UNLESS OTHERWISE STATED, ALL COURSES ARE 30 HOURS, 3 CREDITS.

**Educational Psychology 70600 – Statistics and Computer Programming II**
Prerequisite: 70500 or equivalent
70500 and 70600 form an integrated sequence covering descriptive statistics, point and interval estimation, hypothesis testing, t-tests, analysis of variance, correlation, regression (including elementary matrix algebra), repeated measures designs, cross-classified data, and the use of computer packages for these analyses.

**Educational Psychology 70700 – Research Methods in Educational Psychology I**
This course is designed to familiarize students with all aspects of the conduct of research in the field of educational psychology. This includes skills in reading, critiquing, and formulating research studies. Specifically, students will be taught to define problems, to advance hypotheses, to select appropriate research designs and statistical procedures, to choose or devise relevant measures of performance, to analyze and interpret the data and to communicate in writing the results of research.

**Educational Psychology 71300 – Social and Motivational Development in Education.**
This course will survey theories of social and motivational development that have made major contributions to the field of education. Social learning experiences that affect children’s self-perceptions and motivation to achieve will be considered. Conversely, the effects of such motivational processes as goal setting and outcome attributions on children’s willingness, choice of social activities will also be treated. The instructional implications of this bi-directional relationship between children’s social development and motivation will be considered.

**Educational Psychology 71700 – Language and Communicative Development: Research and Education**
This course focuses on contemporary research on language and communicative development and its effects on education. It includes a consideration of empirical research on the following topics: structural and functional development, age and critical period, processes of development, first language development, second language development, language environments, and preschool development.
**Educational Psychology 73000 – An Introduction to Psychometrics**

Prerequisite: EPSY 70600

This course will cover the following topics: test theory, test construction, reliability and validity estimation, item analysis, test bias, and introduction to item response theory.

**Educational Psychology 82002–Advanced Practicum in School Psychology II**

This practicum integrates the skills that were learned in prior practica (e.g. assessment, consultation and intervention) as they apply to the practice of school psychology as defined by the American Psychological Association.

**Educational Psychology 86200 – Theory and Research in Early Literacy: The Pre-school and Early Elementary Years**

Students study theory and research on initial processes in learning to read and spell extending from the preschool years in second grade. Two stages are distinguished: an emergent literacy or preparatory stage, and an initial decoding stage when independent reading gets underway. Precursors of literacy to be considered include learner competencies such as language, intelligence, phonemic awareness, and knowledge about print, and experiential factors such as print exposure, story listening, adult-child interactions, and other home influences. Acquisition of reading processes such as letter recognition, sight word reading, decoding, knowledge about the writing system and oral reading of text are explored. Also, considered are the influence of different writing systems, the reading-writing relationship, the contribution of spelling to reading, the influence of print on spoken language and the relationship between reading processes and methods of instruction.

**Educational Psychology 88000—Advanced Seminar on Measurement**

This course will consider measurement techniques that do not usually appear in courses such as item response theory (IRT) or psychometrics, such as explanatory, repeated measurements, multilevel, bifactor, or multidimensional IRT, all of which are essential to applications of modern measurement in education, psychology, and health. The course will ideally make use of data that students have and thus exact content will be tailored to the class. The goal of the course is for students (or a small group of students) to finish it with a solid advanced research paper, either theoretical or empirical. Students should have taken a prior graduate course on psychometrics, but beyond that it is open to different specializations.

**Educational Psychology 89801/89802 – Internship in School Psychology**

Students will have a one-year full-time internship in an approved setting. This training for competent professional functioning will include but not be limited to experiences in psycho-educational assessment and intervention. It may encompass direct and indirect service delivery as well as research and evaluation. Students will be expected to accept responsibility for major professional functions in the context of appropriate supervisory support both on-site and at the university. This experience is essential preparation for functioning as an independent professional. The internship will be supervised by a member of the doctoral faculty in the area of School Psychology.