

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Amy Bradshaw, Department Chair
 321 Ellsworth Collings Hall
 820 Van Vleet Oval
 Norman, OK 73019-2041
 Phone: (405) 325-5974
 FAX: (405) 325-6655
 edpsych@ou.edu
<https://www.ou.edu/education/academics/educational-psychology>

General Information

The Educational Psychology department is committed to developing and disseminating new knowledge through research and scholarly activity, delivering quality instruction and professional training, and pursuing research and training opportunities at the junctures of the disciplines within the department.

Research

Faculty members in the Department of Educational Psychology are active researchers. Examples of the topics under investigation in each of the program areas are listed below.

Learning Experience Design and Technology

The LXDT program is designed to prepare students for roles such as learning/instructional designers and developers, instructional design consultants, learning experience designers, educational technologists, trainers, curriculum developers, project managers, researchers, and more. Areas of research include instructional design, scaffolding problem solving with technology, visual literacy, and many other areas in multiple contexts such P-12 schools, higher education institutions, business, industry, healthcare, government, and military.

Professional Counseling

The guiding philosophy, goals, policies, and practices of the Professional Counseling Program are shaped by its central commitment: To develop socially-conscious professionals, facilitate a community of belonging, and engage in community-focused, ecologically sensitive research and practice. The Professional Counseling Program is committed to developing and disseminating knowledge through research and scholarly activity, delivering quality instruction and professional training to prepare students at the master's level in clinical mental counseling, school counseling, and addictions counseling to work as practitioners in a variety of settings including community mental health agencies and schools.

Science of Psychology, Data, and Research in Education

The Science of Psychology, Data, and Research in Education program bridges the fields of educational psychology, research design, and data analytics to integrate theoretical perspectives, practical knowledge and deep understanding of research methodology necessary to successfully conduct independent research in a variety of fields and contexts. Areas of research include factors that influence student motivation and engagement in learning, teacher professional development, the development of expertise, and many other areas in multiple contexts (i.g., P-12 schools, institutions of higher education, museums, workplaces, non-profits).

Special Education

The Special Education program seeks to improve educational and community living outcomes for people with disabilities and their families through the development and dissemination of new knowledge, the provision of high-quality educational experiences related to personnel preparation, and a commitment to provide service and leadership to the field of education. Areas of research include academic achievement, behavioral supports, and post-secondary outcomes for students with exceptionalities.

Programs & Facilities

Zarrow Institute on Transition and Self-Determination

The Zarrow Institute on Transition and Self-Determination implements innovative research, puts findings into practice, and disseminates knowledge through high-quality products and professional development. An endowment from the Zarrow Family Foundation of Tulsa established the Zarrow Institute in 2000.

Under the Zarrow Institute, the Sooner Works program is a four-year comprehensive integrated program for students with an intellectual or developmental disability who desire a postsecondary experience on a college campus. Students in Sooner Works live on campus and take traditional university courses in conjunction with courses specific to Sooner Works. In addition, students participate in internships and social organizations on the beautiful University of Oklahoma campus.

Undergraduate Study

The Special Education, Bachelor of Science program prepares students to become teachers certified to instruct students with mild and moderate disabilities.

Graduate Study

Master of Education

Admission Requirements

Admission to study for the master's degree in education requires a grade point average of 3.00 in the last 60 hours of undergraduate study. Additional requirements in some areas are determined by area faculty.

Prospective students are encouraged to consult the Department of Educational Psychology *Graduate Student Handbook* for information about program availability, and college and departmental requirements. In addition, the section of the *Graduate Bulletin*, which describes the procedures and requirements for graduate study at the University, should be reviewed and kept as a reference.

Requirements for the Master's Degree

Applicants for programs leading to the degree of Master of Education must present a bachelor's degree in an appropriate field from an accredited college or university. A student must complete work within six calendar years after the student's first graduate enrollment at the University of Oklahoma.

Depending on program area, a written examination is required and thesis, non-thesis, or special project options may be applicable.

The program for the master's degree includes intensive preparation for a specialized type of educational or professional responsibility with study in associated fields. The exact pattern of the program will be determined after consultation with the advisor. The student should check with the program area for specific course requirements.

The specific requirements of each program are tailored to provide excellence of preparation in the field of practice.

Learning Experience Design and Technology

The Master of Science Program in Learning Experience Design and Technology prepares graduate students to be leaders in the field of learning design and technology in this digital age. They will play various roles (e.g., instructional designers, instructional design consultants, learning experience designers, educational technologists/coaches, curriculum developers, and trainers) in various contexts, such as K-12 schools, higher education institutions, business, industry, healthcare, government, and military.

- Learning Experience Design and Technology, Master of Science

Professional Counseling

The Professional Counseling Program offers a CACREP-accredited 60-credit hour clinical professional counseling track that meets the state of Oklahoma LPC requirements. A 15-hour Drug and Alcohol counseling certificate and a 15-hour School Counseling certificate can be pursued independently or serve as a concentration in the Clinical Professional Counseling Program. The primary training goals are to facilitate student integration of counseling theory, research and practice, to cultivate an understanding of the mutual influences of practice and science, and to foster the development and appreciation of holistic counseling skills.

- Clinical Professional Counseling, Master of Education

Science of Psychology, Data, and Research in Education

The Science of Psychology, Data, and Research in Education program bridges the fields of educational psychology, research design, and data analytics. We seek to introduce students to cutting edge theoretical and methodological frameworks to make an impact in a wide array of educational contexts. The program prepares students for a range of careers that may include higher education faculty and/or administration, program evaluation and psychological test development, and research design and data analysis within educational or business settings. Students in the program learn about cognition and motivation, the psychology of learning, quantitative and qualitative research methodologies, and measurement and assessment.

- Science of Psychology, Data, and Research in Education, Master of Science

Special Education

The Special Education, Master of Education program is designed to prepare master educators to meet the needs of individuals with disabilities in schools and other natural environments. It is possible to complete special education teacher certification requirements while working towards the M.Ed. degree. Graduates of the program typically assume positions as teachers or administrators of programs serving individuals with disabilities. Students have the opportunity to work closely with nationally recognized faculty and develop a support network of professional colleagues as they become master educators.

- Special Education, Master of Education

Graduate Certificates

- Applications of Educational Research and Evaluation
- Applied Behavior Analysis
- Drug & Alcohol Counseling
- Fundamentals of Special Education

- Learning Design and Technology
- Secondary Transition Education Specialist
- School Counseling

Doctoral Programs

Educational Psychology Doctoral Programs are designed for present and prospective administrative, service and faculty positions in colleges and universities, public schools, and other education and training agencies in government and the private sector. Doctoral programs exist in the areas of Learning Experience Design and Technology, Science of Psychology, Data, and Research in Education, and Special Education.

Admission to doctoral study in the department requires a minimum 3.25 grade point average on all graduate work attempted. Applicants present Graduate Record Examination general test scores (Verbal, Quantitative, and Analytic), which is optional for some programs and are used along with other data as a basis for admission. Programs may impose admission requirements in addition to those set by the Graduate College and the department. The program area coordinator should be consulted for special program application requirements, and for annual admission application deadlines. A TOEFL of 550 or better is required for international students.

An advisory committee will be appointed by the graduate dean upon recommendation from the student's area and the department chair and/or graduate studies committee in consultation with the student. The advisory committee will consist of a chairperson from the student's major field, at least one faculty representative outside the Department of Educational Psychology and other members to total at least four. The Graduate College Representative should be a regular graduate faculty member at the University of Oklahoma Norman campus. The advisory conference will determine the program of study that must be completed to qualify for the degree.

Upon completion of the majority of required coursework (exclusive of dissertation), the student must complete the General Examination. Prior to attempting the General Examination, a student must demonstrate proficiency in research methods. For more detailed descriptions of research proficiency procedures, contact the graduate liaison in the department. The student must also meet all relevant requirements of the Graduate College, as well as those of the student's individual program area.

The candidate is expected to complete all degree requirements within five years after the General Examinations. Failure to accomplish this may require the candidate to retake the General Examination.

Prospective students are encouraged to consult the Department of Educational Psychology *Graduate Student Handbook* for information about program availability, and college and departmental requirements. In addition, the section of the *Graduate Bulletin*, which describes the procedures and requirements for graduate study at the University, should be reviewed and kept as a reference.

Courses

EDPC G4413 Introduction to Counseling 3 Credit Hours

Prerequisite: Senior standing or permission of instructor; Majors only. Topics covered include development of the counseling and guidance profession, various approaches and techniques employed in counseling, the work of the counselor in various settings, and an introduction to basic theoretical and philosophical positions in counseling and guidance. (F, Sp)

- EDPC 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDPC 5113 Human Development 3 Credit Hours**
Prerequisite: Admission to Professional Counseling M.Ed. program or permission of instructor. An introductory survey of current theory and research as it applies to human development across the lifespan. Emphases include cognitive and language development, self and social development, and contextual influences on development. Particular focus will be on human development as related to counseling. (F)
- EDPC 5253 Assessment in Counseling 3 Credit Hours**
Prerequisite: admission to Professional Counseling, M.Ed. program or permission of instructor. Theories of personality and intelligence testing will be discussed. Students will gain knowledge and experience in administering, scoring, and interpreting personality tests and in interpreting intelligence tests with an emphasis on the Wechsler scales. (F)
- EDPC 5263 Professional Issues and Ethics in Counseling 3 Credit Hours**
Prerequisite: Must be admitted to masters program in Professional Counseling. This course introduces graduate students in counseling to professional, legal and ethical issues in professional counseling. The course reviews literature and covers topics pertaining to counseling, supervision, teaching, and research, with special focus on areas that are most important and most current in the field. (Sp)
- EDPC 5413 Occupational Information--Career Development 3 Credit Hours**
Prerequisite: admission to Professional Counseling, M.Ed. program or Counseling Psychology, Ph.D. program, or permission of instructor. Methods of preparing informational files for student use; nature of educational and occupational information, job classification, sources of information, and occupational surveys and trends. Theories of career development; techniques of job and occupational analysis; individual experiences of reporting client career development. (F)
- EDPC 5423 Methods and Techniques of Counseling 3 Credit Hours**
Prerequisite: admission to Professional Counseling, M.Ed. program or Counseling Psychology, Ph.D. program, or permission of instructor. Introduction to stages in the counseling process; interviewing skills; counseling objectives; appropriate strategies. Common theories of counseling and psychotherapy and ethical considerations are considered. (Su)
- EDPC 5433 Theories and Techniques of Group Counseling 3 Credit Hours**
Prerequisite: admission to Professional Counseling, M.Ed. program or Counseling Psychology, Ph.D. program. Introduction to types of groups, group development, group leadership, and group dynamics with an emphasis on counseling groups. Includes experiential training in group work. (Su)
- EDPC 5443 Family Systems Theory 3 Credit Hours**
Prerequisite: Admission to Professional Counseling M.Ed. program (M216). An introduction to family counseling and therapy as one of the approaches to dealing with interpersonal conflict. The focus of the course is to introduce a scientific paradigm for family systems and counseling and to use a competency-based approach to intervention that is consistent with current guidelines. Assessment approaches are also discussed. (F)
- EDPC 5453 Social & Cultural Diversity 3 Credit Hours**
Prerequisite: Admission to Professional Counseling M.Ed. program (M216). Focuses on increasing understanding of and sensitivity regarding cognitive aspects, discourses, political realities, and issues of awareness in various minority groups, including issues related to cultural values and spirituality. Methods for increasing multicultural communication and social justice research in counseling are discussed. (F)
- EDPC 5473 Counseling Theories 3 Credit Hours**
Prerequisite: admission to Professional Counseling, M.Ed. program or Counseling Psychology, Ph.D. program, or permission of instructor. Surveys prevalent counseling theories within the overarching categories of psychodynamic, humanistic, behavioral and cognitive-behavioral, and contextual and constructivist approaches. In addition, multicultural counseling competencies will be reviewed. Theories presented will be discussed in terms of counseling goals, central concepts and techniques, diversity applications, and research support. (F)
- EDPC 5483 Diagnosis & Treatment in Counseling 3 Credit Hours**
Prerequisite: EDPC 5423, 5473, 5263, and Majors only. Diagnostically oriented course in abnormal behavior stressing standard nosology exemplified by the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM). (Sp)
- EDPC 5493 Child and Adolescent Counseling 3 Credit Hours**
Prerequisite: Graduate standing, admission to the Professional Counseling Program, EDPC 5423, EDPC 5473, and EDPC 5263. Child and Adolescent Counseling presents theories, techniques, and strategies for counseling children and adolescents and their families in both school and clinical settings. The course will explore counseling issues, special considerations, and counseling interventions related to this population. (Sp)
- EDPC 5503 Introduction to Neurofeedback in Counseling 3 Credit Hours**
Prerequisite: graduate standing; admission to Professional Counseling, M.Ed. program or permission of instructor. The course provides students with an introduction to the integration of neurofeedback into counseling practice and is designed to satisfy BCIA didactic requirements for neurofeedback certification. Neurofeedback is a form of biofeedback used to empower individuals to regulate their brainwave patterns. (F)
- EDPC 5513 Introduction to Abuse and Addictions Theory and Treatment 3 Credit Hours**
Prerequisite: Admission to Professional Counseling M.Ed. program or permission of instructor. An overview of various abuse and addiction theories, treatment and stages of change, including substance use disorders, gambling addictions and sex addictions. (Su)
- EDPC 5523 Addictions and Family Theory 3 Credit Hours**
Prerequisite: Admission to Professional Counseling M.Ed. program or permission of instructor. An overview of various addictions with emphasis on substance use disorders and their effect on individuals, families, and communities. The course will focus on prevention and treatment. (Sp)
- EDPC 5533 Psychopharmacology/Neurobiology of Addiction 3 Credit Hours**
Prerequisite: Admission to Professional Counseling M.Ed. program or permission of instructor. In this course, alcohol and drug dependency is explored through the study of brain chemistry and related causal factors and pathophysiological processes. The role of psychopharmacology is addressed as an agent frequently used in the management and resolution of withdrawal symptoms. (Sp)

EDPC 5543 Addictions Counseling: Theoretical Approaches and Co-Occurring Disorders 3 Credit Hours

Prerequisite: Admission to Professional Counseling M.Ed. program or permission of instructor. Examines major theoretical approaches to the treatment of substance abuse. Diagnosis of co-occurring disorders will also be addressed. (F)

EDPC 5553 Addictions in Family Counseling 3 Credit Hours

Prerequisite: Admission to Professional Counseling M.Ed. program or permission of instructor. Examines major Family Counseling Treatment approaches to substance abuse and addiction. Various assessment instruments will be examined and family dynamics will be studied. Multicultural issues will also be examined. (Sp)

EDPC 5623 Advanced Counseling Techniques 3 Credit Hours

Prerequisite: Admission to Professional Counseling M.Ed. program (M216). This course is for students with advanced standing in Professional Counseling with a focus on deepening understanding of counseling theory and honing applied therapeutic skill. It is designed to facilitate exploration of advanced counseling theory and technique, with an emphasis on applied procedures. (Sp)

EDPC 5633 Counseling Supervision and Consultation 3 Credit Hours

Prerequisite: Graduate standing and admission to Clinical Professional Counseling M.Ed. program. The purpose of this course is to begin to familiarize students in counseling with the research and applied literature on clinical supervision. The primary model examined is the developmental approach to supervision. Consultation will also be discussed. (Sp)

EDPC 5643 Foundations of School Counseling 3 Credit Hours

Prerequisite: Graduate standing and admission to the Professional Counseling program or School Counseling Certificate program. The role and functions of school counselors, including their work with students, teachers, administrators, and parents, as well as their complementary relationships with other student services personnel. (F)

EDPC 5653 Crisis Counseling 3 Credit Hours

Prerequisite: Admission to Professional Counseling M.Ed. program (M216) or permission of instructor. An overview of methods and techniques used in assessing and implementing effective interventions in crisis counseling settings. (Su)

EDPC 5913 Practicum in Counseling--Master's 3 Credit Hours

Prerequisite: Admission to Professional Counseling, M.Ed. program or Counseling Psychology, Ph.D. program. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (F, Sp)

EDPC 5920 Optional Internship in Professional Counseling 1-3 Credit Hours

1 to 3 hours. Prerequisite: Graduate standing, departmental permission, and admission to the Professional Counseling M.Ed. program. Optional counseling internship designed to allow students to make up hours required for completion of practicum and/or internship requirements during summer semester. Introduces student to the profession under supervision of a practitioner whose professional credentials are equal to those of members of the clinical professional counseling program faculty. (Irreg.)

EDPC 5923 Internship in Professional Counseling 3 Credit Hours

Prerequisite: Graduate standing and admission to the Professional Counseling M.Ed. program. May be repeated; maximum credit 6 hours. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDPC 5960 Directed Readings 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDPC 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDPC 5980 Research for Master's Thesis 2-9 Credit Hours

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. Laboratory (F, Sp, Su)

EDPC 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDPY 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDPY 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDPY 3960 Honors Reading 1-3 Credit Hours

1 to 3 hours. Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDPY 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDPY 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

- EDPY 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EDPY 4960 Directed Readings in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EDPY 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDPY 4980 Practicum in Educational Psychology 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EDPY 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EDPY 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EDPY 5960 Directed Readings 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. Directed readings and/or literature reviews under the direction of a faculty member. (Irreg.)
- EDPY 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDPY 5980 Research for Master's Thesis 2-9 Credit Hours**
2 to 9 hours. Prerequisite: Graduate Standing. Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EDPY 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EDPY 6920 Internship in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDPY 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EDPY 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)
- EDPY 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EDPY 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)
- EDPY 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)
- EDSP 1115 American Sign Language I 5 Credit Hours**
Prerequisite: permission of the department. An Introduction to American Sign Language (ASL) which includes the development of receptive and expressive skills in authentic situations and an introduction to Deaf Culture. (F, Sp, Su) [I-FL].
- EDSP 1225 American Sign Language II 5 Credit Hours**
Prerequisite: EDSP 1115 and permission of the department. Continuation of American Sign Language (ASL) I. This course further develops receptive and expressive skills in ASL in authentic situations and expands the study of Deaf Culture. (F, Sp) [I-FL].
- EDSP 2113 American Sign Language III 3 Credit Hours**
Prerequisite: EDSP 1115, EDSP 1225, and permission of the department. Continuation of ASL II. This course emphasizes the receptive comprehension and expression of advanced ASL grammatical structures, and use of expanded knowledge of Deaf Cultural norms will be applied to engagement with the Deaf community. (F, Su) [I-FL].

EDSP 3053 Understanding and Accommodating Exceptional Learners 3 Credit Hours

Prerequisite: admission to Teacher Education program. Course provides foundation to legislation, policies and procedures for educating children/youth with exceptionalities. Course focuses on primary recipients of special education services, procedures for providing special education to children and youth w/educationally-related problems, understanding responsibilities associated with the implementation of special education programs and services, and emerging skills needed to ensure successful educational experiences for children/youth with exceptionalities. (F, Sp, Su)

EDSP 3223 American Sign Language IV 3 Credit Hours

Prerequisite: EDSP 1115, EDSP 1225, EDSP 2113, and permission of the department. Continuation of ASL III. The course emphasizes the receptive comprehension and expression of development with a more mature understanding of American Sign Language grammatical structures includes narratives and dialogues. Use of expanded knowledge of Deaf Cultural norms will be applied to engagement with the Deaf community. (Sp)

EDSP 3960 Honors Reading 1-3 Credit Hours

1 to 3 hours. Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDSP 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDSP 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDSP 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDSP 4013 Fundamental Academic Instructional Strategies 3 Credit Hours

Prerequisite: EDSP 3053. Instructional strategies and effective techniques for teaching students with mild to moderate disabilities in a variety of general and special education settings. Class objectives target remediation and progression of skills focused around an academic curriculum for students with mild/moderate disabilities. (Sp)

EDSP 4023 Assessment for Eligibility and Program Planning 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013; corequisite: EDSP 4033. Study of assessment instruments, interpretation and use in eligibility, placement and program planning for individuals with mild to moderate disabilities. Competencies addressed include: response to intervention, pre-referral, student assistance teams, administration of curriculum-based assessment and adaptive behavior scales, interpreting functional assessment results into IEPs and individual case studies. (F)

EDSP 4033 Intensifying Mathematics Interventions for Students with Disabilities 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013; Special Education majors only. Students will apply research-aligned mathematics practices for students with disabilities. Topics include literature on why students with disabilities struggle to learn mathematics, the use of assessment data to inform instructional decision making, and research-aligned mathematical instructional practices for students identified with disabilities. (F)

EDSP 4043 Classroom Management in Special Education 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4053 and EDSP 4063 and EDSP 4072. Philosophical perspectives supported by management strategies based on sound theoretical foundations and best practice. Preservice educators develop a personal plan for creating a well-managed classroom, identifying and documenting behavior concerns and developing intervention plans that remediate difficulties and increase appropriate behavior in general and special education environments. (Sp)

EDSP 4050 Internship in Special Education 6-10 Credit Hours

6 to 10 hours. Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112, and departmental permission; Corequisite: EDSP 4123. The internship experience is the culminating experience for our pre-service special education teachers. Students will apply content and pedagogical knowledge acquired throughout their undergraduate preparation program. Emphasis is placed on developing their competencies in: (a) professionalism; (b) preparing, implementing, and evaluating instruction; and (c) improving student engagement and the classroom environment. (F, Sp)

EDSP 4053 Language, Literacy, and Communication Strategies 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4043 and EDSP 4063 and EDSP 4072. Competencies developed include: understanding language and literacy development; 32 hours tutoring; formal/informal literacy assessments; implementation of guided reading lesson plans; data collection monitoring; phonics/decoding; literal/inferential/prediction comprehension; fluency and written expression; research to practice; development of learning strategies enhancing content and literacy. (Sp)

EDSP 4063 Teaching Students with Significant Support and Educational Needs 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4043 and EDSP 4053 and EDSP 4072. Examines how low-incidence physical and intellectual disabilities, including autism, traumatic brain injury, deafness, blindness, and other health impairments affect academic and job performance and outcomes. You will learn and demonstrate current research-based methods for teaching and training individuals with low-incidence disabilities. (Sp)

EDSP 4072 Introductory Practicum in Special Education 2 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033; corequisite: EDSP 4043 and EDSP 4053 and EDSP 4063. Two hundred hours of special education field placement with supervision by master public school teachers and OU professionals. Weekly seminars based on reflections, discussion of course assignments implemented at school sites, competencies such as IEPs ecological assessments, parent interviews, and development of original lesson plans with articulated accommodations and modification. (F, Sp)

EDSP G4083 Individual Behavior Supports 3 Credit Hours

Prerequisite: EDSP 3053 and EDSP 4013 and EDSP 4023 and EDSP 4033 and EDSP 4043 and EDSP 4053 and EDSP 4063 and EDSP 4072.

Corequisite: EDSP 4093 and EDSP 4103 and EDSP 4112. Special techniques and materials used in the instruction and behavioral modification of students who have significant behavioral disorders. Content includes proactive classroom strategies, effective instruction, and planned behavior interventions. (F)

EDSP 4093 Transition and Self-Determination 3 Credit Hours

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072; corequisite: EDSP 4083, EDSP 4103, EDSP 4112. This course will cover transition education practices, including assessment, and transition planning, to facilitate educational, employment, and independent living post-school outcomes for students with disabilities. Federal and state laws and regulations governing transition practices will be covered along with best-practice methodology. Assessment, goal writing, transition planning, self-determination instruction, multi-cultural issues, interagency collaboration, resources, among other topics will be discussed to (F)

EDSP 4103 IEP Development and Family Advocacy 3 Credit Hours

Prerequisite: EDSP 3053, EDSP 4013, EIPT 3473; corequisite: EDSP 4033. In this course, students will extend their knowledge of the Individualized Education Program (IEP) process as outlined in federal legislation and case law. The course is designed to improve students' abilities developing compliant, high-quality IEPs by considering both legal and research evidence. In addition, the course will focus on how to build successful partnerships with families and strategies for improving (F)

EDSP 4112 Advanced Practicum in Special Education 2 Credit Hours

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072; corequisite: EDSP 4093, EDSP 4103. Two hundred hours of supervised field experience with instruction and behavior management provided to students with disabilities. Weekly seminars focus on self-evaluations and reflections on evidence-based practice, development, and implementation of curriculum unit with modifications and accommodations, and discrepancy analysis of past and current IEPs. (F, Sp)

EDSP 4121 Applied Research in Special Education 1 Credit Hour

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112. Corequisite: EDSP 4144 and EDSP 4134. Designed to enhance understanding of research related to the education of children and youth with disabilities. Students will demonstrate a comprehension of legal and ethical aspects of research in special education. Students will improve their ability to critically review research literature and conduct applied research projects. (F, Sp) [V].

EDSP 4123 Applied Research in Special Education 3 Credit Hours

Prerequisite: Prerequisites: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, and EDSP 4112; Corequisite: EDSP 4050. This course serves as a capstone experience, requiring students to apply their foundational knowledge of the field and their professional ethical principles to inform their special education practice. In their assigned field placements, students will develop their abilities to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. (F, Sp)

EDSP 4134 Internship in Special Education I - Elementary 4 Credit Hours

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112; corequisite: EDSP 4121, EDSP 4144. The Special Education Internship is designed to allow students to practice teaching under the supervision and guidance of master special educators and University clinical supervisors. Special education interns learn to apply the knowledge and skills they acquired throughout the program coursework and field experiences in an authentic, extended situation. (F, Sp) [V].

EDSP 4144 Internship in Special Education II - Secondary 4 Credit Hours

Prerequisite: EDSP 3053, EDSP 4013, EDSP 4023, EDSP 4033, EDSP 4043, EDSP 4053, EDSP 4063, EDSP 4072, EDSP 4083, EDSP 4093, EDSP 4103, EDSP 4112; corequisites: EDSP 4121, EDSP 4134. The Special Education Internship is designed to allow students to practice teaching under the supervision and guidance of master special educators and University clinical supervisors. Special education interns learn to apply the knowledge and skills they acquired throughout the program coursework and field experiences in an authentic, extended situation. (F, Sp) [V].

EDSP 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDSP 4980 Practicum in Special Education 1-3 Credit Hours

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

EDSP 4990 Special Problems in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDSP 5013 Evidence-Based Practices for Mathematics Instruction for Students with Disabilities 3 Credit Hours

Prerequisite: Graduate standing. The focus of this course is on translating evidence-based instructional practices related to mathematics instruction for students with mathematical disabilities into guidelines for instruction, intervention, and assessment. This course will cover assessment procedures, instructional procedures, curriculum and instruction alternatives, and program planning for the mathematical development of students with disabilities. (F)

EDSP 5063 Instructional Methods for Students with Significant Support Needs 3 Credit Hours

Prerequisite: Graduate standing. Examines how particular types of low-incidence disabilities, including intellectual disabilities, autism, physical disabilities, traumatic brain injury, deafness, blindness, multiple disabilities, and other health impairments, affect academic and job performance. Students will learn and demonstrate current methods for teaching and training individuals with low-incidence disabilities. (Sp)

EDSP 5093 Transition and Self-Determination 3 Credit Hours

Prerequisite: Graduate standing. Transition education practices including theory, assessments, planning processes, and instructional methods to facilitate positive postschool outcomes for individuals with disabilities. Laws and regulations governing transition practices are covered along with best practice methodology. Assessment, transition planning, self-determination instruction, multi-cultural issues, interagency collaboration, resources, etc., will be discussed to facilitate a successful transition for students into further education, employment, and independent (F)

EDSP 5143 Individual Behavior Planning in the Classroom 3 Credit Hours

Prerequisite: Graduate standing. This course will teach how to effectively manage challenging and severe behavior problems in the classroom using proactive classroom strategies, effective instruction, and planned behavioral interventions. This course examines applied behavior analysis (ABA) principles and techniques, including observational analysis, data-based instruction, and social validity to increase students' social and task-related behavior. (F)

EDSP 5163 Leadership & Advocacy in Special Education 3 Credit Hours

Prerequisite: Graduate standing in the College of Education. This course will provide students with a history of special education litigation and legislation. Students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students learn about federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, and individual education plans (IEPs). (F, Su)

EDSP 5183 Advanced Assessment 3 Credit Hours

Prerequisite: Graduate standing. Focus will be on innovative approaches to assessment and education of students with mild to moderate learning and/or behavior problems. Techniques, methods, and materials will be presented within a career/ecological framework and will be research-based. (F, Sp)

EDSP 5193 Post-Secondary Education and Employment 3 Credit Hours

Prerequisite: graduate standing and EDSP 5093. Examines options for students with disabilities in terms of post-secondary education and post-secondary employment. Learning is focused on research-based best practices. (Sp)

EDSP 5213 Evidence-based Practices for Reading Instruction for Students with Disabilities 3 Credit Hours

Prerequisite: Graduate standing. This course focuses on translating evidence-based teaching methods related to literacy instruction for students with reading disabilities (e.g., dyslexia, language-based learning disabilities) into guidelines for instruction and intervention. The course will cover instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. (Sp)

EDSP 5243 Applied Behavior Analysis II 3 Credit Hours

Prerequisite: EDSP 5143. This course focuses on the basic principles, procedures and underlying philosophy of applied behavior analysis (ABA) (Sp)

EDSP 5293 Transition-Based Assessment 3 Credit Hours

Prerequisite: graduate standing and EDSP 5093. Presents the three-part transition assessment model and the means to enable students to answer long and short term questions to assist in developing good annual transition goals. (F)

EDSP 5313 Multi-Tiered Systems of Support 3 Credit Hours

Prerequisite: Graduate standing and EDSP 5413. This course will provide an overview of the historical, legal, and theoretical foundations of multi-tiered systems of support; review the research and evidence base of a multi-tiered system of support approach in academics and behavior; and explore the advances and controversies resulting in the proliferation of multi-tiered systems of support. (Sp)

EDSP 5343 Applied Behavior Analysis III 3 Credit Hours

Prerequisite: EDSP 5143 & EDSP 5243. This course focuses on the identification of factors that contribute to behavioral challenges and improved performance; and on procedures that minimize behavioral challenges, improve performance, teach new behaviors and increase probability of behaviors occurring under appropriate circumstances. (F)

EDSP 5393 Research and Practicum in Transition Education 3 Credit Hours

Prerequisite: Graduate standing, EDSP 5093, EDSP 5193, and EDSP 5293. Transition Practicum is part of the Transition Education course sequence. It is designed to work in conjunction with the first three courses in the sequence to solidify knowledge and skills in transition education. Foundation issues are interwoven into course expectations, including leadership, parent/professional partnerships, inclusion, multiculturalism, special education policies and procedures, and auxiliary service delivery. (Sp)

EDSP 5413 Characteristics & Methods in Teaching Students with Exceptionalities 3 Credit Hours

Prerequisite: Graduate standing and admission to a graduate program in the College of Education. The course provides foundation to legislation, policies and procedures for educating children/youth with exceptionalities. It focuses on primary recipients of special education services, procedures for providing special education to children and youth with educationally-related problems, understanding responsibilities associated with the implementation of special education programs and services, and emerging skills needed to ensure successful educational experiences for children/youth with exceptionalities. (F, Sp, Su)

EDSP 5443 Ethical & Professional Conduct of Behavior Analysts 3 Credit Hours

Prerequisite: EDSP 5143. This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts. Informed consent, due process, protection of confidentiality, and selection of least intrusive and restrictive behavior change procedures will be discussed within the context of case method. Ethical decision-making processes and the relationship between ethics and law will be discussed. (Su)

EDSP 5603 Philosophical Assumptions of Behavior Analysis 3 Credit Hours

Prerequisite: Graduate standing. This course will provide fundamental knowledge and experiences for understanding Applied Behavior Analysis principles and techniques, including the dimensions of behavior analysis, the assumptions of science, and the philosophical foundations on which the science rests. Students learn the basis of methodological and radical behaviorism, Skinner's view on human behavior, and the philosophy behind the interventions making up behavior analytics principles. (F)

- EDSP 5613 Principles and Concepts in Applied Behavior Analysis 3 Credit Hours**
Prerequisite: Graduate standing and successful completion of EDSP 5603. This course, in combination with the other courses, will provide fundamental knowledge on the concepts and principles of ABA. This course is heavily based on understanding the definitions and seminal articles across a variety of fundamental concepts within ABA. Students learn the basis of respondent conditioning, verbal behavior, stimulus control, motivating operations, and the role of contingencies in behavior. (Sp)
- EDSP 5623 Ethics in Applied Behavior Analysis 3 Credit Hours**
Prerequisite: Graduate standing. This course will familiarize the student with ethical issues and responsibilities of special educators and behavior analysts by leading organizations in the fields of education and mental health. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. (Su)
- EDSP 5633 Organizational Behavior Management 3 Credit Hours**
Prerequisite: Graduate standing in College of Education. This course is in a sequence of courses for the Applied Behavior Analysis Certificate Program at the University of Oklahoma. This course provides students with specific examples of effective supervision and how to create that experience when they oversee others. The course highlights behavior skills training and how to ensure they are upholding the ethical code across various supervisory relationships. (Su)
- EDSP 5643 Behavior Change in Applied Behavioral Analysis 3 Credit Hours**
Prerequisite: Graduate standing and permission of instructor. Behavior Change is offered toward the middle of the ABA program and provides a place for students to learn specific interventions they can implement with clients whose behavior is maladaptive. Students will learn strategies that work across a multiple of issues from social skills and eloping to compliance and transitioning. (F)
- EDSP 5653 Behavior Assessment in Applied Behavioral Analysis 3 Credit Hours**
Prerequisite: Graduate standing and permission of instructor. This course's purpose is to take the information learned across the first set of courses and apply it to both private behavior and the behavior of others through behavior assessment. Students will engage in record reviews of both real and fictional clients. Using this information, behaviors will be selected, measured, and targeted for change using a variety of assessment tools. (Sp)
- EDSP 5910 Practicum in Education--Master's 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EDSP 5920 Internship in Education--Master's 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDSP 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EDSP 5960 Directed Readings 4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EDSP 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDSP 5980 Research for Master's Thesis 2-9 Credit Hours**
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EDSP 5983 Directed Project in Special Education 3 Credit Hours**
Prerequisite: graduate standing and permission of instructor. Under the direct supervision of the student's adviser, the student conducts an applied project on a topic or challenge in special education related to the student's interest. (F, Sp, Su)
- EDSP 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EDSP 6003 Critical Thinking in Special Education Research 3 Credit Hours**
Prerequisite: Graduate standing. This course provides a critical analysis of research methodologies used in special education. Emphasis is placed on developing student skills in asking and answering sound research questions as well as the analysis and critique of research articles. This course is specifically designed for developing critical thinking skills in special education research. (Irreg.)
- EDSP 6023 Single-Case Research Design 3 Credit Hours**
Prerequisite: Graduate standing in the College of Education and successful completion of EDSP 5143 and EDSP 5243, or permission of instructor. This course provides a critical analysis of single-case research methodologies. Emphasis is on developing skills in asking and answering sound research questions and designing investigations to answer such questions. The course also explores the development and implementation of single-case research designs. (Sp)
- EDSP 6113 Grant Writing 3 Credit Hours**
Prerequisites: Admission to the Graduate College and the Special Education doctoral program D855. This core course in the special education doctoral sequence will prepare students to write competitive funding proposals and will provide opportunities to prepare funding proposals. Focus will be upon federal personnel preparation, demonstration proposal preparation and grant administration for funded proposals. (Sp)

- EDSP 6123 Contemporary Issues/Research 3 Credit Hours**
Prerequisite: 5173, graduate standing, and permission of instructor. Examines critical issues influencing the field of special education and services for persons with disabilities. (Sp)
- EDSP 6203 Professional Seminar 1 3 Credit Hours**
Prerequisite: graduate standing or permission of instructor. Designed for post-master's student who has been accepted into the Ph.D. program. Covers review and synthesis of a current research area, professional writing and dissemination. (F)
- EDSP 6503 Professional Seminar III, Systematic Literature Reviews 3 Credit Hours**
Prerequisite: Graduate standing and EDSP 6203. Systematic reviews have a rich history of informing research, teaching, and policy. This course provides a step-by-step approach to conducting systematic reviews. Emphasis will be placed on consulting published standards to identify essential components of the methodology that will increase the internal and external validity of the project. (Sp)
- EDSP 6523 Single Case Research Design II 3 Credit Hours**
Prerequisite: Graduate standing and EDSP 6023. Provides the foundation for students to conduct independent research using single case research design. Provides students with an understanding of salient features of multi-element and complex designs as well as advantages and disadvantages of these research methodologies. Explores responsible research and ethics, open science principles, advanced multi-element designs, randomization, non-parametric procedures, and randomization concepts. (Sp)
- EDSP 6910 Practicum in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)
- EDSP 6920 Internship in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: must be a student in the Special Education Ph.D. program. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDSP 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EDSP 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)
- EDSP 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EDSP 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)
- EDSP 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)
- EIPT 2960 Individual Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)
- EIPT 3043 Learning with Educational Technologies 3 Credit Hours**
Prerequisite: EIPT 3473 or EDEC 3413; EDSP 3053 or concurrent enrollment. Designed to familiarize students with alternative instructional approaches using both cognitive and hardware technologies. Development of practical skills for using technology to solve instructional problems and accomplish educational goals. (F, Sp, Su)
- EIPT 3440 Mentored Research Experience 3 Credit Hours**
0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)
- EIPT 3473 Learning, Development, and Assessment for Teachers 3 Credit Hours**
Prerequisite: Admission to Teacher Education program. Classroom implications from the study of cognition, learning, and development are presented. Topics include various perspectives on human development and learning, factors influencing individual variations in cognition, and an introduction to the assessment of educational outcomes. (F, Sp, Su)
- EIPT 3483 Motivation and Classroom Management for Teachers 3 Credit Hours**
Prerequisite: EIPT 3473 or EDEC 3413; Admission to Teacher Education program. Classroom implications from the study of motivation and classroom management are presented. Topics include various perspectives on motivation processes in achievement settings and holistic approaches to classroom management. (F, Sp)
- EIPT 3960 Honors Reading 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

- EIPT 3970 Honors Seminar 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)
- EIPT 3980 Honors Research 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)
- EIPT 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EIPT 4960 Directed Readings in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EIPT 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EIPT 4980 Practicum in Education 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EIPT 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EIPT 5023 Analysis of Quantitative Data I 3 Credit Hours**
Prerequisite: graduate standing in the College of Education, or permission of instructor. A brief review of descriptive statistics, introduction to basic inferential statistics, and analysis of variance. Topics covered include data screening and cleaning, correlation, simple regression, oneway ANOVA, factorial ANOVA, analysis of covariance, repeated-measures designs, and nonparametric techniques. Focus is on computer-based data analysis, and substantive conceptualization and interpretation of results. (F, Su)
- EIPT 5033 Introduction to Research and Evaluation in Education 3 Credit Hours**
Prerequisite: graduate standing. An introduction to major methods of scholarship and research in education. The main goal of the class is to help students develop the knowledge and skills required for critical reading of research. (F,Su-Irreg.)
- EIPT 5113 Educational Psychology of Human Development 3 Credit Hours**
Prerequisite: graduate standing. An introductory survey of current theory and research as it applies to human development across the lifespan. Emphases include cognitive and language development, self and social development, and contextual influences on development. (Sp)
- EIPT 5183 Learning and Motivation 3 Credit Hours**
Prerequisite: Graduate standing. This course will examine our current understanding of various psychological phenomena and their relevance to teaching and learning in school or other educational settings. We will analyze, synthesize, and build upon current theories and research as we develop ways of understanding the processes involved in human learning, cognition, motivation, and emotion. (Irreg.)
- EIPT 5203 Assessment and Evaluation in Education and Counseling 3 Credit Hours**
Prerequisite: graduate standing. An introduction to basic concepts of assessment, measurement, and evaluation in education and counseling, with a focus on the study of concepts and instruments, procedures, methods, and techniques that may be used to assess knowledge, strengths, limitations, and behaviors. Students will study basic principles of measurement and statistics. Scaling metrics, reliability, and validity are emphasized. (F, Sp, Su)
- EIPT 5333 Introduction to Extended Reality (XR) for Education 3 Credit Hours**
Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6343, or permission of instructor. This course introduces students to extended reality (XR), which covers augmented reality (AR), virtual reality (VR), and mixed reality (MR). Students will acquire both conceptual understanding and hands-on experiences about XR for education and training, specifically involving learning analysis and design and XR apps creation, implementation, and evaluation. (Irreg.)
- EIPT 5513 Teaching with Technology 3 Credit Hours**
Prerequisite: graduate standing. Students will explore current technologies used in schools to assist learners of varying abilities succeed in educational settings. Relevant learning theory will be used to evaluate the ways in which technologies are being used with students. This course will assist students in meeting the ISTE National Educational Technology Standards for Teachers (NETS-T). (F)
- EIPT 5533 Foundations of Learning Sciences 3 Credit Hours**
(Crosslisted with LIS 5533) Prerequisite: Graduate standing or permission of instructor. Learning Sciences is an interdisciplinary approach to investigating, understanding, and supporting learning. It draws on diverse fields and methodologies. The goal of this class is to develop a critical orientation with regard to how we use them in integrated, meaningful, contextual, and ethical ways, in service to learners and society. (F)
- EIPT 5613 Classroom Management in the 21st Century 3 Credit Hours**
Prerequisite: graduate standing and departmental permission. Classroom management is one of the most important skills for the success of a teacher. It is based on a keen understanding of fundamental educational psychology concepts including motivation theory, child/teen development, and human learning. This course will guide students in the exploration of these topics. (Sp)
- EIPT 5683 Technology-Enhanced Problem-Based Learning 3 Credit Hours**
Prerequisite: graduate standing and departmental permission. The goal of this course is two-fold: (1) to develop collaborative problem-solving skills through problem-based or project-based learning using advanced learning technologies as tools; and (2) to design a collaborative problem-based /project-based learning environment supported with advanced learning technologies. Students in the course will learn important 21st century skills, including critical thinking, problem solving, communication, collaboration, self-regulation, and use of information and communication technology to support collaborative problem solving. (Sp)

- EIPT 5693 Critical Literacy** **3 Credit Hours**
Prerequisite: Graduate standing. The impact and pervasiveness of media in its many forms - both in and out of formal education settings - requires development of critical awareness, discernment, and engagement by educators. This course explores the intersections of (a) media and its influences; (b) social and cross-cultural skills and perspectives; and (c) personal and pedagogical (and andragogical) responsibility. (Sp)
- EIPT 5703 Building Capacity for STEM** **3 Credit Hours**
Prerequisite: graduate standing and departmental permission. Science Technology Engineering and Math is an area of great need of development in the United States and the world. In this course students will explore the current status of STEM education and the STEM pipeline, the need for STEM development and current barriers that exist in education for all students from a variety of backgrounds that wish to pursue STEM careers. (Su)
- EIPT 5712 School and Community Relations** **2 Credit Hours**
Prerequisite: graduate standing and departmental permission. The course is organized around concerns that are central to the development of a thoughtful and pragmatic community relations policy for the 21st century. Particular foci include: a) public confidence in American schools; b) leadership, development, and key mediation of school mission and capacity; c) communication with external and internal publics; d) collaboration with multiple stakeholders e) understanding the challenge and impact of high quality community relations. (Su)
- EIPT 5910 Practicum in Education--Master's** **1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EIPT 5920 Internship in Education--Master's** **1-6 Credit Hours**
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EIPT 5940 Field Studies in Education** **1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education selected by the students and approved by the instructor. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EIPT 5960 Directed Readings** **1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EIPT 5970 Special Topics/Seminar** **1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EIPT 5980 Research for Master's Thesis** **2-9 Credit Hours**
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EIPT 5990 Independent Study** **1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EIPT 6023 Analysis of Quantitative Data II** **3 Credit Hours**
Prerequisite: 5023. A continuation of 5023. Topics include power analysis, multiple linear regression, analysis of variance models, and an introduction to non-parametric statistics. (Sp)
- EIPT 6033 Research Methods in Education** **3 Credit Hours**
Prerequisite: Graduate standing; and EIPT 6043 and EIPT 6063. The purpose of this course is to assist doctoral students in the process of designing research. This course covers fundamental assumptions of quantitative and qualitative research, various research designs, and the underlying logic of each design. Emphasis will be given to understanding and justifying why certain research designs are appropriate for certain research questions/hypotheses and map out students' own studies. (Sp)
- EIPT 6043 Qualitative Research Methods** **3 Credit Hours**
Prerequisite: Graduate standing. Topics include qualitative research traditions, qualitative designs, data collection techniques, qualitative data analysis. Students design, conduct, and analyze their own qualitative study during the course. (F)
- EIPT 6063 Applied Multivariate Statistics in Educational Research** **3 Credit Hours**
Prerequisite: 5023 and 6023, or equivalent. Covers selected multivariate techniques with an emphasis on detecting and correcting violations of assumptions, applications, and interpreting results from popular computer statistics packages. (Sp)
- EIPT 6073 Program Evaluation** **3 Credit Hours**
Prerequisite: EIPT 5033, or an equivalent research course or instructor permission; one prior course in measurement or assessment is recommended. Designed to develop understanding and experience in systematically evaluating outcomes related to program goals and standards. Topics include: purposes and uses of evaluation; role of concepts and constructs; planning, standard setting, selecting methods, developing measures, analyzing and interpreting outcomes; reporting findings; ethics and organization; and utilization. (Sp)
- EIPT 6083 Qualitative Research Methods II** **3 Credit Hours**
Prerequisite: EIPT 6043 or permission of instructor. Topics include qualitative research design, data analysis, data interpretation, theory building, and write-up. Students should have qualitative data ready to analyze before enrolling in the course. (Sp)
- EIPT 6101 Propaedeutic Seminar** **1 Credit Hour**
Prerequisite: admission to Instructional Psychology and Technology doctoral program. Summarizes the history of the field of instructional psychology and technology and introduce research typical of field and specific to interests of program faculty. Also discusses expectations for scholarship in the program and field and how students meet those expectations. (F)

EIPT 6103 History and Philosophy of Educational Psychology and Research 3 Credit Hours

Prerequisite: Graduate standing. This course asks students to grapple with questions that will be foundational to their development as scholars in the field of education. Students will learn foundational theories of educational psychology and research. The course surveys the broad variety of philosophical and scholarly traditions in educational psychology theory and underlying educational research. (F)

EIPT 6143 Instructional Development 3 Credit Hours

Prerequisite: graduate standing. This course is designed to develop understanding and experience in systematically designing and developing instruction and instructional systems. Topics will include: task, context, and learner analysis, assessment design, principles of educational psychology, instructional design principles and strategies, development and production techniques, formative and summative evaluation methods, and flexibly adaptive approaches to implementation. (F)

EIPT 6153 Motivation and Emotion in Education 3 Credit Hours

Prerequisite: graduate standing or permission of instructor. Survey and analysis of historically significant and current theories of motivation and emotion. This course examines basic and applied issues related to motivation and emotion from a general perspective as well as motivation to learn. (F)

EIPT 6163 Instructional Design 3 Credit Hours

Prerequisite: 6143. This course is designed to develop understanding and experience in systematically designing instruction, building on the principles, processes and skills of EIPT 6143. Topics will include: strategies of instruction for specific learning outcomes, formative and summative evaluation, learning assessment design, designing jobs aids and performance support systems, rapid application development and knowledge management. (Sp)

EIPT 6173 Management of Instructional Technology Programs 3 Credit Hours

Prerequisite: graduate standing. This course is designed to introduce the core principles of project management, and then develop understanding of how those principles and practices are subject to adaptation. topics include: defining the field, contexts and influences, strategic analysis, managing risk, managing people, managing time, managing budget and other resources, managing evaluation, problem-solving, and project reporting. (F)

EIPT 6183 Cognition and Instruction 3 Credit Hours

Prerequisite: graduate standing. Examines the contributions of cognitive psychology to issues of instruction. Surveys basic issues in cognition and examines applied issues in greater depth. (Sp)

EIPT 6203 Instrument Development 3 Credit Hours

Prerequisite: 5203 or permission of instructor. Students in this course will have the opportunity to design items for assessments, collect data, and develop them into items that will produce reliable and valid scores. Measures and procedures in affective (e.g., Likert-type, semantic differential) and cognitive (e.g., true/false, multiple choice) instrument development will be covered. Topics including scaling techniques, methods of obtaining score reliability, use of human participants, manuscript preparation, and current methodological advances will be discussed. (F)

EIPT 6223 Mixed-Methods Research 3 Credit Hours

Prerequisite: EIPT 5023 and EIPT 6043, or equivalent courses approved by instructor. Topics include history, assumptions, and benefits of mixed-methods research along with practical implications such as design, implementation, and write-up of mixed-methods research. Students will design and write their own mixed-methods study during the course. (Sp)

EIPT 6233 Educational Design-based Research 3 Credit Hours

Prerequisite: Prerequisite: Graduate standing; EIPT 6143, EIPT 6343, and EIPT 5033 (or other research equivalent course with permission of instructor). Introduces educational design-based research (EDR) as an alternative research method and tool to address rigor, validity, and practicality for educational research. Students develop understanding of EDR concepts, models, and procedures, and additional specific skills for developing assessment tools and evaluation plans and conducting EDR research. (Sp)

EIPT 6313 Multimedia Design and Development for Learning 3 Credit Hours

Prerequisite: graduate standing. Students will go through multiple phases of instructional design to develop computer-based, interactive programs while developing their multimedia authoring skills. They will gain hands-on multimedia design experience by working on a real-world instructional project using advanced technologies. (F)

EIPT 6323 Game-based learning: Design, Development, and Integration 3 Credit Hours

Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6343, or permission of instructor. This course introduces digital game-based learning and its underlying theories and concepts, and engages students in hands-on projects of designing, developing, implementing, evaluating, and researching digital games for education. Issues related to identity development, social justice, equity and inclusiveness will be explored in game-based learning. (Irreg.)

EIPT 6343 Design of Learning Environments 3 Credit Hours

Prerequisite: Graduate standing; EIPT 5533 and EIPT 6523, or permission of instructor. Examines cognitive and theoretical foundations underlying various instructional design theories and models for designing and developing effective learning environments to support various types of learning outcomes. Various pedagogical models, approaches, and scaffolding tools will be explored and applied in a real-world design and development project. (Sp)

EIPT 6423 Digital Audio & Video for Learning & Instruction 3 Credit Hours

Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6523, or permission of instructor. Designed to prepare students with theoretical understanding and practical skills for creating audio and video for learning and instruction purposes, including processes related to recording, editing, and disseminating, such as for podcasting and videocasting. (Irreg.)

EIPT 6433 Theories, Pedagogy, and Tools for Online Learning 3 Credit Hours

Prerequisite; graduate standing. Focuses on theoretical understandings of building virtual learning communities; pedagogies for engaging learners in social, cognitive and reflective processes; and advanced technologies for mediating learning and enhancing online collaboration. (Sp)

EIPT 6503 Messaging & Layout for Learning 3 Credit Hours

Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6523, or permission of instructor. Design and development of prose-heavy learning materials for print and digital use, including considerations of message design, readability, organization, signaling and structure, effective use of graphics, and designing for accessibility and inclusion in both printed and digital forms. (Irreg.)

EIPT 6523 Visual Literacy and Digital Development for Learning 3 Credit Hours

Prerequisite: Graduate standing; EIPT 5533 or permission of instructor. The course is for teachers, instructional designers and developers, and other professionals to increase understanding of visual communication principles and theories, and to develop skills and abilities to produce visuals for instructional communication via a variety of digital media. Topics include visual communication, and development and manipulation of graphics, sound, animation, and video. (Sp)

EIPT 6533 Capstone - Development for Learning with Digital Technologies 3 Credit Hours

Prerequisite: Graduate standing, EIPT 5533, EIPT 6143, and EIPT 6523, or permission of instructor. Terminal and capstone course for Learning Design & Technology (LDT) Master's Program. Design-based development, evaluation and research of LDT products (e.g. digital instructional materials, scaffolding tools, tutoring systems) or technology-supported learning environments (e.g., games-based, mobile, augmented/virtual reality). (Sp)

EIPT 6613 Research Issues in Instructional Technology 3 Credit Hours

Prerequisite: doctoral standing. May be repeated with change of content; maximum credit 12 hours. Examine specified research issues in the field of Instructional Technology. Students will read and critique existing research, as well as identify directions for new and continuing research. (Irreg.)

EIPT 6713 Research Issues in Instructional Psychology 3 Credit Hours

Prerequisite: doctoral standing. May be repeated with change of content; maximum credit of 12 hours. Examine specified research issues in the field of instructional psychology. Students will read and critique existing research, as well as identify directions for new and continuing research. (Irreg.)

EIPT 6910 Practicum in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EIPT 6920 Internship in Education--Doctoral 2-6 Credit Hours

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EIPT 6930 Intensive Studies in Education 1-6 Credit Hours

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EIPT 6960 Directed Readings 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EIPT 6970 Post-Master's Seminar 2-4 Credit Hours

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EIPT 6980 Research for Doctoral Dissertation 2-16 Credit Hours

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

EIPT 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

Faculty

Last Name	First/Middle Name	Middle init.	OU Service start	Title(s), date(s) appointed	Degrees Earned, Schools, Dates Completed
Barczak	Mary	A	2020	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2020	PhD, The Ohio State Univ, 2020; MS, Univ of Memphis, 2016; BS, Austin Peay State Univ, 2013
Bradshaw	Amy	C	1998	PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2020	PhD, Arizona State Univ, 1997; M.Ed, Arizona State Univ, 1993; BA, Arizona State Univ, 1992
Brown	Cian	L	2021	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2021	Phd, Univ of Arkansas, 2021; MS, Univ of North Texas, 2014; BS, Texas A&M Univ, 2011

Crowson	Howard	M	2002	ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2008; ADJUNCT ASSOCIATE PROFESSOR OF INTERDISCIPLINARY PERSPECTIVES ON THE ENVIRONMENT, 2010; ADJUNCT ASSOCIATE PROFESSOR OF LIBERAL STUDIES, 2015	PhD, Univ of Alabama, 2002; MA, Univ of Alabama, 2001; MA, Univ of Alabama, 1994; BS, Univ of Alabama, 1993	Um	Byeolbee	2023	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2023	PhD, Univ of Iowa, 2023; M.Ed, Seoul Nat Univ of Education, 2017; B.Ed, Seoul Nat Univ of Education, 2014	
						Washington	LaShawn	F	2023	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2023	PhD, Univ of Wisconsin-Madison, 2023; M.Ed, Univ of TX, 2018; BA, Univ of TX, 2016
						Williams-Diehm	Kendra	L	2008	PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2020; DIRECTOR/ ENDOWED CHAIR ZARROW INSTITUTE ON TRANSITION & SELF DETERMINATION, ZARROW FAMILY CHAIR IN LEARNING ENRICHMENT, 2018	PhD, Texas A&M Univ, 2006; MEd, Texas A&M Univ, 2002; BS, Texas A&M Univ, 1999
Davis	Gary		2017	INSTRUCTOR, DIRECTOR OF AMERICAN SIGN LANGUAGE (ASL) PROGRAM, 2017	MS, Deaf and Hard of Hearing Rehabilitation Research and Training Center, 2001; BA, East Central Univ, 1999						
Fernando	Delini	M	2016	ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2016	PhD, Univ of New Orleans, 2003; MS, Loyola Univ, 1998; BS, Chestnut Hill College, 1994						
Heddy	Benjamin	C	2014	ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2020	PhD, Univ of Southern California, 2014; MA, Univ of Northern Colorado, 2009; BS, Ferris State Univ, 2007						
Hennessey	Maeghan	N	2007	ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2013	PhD, Pennsylvania State Univ, 2007; Lock Haven Univ, 2002; BS, Pennsylvania State Univ, 1999						
Hott	Brittany	L	2019	ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2019; ASSOCIATE DIRECTOR OF INSTITUTE FOR COMMUNITY AND SOCIETAL TRANSFORMATION (ICAST), 2021	PhD, George Mason Univ, 2012; EdS, Univ of Virginia, 2008; MEd, Virginia Commonwealth Univ, 2002; BA, Randolph-Macon College, 1999						
Koenka	Alison	C	2022	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2022	PhD, Duke Univ, 2015; BA, McGill Univ, 2009						
Kuntz	Emily	M	2019	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2019	PhD, Vanderbilt Univ, 2019; MEd, Vanderbilt Univ, 2010; BA, American Univ, 2007						
Peltier	Corey	J.	2018	ASSOCIATE PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2023	PhD, Texas A&M Univ, 2017; MEd, Univ of Maryland, 2014; BS, Univ of Maryland, 2012						
Russo	Gordon	Michael	2023	ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY, 2023	PhD, Univ of Mississippi, 2021; MS, Univ of TX, 2017; BA, Univ of TX, 2014						