

# Educational Psychology (EPSY)

## Courses

### **EPSY 100. Introduction to Human Development and Learning. 3 hours.**

Examines basic concepts and theories in human development. Discusses relationships between biological, cognitive, social, and cultural aspects of development with learning across the lifespan. *Individual and Society course.*

### **EPSY 150. Human Development and Learning Academic Success. 2 hours.**

Provides new students in Human Development & Learning (for example, transfers, first year students) an introduction to the college experience, HDL Program, College of Education, and UIC to facilitate students' adjustment to university life. Course Information: Meets eight weeks of the semester.

### **EPSY 160. Games, Learning, and Society. 3 hours.**

Explores the development and design of games for teaching and learning. Critical analysis of games and how they shape interactions among players, their learning, and their connection to society. Course Information: Same as ED 160. *Individual and Society course.*

### **EPSY 210. Principles of Learning and Instruction Across the Lifespan. 3 hours.**

How people learn and the design of instruction and assessment across a broad set of formal and informal instructional environments and populations. Course Information: Same as ED 210. Prerequisite(s): Sophomore standing or above; or consent of the instructor. Secondary Teacher Education students should enroll in the ED 210 section. All other students should enroll in the EPSY 210 section.

### **EPSY 242. Introduction to Sexuality Development Across the Lifespan. 3 hours.**

Examine all aspects of the development of sexuality across the lifespan. Course covers physiological, cognitive, behavioral, emotional, identity, and relational components of sexuality development and how contextual factors shape sexual development. Course Information: Prerequisite(s): EPSY 100 or PSCH 100. *Individual and Society course.*

### **EPSY 255. Child Development in Contemporary Society. 3 hours.**

Examination of theories on child development that explain age-related differences in cognition, socio-emotional development, physical development, and social changes and how this relates to 0-12-year-old children's learning and educational needs. Course Information: Prerequisite(s): ED 100 or PSCH 100 or EPSY 100; or consent of the instructor.

### **EPSY 256. Adolescent and Early Adulthood Development in Contemporary Society. 3 hours.**

Overview of social, cognitive, and physiological development of adolescent and early adult development. Examines the contexts and institutions that influence adolescent and adult development, with a particular interest in the urban context. Course Information: Prerequisite(s): Grade of C or better in EPSY 100 or PSCH 100, or consent of the instructor. Recommended background: EPSY 210 and EPSY 255.

### **EPSY 257. Adult Development and Aging in Contemporary Society. 3 hours.**

Overview of social, emotional, personality, cognitive, behavioral, and physiological changes associated with adult development and aging (young adulthood through late age). Will examine influence of cultural contexts and institutions on development. Course Information: Prerequisite(s): Grade of C or better in EPSY 100 or Grade of C or better in PSCH 100; or consent of the instructor.

### **EPSY 263. Sport, Global Cultures, and Development. 3 hours.**

Students will explore different regions of the world through sport, and will consider how sport is a means of identifying, sharing, and even transforming the values and cultural norms in these regions.

### **EPSY 320. Understanding Children's Social Development & Socialization in an Urban Context. 3 hours.**

Introduces social development and socialization theories as it relates to children growing and learning in an urban context. Course Information: Extensive computer use required. Prerequisite(s): EPSY 100 or PSCH 100 or ED 100; and EPSY 255 or PSCH 320; or consent of the instructor.

### **EPSY 326. Child Health, Safety, and Nutrition. 3 hours.**

Early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition birth - age 8. Emphasis on partnering with families and community and integrating and maintaining health, safety, and nutrition. Course Information: Prerequisite(s): EPSY 255.

### **EPSY 340. Self and Identity Development Across the Lifespan. 3 hours.**

Overview of theories, research, and contextual factors related to self and identity development across the lifespan, as well as developmental implications for individuals' learning, health, and well-being. Course Information: Prerequisite(s): Grade of C or better in two of the following: EPSY 255, EPSY 256, or EPSY 257 or equivalent, or consent of instructor. Recommended background: Coursework in human development and learning, psychology, and/or sociology.

### **EPSY 360. Assessment in the Urban Elementary Classroom I. 2 hours.**

Beginning concepts in the design, administration, and scoring of assessments useful in urban elementary classrooms for measuring different types of learning outcomes, from simple to complex. The focus will be on achievement assessments. Course Information: 2 hours. Extensive computer use required. Field work required. Thirty hours of fieldwork required. Prerequisite(s): EPSY 255; and junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

### **EPSY 361. Assessment in the Urban Elementary Classroom II. 2 hours.**

Continuing and advancing concepts of design, administration, and scoring of assessments useful in urban elementary classrooms for measuring different types of learning outcomes, from simple to complex. The focus will be on performance assessments. Course Information: 2 hours. Extensive computer use required. Field work required. Prerequisite(s): EPSY 255 and EPSY 360; and junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

**EPSY 363. Understanding and Applying Research in Human Development. 3 hours.**

Provides students with the necessary skills to become critical consumers of research in human development, learning, and instruction. Emphasis on making sense of research findings and when and how to apply findings in a variety of settings. Course Information: Prerequisite(s): Grade of C or better in two of the following: EPSY 255, EPSY 256, EPSY 257 or equivalent, or consent of instructor.

**EPSY 364. Sport and Human Development. 3 hours.**

Students will learn how sport and athletics influence human learning and development across the lifespan, paying particular attention to changes in affect, cognition, ethical behavior, and social interactions in educational settings. Course Information: Recommended background: An interest and/or expertise in physiology, psychological and biological factors associated with human development.

**EPSY 370. ECE and Curriculum. 3 hours.**

Emphasizes planning, organizing, implementing, and evaluating programs for young children with diverse learning needs birth - 8 years. Students will be provided with an understanding of developmentally appropriate programs and practice. Course Information: Prerequisite(s): EPSY 100 and EPSY 255 and EPSY 210; or consent of the instructor.

**EPSY 371. Human Development and Learning in the Context of Institutions. 3 hours.**

Explores human development and learning within the context of institutional systems such as juvenile justice, child protective services, residential treatment, and hospitals. Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or EPSY 257 or ED 210; or EPSY 210 or EPSY 363.

**EPSY 372. Youth, Families, Communities, and Justice. 3 hours.**

Explores research and literature on the experiences of youth, families, and communities as they relate to the justice system. Emphasis on the effects of incarceration on human development and learning, and children of incarcerated parents. Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or ED 210 or EPSY 210 Or consent of instructor.

**EPSY 373. Advanced Research Methods in Human Development and Learning. 3 hours.**

Conducting research in human development and learning. Emphasis on designing and implementing studies, analyzing data, interpreting findings, and communicating with the scientific and broader community. Course Information: Prerequisite(s): Grade of C or better in EPSY 363 or equivalent, or consent of instructor.

**EPSY 374. Observation, Curriculum, and Learning Environments for Very Young Children. 4 hours.**

Explores principles and practices needed to provide high quality infant/toddler care and education. Course Information: Prerequisite(s): EPSY 255. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

**EPSY 380. Instructional Design and Training. 3 hours.**

An introduction to the field of instructional design and training, current trends and issues impacting the field, and future directions and careers in the field. Topics include visual literacy, ADDIE, technology tools, and technology integration. Course Information: Extensive computer use required.

**EPSY 382. Child, Family, and Community. 3 hours.**

Explores the importance of relationships between young children, their families, the community, and the early childhood setting. Examines issues of diversity and anti-bias approaches as well as current policies and practices that influence families. Course Information: Prerequisite(s): EPSY 100 or EPSY 255 or EPSY 210; or consent of the instructor.

**EPSY 383. Critical Perspectives in Latinx Human Development. 3 hours.**

Focuses on the contextual, cultural and societal factors that influence the healthy development of Latinx people in the U.S. Major topics are immigration, racial/ethnic identity, racism, acculturation, resistance and social change. Course Information: Prerequisite(s): EPSY 100 or PSCH 100; or SOC 100 or SOC 105; or LALS 101. Open only to juniors and seniors; or consent of the instructor.

**EPSY 384. Critical Perspectives in LGBTQ+ Human Development. 3 hours.**

Explores LGBTQ+ human development across the lifespan with a focus on intersecting ecological factors (e.g., social, cultural, political, educational, generational) and an emphasis on promoting resilience, well-being, and queer joy. Course Information: Prerequisite(s): EPSY 100; or PSCH 100; or consent of the instructor.

**EPSY 394. Special Topics in Educational Psychology. 1-4 hours.**

Exploration of a topic not covered in existing course offerings. Course Information: May be repeated. Prerequisite(s): Consent of the instructor.

**EPSY 396. Independent Study. 1-4 hours.**

Students carry out independent study under the direction of educational psychology faculty member. Course Information: May be repeated to a maximum of 16 hours. Prerequisite(s): Sophomore standing or above; and consent of the instructor.

**EPSY 398. Directed Research in Human Development and Learning. 1-4 hours.**

Students carry out directed research under the mentorship of educational psychology faculty member. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 16 hours. Prerequisite(s): EPSY 363 or equivalent course, and consent of the instructor.

**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.