

# Educational Psychology (EPSY)

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## 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.

### **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. 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 planning programs for youth (ages 10 - 25). Course Information: Previously listed as CI 416. Prerequisite(s): Consent of the instructor or enrollment in the Youth Development Program.

### **EPSY 415. Fieldwork in Human Development and Learning 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): EPSY 363; and junior standing or above. Recommended background: EPSY 414. 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 practical methods in exploring the interrelated 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. Prerequisite(s): EPSY 363 or EPSY 414; or junior standing or above; or consent of the instructor.

### **EPSY 420. Advanced Social Development of Children in an Urban Context. 3 or 4 hours.**

Course examines some general principles of children's (3-14 years old) social development and socialization and the applicability of these principles for urban-dwelling children. Prerequisite(s): Admission to the graduate program in education, psychology, social work, public health, or consent of the instructor.

### **EPSY 424. Family Diversity and Film: A Resilience Framework. 3 hours.**

Examines diverse families through the use of films as "case studies." Using classic/contemporary films that depict multiple family structures, social-classes, and experiences within families, the internal dynamics of family life are explored. Course Information: Extensive computer use required. Prerequisite(s): EPSY 100; or consent of the instructor. Recommended Background: EPSY 100 and SOC 100 and PSCH 100.

### **EPSY 426. Development, Health and Wellness: Conception to age 8. 4 hours.**

Focuses on the developmental processes in cognitive, social/emotional, language, and physical domains. Special consideration will be given to the interaction: health, wellness, social, cultural, and interpersonal environments of children. Course Information: Previously listed as EPSY 526. Field work required. Prerequisite(s): EPSY 255; and senior standing or above. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

### **EPSY 428. Young Children, Nature and Sustainability. 3 hours.**

Participants explore the theories and research on the relationship between children's health, development and wellness and their access to and engagement in nature. The four pillars of sustainability are integrated throughout the course.

### **EPSY 429. Constructivist Approaches to Development: Piaget and Vygotsky. 3 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. Prerequisite(s): EPSY 255 or EPSY 426 or ED 422; and senior standing or above; 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.

### **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.

### **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.

**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 461. Seminar and Fieldwork in Human Development and Learning. 3 hours.**

The culminating course for students in the Child and Youth Development and Early Childhood Education concentration of the Human Development and Learning BA program. Students have opportunities to bridge theory and research with professional practice. Course Information: Field work required. Prerequisite(s): EPSY 255 and EPSY 256 or consent of instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Practice.

**EPSY 464. Psychology of Sport and Wellness. 3 hours.**

Students will learn specialized ways in which sport and exercise influence wellness, paying particular attention how learning and wellness are fostered when individuals participate in age-bound and lifetime sports. Course Information: Recommended background: Psychology, Physiology, and Biological factors associated with wellness.

**EPSY 465. Understanding Students with High Incidence Disabilities. 3 hours.**

Uses major theoretical frameworks of human development to examine the characteristics and development of students with high incidence disabilities, ages 3-21. Course Information: Same as SPED 465. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

**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.

**EPSY 467. Understanding Students With Low Incidence Disabilities. 3 hours.**

Explores characteristics and development of children and youth with low incidence disabilities, ages 3-21, as well as how schools address their instructional needs. Course Information: Same as SPED 467.

**EPSY 471. Facilitating Healthy Development in the Context of Trauma. 3 hours.**

Examines the impact of trauma on youth and ways to facilitate healthy development among youth who have experienced trauma. Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or EPSY 363; or graduate standing.

**EPSY 472. Justice, Discipline, and Human Development and Learning. 3 hours.**

Explores several disciplinary frameworks and how these frameworks affect human development and learning and how structural oppression is connected to discipline disparities across a variety of contexts (e.g., school-to-prison pipeline). Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or EPSY 257 or EPSY 363; and graduate standing.

**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 SPED 482. Previously listed as EPSY 582. Field work required. 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 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 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 516. Institutional Research, Data, and Evaluation in Urban Higher Education. 4 hours.**

Intro to institutional research, data collection and usage. Emphasis on evaluating and using data in institutional practices, including strategic planning, assessment, accreditation, financial planning, budgeting, enrollment management and learning. Prerequisite(s): Admission to MED in Urban Higher Education OR consent of instructor.

**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 518. Introduction to Professional Practice in Urban Youth Development. 3 hours.**

Students will be engaged in bridging theory and research to their professional practice with young people in an urban context. The first in a two-course sequence. Course Information: Prerequisite(s): EPSY 517. Recommended background: EPSY 414 and EPSY 416. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

**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. Introduction to Curriculum and Practice in Early Childhood Education. 6 hours.**

Focuses on creating curriculum, designing learning environments, curriculum and instruction, and developing sensitive and responsive interactions with young children (ages birth- 8) in community and school-based settings. Course Information: Field work required. Prerequisite(s): EPSY 426 or 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. Student Teaching in Early Childhood Education. 1-12 hours.**

Required course for students opting to add an initial PEL with endorsements in ECE and ECSE. The course focuses on planning, curriculum, instruction, assessment and collaborating with families and staff. Course Information: Field work required. Meets Illinois State requirement for PEL with endorsements in ECE and ECSE by providing supervised student teaching experiences. Prerequisite(s): Grade of B or better in EPSY 520; and consent of the instructor. Recommended Background: Candidacy in PEL program. Co-requisites: Requires concurrent registration in EPSY 523.

**EPSY 522. Internship in Early Childhood. 0-12 hours.**

Instructional methods in curricula in Early Childhood Education. 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 523. Advanced Curriculum and Practice in Early Childhood Education. 3 hours.**

This is a required course for students opting to add an initial PEL with endorsements in ECE and ECSE. The course focuses on planning, curriculum, instruction, assessment, and collaborating with families and staff. Course Information: Prerequisite(s): Grade of B or better in EPSY 520. Co-requisites: Requires concurrent registration in EPSY 521.

**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 528. Advanced Professional Practice in Urban Youth Development II. 4 hours.**

Students will be engaged in implementing their designed field work project in an urban youth development organization. The second in a two-course sequence. Course Information: Field work required. Prerequisite(s): EPSY 517 and EPSY 518. Recommended background: EPSY 414 and EPSY 416. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

**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 540. Applied Qualitative Research Methods in Education. 4 hours.**

Introduction to concepts and methods of qualitative methods in applied research and evaluation contexts. Students will learn about characteristics, uses, and ethics of applied qualitative research and gain experience gathering and analyzing data.

**EPSY 542. Advanced Qualitative Data Analysis. 4 hours.**

Explores methods of computer-assisted inductive coding for qualitative data analysis and the design of qualitative research. Course Information: Same as ED 542. Extensive computer use required. Laptop required. Prerequisite(s): ED 502 or equivalent.

**EPSY 543. Advanced Analysis of Variance in Educational Research. 4 hours.**

A continuation of the topics covered in introductory statistics. Focuses on experimental design and analysis of variance (ANOVA) techniques as tools for analysis and interpretation of educational and behavior science Data. Course Information: Previously listed as EPSY 563. Prerequisite(s): EPSY 503.

**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 550. 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: Previously listed as EPSY 504. Extensive computer use required. Prerequisite(s): EPSY 503 or the equivalent or consent of the instructor.

**EPSY 551. 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: May be repeated for a maximum of 8 hours. Previously listed as EPSY 506. Extensive computer use required. Prerequisite(s): EPSY 503 and EPSY 546 or the equivalent. Graduate or professional standing required or consent of the instructor.

**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): EPSY 503; or consent of the instructor.

**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. 4 hours.**

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

**EPSY 564. Evaluation I: Principles and Methods. 4 hours.**

Introduces concepts and methods for evaluating programs and other interventions. Students gain foundational knowledge about conducting evaluations with attention to context and stakeholder engagement and build skills in designing evaluation plans. Course Information: Prerequisite(s): EPSY 503.

**EPSY 565. Evaluation II: Theory and Practice. 4 hours.**

Examines theoretical and conceptual basis for evaluation, emphasizing application of theory to strengthen practice. Students build foundational knowledge about major evaluation approaches and scholarship addressing key challenges of practice. Course Information: Prerequisite(s): EPSY 564.

**EPSY 575. Mixed Methods Approaches to Social Science Research. 4 hours.**

Introduce students to the theory and practice of mixing methods in program evaluation and other forms of educational and social science research. Course Information: Prerequisite(s): EPSY 540; or ED 502; and EPSY 503; or consent of the instructor.

**EPSY 583. Multivariate Analysis of Educational Data. 4 hours.**

Multivariate analysis: data screening, multivariate analysis-variance (MANOVA), multivariate analysis of covariance (MANCOVA), discriminant function analysis (DFA), profile analysis (PA), principal component analysis (PCA), EFA, CFA and SEM. Course Information: Prerequisite(s): EPSY 505 or EPSY 547 or EPSY 563.

**EPSY 584. 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: Previously listed as EPSY 512. Extensive computer use required. Prerequisite(s): EPSY 546 or EPSY 547 or EPSY 543; and graduate or professional standing; or consent of the instructor or equivalent.



**EPSY 585. 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: Previously listed as EPSY 514. Prerequisite(s): EPSY 546 or EPSY 547 or EPSY 543; and graduate or professional standing; or consent of the instructor or equivalent.

**EPSY 586. 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: Previously listed as EPSY 510. Prerequisite(s): EPSY 546 or EPSY 547 or EPSY 543; and graduate or professional standing; or consent of the instructor or equivalent.

**EPSY 587. Structural Equation Modeling. 4 hours.**

Focuses on each step in structural equation modeling: model conceptualization, conducting SEM analyses, interpreting, and presenting findings in scholarly writing. Course Information: Extensive computer use required. Prerequisite(s): EPSY 547 or equivalent, or consent of the instructor.

**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.