

COURSES FOR EDUCATIONAL STUDIES IN PSYCHOLOGY, RESEARCH METHODOLOGY AND COUNSELING

Counselor Education Courses

BCE511 Principles Of Guidance

Hours 3

Explores the rationale for guidance by examining human development and sociological, psychological, and philosophical bases for guidance. Provides awareness of services by surveying components of guidance programs. Offered fall semester.

BCE512 Counseling Theory Proc

Hours 3

Introduction to counseling, counseling theories, and the counseling relationship; and an overview of the counseling process. Offered fall and spring semesters.

BCE513 Career Development

Hours 3

An introduction for counselors and teachers to career development concepts, labor force information, and other resources needed to help persons with career planning and decision making. Offered spring semester.

BCE514 Counseling Skills

Hours 3

An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients. Offered fall and spring semesters.

BCE516 Practicum Counseling II

Hours 3-6

Supervised practice in counseling. Offered fall and spring semesters.

Prerequisite(s): BCE 512 and BCE 514

BCE517 Professional Issues, Ethics, and Advocacy in Counseling

Hours 3

This course is designed to expose students to the fundamental principals of being a professional counselor. This course will help students to be familiar with assumptions, theories, strategies, applications, ethical, and legal considerations related to the development of counseling.

BCE518 Intro to Clin. Ment. Hlth Cnsl

Hours 3

Seminar and fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings. Offered fall semester.

BCE521 Group Procd Coun Educ

Hours 3

Background in group methods, including group guidance, group counseling, and group dynamics. One-half of class time is spent in a laboratory experience during which each student is provided an opportunity to function in a group. Offered fall and spring semesters and in summer school.

BCE522 Indiv & Group Appraisal

Hours 3

An overview of measurement methods, practice in administration and interpretation of standardized tests, and evaluation of tests and testing programs for counseling and guidance. Offered spring semester and in summer school.

BCE523 Prog Development & Mgt

Hours 3

An examination of the organization and implementation of the guidance functions of schools and the guidance responsibilities of counselors, teachers and administrators. Offered spring semester.

Prerequisite(s): BCE 511

BCE525 Internship in School and Clinical Mental Health Counseling

Hours 3-12

Supervised field experience in an appropriate job setting. Offered fall, spring and summer semesters/terms.

Prerequisite(s): BCE 516 and BCE 512

BCE528 Adv Sem. Clin. Ment. Hlth Cnsl

Hours 3

Advanced study and discussion of a variety of agency-specific issues and topics. Offered spring semester.

Prerequisite(s): BCE 518

BCE533 Special Topics

SP

Hours 1-3

This course is designed to offer students a range of counseling-focused 500-level special topic classes.

Special Topics Course

BCE540 Orientation to Rehabilitation Counseling

Hours 3

Philosophical, social, psychological, and legislative bases of rehabilitation; the nature and scope of the rehabilitation process and the functions of the rehabilitation counselor; and study of the individual. Offered fall semester.

BCE542 Medical and Psychosocial Aspects Disabilities

Hours 3

General knowledge of chronic illness and disability is important for rehabilitation counselors, allied health professionals, and other human services workers who work in settings involved with serving persons with disabilities. This course will explore the personal, psychosocial, and vocational impact of chronic illness and disability. The course provides an overview of various body systems, the etiology and pathology of diseases, injuries, and disabilities that can affect the body systems, the prognosis, psychosocial and vocational implications of these conditions. Also examined will be the various models of conceptualizing disability and assistive technology.

BCE545 Case Management, Vocational Rehabilitation, & Placement

Hours 3

The purpose of this course is to provide students with the knowledge and necessary skills to complete case management and vocational rehabilitation placement services. Course content includes competencies of case management; intake interviews; medical and psychological evaluation and life care planning.

BCE546 Pract Rehab Counseling

Hours 3-6

Supervised practice in rehabilitation counseling. Offered fall, spring, and summer semesters/terms.

Prerequisite(s): BCE 512 and BCE 514 with a minimum of B

BCE547 Internship in Rehabilitation Counseling

Hours 3-12

Supervised field experience in a rehabilitation setting. Offered fall, spring, and summer semesters/terms.

Prerequisite(s): BCE 546

BCE611 Multicult. Approach Counseling

Hours 3

This course is designed to introduce students to multicultural issues unique to counseling and other helping professions. Offered even-numbered fall semesters.

BCE613 Substance Abuse Counseling

Hours 3

The primary goals for this course are to deepen students' understanding of substance use disorders, facilitate the development of addiction counseling competencies associated with positive treatment outcomes and increase students' level of confidence in identification of substance abuse issues.

BCE615 Field Exper Counselor Ed

Hours 3-6

Supervised field experiences in counseling to supplement accredited, advanced-level internships. Offered annually.

BCE618 Adv Theory Counseling

Hours 3

Historical and current approaches to individual counseling, and the theories of personality structure and individual behavior from which these approaches are derived. Offered alternate spring semesters.

BCE619 Supervision in Counselor Education

Hours 3-6

Supervision of practicum students within a structured pedagogical course. Offered in the fall and spring semesters.

BCE621 Advanced Multicultural Counseling

Hours 3

This course is a theoretical and skill development course for counselors and other human helpers to strengthen multicultural awareness, knowledge and skills in the competencies necessary to evaluate presenting issues brought forward by racially, ethnically, and culturally diverse clients. Additionally, this course will examine the related ethical and professional issues of developing multicultural counseling competencies. Entrance into the EdS in Counseling program required.

BCE622 Developmental Guide

Hours 3

This course presents an overview to the practice and profession of school counseling with specific emphasis on the past, present, future and issues in the field. Individual readings, conferences, group discussions, and reports focusing on areas of interest in counseling and guidance will be utilized. Entrance to the EdS in school counseling program required.

BCE625 Advanced Internship

Hours 3-9

Supervised field experiences in counseling and counselor education for advanced students. Offered fall, spring, and summer semesters/terms.

Prerequisite(s): BCE 615 or BCE 616

BCE626 Readings

SP

Hours 3

Independent study under faculty direction. Offered fall, spring, and summer semesters/terms.

Special Topics Course

BCE633 Advanced Seminar

Hours 3

Seminars focusing on contemporary counseling issues and topics. Varied offerings.

BCE635 Teaching and Scholarship in Counselor Education

Hours 3

This course is designed for advanced counseling students who study teaching and scholarship in Counselor Education.

BCE636 Leadership and Advocacy in Counselor Education

Hours 3

The course is designed for advanced counseling students who study leadership and advocacy in Counselor Education.

BCE650 Couns Stratg Fam Relatns

Hours 3

Examination of theoretical and applied elements of systemic intervention with troubled families. Offered spring semester.

BCE652 Couns Stratg Adult-Child

Hours 3

Examination of theoretical and applied elements of intervention with discordant relationships between adults and children. Offered summer terms only.

BCE653 Intro Play Therapy

Hours 3

This course is an introduction to the use of play therapy. It includes the history of play as a therapeutic medium and the techniques a health care professional can use in practice.

BCE698 Non-Dissertn Research

Hours 3-6

Directed research not related to dissertation research. Variable offerings.

Prerequisite(s): Instructor Approval

BCE699 Dissertation Research

Hours 1-15

Student research for writing dissertation.

Educational Psychology Courses

BEP500 Adv Educational Psych

Hours 3

Principles of educational psychology for teaching and for educational services in schools and colleges.

BEP501 Proseminar in Educational Psychology

Hours 3

This course presents an introduction to doctoral studies in Educational Psychology at The University of Alabama.

BEP505 Motivation and Self-Regulation

Hours 3

Investigates the development of self-regulatory processes and the match between those processes and educational practice. Transitions from home to school, elementary to secondary, and high school to college/work are considered in depth.

BEP541 Foundations of the Learning Sciences

Hours 3

Provides a foundation in the learning sciences and cognitive research with a particular focus on educational settings.

BEP550 Life Span Development

Hours 3

A study of principles and concepts of physical, cognitive, personality, and social development from conception through death.

BEP561 Social Cult Basis Behav

Hours 3

Provides fundamental knowledge regarding the methods in which social and cultural interactions and histories influence human behavior. Focuses on application of social psychology principles and multicultural issues to increase awareness and improve skills across a variety of social settings, including schools and human-service agencies.

BEP565 Personality & Social Dev

Hours 3

Examines the major theories of personality and social-emotional factors as they impact on the learning process and educational practice. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

BEP570 Foundations of Educational Neuroscience

Hours 3

A survey of main issues and topics in educational and cognitive neuroscience, cognitive science, and learning sciences. The course is open to all graduate students from any program.

BEP598 Non-Thesis Research

Hours 1-6

Research conducted by student.

BEP599 Thesis Research

Hours 1-6

Research conducted by student for thesis.

BEP600 Contemp Educ Psych Prob

Hours 3

Thorough exploration of current problem areas in education and the impact and perspectives of educational psychology.

BEP601 Family, School, and Community Relationships

Hours 3

Provide candidates with a strong foundation for understanding family, school, and community partnerships, and to build their abilities to put this knowledge into practice within their own school settings.

BEP610 Doctoral Seminar in Educational Psychology

Hours 1

An advanced seminar covering special topics in Educational Psychology. It provides students with opportunities to present their own research, gather feedback on their projects, practice presentation skills, learn about novel research findings in the field, and establish collaborations between students, UA faculty and external researchers.

BEP641 Seminar in Learning and Cognition

Hours 3

Cognitive approaches to learning/teaching with focus on what constitutes authentic learning. Topics/themes include nature of preschool learning, sources contributing to learning, constructivism and holistic perspectives.

BEP645 Developmental Cognitive Neuroscience

Hours 3

This course presents a broad overview of current research and methods in the field of developmental cognitive neuroscience with a particular focus on its relevance to teaching and learning. The course starts with a review of how the brain develops from conception into adulthood, with a focus on how changes in neuro-development affect learning.

BEP650 The Psychology of Morality

Hours 3

An overview of the psychology of morality with a particular focus on the processes leading to moral action. Specialty topics include measurement, gender, cross-cultural, and educational issues. Character education will be discussed with special attention to the empirical and theoretical background of current character education programs.

BEP651 Neuroscience of Morality

Hours 3

This course provides a thorough exploration of the neuro-scientific and psychological basis of morality and moral functioning. It addresses interdisciplinary topics and issues taken from recent research on morality.

BEP652 Readings in Character Education

Hours 3

This course will provide an in-depth, graduate-level introduction to character education from a neo-Aristotelian virtue ethics perspective. The course will emphasize eudaimonic conceptions of human flourishing of which character is a necessary but not sufficient component. The course has significance for educators wanting to cultivate character among students.

BEP656 Embodied and Situated Approaches to Education

Hours 3

This course aims to help participants understand and apply principles derived from research on embodied and situated cognition. The course will start by defining embodied and situated cognition in relation to different approaches and by focusing on their relevance to educational practice.

BEP660 Reading, Language and the Brain

Hours 3

In this course, students will examine how human linguistic properties are acquired, developed, organized, and processed in the brain. Formal linguistic properties (phonology, morphology, syntax, etc.) will be defined and related to cognitive mechanisms and relevant brain structures. Key journal articles, both foundational and innovative in nature, will be used to examine how neuroimaging has been and can be used to study reading and language processes in the brain.

BEP670 Research Methods and Trends in Educational Neuroscience

Hours 3

Focuses on research methods and trends in educational neuroscience. Seminar format with some data analysis activities. Topics will emphasize research trends, methods (e.g. MRI, EEG) and neuroscience theory (e.g. connectivity).

BEP671 Introduction to Functional Magnetic Resonance Imaging

Hours 3

This course provides an introduction to the fMRI technique, covering its main advantages and limitations, and including hands-on lab sessions in which the student will learn the basics of fMRI analysis using an existing fMRI dataset.

BEP672 Teaching Ed Psych Coll

Hours 3-12

Seminar for graduate student instructors. Students must be GTAs in educational/school psychology. Designed to help GTAs use reflective decision making and knowledge of educational psychology to teach undergraduates.

BEP674 Computational Methods in Cognitive Neuroscience

Hours 3

This course focuses on coding, signaling processing, and computational methods and skills that are essential for conducting cognitive and educational neuroscience research.

Prerequisite(s): Instructor Approval

BEP675 Cognitive Electrophysiology

Hours 3

This course focuses on cognitive electrophysiology methods used in cognitive and educational neuroscience, particularly EEG (electroencephalogram) and ERP (event-related potentials) methods.

BEP690 Readings In Educ Psych

SP

Hours 1

An advanced seminar covering special topics in Educational Psychology.
Special Topics Course

BEP698 Non-Dissertatn Research

Hours 3-12

Participation in a research project relating to educational psychology.

BEP699 Dissertation Research

Hours 1-15

Research by student for dissertation.

Educational Research Courses

BER500 Intro Educatn Research

Hours 3

An overview of research methodology, primarily for master's students.

BER540 Statistical Methods In Educ

Hours 3

This course covers basic descriptive and inferential statistics, including measures of central tendency and dispersion. Hypothesis testing related to one-sample z-and t-tests; independent and dependent sample t-tests; correlations; and chi-square and simple regressions are included.

BER550 Eval Classroom Learning

Hours 3

An examination of concepts, principles, purposes and tools used in the construction and use of assessment instruments in all educational settings. Attention will be on the use of assessment information for educational decision making. Students will learn how to evaluate the psychometric properties of an assessment tool, to interpret scores, norms, scales, data and grades, and to engage in ethical assessment practices.

BER555 Measurement and Evaluation in the Social and Behavioral Sciences

Hours 3

This course offers a survey introduction to the history, principles and main perspectives of the study of measurement and evaluation in the social and behavioral sciences. Students will acquire specialized knowledge and skills in test theory, test and instrument development and validation, program evaluation and analysis of educational and psychological data.

BER558 Introduction to Psychometrics Theory

Hours 3

The purpose of this master's level course is to help graduate students develop a scholarly way to think, reflect on, and critique extant research and theory in education through the lens of psychometrics. The following major topics will be explored: Overview of the history of psychometrics and theories of measuring psychological constructs; validity, reliability and fairness.

Prerequisite(s): BER 540

BER600 Survey of Educational Research

Hours 3

This course is an overview of the main research methods and procedures used in educational studies. Because the course emphasizes the use of the main quantitative and qualitative methods used in writing doctoral dissertations, it is especially useful for doctoral student.

BER603 Survey Research In Educ

Hours 3

Comprehensive introduction to using survey instruments for research purposes. Survey development, construction, validation scaling, sampling, and research methods as they apply to matching the survey to research questions are covered.

Prerequisite(s): BER 540

BER610 Professional Seminar in Educational Research

Hours 3

This graduate seminar course serves to introduce students in Educational Research to knowledge, skills, and dispositions that will help them become successful graduate students, scholars, and practitioners. As such, this course will engage students with topics of relevance to their personal, scholarly and professional trajectories.

BER613 Qualitative Research for Organizational Leaders: Interviewing and Focus Groups

Hours 3

This course serves as an introduction to the field of qualitative educational research, with a focus on responsibly and ethically engaging in interview-based research methods in educational settings. Students will consider different individual and focus group interviewing approaches, which will include attention to research subjectivity, positionality, and power dynamics related to organizational leadership and research processes.

BER614 Qualitative Research for Organizational Leaders: Case Study and Observations

Hours 3

This course focuses on qualitative observational research approaches, including ethnography, and case studies in educational settings. Students will consider different case study and observation-based approaches, which will include 1) evaluating, designing, and implementing case study research, and 2) learning to collect, refine, and analyze observation-based data within and beyond case study methods.

Prerequisite(s): BER 613

BER630 Qualitative Case Study Research Methods

Hours 3

The course examines case studies of individual practices, discrete institutions and organizations, as well as state-level policies while also exploring the research methods used to inform the production of case study representations and the various styles used in case study writing. Offered summer term.

BER631 Inqry As Interp: Qual I

Hours 3

Examines the history and philosophy of naturalistic studies of human experience. Concentrates on post-positivistic, phenomenological, structuralist, and post-structuralist theory and modes of analysis. Course assignments provide practice with rudimentary qualitative research skills. Offered fall, spring, and summer semesters.

BER632 Reflect Resist: Qual II

Hours 3

This course examines the irony and ideology of naturalistic studies of human experience. It focuses on the epistemic limits of any method of research representation, and the political and ethical implications of those limits. Course assignments provide practice with intermediate qualitative research skills, including participant observation, field note development, and interviewing skills. Offered spring and summer semesters.

Prerequisite(s): BER 631 or BER 630

BER633 Ethics & Aesthc:Qual III

Hours 3

Examines the ethics, aesthetics and opportunities for advocacy in naturalistic studies of human experience. Explores feminist, Afrocentric, critical theoretic, artistic and journalistic conceptions of data collection, and a variety of styles and formulas for research writing. Course assignments support the development of students' research interests and are geared toward scholarly publication. Offered all semesters.

Prerequisite(s): BER 630 or BER 631 with a minimum passing grade of C, and BER 632 with a minimum passing grade of C

BER634 Narrative Inquiry

Hours 3

This course serves as an introduction to narrative inquiry and analysis in qualitative research. Topics covered include: theoretical and philosophical underpinnings of narrative inquiry, ethics and reflexivity in narrative inquiry, analytic methods in narrative inquiry, narrative interviewing, and (re)presenting narrative work.

Prerequisite(s): BER 631 or equivalent

BER635 Materialist Theories in Qualitative Research

Hours 3

This course examines the implications of the materialist turn in qualitative inquiry, challenging students to think beyond linguistically-oriented forms of research (those based solely on words) to consider intersections with relationally-informed conceptions of materialism. Students will learn the theoretical bases for materialism and design a qualitative study informed by this perspective.

Prerequisite(s): BER 631 or equivalent

BER636 Qualitative Interviewing

Hours 3

This course serves as an introduction to qualitative interviewing in human subjects research. Topics covered include: 1) Types of qualitative interviews (e.g. phenomenological ethnographic, feminist, and focus group interviews); 2) The ways that theoretical frameworks have historically shaped interviewing and the ways that theories inform students' interviewing approaches; 3) The ethical concerns of conducting different forms of interviews with different populations.

Prerequisite(s): BER 631 or equivalent

BER637 Arts-Based Research

Hours 3

This course consists both the historical and current landscape of arts-based research and its place in/against the field of qualitative research. Further, it engages students in readings that span the breadth of arts-based research practices, while cultivating opportunities for students to become arts-based research practitioners.

Prerequisite(s): BER 631 or equivalent

BER638 Social Justice in Qualitative Research

Hours 3

This course is designed to examine the role that research can play in uncovering and addressing systemic forms of oppression. The course explores the importance of and challenges involved in engaging in anti-oppressive, socially just, culturally sensitive, and decolonizing research activities. Students will also consider philosophical underpinnings and methodological approaches to educational research that support justice aims in research.

Prerequisite(s): BER 631 or equivalent with instructor approval

BER639 Applied Regression Analysis

Hours 3

This course will help students better understand how to conduct and interpret analysis for educational research. Students will learn how to estimate different types of regression models, interpret the results and draw meaningful and substantive conclusions. Although mathematical foundations will be explored, the course will focus primarily on the conceptual and applied aspects of regression analysis.

BER640 Advanced Statistical Methods in Education

Hours 3

The primary emphasis of this course focuses on the relationships between a single dependent variable and one or two independent variables. Although more complex models can be considered (i.e. more than two independent variables) generalizations for the models discussed in this case can be applied to a multiple-variable scenario. Topics covered include: one-way ANOVA, two-way ANOVA, repeated measures ANOVA and multiple regression.

Prerequisite(s): BER 540 or equivalent.

BER642 Advanced Regression Methods

Hours 3

Different multiple regression methods are presented including an overview of ordinary least squares regression, ordinal regression, logistic and probit regression, loglinear, mixed, and regression discontinuity. Interpretation of results diagnostics, and applications are covered for the several glm models.

Prerequisite(s): BER 639 or BER 640

BER643 Multivariate Statistics

Hours 3

This course is designed to introduce students to the various types of multivariate statistical techniques used in the social sciences. Multivariate statistics focus on two or more dependent variables with one or more independent variables. Computer applications are included to facilitate the understanding and interpretation of different multivariate statistical techniques.

Prerequisite(s): BER 642

BER644 Introduction to Bayesian Inference

Hours 3

Bayesian methodology is used in designing innovative or complicated statistical models. We will explore what Bayesian Modeling is and the differences in how statistical inference is both viewed and done. The majority of this class will be spent learning common models and model-fitting methods.

Prerequisite(s): BER 540, BER 639

BER645 Advanced Experimental Design

Hours 3

This course covers the advanced statistical methods commonly used in experimental design, including specialty ANOVA designs and varied designs for experimental studies. Topics include Factorial ANOVA, Randomized Block Designs, Nested Designs, Random and Mixed Effects ANOVA, Repeated Measures ANOVA, and Incomplete Block Designs.

Prerequisite(s): BER 639 or BER 640

BER646 Structural Equation Model

Hours 3

This course provides an introduction to the basic concepts of structural equation modeling, including approaches to regression, path analysis, confirmatory factor analysis, and model building with dependent and independent variables.

Prerequisite(s): BER 642 or BER 643

BER647 Experimental Research Design Single-Case Research

Hours 3

This course will introduce basic single-case research design principles and strategies that can be used in research in educational and other applied settings. The purposes of the course are to provide students with an understanding of potential applications of single/within case research strategies, a working knowledge of commonly used single-case research designs and strategies for evaluating single-case research outcomes.

Prerequisite(s): BER 540

BER648 Advanced Structural Equation Modeling

Hours 3

This course is designed to introduce students to the various advanced structural equation modeling applications not commonly covered in basic SEM courses. The topics covered in the course include Non-Linear SEM, advanced confirmatory factor analysis techniques, Mixture Modeling (Latent class Analysis, Growth Mixture Models, Latent Transition Models), data imputation and Monte Carlo Simulation.

Prerequisite(s): BER 642, BER 643, and BER 646

BER657 Applications of Psychometric Theory

Hours 3

The purpose of this doctoral level course is to help graduate students develop a scholarly way to think, reflect on, and critique extant research and theory in education through the lens of psychometrics. The following major topics will be explored: Overview of the history of psychometrics and theories of measuring psychological constructs; validity, reliability and fairness.

Prerequisite(s): BER 540

BER658 Psychometric Theory Prac

Hours 3

The major topics covered in this course include true score reliability, validity, classical theory, generalizability theory, contemporary theory and item response theory. Computer applications are required.

Prerequisite(s): BER 540 and BER 558 with a minimum passing grade of C

BER660 Eval I:Theory & Practice

Hours 3

This course covers the concepts and techniques used for evaluating education programs, projects, materials, curriculum, and personnel. Field work and computer analyses are required.

BER661 Evaluation 2 Improvement Science Methodologies

Hours 3

This course will introduce students to the six principles of Improvement Science and related, "engaged research" methodologies (e.g. Design-Based Implementation Research, Developmental Evaluation). It will provide an opportunity to apply these principals to a problem of practice in schools and/or health and human service agencies. Students will learn to assess systems-level problems and barriers through Causal Systems Analysis, develop complex theories of action through diagrams, and design and implement Plan-Do-Study-Act (PDSA) Cycles.

Prerequisite(s): BER 540; BER 631

BER663 Casual Inference

Hours 3

This course introduces the statistical theory that guides the design and analyses of experiments and quasi-experiments. Specifically, this course will provide conceptual, technical, and hands-on training in a) the design and analyses of multilevel/longitudinal randomized controlled trials (RCTs); b) propensity score analysis and related methods; c) instrumental variables analysis; d) difference-in-difference analysis and related methods including fixed effect models, comparative interrupted time-series analysis and synthetic control; e) recent development of application of matching learning techniques in casual inference.

Prerequisite(s): BER 640 or equivalent

BER664 Multi-Level and Longitudinal Modeling

Hours 3

This course provides an introduction to multi-level models (MLM). These models afford an analysis of nested data. Data with a nested structure are common in social science research (e.g. students are nested within classrooms) as well as other disciplines and fields. This course explores the different kinds of multi-level models and approaches (e.g. bootstrap/jackknife) that can be used to analyze large-scale survey data.

Prerequisite(s): BER 641

BER665 Mixed Methods Research Design

Hours 3

Course participants will be provided with an overview of the history and foundations of mixed methods research, literature on emerging trends in mixed methods research, types of MM designs, types of research problems addressed by MM research, data collection and analysis strategies, and reporting and evaluating mixed methods research.

Prerequisite(s): BER 540 and BER 631

BER669 Item Response Theory

Hours 3

This course provides an introduction to item response theory (IRT). Major topics include 1) IRT models for dichotomous and polytomous data (e.g. Likert scales and partial credits). 2) basic estimation procedures, 3) differential item functioning (DIF) methods for evaluating validity and/or fairness in a scale, survey or educational assessment, and 4) applications using IRT software.

Prerequisite(s): BER 540 or BER 639 or BER 640

BER670 Rasch Techniques for Constructing and Evaluating Measurement Instruments

Hours 3

This course provides graduate students with an introduction to techniques for constructing and evaluating measurement instructions in the human sciences. Major topics include the latent trait models proposed by George Rasch and extensions of these models (dichotomous, polytomous, many-facet), the philosophy for measurement that corresponds to these models, software applications for conducting analysis with Rasch models, the interpretation and use of results from Rasch model analysis, and opportunities to evaluate real-world applications of Rasch models.

Prerequisite(s): BER 540; BER 640 OR BER 639 (recommended)

BER671 Cognitive Diagnosis Modeling

Hours 3

This course provides a robust overview of cognitive diagnosis modeling, a novel psychometric framework for developing educational and psychological tests and analyzing item-response data. In addition to exploring the foundational frameworks for cognitive diagnosis modeling the course covers the most recent developments in the field, including models for cognitive diagnosis and skill and item association validation.

Prerequisite(s): BER 540 or BER 639 or BER 640

BER672 Mentored Teaching in Educational Research Methodology

Hours 3

This course provides students with the opportunity to assist with teaching a research methods course. Working closely with an Educational Research faculty member, students will gain experience in designing curriculum, implementing thoughtful pedagogical practices, as well as insight into the affordances and challenges that accompany teaching various research-related topics.

Prerequisite(s): Completion of 12 credit hours in BER courses.

BER687 Field Work Educational Research

Hours 3

The field-based experience in educational research is a student-initiated research project that is conducted with faculty supervision. Field work is required.

Prerequisite(s): BER 540 or BER 631

BER689 Practicum Educ Research

Hours 3-12

Practicum is a faculty-initiated research project done with faculty supervision. The work is related to the advisor's research interests. Field work may be required.

Prerequisite(s): BER 540 or BER 631

BER690 Readings In Educ Res

SP

Hours 1-3

Offered fall and spring semesters and in summer school.

Special Topics Course

BER695 Spec Top in Ed Research

SP

Hours 3

This special topics course will be focused on selected current advanced statistical and/or research methods in Educational Research.

Prerequisite(s): By permission of instructor only

Special Topics Course

BER698 Non-Dissertat Research

Hours 3-12

The course is for Educational Research PhD students who are conducting research that precedes or is different from dissertation research.

BER699 Dissertation Research

Hours 1-12

The course is for Educational Research PhD students who have been admitted to doctoral candidacy and are engaged in work related to their dissertation.

School Psychology Courses

BSP501 Professional Issues and Ethics in School Psychology

Hours 3

This course deals with pertinent issues in school psychology, such as ethics, theory, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for delivery of school psychological services, as well as, roles and foundations of the school psychologist.

BSP502 Professional Seminar in School Psychology

Hours 3

This graduate seminar course serves to introduce students in School Psychology to knowledge, skills, and dispositions that will help them become successful graduate students, scholars, and practitioners. As such, this course will engage students with topics of relevance to their personal, scholarly, and professional trajectories.

BSP504 Ethical and Professional Issues in Behavior Analysis

Hours 3

This course is an introduction to the main roles and functions, the primary professional issues and the legal as well as ethical standards that are associated with the work of behavior analysis.

BSP515 Cog Acad Assmnt Decsn Makng

Hours 3

Cognitive and academic assessment and psychological case report writing, focusing on standardized measures, as well as authentic and direct techniques, and treating the topics from perspectives in data based decision making and intervention for children with learning and behavior problems.

BSP516 Social Behav Assmnt Decisn Mak

Hours 3

Study of behavioral and social-emotional assessment, emphasizing data-based decision making for children with learning and behavioral problems; using data in meaningful educational and psychological interventions is also stressed.

BSP520 Cognitive and Academic Assessment and Data-Based Decision Making

Hours 3

The course is primarily focused on how to write cognitive and academic assessments and psychological case reports. The course accounts for the use of standardized measures and authentic and direct techniques, as well as for data-based decision making and the consideration of interventions for children with learning and behavioral problems.

BSP521 Cognitive and Academic Assessment and Data-Based Decision Making

Hours 3

The course instructs students on cognitive and academic assessment and psychological case report writing, focusing on standardized measures, as well as, authentic and direct techniques, and perspectives in data-based decision making and interventions for children with learning and behavior problems.

BSP523 Social-Behavioral Assessment and Data-Based Decision Making

Hours 3

The study of behavioral and social-emotional assessment that emphasizes data-based decision making for children with learning and behavioral problems and that stresses the use of data in educational and psychological interventions.

BSP580 School-Based Practicum in Assessment

Hours 3

School-based practicum requiring 150 hours of supervised experience in assessment. Course emphasizes intellectual, achievement, behavioral, and social-emotional assessment of children with learning and/or behavioral problems and use of assessment in team decision making.

Prerequisite(s): BSP 521 & BSP 523, Minimum grade of B

BSP586 Assessment Practicum

Hours 3

Requires 150 hours of supervised experience in assessment and is conducted in public schools or other agencies. Intellectual, achievement, behavioral, and social-emotional assessment of children with learning and behavioral problems and use of assessment in team decision making are emphasized.

BSP588 Intern School Psychomtry

Hours 3-6

The student performs the duties of a school psychometrist in a school system, under supervision.

BSP601 Appl Pediatric Neurpsych

Hours 3

Study of applied brain-behavior relationship in the areas of academics, behavior, and social/emotional skills. Various disorders, assessment techniques, interventions, and preventions will be examined and discussed.

BSP632 Behavior Interventions

Hours 3

This course focuses on the knowledge and practical skills necessary for developing applied interventions related to a variety of behavior problems in a variety of settings. Specific principles and procedures for assessing behavior, developing interventions, and making data-based decisions will be addressed.

Prerequisite(s): BSP 501 or permission of the instructor

BSP633 Academic Interventions and Data-Based Decision Making

Hours 3

This course is an advanced study of assessment and remediation of student deficits, skill-by-treatment interaction, systems consultation, organizational change, theories and research underlying instructional and academic interventions, and data-based decision making that meets the needs of all students within school settings.

Prerequisite(s): BSP 501 or permission of the instructor

BSP634 Advanced Concepts and Principles in Behavior Analysis

Hours 3

This course is an introduction to the foundational concepts and principles of applied behavior analysis and the coverage of more advanced theoretical constructs in behavior analysis.

BSP636 Positive Behavior Interventions and Supports

Hours 3

This course is designed to provide guidance for practitioners in special education or general education settings. Educators will learn the background of Positive Behavior Interventions and Supports (PBIS), focusing on evidence-based components across all three tiers, on key practices, as well as on methods of monitoring progress within a multi-tiered system of support.

BSP638 Consultation and Supervision

Hours 3

This course addresses the application of consultation and supervision theories to support teachers, administrators, parents and various community agencies. This course emphasizes behavioral, ecological, mental health and organizational models and use of data-based decision making to plan and implement appropriate interventions for children with social and behavioral challenges and disabilities.

Prerequisite(s): BSP 632 or permission of instructor

BSP660 Psychopathology

Hours 3

Thorough examination of the history, scope, and understanding of abnormal behavior through the life span, with emphasis on educational and clinical implications. The most recent classification system is used to structure topics and issues in the course.

BSP670 Educational and Historical Foundations of Psychology

Hours 3

This course will explore the origins of psychology in philosophy and the sciences, the development of the science of psychology in the 19th and 20th centuries, and prevailing theoretical perspectives and key research findings in the field. The role of culture, science and technology in the development of psychological ideas will also be addressed. The course includes a focus on the profession of psychology from a diversity and multicultural perspective.

Prerequisite(s): Instructor Approval

BSP673 Research/Ethics Seminar

Hours 3

Covers topics of current interest to school psychologists.

BSP683 Advanced School-Based Practicum

Hours 3

The practicum requires 150 hours of supervised experience in the practice of school psychology, including consultation and intervention with children, parents, teachers, and administrators in public schools or other agencies.

Prerequisite(s): BSP 501, BSP 580, BSP 632

Prerequisite(s) with concurrency: BSP 633

BSP686 Consult Interv Practicum

Hours 3

Requires 150 hours of supervised experience in conducting consultation and intervention (within a team-decision-making framework) with children, parents, teachers, and administrators in public schools and other agencies.

BSP687 Specialist Internship

Hours 3-6

The student performs the activities of a school psychologist in an educational or other agency, under supervision.

BSP688 Doctor Intern School Py

Hours 3-6

The student performs the duties of a school psychologist in an educational agency, under supervision.

BSP690 Readings School Psych

SP

Hours 1-6

An opportunity for the student to study intensively a topic in school psychology, covering a sizable body of literature (the topic chosen should nevertheless be narrower than that subsumed under the name of a course).

Special Topics Course

BSP696 Advanced Doctoral Practicum-School Psychology

Hours 3

Supervised field experiences for doctoral students that focus on conducting school psychology assessments, consultations, and interventions with children, parents, teachers, and administrators in public schools and other agencies.

Prerequisite(s): BSP 580, BSP 683

BSP698 Non-Dissertatn Research

Hours 3

Participation in a research project relating to school psychology.

BSP699 Dissertation Research

Hours 1-12

Research for student's dissertation.