessment results to inform intervention. Videotaping and direct observation of test administration is required for purposes of supervision and self-evaluation. (Formerly titled “Assessment of Intelligence and Achievement.”) (Credit cannot be earned for both EDP 6243 and SPE 5533).

EDP 6253. Academic Assessment and Intervention. (3-0) 3 Credit Hours. 
Prerequisite: EDP 5303. Examines educational and clinical applications of individual achievement assessment within the context of response-to-intervention; specific diagnostic measures of academic skills, including curriculum-based assessment. Supervised instruction in administration, scoring, and interpretation; using academic assessment results to inform educational planning and intervention; and using assessment data for monitoring student academic progress. Videotaping of test administration is required for purposes of supervision and self-evaluation.

EDP 6263. Behavioral Assessment and Intervention. (3-0) 3 Credit Hours. 
Prerequisite: Consent of instructor. Examines behavioral learning theory and operant conditioning principles; overview of behavioral assessment strategies with an emphasis on conducting interviews and direct observations of behaviors; functional behavior assessment and applied behavior analysis as systematic assessment-intervention approaches to behavior modification; and specific behavior intervention approaches for use with children and adolescents.

EDP 6273. Bilingual Psychoeducational Assessment. (3-0) 3 Credit Hours. 
Course examines practice in bilingual psychoeducational assessment. Students will have the opportunity to learn about: ethical, legal, and professional issues in bilingual assessment; theories of second language acquisition and language proficiency development and assessment; best practices in the use of interpreters in assessment; measurement of academic achievement via multiple approaches; and measurement of cognitive abilities via multiple approaches.
EDP 6293. Consultation in the Schools. (3-0) 3 Credit Hours.
Prerequisites: EDP 6103 and EDP 6203. Examines the role of consultation with school personnel and families within the practice of school psychology. Major theoretical models of consultation are discussed. Students learn about the history, professional standards, theories, and methods of consultation. This course is designed to develop students' consultation skills in organizing, managing, and analyzing evaluation data.

EDP 6303. Program Evaluation I. (3-0) 3 Credit Hours.
Prerequisites: EDP 6103 and EDP 6203. This course is the first part of a year-long sequence that introduces students to research design and data analysis in the context of evaluation. Students will learn about the history, professional standards, theories, and methods of program evaluation. This course is designed to teach ethical and professional conduct considerations in applied behavior analysis. This course follows the ethical and professional conduct code and is intended for students preparing to become and who are certified behavior analysts.

EDP 6643. Child and Adolescent Psychopathology. (3-0) 3 Credit Hours.
Prerequisite: EDP 6303 or equivalent. This course uses the DSM classification system to discuss major emotional and behavioral disorders experienced by nonadult populations. Current state of knowledge is emphasized. This course also includes methods of evaluating consultation outcomes at the individual student, systems, and program levels. Requires service-learning hours and the application of theoretical and conceptual foundations to case studies.

EDP 6313. Program Evaluation II. (3-0) 3 Credit Hours.
Prerequisites: EDP 6103, EDP 6203, and EDP 6303. This course is the second part of a year-long sequence that introduces students to research design and data analysis in the context of evaluation. This course reviews principles and techniques needed to develop appropriate data collection and management strategies in alignment with evaluation questions. Students will also have hands-on practice with computer programs to build basic skills in organizing, managing, and analyzing evaluation data.

EDP 6333. Practicum in Program Evaluation. (3-0) 3 Credit Hours.
Prerequisites: Completion of Practicum Form indicating required coursework (i.e., EDP 6103, EDP 6203, EDP 6303, and EDP 6313) has been completed, and consent of instructor. Practicum in Program Evaluation is a one-semester supervised practical application course in which students work alongside evaluation practitioners in a professional setting to gain first-hand understanding of how to apply the theories, methods, and skills learned in prior classes. Settings might include educational institutions, government agencies, human service organizations, and for-profit and non-profit evaluation firms. Placements may be with internal or external evaluation entities.

EDP 6343. Social Emotional Assessment in the Schools. (3-0) 3 Credit Hours.
Prerequisites: EDP 5303 and EDP 6243. Theory and application and administration and scoring of specific instruments and techniques involved in social emotional and psych-social assessment in the schools is emphasized. Additionally emphasis is on analysis, interpretation, and integration of intelligence, achievement, emotional, behavioral, and personality assessment results for diagnostic and treatment planning. Psychological report writing is required. (Formerly EDP 6323. Credit cannot be earned for both EDP 6323 and EDP 6343. Formerly titled “Advanced Psychological Assessment.”).

EDP 6403. Ethics for Applied Behavior Analysis. (3-0) 3 Credit Hours.
This course is designed to teach ethical and professional conduct considerations in applied behavior analysis. This course follows the BACB® professional and ethical compliance code and is intended for students preparing to become and who are certified behavior analysts. (Same as SPE 6403. Credit cannot be earned for both SPE 6403 and EDP 6403.) (Formerly titled “Culturally Responsive Teaching and Collaboration”).
EDP 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

EDP 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

EDP 6961. Comprehensive Examination. (0-0) 1 Credit Hour.
Prerequisite: Approval of the Graduate Program Committee to take the Comprehensive Examination. Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Graduate Program Committee. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either “CR” (satisfactory performance on the Comprehensive Examination) or “NC” (unsatisfactory performance on the Comprehensive Examination).

EDP 6973. Special Issues. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Issues courses may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

EDP 6991. Independent Study in School Psychology Internship. (0-0) 1 Credit Hour.
Prerequisites: Concurrent enrollment in EDP 6943 and consent of instructor. Independent reading, research, and/or writing under the direction of a faculty member. This Independent Study is restricted to students currently enrolled in Internship in School Psychology, and may involve the detailed analysis of a critical problem, issue, or research question related to the professional practice of School Psychology. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.