

Department of Educational Psychology

For more information, visit our department webpage or contact the Department of Educational Psychology at:
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Our programs of study in Counselor Education, Disability Studies, Learning Sciences and Human Development, Learning Technologies, School Psychology, and Special Education provide an integrated perspective on counseling; mental health; exceptionalities and disabilities; measurement and assessment; intervention; and psychological, educational, and technological issues related to learning and development. Our faculty provide rich academic and supportive experiences to facilitate student development of important skill sets.

Department Vision and Values

General Goals

- Communicate the principles of psychology and their relationship to effective teaching and learning across the lifespan
- Provide interdisciplinary professional preparation in teaching and related service professions
- Offer opportunities for students to expand their understanding of human functioning and learning differences and enhance their skills in human relationships
- Engage students in critical thinking and other elements of liberal education (Miami Plan)
- Contribute to the professions and to school and community through relevant service, especially that which connects the university to field settings
- Develop research interests and plans for advancing knowledge about educational processes and methods of resolving educational problems

Working Principles

The department faculty will:

- Demonstrate excellent teaching and effective student advising practices
- Advance and enhance the interdisciplinary nature of the academic disciplines represented by its faculty
- Continue the professional development of its individual members, especially related to technology-based instruction
- Engage in quantitative and qualitative research-based opportunities, especially those that expand the knowledge base in the field

Undergraduate Programs Minors

- Disability Studies
- Primary Special Education with licensure
- Inclusive Special Education

Certificates

- Remote Teaching for K-12

Educational Psychology Courses

EDP 101. Psychology Of The Learner. (3)

Critical investigation of issues, theories, and principles related to the nature of the learner and learning process, including such topics as psychological methodology, perception, cognitive processing, personality, and social dynamics, within the context of historical, social diversity, and cross-cultural perspectives. Credit not granted to students who have earned credit in PSY 111. IIC. PA-2A. CAS-C.

EDP 177. Independent Studies. (0-6; maximum 10)

EDP 201. Human Development and Learning in Social and Educational Contexts. (3)

In-depth examination of theoretical issues and principles of human development and learning, including developmental changes, motivational and learning processes, exceptionalities and other individual differences, and dynamics of social groups. The ways human development and learning can be fostered within diverse social and educational contexts and the interactive influences of contextual differences on direction and nature of these processes are a major focus for systematic inquiry. IIC. PA-2A, SI-02, SI-05. CAS-C.

EDP 220. Field Experience in Special Education. (1)

Structured experiences for students to visit special education settings and inclusive settings serving individuals with a variety of exceptionalities, including early childhood, middle childhood, and adolescence. Restricted to special education pre-majors. Pre or co-requisite: EDP 256.

EDP 256. Psychology of the Exceptional Learner. (3)

Critical analysis of human beings considered exceptional (outside the norm) in learning and behavior. Topics include inter- and intra-individual differences comprising exceptionalities, issues surrounding identification and classification of individuals, society's responses to exceptional individuals, and societal challenges to develop the human potential of all persons. IIC. PA-2A.

EDP 277. Independent Studies. (0-6; maximum 10)

EDP 278. Women and (Dis)ability: Fictions and Contaminations of Identity. (3)

Provides a critical analysis of the historical, sociological, cultural, media and educational images and representations of women with disabilities. Current research and theories from Disabilities Studies and Womens Studies will serve as the lenses for the exploration of disability as a social construct. The course will focus on exploration of oppressive social forces embedded in the re/presentations of and by women with disabilities which transform and complicate such images.

Cross-listed with DST/WGS.

EDP 279. Technology + Media Literacy and Learning. (3)

Technology + Media Literacy and Learning is a 3 credit hour course to foster technology and media literacy for undergraduate students in teacher preparation programs. This course focuses fostering knowledge in skills and integration of technology tools, media and digital resources for teaching and learning.

EDP 301. Assessment and Evaluation in Educational Settings. (3)

Application of measurement principles in the assessment of individual differences and learning in educational environments. Includes: formative, summative and diagnostic testing, instructional objectives and classroom tests, judging complex performance, and social and political issues with administration and interpretation of evaluation instruments.

Prerequisite: EDP 101 or 201 and junior standing.

EDP 301A. Assessment and Evaluation in Educational Settings. (3)

Application of measurement principles in the assessment of individual differences and learning in educational environments. Includes: formative, summative and diagnostic testing, instructional objectives and classroom tests, judging complex performance, and social and political issues with administration and interpretation of evaluation instruments.

Prerequisite: EDP 101 or 201 and junior standing.

EDP 301M. Assessment and Evaluation in Educational Settings. (3)

Application of measurement principles in the assessment of individual differences and learning in educational environments. Includes: formative, summative and diagnostic testing, instructional objectives and classroom tests, judging complex performance, and social and political issues with administration and interpretation of evaluation instruments.

Prerequisite: EDP 101 or 201 and junior standing.

EDP 324. Research and Applied Writing Across the Disciplines. (3)

This is a three-credit hour GMP Advanced Writing course that will provide the opportunity for students to be mentored through the development of a research proposal, a literature review, and/or develop a manuscript for publication and/or a poster presentation. The overall goal of this course is to guide students in learning to develop research in their chosen field of study and write effectively using APA style for general population. Writing exercises will take the form of assignments that require the student to develop successive sections of the research proposal or other writing project until it is complete. Students will learn to (a) identify the attributes of a well written proposal, paper or poster, (b) search and cite in proper APA formatting appropriate, relevant literature (c) develop an awareness of plagiarism and ethics in science writing, (d) understand the role of constructive, critical feedback and editing and revising their writing. ADVW. PA-1C.

EDP 340. Internship. (0-20)**EDP 345. Integrated STEM PK-5. (3)**

Integrated STEM PK-5 provides an in-depth exploration of designing and implementing integrated STEM (Science, Technology, Engineering, and Mathematics) instruction for PreK-5 learners. Emphasizing the principles of Universal Design for Learning (UDL), the course equips future educators with the tools to create inclusive, engaging, and developmentally appropriate STEM experiences that meet the diverse needs of all students. Through hands-on activities, collaborative projects, and evidence-based strategies, participants will learn to design lessons that integrate STEM concepts across subject areas while fostering creativity, critical thinking, and problem-solving skills. The course emphasizes making STEM accessible and exciting by incorporating real-world connections, interactive technologies, and differentiated instructional practices. Students will also explore methods for fostering a growth mindset, promoting inquiry-based learning, and encouraging collaboration among young learners.

EDP 355. Integrated Social Studies, Critical Literacy, and Writing PK-5. (3)

This course explores strategies for integrating social studies, critical literacy, and writing instruction in PreK-5 classrooms, with a strong emphasis on the Universal Design for Learning (UDL) framework. Students will examine developmentally appropriate practices for fostering inquiry, civic engagement, and critical thinking skills in young learners. Through hands-on activities, collaborative projects, and reflective practices, participants will learn to design inclusive, interdisciplinary lessons that engage all students, including those with diverse abilities, cultural backgrounds, and learning needs. The course will highlight ways to incorporate diverse texts, multimedia, and primary sources to deepen students' understanding of social studies content while supporting literacy and writing skills.

EDP 365. Math Assessment, Instruction, and Intervention for PK-5. (3)

This course is designed to equip teacher candidates with the skills and strategies necessary to teach math effectively to students in inclusive PK-5 settings. It focuses on methods for delivering instruction, utilizing assessment tools, and adapting teaching techniques to support all learners, including students with disabilities, English language learners, and gifted students. The course will emphasize the use of high-leverage teaching practices and cultivating an environment that promotes critical thinking and productive discourse, while also utilizing explicit instructional strategies. Candidates will learn how to help students understand and apply mathematical procedures and concepts, fostering a deep, inclusive learning environment for diverse classrooms.

EDP 375. (Dis)Ability Allies: To be or not to be? Developing Identity and Pride from Practice. (3)

Explores what it means to be ally to/in/with the disability community in America. The course emphasizes identity formation and how that formation can inform the construction of the ally identity. Through deconstructing learned values, knowledge, and images of disability that mitigate ally behavior, students discover the micro and macro structures that support ally behavior. By exploring how social control and social change have worked in other civil rights movements, students understand the necessity of identifying and including allies in the disability movement for civil rights. IC. PA-4B. CAS-C. Cross-listed with DST 375 and SOC 375.

EDP 377. Independent Studies. (0-6; maximum 10)**EDP 387. Chinese Education through Culture, Customs, History, and Development. (3)**

This course is designed for students to gain basic knowledge about the history and culture of China. The goal of this workshop is to help students gain international experiences and global perspectives on history (the past, present, and future) of China, the culture, and any related issues in order to build and enhance students' ability to work successfully in a global setting. Students will be paired with Chinese students from two universities in a large city and a small or medium sized city, respectively. Students may travel and visit different types of organizations, historical and cultural sites, as well as Chinese families in China. Travels will either be completed in actuality or virtually through the internet and other technological sources. Students will also attend lectures by carefully selected company executives and professors from both the US and China if actually traveling to China. Small group meetings and informal interviews during the travel in China will be conducted to enhance student's understanding of the observations and lectures.

Cross-listed with EDP.

EDP 405/EDP 505. Advanced Issues: Moderate/Intensive Special Education. (3)

The course examines critical issues in educating students with moderate and intensive disabilities. Students will learn key issues and challenges in person centered planning, effective collaboration, community and wraparound supports, and advocacy that promote fully inclusive lives across school and community environments for individuals with moderate and intensive disabilities.

Prerequisite: EDP 256.

EDP 418/EDP 518. Foundations of Literacy. (3)

The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands.

EDP 419B. Supervised Teaching in Inclusive Education for Blended Licensure. (12)

Supervised Student Teaching is a 12-week teaching experience during which the Inclusive Education teacher candidate will gain significant experience planning instruction, teaching and engaging learners, supporting the classroom environment, and assessing student progress. The student teacher will have a split placement with a PK-5 general education host mentor teacher and a K-12 intervention specialist host mentor teacher supporting students with mild/moderate and moderate/intensive disabilities in inclusive settings. Student teachers will have access to linguistically diverse students during either or both placements in preparation for their TESOL endorsement. The student teacher will be supported by host mentor teachers, EDP 429 faculty, and a University supervisor.

EDP 419F. Supervised Teaching for Mild/Moderate and Moderate/Intensive Intervention Specialist Licensure. (15)

Supervised Student Teaching is a 16-week teaching experience during which the teacher education candidate will gain significant experience planning instruction, teaching and engaging learners, managing the classroom and assessing student progress. The student teacher will participate in two placements equal in length, one in mild/moderate and the other in moderate/intensive. The student teacher will be supported by a Cooperating (mentor) teacher and University supervisor.

Prerequisite: Successful completion of EDP sophomore block, TCE MCE block, and EDP junior methods block.

EDP 428/EDP 528. Phonological Awareness and Phonics. (3)

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading.

EDP 429. Inclusive Teaching Synthesis. (3)

This advanced course is designed to support teacher candidates during student teaching to deepen their understanding of inclusive education through a critical self-reflection process to assess their professional and personal growth with structured faculty mentoring and support. Teacher candidates will analyze and justify student learning data, using self-reflection and constructive feedback to refine their teaching practices. Furthermore, they will cultivate their professional skills and dispositions to foster collaboration in culturally responsive ways, ultimately preparing them to be innovative and effective leaders in diverse inclusive educational environments.

EDP 432/EDP 532. Assessment and Educational Planning for Children in Preschool through Fifth Grade. (3)

Discusses development and use of formal and informal assessment instruments and procedures, including observational, authentic, performance-based, classroom test, and standardized methods to plan curriculum and teaching practices with attention to interaction of individual differences with learning environments for children in preschool through fifth grade who are developing typically, have disabilities, or are at biological or environment risk for developmental delay. Emphasizes interdisciplinary, transdisciplinary, and multifactorial approaches to assessment, developing individualized educational plans, and planning curriculum objectives based on assessment information. Early childhood undergraduates must take with junior field block.

Prerequisite: EDP 201.

EDP 437/EDP 537. Blended and Online Learning Design. (3)

This course teaches concepts and design for blended and online learning. In addition, this course aids students, teachers and instructional designers in the development of distance education concepts: theory, administration, programs, methods, practice and curriculum development.

EDP 438/EDP 538. Vocabulary, Comprehension, and Writing. (3)

This course will explore the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction of these core areas will be studied. Learners will also examine how to embed these core reading skills across the curriculum.

EDP 443/EDP 543. Audiovisual Instruction: Methods, Media, and Technology. (3)

Develops media skills that aid communication. Stresses selection, use, and preparation of educational media in instructional planning. Includes laboratories in basic production processes and equipment operation. Because of greater content and additional projects, this course may be substituted for technology requirement.

EDP 446/EDP 546. Educational Interactive Design. (3)

This course focuses on developing an understanding of theory and production of interactive technologies and media for teaching and learning. While the emphasis will be on educational and training application, this course will also look at how interactive media can be used in non-traditional educational environments.

EDP 447/EDP 547. eLearning in K-12 Education. (3)

This course surveys models of eLearning in K-12 educational environments and focuses on developing an understanding of the current state of eLearning in K-12 schools ranging from classroom examples to fully online and distance learning environments. This course provides experience in (1) evaluating electronic resources for use in eLearning environments, (2) designing and developing eLearning instructional modules for online learning systems, (3) planning for use of eLearning tools in assessment. This course will provide both a broad overview of the emerging role of eLearning in K-12 education as well as opportunities to design eLearning materials for students' unique major/career emphasis.

EDP 448/EDP 548. Literacy Assessment, Instruction, and Intervention. (3)

This course will address the use of formal and informal assessment procedures to design and evaluate robust reading instruction and intervention for children in preschool through high school. The foci of the course include the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, data-based decision-making to guide instructional planning and intervention design, and understanding struggling readers including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative problem-solving model. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating a Multi-Tiered System of Supports(MTSS) for all learners.

EDP 450/EDP 550. Special Problems. (1-4)

Course in varying special topics areas.

EDP 456/EDP 556. Advanced Seminar in Evaluation with Evidence-Based Interventions. (3)

Advanced seminar oriented toward the development of competencies in formative assessment and teaching using evidence-based interventions (EBIs). Students will learn to lesson plan with EBIs and to evaluate student performance and responsiveness to interventions using formative assessments, assessment systems, and reflective journaling. There is a service component required in this course involving the provision of interventions to children who are struggling learners and/or English Language Learners. Upon completion of the course, students will be able to evaluate EBIs, collect and make sense of instructional data, and have the necessary elements to write and/or contribute to a report on a student's responsiveness to intervention. Prerequisite: School Psychology Program Admission and/or Senior status as a Special Education Student for Capstone Course.

EDP 458/EDP 558. Methods I: Learners with Moderate to Intensive Needs. (3)

Focuses on curricular and instructional strategies for supporting learners aged 5-21 who have moderate to intensive needs in inclusive school settings. Emphasizes planning and implementing developmentally, culturally and individually appropriate practices and methods for successful learning, using principles of Universal Design for Learning, inclusive practice and evidence based practice in transition planning.

EDP 459. Practicum in Special Education: Mild/Moderate. (3; maximum 3)

Provides guided field experiences in instructing children with mild/moderate disabilities. Focus is on application of theory and research in curriculum development, educational technology, applied behavior analysis, assessment, and the development of instructional skills. Prerequisite: EDP 256.

EDP 459G. Practicum in Special Education: Moderate/Intensive. (3)

Provides guided field experience in instructing children with moderate/intensive needs. Focus is on the application of theory and research in curriculum development, educational technology, applied behavior analysis, and the development of instructional skills. Co-requisite: EDP 458/EDP 558/558.

EDP 459J. Practicum in Inclusive Education: Academic Settings with General Education Host Teacher. (3)

This practicum course provides a guided field experience with a general education host teacher supporting all learners in academic settings. The focus is on the application of theory and research in curriculum and pedagogy, educational technology, and the development of instructional methods for all learners.

EDP 459K. Practicum in Inclusive Education: TESOL and Moderate/Intensive Disabilities. (3)

This practicum course provides a guided field experience with an intervention specialist for teacher candidates in supporting students with moderate to intensive disabilities and students who are linguistically diverse in academic settings. The focus is on the application of theory and research in curriculum and pedagogy, educational technology, and the development of instructional methods for both populations.

EDP 460. Action Research/Problem-Based Seminar in Exceptional Education/Developmental Differences. (3)

Provides opportunity to develop, implement, and evaluate an action research or action service project related to identification, psychology, education, and/or treatment of individuals whose development is exceptional. Provides intensive seminar; instructor and peers share the research/problem-solving process and prepare written and oral reports that describe the project and document the student's accomplishments. SC. Prerequisite: senior standing.

EDP 465. Math/STEM Assessment, Instruction, and Intervention for 6-8. (3)

Math/STEM Assessment, Instruction, and Intervention for 6-8 is designed to equip pre-service teachers with the skills and knowledge to effectively assess, teach, and provide interventions to students with diverse needs (including special education and TESOL) in grades 6-8 mathematics and STEM classrooms. The emphasis is on the effective use of both formative and summative assessment tools, the development and implementation of differentiated instructional strategies that meet the diverse needs of all learners, and the application of research-based intervention techniques.

EDP 467. Student-Directed Learning. (3)

This course offers an in-depth exploration of student-centered and student-directed educational practices, equipping future educators with the tools and knowledge to create inclusive, universally designed classrooms. This course examines the integration of play, Project-Based Learning, and self-determination in educational practice, emphasizing their roles in fostering cognitive, social, and emotional development within inclusive settings. Students will learn to engage learners in self-assessment and goal-setting through participation in mock student-led Individualized Education Plan (IEP) meetings. To culminate their learning, students will design a comprehensive project-based learning unit that targets a student-identified problem, integrates multiple academic content areas, and fosters critical thinking, collaboration, and student-led assessment throughout the learning process.

EDP 468/EDP 568. Methods II for Learners with Moderate - Intensive Needs. (3)

The course is focused on student centered planning to examine curricular and instructional methods and strategies for supporting children and youth who have moderate/intensive needs in inclusive settings. This course emphasizes planning and implementing individually appropriate methods, assessments, goals, adaptations and accommodations in inclusive settings.

Prerequisites: EDP 256 and EDP 458/EDP 558.

EDP 475. Access and Instructional Support in Secondary Learning. (3)

This course prepares future educators to collaborate effectively in maximizing access and instructional supports in 6-12 settings. Students will learn to integrate assistive and instructional technologies, understand executive functioning and study skills, support content access through curriculum modifications and accommodations, use Universal Design for Learning (UDL) in 6-12 settings, and effectively collaborate with team members. Key topics include assistive and instructional technology, executive functioning support, study skills instruction, collaboration with general education teachers (HLPs), and modifications/accommodations for 6-12 content areas. Teachers will explore secondary assessment and progress monitoring methods to support individualized instruction and data-driven decision-making. Through case studies, hands-on activities, and collaborative projects, participants will gain expertise in designing inclusive lesson plans, leveraging technology, and implementing evidence-based and high-leverage educational practices.

EDP 477. Independent Studies. (0-6; maximum 10)**EDP 478/EDP 578. Collaboration and the Law in Special Education. (3)**

This course examines the legal aspects of special education and the procedural safeguards of students and their families. It emphasizes home-school relationships, resource assistance, and collaboration among stakeholders. It involves strategies for increasing collaboration and communication among parents, schools and community service agencies to support each step within the special education process. Teacher candidates in this course will become familiar with special education law, including the Individualized Education Plan document and procedures and will develop student goals and objectives.

EDP 479/EDP 579. Autism: Introduction and Current Research. (3)

This course provides an overview of autism spectrum disorders (ASD). The course content examines the psychological, social, and educational characteristics of individuals who have been identified as having ASD. Prevalence rates, recent changes in definition/diagnostic criteria (e.g., DSM-5) and controversial issues will be reviewed.

EDP 482/EDP 582. Autism Spectrum Disorder: Best Practice in Teaching Strategies. (3)

This course will focus on evidence-based teaching strategies for the children with Autism Spectrum Disorder in the inclusive classroom. Students will learn best practice in classroom instruction, including integrating technology and visual supports into the classroom for students with Autism Spectrum Disorder.

EDP 483/EDP 583. Game-based Learning Design. (3)

This course offers students the opportunity to explore the use of games and simulated environments for teaching and learning. The three main topics investigated in this course are: (a) the integration of popular games for teaching and learning, (b) serious and educational games, and (c) the integration of game design elements for teaching and learning. In addition, this course aids students in understanding how learning theories can inform the design of serious and educational games for instructional design.

Prerequisite: junior/senior or graduate standing.

EDP 484/EDP 584. Autism Spectrum Disorder: Social and Communication Development. (3)

This course provides an overview of the unique communication and social characteristics of individuals with autism spectrum disorders (ASD) and teaches an array of strategies and methods for developing social and communication skills. Appropriate supportive frameworks to enhance social and communication development will be explored.

EDP 485/EDP 585. Autism Spectrum Disorder: Positive Behavior Supports and Interventions. (3)

This course will focus on evidence-based behavioral supports & interventions for the inclusive classroom for students with Autism Spectrum Disorder. Students will learn best practices in behavior management, including components of Applied Behavior Analysis, positive reinforcement, contingency plans and token economy systems.

EDP 486/EDP 586. Methods I: Learners with Mild/Moderate Disabilities. (3)

The content of this course will examine the roles assessment, instructional framework, and implementation of evidenced based practice have on the development and progress towards the academic and behavioral goals of students with mild to moderate disabilities. A lifespan view of intervention models that will support inclusive practices that provide access to general education curriculum will be explored.

Prerequisite: EDP 256.

EDP 487/EDP 587. Student-Centered Practices to Support Social and Emotional Needs. (3)

This course explores the ways evidence-based student-centered supports can build socially just, accessible, and culturally responsive practices to meet the individual social, emotional, and behavioral needs of students with disabilities. This course provides specific methods in Positive Behavioral Interventions and Supports (PBIS), trauma-sensitive schools and trauma-informed teaching strategies, social skill development, transition supports, and assistive technology as best practices to strengthen both universally designed and student-centered education for all learners.

EDP 491/EDP 591. Methods II: Learners with Mild to Moderate Disabilities. (3)

The content of this course will examine the roles assessment, instructional framework, and implementation of evidenced based practice have on the development and progress towards the academic and behavioral goals of students with Learning Disabilities, Mild Cognitive Disabilities and Behavior disorder. A lifespan view of intervention models that will support inclusive practices that provide access to general education curriculum will be explored.

Prerequisites: EDP 256.

EDP 494/EDP 594. Assessment, Evaluation, and Educational Planning for Learners with Exceptionalities. (3)

Construction and use of formal, informal, and authentic assessment related to adapting content and teaching strategies in reading, spelling, writing, oral communication, mathematics, and other areas for children and youth with exceptionalities (including individuals with mild/moderate and moderate/intensive needs; gifted).

EDP 495/EDP 595. Critical Inquiry in Special Education. (3)

Critical inquiry in special education provides future teachers with the skills they need to become scholarly lifelong learners. Using methods for conducting systematic literature searches, the student will critically analyze an area of interest related to special education for further exploration and to advance depth of student understanding that will culminate into a written paper and public presentation. The student will also learn about methods for collecting data and develop competency in professional writing.

Co-requisite: EDP 459F/559F, 459G/559G, or 459H/559H.

EDP 495E. Inclusion and Adaptations for Students with Mild/Moderate and Gifted Needs in PreK to 5 Classrooms. (3)

Provides instruction on adapting curriculum, methods, and materials for individuals with mild/moderate exceptionalities and/or giftedness in inclusive settings. Emphasizes adaptations in reading, math, social studies, science, and language arts as developmentally and culturally appropriate for children in preschool through fifth grade.

Prerequisite: EDP 256.

EDP 496/EDP 596. Behavioral Interventions: Theory, Principles, and Techniques. (3)

Emphasizes theoretical foundations of the behavioral model with supporting research. Presents a variety of proactive techniques for increasing appropriate behavior and for prevention and reduction of problematic behaviors. Emphasizes positive, proactive treatment approaches using the least restrictive treatment model for individual and group interventions. Addresses applications for individuals with exceptionalities mild/moderate, moderate/intensive, and gifted.

EDP 571. Literacy Seminar: Clinical. (3; maximum 6)

Problem-based seminar designed to provide opportunities for students to learn, practice, and evaluate instructional approaches to teaching literacy skills (reading, writing, and spelling) to school-age children with written language disabilities. Students receive intensive training in literacy and work in tutorial settings. Seminar discussions focus on issues of literacy skills, and approaches for working with these children.

EDP 600. Independent Reading. (1-5; maximum 8)

Planned reading in any field related to educational psychology with faculty guidance.

Prerequisite: regular standing in graduate school, eight hours in education including four hours graduate credit, and approval of plan by department chair.

EDP 601. Advanced Educational Psychology. (3)

Prepares student to critically evaluate existing educational practice and to innovate sound practices in light of theoretical and empirical findings of educational psychology.

Prerequisite: eight hours of education including educational psychology.

EDP 603. Theories of Human Learning. (3)

Examines major theoretical perspectives concerning the process of how human beings learn. Historical, as well as contemporary views of the biological, behavioral and cognitive bases of human learning are presented. Considers how cultures (ethnic, gender, and systemic) influence the process and mode of learning. Involves direct application of theoretical approaches to classroom instruction. Critical analysis of these theories and current research are emphasized to facilitate students' understanding of the complex process of learning.

EDP 604. Role and Function of the School Psychologist. (3)

Survey of current practices in the field of school psychology and examination of emerging models. Attention to school psychological service in the organization of schools, relationships with other pupil personnel workers, ethics, state standards, and various other related issues.

Prerequisite: admission to school psychology program or permission of instructor.

EDP 605F. Supervised Field Experience: Mild/Moderate Intervention Specialist. (1-12)

Full-time supervised field experience in student's area of specialization. Experience provided at early, middle, and/or adolescent levels within current program models and standards.

Prerequisite: admission to graduate program in special education and completion of all course work in the licensure area.

EDP 607. Educational Measurement and Evaluation. (3)

Principles of measurement and evaluation applied to educational contexts. Includes instructional objectives, construction of teacher-made tests, assessing complex performance, determining grades, standardized testing, measuring individual differences, and using test data for decision-making.

EDP 611. Psychoeducational Assessment and Interventions I. (5)

Provides foundation in a variety of assessment areas and methodologies that lead to development, implementation, and evaluation of interventions. The school psychologist is viewed as a scientist practitioner using a problem-solving orientation in working with students experiencing behavioral and/or academic problems. Emphasis on analyses of assessment information with the goal of developing successful interventions.

Prerequisite: admission to school psychology program.

EDP 612. Psychoeducational Assessment and Interventions II. (5)

Provides foundation in a variety of assessment areas and methodologies that lead to development, implementation, and evaluation of interventions. The school psychologist is viewed as a scientist practitioner using a problem-solving orientation in working with students experiencing behavioral and/or academic problems. Emphasis on analyses of assessment information with the goal of developing successful interventions.-

Prerequisite: admission to school psychology program.

EDP 620. Research Project. (1-3)

Individual research to satisfy research project requirement for master's degree.

Prerequisite: EDP 651, 667, and permission of department chair.

EDP 625. Math Assessment, Instruction, and Intervention. (3)

This course will address the use of formal and informal assessment procedures to design and evaluate robust math instruction and intervention for children in kindergarten through high school. The foci of the course include the knowledge and skills needed to choose and give appropriate math assessments for a variety of purposes, data-based decision-making to guide instructional planning and intervention design, and understanding struggling math learners including those with a range of mild/moderate disabilities. Instruction will be delivered within a context of an ecological, collaborative problem-solving model. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust, explicit, math instruction. An emphasis will be placed on creating a Multi-Tiered System of Support (MTSS) for all learners.

EDP 631. Foundations of Instructional Design and Technology. (3)

This course provides a foundation of Instructional Design and Technology (IDT) and an overview of the field a. Students will learn about the theoretical foundations of the field and of the program. Some software will be introduced.

EDP 632. Instructional Design Theory and Models. (3)

This course provides an opportunity for students to analyze, synthesize, and evaluate instructional design models based on learning theories and principles, while taking into account various situations and differences of learners. Students will acquire the knowledge, skills, and abilities necessary to provide leadership in the area of instructional design.

EDP 633. Formative/Summative Evaluation of Learning Design. (3)

Formative and Summative evaluation provides students with theories and practice related to conducting needs analysis and formative and summative evaluations. At the end of the semester students should be able to assess and evaluate instructional media.

EDP 635. Theories of Human Development. (3)

Involves broad perspective of human development with primary focus upon theories as well as historically significant and contemporary research. Theoretical and research applications considered within the context of educational settings and in other areas of helping professions.

EDP 636. Diversity, Learning & Technology. (3)

The purpose of this course is to explore the mutual impact of diverse learner populations and technology. The focus of this course is to explore instructional design of media and technology integration that supports learner diversity in all forms. Special attention is devoted to how instructional design can support and foster inclusion of traditionally underrepresented learner populations (ESOL, special education, non-traditional learners, and economic disadvantaged learners). The goals of this course are to provide strategies for designing curriculum and instruction using technology for meeting the needs of diverse, multicultural, special needs, and at-risk learners in k-12 schools. Students will engage in global connections, exploration, and analysis of various technologies to differentiate and/or accommodate instruction for students with diverse learning styles and special needs. This course will emphasize Universal Design as an inclusive model for technology integration.

EDP 639. Trends in Learning Design and Analytics. (3)

The intent of the course is to acquaint instructional technologists, teachers and administrators with critical challenges posed as a result of the increasing infusion of technology and learning analytics into the school and training environments. Students will exchange ideas about issues and trends with others through reports and leading discussions.

EDP 643. Interactive Design. (3)

This course focuses on developing an understanding of theory and production of interactive design primarily for teaching and learning. While the emphasis will be on educational and training application, this course will also look at how interactive media can be used in non-traditional educational environments.

EDP 645. Curriculum and Technology. (3)

This class is designed to support P-12 educators in addressing the mutual impact of technology and curriculum and integrating technology to enhance teaching and learning. The focus is to produce teacher-created, learner-centered materials for effective technology integration. Class participants will work both independently and collaboratively to develop curriculum and to design a project that integrates technology for effective teaching or learning.

EDP 648. Capstone Project. (3-6; maximum 6)

Each student in the MA in Instructional Design & Technology or the MEd in Educational Technology are required to complete an experiential learning capstone project. Students will be guided to initiate a proposed topic. Each student in tandem with her/his faculty advisor will determine negotiate the scope, scale, criteria, and evaluation of the project.

Prerequisites: Completion of at least eight of the program courses.

EDP 649. Counseling Internship. (3; maximum 12)

This course provides students with a supervised field experience in counseling in a setting compatible with the student's professional career goals. This is a 600-hour supervised, field-based experience with 240 direct service hours; these hours are completed in two academic semesters. Students will complete a total of 300 hours each semester, with 120 of those hours being direct service hours. School counseling students are supervised by a licensed school counselor within a school environment. Clinical mental health counseling students will be placed in various settings (i.e., hospitals, schools, community, and private practice) supervised by licensed professional clinical counselors with supervision credentials. As part of this class, students participate in weekly group supervision to support their professional growth and development.

Prerequisites: EDP 653 and EDP 654.

EDP 650. Seminar in Special Education. (3; maximum 9)

In-depth study of specific topics in education of exceptional children and youth. Maximum hours toward graduate degree in special education are 16. Topics will be announced.

Prerequisite: permission of instructor.

EDP 651. Educational Research. (3)

Introduction to and critical study of research practices and reporting processes.

EDP 652. Educational Research Practicum. (3)

Practicum in research.

Prerequisite: EDP 651.

EDP 653. Counseling Skills Pre-Practicum. (0)

This course focuses on providing students with an opportunity to demonstrate their counseling skills in person during an on-site mock clinical experience focused on ensuring students are prepared for practicum in the spring. This course is a prerequisite for practicum and will occur during finals week of the fall semester. Similar to practicum, this course provides students with an opportunity to implement acquired counseling theory and techniques but in a mock setting before working with clients and students. The course focuses on specific techniques used in counseling practice (e.g., group and individual, short-term and extended, rational-emotive, play, and family).

EDP 654. Counseling Practicum. (4; maximum 4)

Supervised counseling experience.

Prerequisite: EDP 672 and permission of instructor.

EDP 656. Education of Individuals with Exceptionalities. (3)

Advanced analysis of each exceptionality from an educational point of view. Topics include inclusion, inter- and intra-individual differences comprising exceptionalities, issues surrounding identification, classification of individuals, society's responses to exceptional individuals, and societal changes to develop the human potential of all persons.

EDP 660. Practicum in School Psychology Practice. (4; maximum 4)

Supervised practice using a variety of diagnostic/consultative procedures to discover nature and underlying causes of school difficulties and familiarization with current school psychology practice.

Prerequisite: at least 10 hours credit in study of individual psychological tests and approval of instructor.

EDP 661. Professional, Legal, and Ethical Issues in Counseling. (3)

This course will educate students on ethical standards and the implications of using a decision-making model for ethical and legal considerations. While also exploring the ethical responsibilities, roles, and relationships of counselors on interprofessional teams, including collaboration and consultation, community outreach, and emergency response management. Students will be exposed to professional counseling trends and standards required for practice. Additionally, students will gain knowledge of legislation, policies, and processes that impact professional counseling delivery across multiple practice areas.

EDP 662. Social, Emotional, and Behavioral Assessment. (3)

Discussion of normal and abnormal personality with emphasis on personality structure and dynamics of school aged children. Introduction to certain personality measures/techniques and implications for their use are examined.

Prerequisite: permission of instructor.

EDP 663. Group Counseling. (3)

Students will learn about the foundational components of a group and the skills needed by engaging in developing and facilitating a group. This course will teach students about dynamics, theories, and approaches needed for professional practice in leading groups. Additionally, students will learn about various strategies and interventions that apply to group counseling. This course will also include ten one-hour peer role-play group sessions.

EDP 664. Assessment and Data Collection. (3)

This course will educate students on the historical perspectives of assessment, testing, and the basic concepts of standardized/non-standardized testing, norm-referenced/criterion-referenced assessments, and group/individual assessments. Students will gain an understanding of the ethical and legal considerations surrounding selecting, administering, and interpreting assessments in community, hospital, and school settings. This course will provide foundational knowledge related to assessment in the process of diagnosis and will touch on implications for school and clinical mental health counselors. Additionally, this course will explore various assessments as well as data collection in relation to mental health interventions for both school and clinical mental health counselors.

EDP 666. Educational Consultation, Collaboration, and Community Psychology. (3)

Application of consultation and collaboration processes to the school setting. Utilization of community and school resources in the prevention and resolution of child and adolescent behavior and learning problems. Methods, techniques, and skills in interviewing, consultation, collaboration, and mental health practices.

Prerequisite: graduate standing and approval of the instructor.

EDP 667. Behavioral Statistics I. (3)

Basic concepts of descriptive and inferential statistics. Stresses logical interpretation of results.

EDP 669. Qualitative Research in Educational Psychology. (3)

Offers a case study approach (as opposed to ethnography or action research) to qualitative research consistent with educational psychology research methods.

Prerequisite: graduate standing.

EDP 671. Counseling Theories. (3)

This course explores evidence based counseling theories to help students develop a baseline understanding of therapeutic intervention. Students will be guided through the process of developing their own personal theoretical orientation that will guide their clinical practice. This course will integrate issues of culturally responsive approaches to counseling throughout. Prerequisite: Graduate level standing.

EDP 672. Helping Skills in Mental Health Intervention. (3)

This course will assist you in developing an understanding of mental health intervention through examining individual and group counseling microskills. This course will utilize practical skill building activities to equip students with the knowledge and skills needed to effectively intervene in clinical situations. Students will be guided through the stages of counseling both within a single session and across the span of treatment. This course explores issues of building therapeutic relationships, accurate empathy, treatment planning, culturally responsive approaches to counseling, therapeutic efficacy and crisis prevention, response, and recovery. Prerequisite: graduate standing.

EDP 673. Career Development: Implications for Professional Practice. (3)

The career course supports counseling trainees in developing the necessary skills to foster career exploration and career decision-making specific to their specialty areas and client/student population. These skills are developed through learning about the career decision-making process as it applies to K-12 students and adults, considering current labor trends and the individual client/student's interests and strengths. Trainees will learn about career development models, theories, and career planning processes to develop advocacy skills to empower clients/students in the career selection process. This course will also focus on teaching trainees the implications of improving access to career readiness opportunities for underrepresented groups while emphasizing a focus on career interventions and assessments.

EDP 674. Multicultural Counseling and Social Justice. (3)

This course will provide students with professional competencies related to multicultural, social justice, and advocacy when working with culturally diverse individuals. Additionally, this course will explore the influence of heritage, cultural identities, disabilities, attitudes, values, beliefs, and understandings on an individual's worldviews and help-seeking/coping behaviors. Through cultural awareness and humility, students will gain a better understanding of the impacts of microaggressions, marginalization, and privilege on the helping relationship.

EDP 677. Independent Studies. (0-6; maximum 10)**EDP 678. Theories and Intervention of Lifespan Development. (3)**

This course explores the theories of individual, family, and cultural identity development through the lifespans. Students will gain an understanding of the biological, neurological, physiological, systemic, cultural, and environmental factors that influence lifespan development. This course will also assist students in developing foundational knowledge of affective relationships, bonds, couples, marriages, and family structures to improve their professional counseling techniques.

EDP 679. Comprehensive School Counseling: Leadership and Advocacy. (3)

This course will build on students' foundational knowledge of school counseling practices as well as dive deeper into Comprehensive School Counseling Programs (CSCP) and other evidence-based school frameworks such as MTSS and PBIS. Additionally, students will demonstrate the skills to become leaders, advocates, and system change agents within PK-12 schools. A key component of this course is to expose students to interventions that promote academic development, secondary and career readiness, and increase graduation rates. This course will prepare students to participate in consultations with families, PK-12 and postsecondary school personnel, community agencies, and referral sources. Prerequisite: EDP 686.

EDP 681. Children & Adolescents. (3)

This course will provide school and clinical mental health counseling students with the theories, skills, and knowledge to work with children and adolescents in various settings. Students will gain knowledge on lifespan development and the implications development has on counseling strategies and techniques. Students will gain an understanding of theories and approaches applicable to children and adolescent counseling while reviewing relevant historical considerations. A key component of this course is to expose students to the importance of advocacy, intervention, and the importance of collaboration, and consultation when working with children and adolescents.

EDP 682. Diagnosis and Treatment in Mental Health. (3)

This course will educate students on the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. This course explores the process of intake interviews and mental status evaluations. Students will be able to evaluate biopsychosocial history, mental health history, and psychological assessments for treatment planning and caseload management. This course will focus on techniques and interventions for the prevention and treatment of a broad range of mental health issues. Students will gain an understanding of assessment and treatment planning for a broad range of mental health issues while considering legal implications. Prerequisite: EDP 683.

EDP 683. Introduction to Clinical Mental Health Counseling. (3)

Students will gain foundational knowledge on the professional practices of clinical mental health counseling. This course will provide students with an introduction to understanding the etiology, nomenclature, diagnosis, treatment, referral process, and prevention of mental, behavioral, and neurodevelopmental disorders. Additionally, students will learn about multiple modalities and networks within the continuum of care.

EDP 684. Mental Health Needs: Community and School. (3)

This course will focus on mental health needs specific to schools and the community. Students will gain a deeper understanding of mental health needs and services in communities while considering societal trends and community mental health challenges. Students will learn school and community-based laws, ethics, and guidelines for professional practices. This course will provide information on identifying signs of substance abuse and suicidal ideations and provide students with models of prevention and intervention.

EDP 685. Systems Perspective of Family and Couples Counseling. (3)

This course builds upon the knowledge of affective relationships, family bonds, couples, marriages, and structures to support trainees in developing their professional counseling techniques. A focus will be placed on effective family and couple interventions for both clinical and school environments with key considerations related to neurodiversity. Additionally, a focus on the consultation process and collaboration between school and clinical mental health counselors to support families. An emphasis will be placed on family structures, cultural considerations, and academic implications to support all individuals in the family system.

EDP 686. Introduction to School Counseling. (3)

This course will provide foundational knowledge on the professional practices of school counseling. The content includes training school counseling students on how to create, design, and deliver a Comprehensive School Counseling Program (CSCP) utilizing the American School Counselor Association (ASCA)'s National Model/. Additionally, this course will review the history of school counseling and the importance of leadership and advocacy within the profession to support PK-12 students during their educational journey. Further, this class will briefly introduce content around the PK-12 student characteristics and warning signs of mental health and behavioral disorders while examining the connections of social, cultural, familial, emotional, and behavioral factors influencing academic achievement.

EDP 690. Seminar in Educational Psychology. (1-3)

Varying topics in educational psychology.

Prerequisite: EDP 601 or permission of instructor.

EDP 695. Supervised Public School Experience for School Psychology Students. (2; maximum 4)

Thirty clock hours of on-site observation/participation per credit hour in public schools at a variety of grade levels, including various cultural/ethnic settings and special education classes.

Prerequisite: permission of instructor.

EDP 700. Research for Master's Thesis. (1-12)

Required for MA program.

Prerequisite: permission of instructor.

EDP 795. Internship for Educational Specialist Degree in School Psychology. (6-7)

Full-time experience with supervision of university faculty and qualified school psychologists in selected school districts.

Prerequisite: completion of all regular courses in the educational specialist curriculum and permission of department chair.

EDP 796. Internship for Educational Specialist Degree in School Psychology. (6-7)

Full-time experience with supervision of university faculty and qualified school psychologists in selected school districts.

Prerequisite: completion of all regular courses in the educational specialist curriculum and permission of department chair.

EDP 800. Specialist Degree. (1-10)