Cultural Studies - US Minority

This course satisfies the General Education Criteria for: everyday life. The lab/discussion sections follow a group dialogue and relating theories and models to critical incidents of social oppression in and concepts, providing accurate information on diverse groups, and week. The lecture focus is on raising awareness of key issues, concerns and procedures; and systematic experience in studying and evaluating significance of the developmental process for educational programs preparing to teach in the elementary school; special emphasis on the Study of child growth and development designed particularly for those courses.illinois.edu/schedule/terms/EPSY/236)

EPSY 236 Child Dev in Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/236)

Study of child growth and development designed particularly for those preparing to teach in the elementary school; special emphasis on the significance of the developmental process for educational programs and procedures; and systematic experience in studying and evaluating children's behavior and in supporting their learning and development. Includes limited voluntary participation as a subject in experiments. Credit is not given for both EPSY 236 and PSYC 216. Prerequisite: PSYC 100.
EPSY 280 Elements of Statistics credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/280)
Course content includes descriptive statistics, correlation, regression, the normal curve, statistical interference, and the presentation of statistics. The course does not require calculus, and makes use of examples drawn from education, medicine, social science, business, and the popular media. Designed for professional training of students whose major interests are not in math or science. Credit is not given for both EPSY 280 and any of ACE 261, CPSC 440, ECON 202, ECON 203, EPSY 480, PSYC 235, SOC 280, STAT 100. Prerequisite: MATH 112. This course satisfies the General Education Criteria for: Quantitative Reasoning I

EPSY 330 Development and Relationships credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/330)
Same as PSYC 326. See PSYC 326.

EPSY 395 Independent Study credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/395)
Study of problems not considered in other courses; designed for students who excel in self-direction and intellectual curiosity. May be repeated. Prerequisite: Minimum GPA of 3.5; demonstrated writing and research potential as evaluated by advisor, and consent of advisor and consent of staff member who supervises the work.

EPSY 398 Thesis credit: 2 or 3 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/398)
Prerequisite: Senior standing.

EPSY 399 Thesis credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/399)
Prerequisite: Senior standing.

EPSY 400 Psyc of Learning in Education credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/400)
Study of the psychology of human learning as it applies to instruction, educational issues, and educational problems. 3 undergraduate hours. 2 or 4 graduate hours. Taking 4 credit hours requires consent of the instructor and the completion of a substantive scholarly project. Undergraduate and graduate work load will be commensurate with the requirements. 2 hours for Latin and Spanish Certification, Elementary Ed Music and GSLIS. Prerequisite: EPSY 201 or equivalent.

EPSY 401 Child Language and Education credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/401)
Provides an overview of current knowledge about children's acquisition of linguistic and communicative competence together with a consideration of the educational import of this developmental process. 3 undergraduate hours. 2 or 4 graduate hours. Taking 4 hours of credit requires consent of the instructor and completion of a substantive scholarly project. Undergraduate and graduate work load will be commensurate with the requirements. 3 hours of ECE Undergraduate certification and 2 hours for ECE graduate certification, Elementary Ed. Music certification and GSLIS. Prerequisite: EPSY 201 or EPSY 236; or equivalent.

EPSY 402 Sociocultural Infl on Learning credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/402)
Provides a general overview of the relationship of language, culture, and society to the teaching-learning process; gives broad exposure to research and theory concerned with the effects of sociocultural factors on cognition, perception, and motivation; also considers the effects of such factors on classroom interaction. 3 undergraduate hours. 2 or 4 graduate hours. Taking 4 hours of credit requires consent of the instructor and the completion of a substantive scholarly project. 2 hours for Elementary Education and Music certification. Prerequisite: EPSY 201 or EPSY 236; or equivalent.

EPSY 403 Res Methods in Learning Scienc credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/403)
This course is an introduction to conducting research in the learning sciences, including how to use theory as a guide to conducting literature reviews and formulating research questions. The course introduces quantitative and qualitative research design, data collection and analysis, and other aspects of research relevant to learning, teaching, and other topics relevant to education. A secondary goal is to better understand research reported in the primary literature as well as in the news media. Assignments will include evaluating research papers and writing a research proposal. 3 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 280 or EPSY 480 or PSYC 235 or PSYC 301.

EPSY 404 Adjustment in School Settings credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/404)
Examines theories of adjustment, factors that influence adjustment, and common adjustment problems of children and adolescents in school context. 3 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 201 or equivalent.

EPSY 405 Personality and Soc Dev credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/405)
Same as PSYC 465. See PSYC 465.

EPSY 406 Psyc of Classroom Management credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/406)
General overview of theories related to analyzing student behaviors in the classroom; the incidence and etiology of conduct problems and behavior disorders in the classroom, with emphasis upon preventive strategies and guiding principles for maintaining classroom discipline. 3 undergraduate hours. 2 or 4 graduate hours. Taking 4 hours of credit requires consent of the instructor and the completion of a substantive scholarly project. Undergraduate and Graduate work load will be commensurate with the requirements. 2 hours for Elementary Education and Music certification and GSLIS. Prerequisite: EPSY 201 or EPSY 236, or equivalent.

EPSY 407 Adult Learning and Development credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/407)
Theory of and research on adult learning and development; includes societal context, performance, physiology and health, personality, and learning; and considers stability and change during young adulthood, middle age, and old age. Meets both foundational requirements for EPSY. 3 undergraduate hours. 4 graduate hours. Assignments and work load will be commensurate with credit. Prerequisite: EPSY 201, or equivalent, or consent of instructor.

EPSY 408 Learning & Hum Dev w/ EdTech credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/408)
Sets out to provide an understanding of theories of learning and development and how these theories relate to educational technology. It has two components. The first is theoretical, in which we attempt to develop an overall frame of reference, locating approaches to the psychology of learning in terms of large paradigm shifts, from 'behaviorism' to 'brain developmentalism' to 'social cognitivism'. The second component is practical, in which we will use these theoretical concepts to 'parse' a technology-mediated learning environment for its underlying presuppositions. 3 undergraduate hours. 4 graduate hours.
EPSY 413  Intelligence Assess and Theory  credit: 3 or 4 Hours.
Study of fundamental concepts relevant to the general problem of the
individual testing of learning aptitude; acquisition of psychometric
competence in the use of the Binet and the Wechsler tests; acquaintance
and limited practice in the administration, scoring, and interpretation of
results obtained by performance scales and other devices appropriate
for use with individuals having sensory, associative, and/or motor
impairments. 3 undergraduate hours. 4 graduate hours. Prerequisite:
Consent of instructor and 6 hours of psychology courses, including
SPED 424 or PSYC 490.

EPSY 419  Counseling Pre-Practicum  credit: 2 to 4 Hours.
Study of basic helping skills and professional ethics in professional
psychology. The course links theory with practice, as students engage in
the exploration of new helping skills and learn to analyze their developing
counseling style and performance; includes an examination of relevant
ethical standards and counseling theories, and their application in
a multicultural context. Discussion and experiential activities are
supplemented by films, videotapes, and case studies. Primarily for
counseling psychology graduate students, though other students
in programs with a mental health focus may be admitted with the
consent of the instructor if space is available. Same as REHB 419. 2
to 4 undergraduate hours. 2 to 4 graduate hours. May be repeated to a
maximum of 8 hours. Prerequisite: Junior standing.

EPSY 420  Theories of Psychotherapy  credit: 4 Hours.
Study of counseling and psychotherapeutic processes and theories.
Coverage of major models and theories as well as current trends and
a review of counseling skills will be included. Same as PSYC 420. 4
undergraduate hours. 4 graduate hours. Prerequisite: PSYC 238 or
equivalent.

EPSY 421  Sex Role Theory in Counseling  credit: 4 Hours.
Reviews research on sex role socialization related to career, family, and
personal roles for both sexes; discusses counseling strategies aimed
at freeing persons from attitudes and behaviors that limit their freedom
to choose; and reviews strategies for change at policy, agency and
individual levels. Same as GWS 421. 4 undergraduate hours. 4 graduate hours.

EPSY 427  Learning from Text  credit: 2 to 4 Hours.
This course will survey the range of topics related to how we learn from
text, i.e., from reading. The course will focus on reading in education
settings and approaches to improving reading comprehension.
Students will read secondary and primary literature and have
opportunities to critique, discuss, and present the findings of this
research. Topics discussed will include: eye movements during reading,
grammatical structures and discourse conventions of texts that support
comprehension, and how comprehension and memory for text can be
measured. Assignments will include written reviews of texts and
topics. Students taking the course for 4 graduate hours will also plan
and present a proposed empirical study related to some topic within
the course. 3 undergraduate hours. 2 or 4 graduate hours. Credit is not given
for EPSY 427 if credit has been received for either PSYC 425 or LING 425.

EPSY 430  Early Adolescent Development  credit: 3 or 4 Hours.
Examines early adolescent development, covering biological, cognitive,
and social transitions. Topics include identity, autonomy, peer and family
relationships and the role of schooling and the media. 3 undergraduate
hours. 3 or 4 graduate hours.

EPSY 431  Cognitive Dev in Educ Context  credit: 3 or 4 Hours.
The purpose of this course is to cover basic issues in cognitive
development, review relevant research findings, and to situate these
and understand these in educational contexts. Most of our attention will
focus on child and adolescent development. We will address questions
such as: How do children learn new concepts? How do changes in
children's thinking occur? How can we use what we know to produce
positive impacts on children's learning and well-being? 3 undergraduate
hours. 4 graduate hours.

EPSY 456  Human Performance and Cognition in Context  credit: 3 or 4
Hours. Theories and findings from cognitive science and related disciplines
concerning human information processing mechanisms and capacities are
covered, with an emphasis on how understanding people's perceptual
and cognitive strengths and limitations can inform decisions about
Teaching/Training strategies and designing technological environments
to suit people's needs and abilities. Same as IE 445 and PSYC 456.
3 undergraduate hours. 4 graduate hours. Prerequisite: PSYC 100 or
PSYC 103 or consent of instructor.

EPSY 457  Teachers and Tech Integration  credit: 3 or 4 Hours.
Designed to help enhance the understanding of computers in the
schools. This course looks at computers in the broadest sense and
considers a variety of aspects of technologies and digital media that
impact pedagogy, curriculum, and student learning. The course considers
the context of computing by exploring the history of computing, what
is currently occurring in the schools, and how technologies and student
expectations are encouraging teachers to redefine the classroom
experience. The main goal of this course is to enable students to
develop a flexible and working knowledge of computers as educational
resources in order to better reach students - students of the 21st century.
3 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 480 or
equivalent, or consent of instructor.

EPSY 466  Anthropology of Education  credit: 2 or 4 Hours.
Same as ANTH 425 and EPS 425. See EPS 425.

EPSY 470  Intro to Evaluation Theory  credit: 4 Hours.
Introduction to the major conceptual constructs and theories of
evaluation; emphasis on the critical defining components of evaluation,
particularly its role in program and policy development, and on critical
distinctions among evaluation theories; provides grounding for further
study of both evaluation theory and methods. 4 undergraduate hours. 4
graduate hours.
EPSY 471  Intro to Evaluation Methods  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/471)  
Introduces the methodology of educational and social program evaluation, including the design of an evaluation, the data collection and analysis, and reporting; emphasis on negotiating the unique facets of evaluative practice, notably evaluator role, working with clients and other stakeholders, the political dynamics of evaluation contexts, and utilization of evaluative results. Students collectively conduct a field-based evaluation project. 4 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 480.

EPSY 474  Evaluating Learning Technology  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/474)  
In this course, students will learn to conduct a variety of evaluations related to learning technologies including needs assessments, consumer-driven evaluations, outcome or impact assessments, comparative or quasi-experimental studies and case studies. As one means of measuring need, growth, or impact, students will also create assessment instruments and strategies related to particular learning technologies. These might include electronic portfolios, web-based surveys, computer adapted tests or performance rubrics. Course requirements include a final evaluation project in which students (individuals or pre-approved small groups) plan and conduct actual evaluations of learning technologies. The course includes both face-to-face and asynchronous and synchronous on-line meetings. Same as HRD 474. 4 undergraduate hours. 4 graduate hours.

EPSY 480  Educational Statistics  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/480)  
Designed for terminal value for professional training of students not intending to pursue advanced graduate work, and for introductory value for students continuing graduate study in education; descriptive statistics, introduction to correlation and regression, the normal curve, statistical inference, and the presentation and interpretation of statistical data in educational literature. 4 undergraduate hours. 4 graduate hours.

EPSY 485  Assessing Student Performance  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/485)  
Designed especially for secondary education students, this course introduces basic concepts and practices of assessment, measurement, and evaluation as they are used in school settings. The course covers current trends and issues in assessment including large scale standardized testing practices and cultural issues in assessment. Students become familiar with using assessment and evaluation data to inform instructional decisions. Same as CI 485. 3 undergraduate hours. 4 graduate hours. Prerequisite: Students should be concurrently enrolled in CI 403. Admission to the secondary teacher education program.

EPSY 486  Principles of Measurement  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/486)  
Study of the selection, preparation, administration, and interpretation of psychological and educational tests and diagnostic devices; emphasis on theory at a beginning level, with application to hypothetical school situations as a teaching device; and consideration of the sources of standard tests, criteria for their evaluation, methods of scoring, interpretation, and general and special areas. 3 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 201 or EPSY 236.

EPSY 487  Principles of Language Testing  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/487)  
Same as EIL 460, FR 460, GER 460, ITAL 460, PORT 460, SLS 460, and SPAN 460. See EIL 460.

EPSY 490  Developments in Educ Psych  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/490)  
Foundational theories and practices of educational psychology, including learning and development. 2 or 3 undergraduate hours. 2 or 4 graduate hours. Approved for letter and S/U grading. May be repeated to a maximum of 8 hours. Undergraduate and graduate work load will be commensurate with the requirements.

EPSY 491  Educ Psych Field Instruction  credit: 4 to 16 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/491)  
Individual instruction designed to help the advanced student apply basic principles of education or psychology in institutional settings. Each student is assigned to a school, community agency, or other applied settings for a supervised field experience in some aspect of educational psychology. 4 to 16 undergraduate hours. 4 to 16 graduate hours. Approved for letter and S/U grading. May be repeated to a maximum of 16 hours if topics vary; no more than 8 hours may be taken in any given term. Prerequisite: Master’s degree in educational psychology or equivalent, and consent of instructor.

EPSY 492  History and Systems of Psych  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/492)  
A seminar on the history of psychology within a social and cultural context and its theoretical systems, and their relations to contemporary psychology. An awareness of the roots and context of one’s own views as well as understanding and appreciation of others’ views will be fostered. There will be some focus on encouraging self-study of the history of one’s own theoretical orientation. 4 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 420, or equivalent.

EPSY 501  Evaluation in Society  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/501)  
Examines evaluation as a social practice, explains various approaches to evaluation both nationally and internationally, and explores how evaluation is linked to policy and decision making. Students will read about and discuss both foundational and contemporary issues in evaluation practice and theory as they relate to the use of evaluation in improving both practice and policy decisions. For graduate students in education, public policy, social work, community health, and other related fields.

EPSY 505  Data, Evidence, & Decisions  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/505)  
Examines how practitioners and policy makers come to interpret sources of evidence; how the use of data, information, and evidence are shaped by organizational structures, routines, and cultures; how technical infrastructures have emerged to enable the collection, distribution, consolidation, and use of data, information, and evidence; the political economy of generated and using evidence (e.g., university research, think tanks, advocacy organizations, etc.). This multidisciplinary course is situated against the broad backdrop of the social science literature on social scientific knowledge production and use, and the relationship between science and society.

EPSY 507  Econ Analysis & Ed Policy  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/507)  
Introduces key economic principles and applies them to the analysis of current education policy issues. Concepts covered include supply and demand, competitive markets, human capital acquisition, efficiency, equity and the role of government intervention, among others. Focuses on applications within the context of policy making in education. Designed for students without prior coursework in economics, but with a working basic knowledge of statistics (e.g., regression). Prerequisite: EPSY 480.
**EPSY 508** Display/Interpretation of Data  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/508))

Provides instruction in representing and communicating data accurately and clearly using visual displays (e.g., graphs, tables and figures). Examines the most appropriate ways to visually display the results of data analyses so that they are clear, accurate and unambiguous. Drawing on both contemporary techniques and publication standards, it will address topics including audience, context, precision, visual metaphor, data display tools and best practices.

**EPSY 510** Counseling Psych/Ethics ProSem  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/510))

Introduction to and critical examination of applied issues within the discipline of counseling psychology. A review of (a) the historical development of counseling psychology, (b) psychologists’ professional code of ethics, and (c) major psychotherapy theories and interventions. Issues of race, class, gender, and diversity more broadly are integrated throughout the course.

**EPSY 511** Voc Psych Theories and Assess  credit: 2 or 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/511))

Study of vocational psychology theories, assessment, decision-making, and the job search process; includes an historical overview of the development field. The course links theory with practice, as students engage in the interpretation of vocational assessments, examine relevant ethical standards, and discuss their application. 2 hours credit is for work on either the vocational theories or vocational assessment parts of the course (this must be negotiated). For 4 hours credit, a student must do both aspects. Prerequisite: Admission to the graduate program in counseling psychology or consent of instructor.

**EPSY 513** Resrch Meth in Coun Psych II  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/513))

This course is the second course sequence for Counseling Psychology graduate students. This course builds on the previous course (EPSY 512) in that students continue work on refining their thesis proposal in the area of Counseling Psychology. They also explore advanced research designs as applied to Counseling Psychology literature. This course may not be repeated for credit. Prerequisite: EPSY 512 or consent of instructor.

**EPSY 515** Multicultural Counseling  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/515))

Overview of multicultural counseling theory, empirical research, and practice; includes didactic as well as experiential learning components. The goal of the course is to enhance students’ multicultural counseling competencies, with regard to developing: (a) appropriate knowledge of specific cultural groups and sociopolitical issues, (b) cultural self-awareness, and (c) multicultural relevant intervention skills. May not be repeated for credit.

**EPSY 520** Counseling Psych Practicum  credit: 2 to 8 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/520))

Intensive supervised experiences in applied educational psychology; use of a wide variety of diagnostic and observational techniques and treatment. Students may take more than one section. Approved for letter and S/U grading. Prerequisite: Master’s degree in educational psychology or equivalent; consent of instructor.

**EPSY 521** Group Counseling  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/521))

Study of the principles of group process and their application in institutional and other settings; includes a review of the historical development of group processes and study of pertinent research; discussion and experiential activities are supplemented by films, videotapes, and case studies. Prerequisite: EPSY 510 or consent of instructor.

**EPSY 530** Social Development  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/530))

This seminar is an advanced, doctoral-level survey of social development from infancy to adolescence. The range of topics includes attachment, temperament, genes and developmental process, social contexts of cognitive development gender development, moral reasoning and prosocial behavior, aggressive behavior, and the development of ethnic identity and discrimination. Family, peer, community, and cultural ecologies of children and adolescents receive extensive consideration. Developmental theory, methodology, and relations to social policy and intervention are continuing concerns. Same as PSYC 540.

**EPSY 531** Cognitive Dev and Socializatn  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/531))

Addresses basic issues in cognitive development, with special attention to how social interactions impact cognitive development. Two major foci: theories, especially in terms of the role that socialization plays in these theories; and effects of domains of socialization (e.g., peers, school) on cognitive development. Primary age span: preschool thru adolescence. Prerequisite: Consent of instructor.

**EPSY 540** Networks for Learning  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/540))

In this course students engage in hands on activities through which they come to understand the intricacies of building substantial and sustainable networks for learning environments, in particular network planning for school districts. Studies read and discuss literature that relates to the building of network systems. Students will explore various tools and techniques that best serve the network environment. Students will complete a major project in which they design (or modify) their own network and discuss the means by which they come to understand critical factors associated with maintaining and growing such an environment. Prerequisite: Enrollment in the Educational Technology for Teaching, Learning, and Leadership concentration in the Educational Psychology on-line CTER Program.

**EPSY 546** Human Factors in HCES  credit: 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/546))

Provides an overview of research that applies theories and methods from human factors and cognitive science to analyze the sources of these problems and to develop and evaluate design and training interventions to help providers and patients successfully navigate health care systems. An introduction to problems and accidents in health care related to human factors is followed by an overview of concepts and methods from the fields of human factors and cognitive science. Same as IE 546. 4 graduate hours. No professional credit. Prerequisite: Priority will be given to students enrolled in the Healthcare Engineering Systems Concentration of M.Eng. degree program.

**EPSY 551** Seminar in Cognitive Science  credit: 2 or 4 Hours. ([link](https://courses.illinois.edu/schedule/terms/EPSY/551))

Same as PSYC 514, ANTH 514, CS 549, LING 570, and PHIL 514. See PSYC 514.
EPSY 552 Classroom Learning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/552)
Provides a broad picture of the nature and conditions of classroom learning. Considers analysis of knowledge; institutional constraints on teachers; characteristics of instruction and instructional materials for reading, social studies, and science; social context of learning; motivation and interest; questioning and discussion; and learning strategies and study skills. Intended for doctoral students with a special interest in research leading to the improvement of classroom teaching and learning. Same as PSYC 554. Prerequisite: Consent of instructor required.

EPSY 553 Global Issues in Learning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/553)
Same as EPS 553. See EPS 553.

EPSY 554 Virtual Worlds in Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/554)
Examines the history, theory, and practice of pedagogy in virtual environments. Students will read research literature, participate in online discussions through the Moodle course management system, and engage in real-time activities in several types of virtual worlds. The project component requires students to develop educational artifacts in virtual worlds and perform peer review of artifacts developed by other students. Projects will support some aspect of learning or teaching in the students’ own workplace, and will incorporate multimedia, web, and other network-based resources. Students are expected to have access to computers that meet the hardware and networking requirements. Same as CI 545. Prerequisite: Students must be enrolled in the Educational Technology for Teaching, Learning, and Leadership concentration in the Educational Psychology on-line CTER Program.

EPSY 555 Advanced Educational Technologies for Engagement and Interactive Learning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/555)
This course examines technologies that seek to promote and sustain engagement in learning, both in formal and informal settings. Topics covered include educational games, artificial intelligence, virtual environments, mobile devices, affective computing, pedagogical agents, narrative learning environments, and more. A highly interdisciplinary approach is taken by blending theory and evidence from psychology and education with discussions of technological advances. Students in the class will be expected to work in teams to design and implement a prototype for a problem of their own choosing. Same as CI 555 and INFO 555. 4 graduate hours. No professional credit.

EPSY 556 Analysis of Educational Tech  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/556)
This course will analyze currently available technologies for learning. Areas addressed include: learning management systems, intelligent tutors, computer adaptive testing, gamification, simulations, learning in and through social media and peer interaction, universal design for learning, differentiated instruction systems, big data and learning analytics, attention monitoring, and affect-aware systems. Participants will explore the processes for selection and implementation of suitable technologies, the design of electronic learning resources, design and application of digital media in teaching and learning, familiarization with web usually and accessibility, and critical analysis of the benefits of technologies in education. 4 graduate hours. No professional credit.

EPSY 559 Advanced Learning Technologies  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/559)
In this course students identify, select, and justify the implementation of advanced learning technologies in the overall learning environment. Students will consider how advanced technologies influence the design process and how the design process may be enhanced through the use of advanced learning technologies. The goal of this course is to have students create a vision in which instructional system design models, existing advanced learning technologies, and the learning environment create a synergy by which individuals are able to solve organizational problems. Prerequisite: Enrollment in the Educational Technology for Teaching, Learning, and Leadership concentration in the Educational Psychology on-line CTER Program.

EPSY 560 Tech & Educational Change  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/560)
An in-depth look at research on educational reform and its links to technology in the United States. Major topics include reforming the organization of schools and the instructional program, and the roles students, teachers, and school administrators play when integrating technology and school improvement. Prerequisite: Enrollment in the Educational Technology for Teaching, Learning, and Leadership concentration in the Educational Psychology on-line CTER Program.

EPSY 563 Theories in Second Language Acquisition  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/563)
Same as CI 584, EALC 584, FR 584, GER 584, ITAL 584, LING 584, PORT 584, and SPAN 584. See SPAN 584.

EPSY 566 Adv Psycholinguistics  credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/566)
Same as PSYC 526. See PSYC 526.

EPSY 567 Personality Assessment  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/567)
Same as PSYC 567. See PSYC 567.

EPSY 570 Adv Theories of Ed Evaluation  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/570)
This topical seminar is designed for advanced graduate students with a significant interest in the evaluation of educational and social policies and programs. The seminar will engage in some depth an issue of contemporary currency and controversy in evaluation theory and practice. Readings, discussions, guest speakers, and the occasional field trip will frame the seminar. Each student in this seminar will be expected to develop a scholarly paper for conference presentation and/or publication. Prerequisite: EPSY 470, EPSY 471, and coursework in research methods.

EPSY 572 Evaluation of Edu Programs  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/572)
Same as CI 518. See CI 518.

EPSY 573 Methods of Educational Inquiry  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/573)
Same as CI 550, EPOL 550, and SPED 550. See CI 550.

EPSY 574 Quasi-Experimental Design  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/574)
Intermediate course for graduate students in education and related fields. Goal is to prepare students to design and conduct quasi-experimental studies and critique the work of others in an informed, systematic way. Students will read and discuss foundational and contemporary issues in design, validity, sampling and loss, regression artifacts, analysis and causal inferences. Prerequisite: EPSY 580 or equivalent.
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<td>EPSY 575</td>
<td>Mixed Method Inquiry</td>
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<td>Consent of instructor required. Approved for letter and S/U grading. Prerequisite: EPSY 574 or EPSY 580; EPSY 577 or EPSY 578; or equivalents; or consent of instructor.</td>
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<td>EPSY 577</td>
<td>Foundations of Qual Methods</td>
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<td>courses.illinois.edu/schedule/terms/EPSY/577)</td>
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<td>EPSY 578</td>
<td>Qualitative Inquiry Methods</td>
<td>4</td>
<td>Same as PSYC 581. Same as PSYC 588, SOC 588, and STAT 588. See PSYC 588.</td>
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<tr>
<td>EPSY 580</td>
<td>Statistical Inference in Educ</td>
<td>4</td>
<td>Same as PSYC 596. Approved for letter and S/U grading. Credit is not given for EPSY 589 and STAT 588.</td>
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<tr>
<td>EPSY 581</td>
<td>Applied Regression Analysis</td>
<td>4</td>
<td>Same as PSYC 594 and SOC 584. See PSYC 594.</td>
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<tr>
<td>EPSY 582</td>
<td>Advanced Statistical Methods</td>
<td>4</td>
<td>Attend the seminars and special topics of the departments.</td>
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<tr>
<td>EPSY 583</td>
<td>Single Case Experimental Design</td>
<td>4</td>
<td>Attend the seminars and special topics of the departments.</td>
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<tr>
<td>EPSY 584</td>
<td>Multivariate Analysis in Psych and Ed</td>
<td>4</td>
<td>Attend the seminars and special topics of the departments.</td>
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<td>courses.illinois.edu/schedule/terms/EPSY/584)</td>
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EPSY 591  Field Study and Thesis Seminar  credit: 4 to 8 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/591)
Assists doctoral candidates in planning field studies and thesis problems. Students are expected to present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze critically all presentations. Prerequisite: Limited to students who have been admitted for doctoral study.

EPSY 595  Independent Study  credit: 0 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/595)
Offers opportunity and challenge of self-directive, independent study; develops the individual's ability as an independent student; and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. Approved for both letter and S/U grading. May be repeated with approval. Prerequisite: Approval of study outline by adviser and the department chairperson prior to enrollment.

EPSY 599  Thesis Research  credit: 0 to 16 Hours. (https://courses.illinois.edu/schedule/terms/EPSY/599)
Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.