Educational Psychology (EPSY)

Courses

EPSY 400. Print-based Instructional Materials: Design and Development. 3 hours.
Focuses on the design and development process for creating and presenting print-based instructional materials for various learning contexts, to include basic analysis, design, layout, and development guidelines. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 405. Educational Assessment and Evaluation. 3 hours.
Design, administration and scoring of assessments and evaluations useful in educational contexts for measuring different types of learning, program and developmental outcomes, from simple to complex. Course Information: Prerequisite(s): EPSY 255; or junior standing or above; or consent of the instructor.

EPSY 413. Youth Development Colloquium. 1 hour.
Focuses on current issues and trends in the field of youth development. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Prerequisite(s): Junior standing or above.

EPSY 414. Developing Programs for Youth in Urban Contexts. 3 hours.
Survey, evaluation, and development of models and programs designed to facilitate growth, development and learning for diverse youth. Specific focus will be on the urban context. Course Information: Previously listed as CI 416. Prerequisite(s): Consent of the instructor or enrollment in the Youth Development Program.

EPSY 415. Fieldwork in Youth Development in Urban Contexts. 3 hours.
Experience working with programs that foster the developmental needs of young people in urban contexts. Students will design, implement and evaluate programs that promote personal development and independent action among youth. Course Information: May be repeated to a maximum of 6 hours. Previously listed as CIE 415. Field work required. Prerequisite(s): Enrollment in M.Ed in Youth Development or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 416. Systematic Approaches to Program Quality. 3 hours.
An overview of theories and methods in exploring the system of program development, quality implementation, and evaluation. Relevant for those working in diverse settings and with diverse youth. Course Information: Recommended background: coursework in psychology or educational psychology.

EPSY 420. Social Development of Urban Children. 3 or 4 hours.
General principles of social development and how these principles need to be modified for this population of children. Course Information: Same as PSCH 420. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Admission to a graduate program in education or psychology; or consent of the instructor.

EPSY 429. Constructivist Approaches to Development: Piaget and Vygotsky. 3 or 4 hours.
Piaget's and Vygotsky's theories of development of knowledge. Empirical and logico-mathematical forms of knowledge. Thought and action. Thought and language. Course Information: Same as PSCH 429. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): ED 422 or PSCH 422 or the equivalent and graduate standing in education or graduate standing in psychology or consent of the instructor.

EPSY 430. Interactive Online Instruction: Design and Development. 3 hours.
Focuses on the design and development process for creating interactive e-learning for various learning contexts. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 440. Engaging Multimedia Instruction: Design and Development. 3 hours.
Focuses on the design and development of interactive instructional animations that may stand-alone or be integrated as part of a learning program. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 446. Characteristics of Early Adolescence. 3 hours.
Physiological, social, emotional and cognitive development of early adolescence. The relationship between these developmental characteristics and success in the middle grades. Course Information: Same as PSCH 423. Prerequisite(s): Admission to a program in psychology or education; or approval of the College of Education or consent of the instructor, EPSY 210 or EPSY 255 or ED 421 or ED 422.

EPSY 449. Early Childhood/Early Childhood Special Education: Perspectives, Policies and History. 3 hours.
Perspectives, policies, history, and foundations of Early Childhood Education and Early Childhood Special Education. Emphasis on the effects of changing economic, political, legal, social, and views of human development. Course Information: Same as SPED 449 and EDPS 449.

EPSY 450. Assessment and Evaluation of Learning Outcomes and Instructional Products. 3 hours.
Designed to develop knowledge and skills in systematically evaluating student learning and instructional technology product outcomes related to program goals and standards. Course Information: Extensive computer use required. Prerequisite(s): EPSY 380.

EPSY 451. Staff Management and Human Relations for Leaders in Early Childhood Education. 3 hours.
Designed for directors, supervisors and managers in early childhood programs. Focuses on the administrator's role in staff development and human relations, including recruitment, hiring, retaining, training, support and evaluation of personnel.

EPSY 452. Legal, Fiscal and Program Management for Leaders in Early Childhood Education. 3 hours.
Provides students with opportunities to learn and apply current theories of administration in order to improve their skills in managing early childhood education programs.

EPSY 453. Educational Programming and Community Relations for Leaders in Early Childhood Education. 3 hours.
Designed for directors and managers in early childhood programs. Focuses on development and implementation of a program philosophy, curriculum for typically and atypically developing children; and promoting a positive image to the public.
EPSY 465. Cognitive Development and Disabilities. 3 hours.
Theory and research on cognitive development in children with disabilities from infancy through adolescence, in the context of typical development. Models for cognitive assessment and intervention. Course Information: Same as SPED 465. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

EPSY 466. Language Development, Diversity, and Disabilities. 3 hours.
Theory and research on language development in children with disabilities, in the context of typical development. Models for language assessment and intervention. Course Information: Same as SPED 466. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

EPSY 467. Social and Emotional Development and Disabilities. 3 hours.
Exploration of the risk factors and different theoretical approaches associated with the social and emotional development of youth ages 5-21 with and without disabilities. Course Information: Same as SPED 467. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

EPSY 482. Collaborating with Families, Community, and Professionals. 3 hours.
Explores the dynamics of professional collaboration with families, addressing characteristics, structures, and processes of collaboration for children and youth with and without disabilities. Course Information: Same as EPSY 482. Previously listed as EPSY 582. Field work required. Prerequisite(s): SPED 461, applicable to SPED M.Ed. students only; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 494. Topics in Educational Psychology. 1-4 hours.
Seminar on a pre-announced topic focusing on methodology, research and educational implications of recent models of learning, problem solving, and thinking. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): Consent of the instructor.

EPSY 496. Independent Study. 1-4 hours.
Students carry out independent study under the direction of educational psychology faculty member. Course Information: Prerequisite(s): Junior standing or above; and consent of the instructor.

EPSY 500. Proseminar in Educational Psychology I: Socialization into The Field. 2 hours.
Socializes students into Educational Psychology, and covers professional development (e.g., importance of CV, presenting at a conference, IRB, grant proposals), and areas of emphasis (e.g., learning, assessment, statistics, measurement). Course Information: Same as PSCH 550. Satisfactory/Unsatisfactory grading only. Prerequisite(s): Admission to the Ph.D. in Educational Psychology or Education programs; or consent of the instructor.

EPSY 501. Theories of Educational Psychology. 4 hours.
Covers critical theories that drive the research and practice of educational psychology, including theories and research that pertain to student achievement, motivation, beliefs, assessments, teaching, and learning across the life span. Course Information: Same as PSCH 551. Prerequisite(s): EPSY 500 and admission to the Ph.D. in Education program or the Ph.D. in Psychology program; or consent of the instructor.

EPSY 502. Social Psychology of Education. 4 hours.
Social psychological factors influencing academic and social outcomes in schools. Achievement motivation, peer relations, social values in relation to student characteristics and school practice. Course Information: Same as PSCH 517. Prerequisite(s): Admission to the Ph.D. in Education program or the Ph.D. in Psychology program; or consent of the instructor.

EPSY 503. Essentials of Quantitative Inquiry in Education. 4 hours.
Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (t-test, correlation, regression, analysis of variance). Course Information: Same as ED 503. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

EPSY 504. Rating Scale and Questionnaire Design and Analysis. 4 hours.
Development and administration of rating scales and questionnaires, analysis of data, and reporting of results. The focus is on rating scales. Course Information: Same as PSCH 504. Previously listed as EPSY 550. Prerequisite(s): ED 501, and ED 503 or EPSY 503 or the equivalents or consent of the instructor.

EPSY 505. Advanced Analysis of Variance and Multiple Regression. 4 hours.
Detailed coverage of the principles of ANOVA models, multiple correlation, and multiple regression techniques as tools for the analysis and interpretations of educational and behavioral science data. Course Information: Extensive computer use required. Prerequisite(s): EPSY 503; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in a Lecture/Discussion and a Laboratory/Discussion.

EPSY 506. Item Response Theory/Rasch Measurement. 4 hours.
Statistical inference with item response theory models, useful to measure an individual's performance on a test or questionnaire. Models include parametric, non-parametric, unidimensional, multidimensional, and cognitive. Course Information: Same as PSCH 506. May be repeated to a maximum of 8 hours. Extensive computer use required. Prerequisite(s): ED 501 and EPSY 503 and EPSY 546 or the equivalent. Appropriate score on the department placement test. Graduate or professional standing required or consent of the instructor.

EPSY 507. Approaches to Analyzing Rating Data. 1-4 hours.
An introduction to various statistical approaches for detecting rater effects and monitoring rater performance. Course Information: Extensive computer use required. Prerequisite(s): ED 501 and ED 503 or the equivalent; or consent of the instructor. Recommended background: EPSY 504 and EPSY 505 and EPSY 506 and EPSY 512 and EPSY 546; and EPSY 547.

EPSY 508. Proseminar in Educational Psychology II: Discourses in the Field. 3 or 4 hours.
Covers proper scientific writing, including the process of scientific argumentation, crafting research questions and ideas, how to write all components of a scientific article, dissertation, conference presentations, and grant proposal. Course Information: Prerequisite(s): ED 503 and ED 505 and ED 506 and enrollment in the PhD program in Educational Psychology or approval of instructor. Recommended background: ED 502.

EPSY 509. Research Design in Education. 4 hours.
Emphasis is placed on discriminating theoretical and program evaluation research, distinguishing the parts of the study, and designing a research proposal. Course Information: Prerequisite(s): Admission to a graduate program.
EPSY 510. Theory of Statistics. 4 hours.
The foundations of statistical analysis and probability modeling, including
probability theory, parameter estimation, axioms and principles of rational
decision-making, and large-sample theory. Course Information: EPSY
546 or EPSY 547 or EPSY 563; and graduate or professional standing; or
consent of the instructor or equivalent.

EPSY 512. Hierarchical Linear Models. 4 hours.
Parametric and semiparametric approaches to hierarchical linear
modeling, for the analysis of continuous and categorical multivariate data.
These approaches extend on classical linear regression analysis. Course
Information: Extensive computer use required. Prerequisite(s): EPSY 546
or EPSY 547 or EPSY 563; and graduate or professional standing; or
consent of the instructor or equivalent.

EPSY 514. Non-Parametric Modeling. 4 hours.
Contemporary nonparametric and semiparametric models that make
minimal assumptions about the data-generating process, in order to
permit more accurate conclusions in data analysis. Course Information:
Prerequisite(s): ED 501 and EPSY 503 or the equivalent; and appropriate
score on the department placement test.

EPSY 517. Seminar in Urban Youth Development. 4 hours.
In-depth analysis of topics and issues in the field of youth development
and its relation to youth program development, with special attention
to the urban context. Course Information: Previously listed as CIE 517.
Prerequisite(s): Consent of the instructor.

EPSY 519. Curriculum, Instruction and Assessment in Early Primary
Grades. 5 hours.
Language arts, mathematics, science, social studies and fine arts
curriculum development and instruction in the primary grades. Course
Information: Prerequisite(s): EPSY 429 and EPSY 520; and consent of
the instructor. Class Schedule Information: To be properly registered,
students must enroll in one Lecture-Discussion and one Practice.

EPSY 520. Curriculum and Practice in Early Childhood Education I. 5
hours.
Examines curriculum models and methods for fostering learning and
development in early childhood. Provides extensive clinical experience
in early childhood classrooms. Course Information: Prerequisite(s):
EPSY 429 and ED 422; and consent of the instructor. Class Schedule
Information: To be properly registered, students must enroll in one
Lecture-Discussion and one Practice.

EPSY 521. Early Childhood Education Student Teaching. 10 hours.
Instructional methods and curricula in the early childhood classrooms.
Discussion of program and child evaluation. Includes full-time supervised
student teaching. Course Information: Meets Illinois State requirement
for Type 04 Certification by providing supervised student teaching
experience. Prerequisite(s): EPSY 519 and EPSY 520; and consent of
the instructor. Class Schedule Information: To be properly registered,
students must enroll in one Lecture-Discussion and one Practice.

EPSY 522. Internship in Early Childhood. 6 hours.
Instructional methods in curricula in Early Childhood Education. Meets
Illinois State Board of Education requirement for Type 04 Certification.
Course Information: May be repeated. Full-time fieldwork required in early
childhood education classroom. Prerequisite(s): Consent of the instructor.
Class Schedule Information: To be properly registered, students must
enroll in one Lecture-Discussion and one Practice.

EPSY 525. Advanced Adolescent Development. 3 hours.
Examines current theory and research on physiological, intellectual,
emotional, and social development during the adolescent years.
Examines relationship amongst individual, interpersonal, and contextual
factors related to adolescent development. Course Information:
Prerequisite(s): EPSY 446 or EPSY 502 or ED 421 or ED 422 or ED 445;
or consent of the instructor. Recommended background: Coursework in
Educational Psychology or Psychology.

EPSY 526. Development in Infancy and Early Childhood. 4 hours.
Consideration of development in the preschool years. Stress on theory,
research, individual child study, and educational implications. Course
Information: Same as PSCH 520. Prerequisite(s): ED 422 or PSCH 422
or the equivalent.

EPSY 530. Achievement Motivation. 4 hours.
The psychology of achievement motivation will be explored from the
perspectives of personality, social, and educational psychology. Course
Information: Same as PSCH 525. Prerequisite(s): Graduate standing in
education or psychology or consent of the instructor.

EPSY 531. Gender, Sexuality, and Adolescent Development. 4 hours.
Focuses on the development of gender and sexuality in adolescence,
the ways in which this development impacts growth in other areas, and
the impact that social, contextual, and cultural factors have on these
processes. Course Information: Prerequisite(s): Consent of the instructor.
Class Schedule Information: To be properly registered, students must
enroll in one Lecture-Discussion and one Discussion.

EPSY 535. Human Development for School Leaders. 4 hours.
Deepens school leaders' understanding of human development across
the lifespan, from birth to adult learning in schools; includes attention
to differentiated instruction, SpEd inclusion, and ELL learners in all
age groups. Course Information: Same as EDPS 535. Prerequisite(s):
Consent of the instructor.

EPSY 546. Educational Measurement. 4 hours.
Contemporary models for the analysis of data arising from multiple-choice
tests, rating-scale questionnaires, or experts' judgments of examinee
performance. Test equating is also covered. Course Information:
Prerequisite(s): ED 501, and ED 503 or EPSY 503 or the equivalent or
consent of the instructor.

EPSY 547. Multiple Regression in Educational Research. 4 hours.
Introduction to multiple correlation and regression techniques as tools
for the analysis and interpretation of educational and behavioral science
data. Course Information: Prerequisite(s): EPSY 503.

EPSY 553. Assessment for Teachers. 4 hours.
Plan, construct, administer, score, and report on classroom assessments
that measure a wide variety of learning outcomes, from simple to
complex; select and use standardized achievement tests; developing
defensible grading procedures. Course Information: Prerequisite(s):
EPSY 421 and EPSY 422; or consent of the instructor.

EPSY 560. Educational Program Evaluation. 4 hours.
An introduction to concepts, approaches, techniques, and practices
of educational program evaluation. Students work toward acquiring
knowledge and skills to plan and conduct evaluations of programs,
projects, curriculum and institutions. Course Information: Prerequisite(s):
ED 501 and EPSY 503; or consent of the instructor. Class Schedule
Information: To be properly registered, students must enroll in one
Discussion/Recitation, one Lecture-Discussion and one Practice.
EPSY 561. Assessment for Measurement Professionals. 4 hours.
Plan, construct, administer, score, and report on classroom assessment; select and use standardized achievement tests; develop defensible grade procedures; measure issues in classroom assessment; validity and reliability of classroom assessments. Course Information: Prerequisite(s): ED 421 and ED 422; or consent of the instructor.

EPSY 562. Large-Scale Testing. 2 or 4 hours.
An introduction to large-scale assessments, including planning, constructing, administering, scoring, and reporting on large-scale tests. Course Information: Prerequisite(s): EPSY 501 or the equivalent; or consent of the instructor. Recommended background: EPSY 503 or EPSY 553 or EPSY 561. Prior experience in designing, administering, scoring, and/or reporting on large-scale tests.

EPSY 563. Advanced Analysis of Variance in Educational Research. 4 hours.
Detailed coverage of the principles of analysis of variance and the analysis of data collected from research employing experimental designs. Course Information: Prerequisite(s): EPSY 503.

EPSY 583. Multivariate Analysis of Educational Data. 4 hours.
Introduction to multivariate statistical methods in education including data screening, canonical correlation, MANOVA/MANCtOVA, DFA, profile analysis, component/factor analysis, confirmatory factor analysis, and structural equation modeling. Course Information: Prerequisite(s): EPSY 505 or EPSY 547 or EPSY 563.

EPSY 593. Ph.D. Research Project. 1-8 hours.
Students design, implement, and analyze results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Admission to the Ph.D. in Education program.

EPSY 594. Special Topics in Educational Psychology. 1-4 hours.
Seminar on a preannounced topic focusing on methodology, research, and educational implications of recent models of learning, problem solving, and thinking. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): ED 421 and ED 422, or consent of the instructor.

EPSY 596. Independent Study. 1-4 hours.
Students carry out independent study in educational psychology under the direction of a faculty member. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): ED 490 or the equivalent, and consent of the advisor and instructor.

EPSY 598. Masters Research. 0-16 hours.
Research on the topic of the student's Master's thesis. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Consent of the thesis instructor.

EPSY 599. Thesis Research. 0-16 hours.
Research on the topic of the student's dissertation. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the dissertation advisor.