Class Schedule - Spring 2018

Educational Psychology

Educational Psychology
Department Chairperson: Daniel Morrow
Department Office: 210 Education Building, 1310 South Sixth, Champaign
Phone: 217-333-2245
www.education.illinois.edu/edpsy

EPSY 200  **Honors Symposium in Education**  credit: 1 hours.
Course affords students an opportunity to consider important topics impacting current educational practices. Students select six scholarly presentations from an approved list. The presentations are delivered by outstanding visiting and resident scholars in education and related disciplines. Three times during the term, students gather to consider the issues raised by the presentations. Course expectations include: attending six presentations, attending the three course discussion meetings, reading the course text and selected publications, and developing written reflections based on presentations attended. May be repeated to a maximum of 8 hours.

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<tr>
<th>CRN</th>
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<th>Time</th>
<th>Days</th>
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<tr>
<td>33925</td>
<td>Lecture-Discussion</td>
<td>A</td>
<td>10:00 AM - 12:50 PM</td>
<td>S</td>
<td>22 - Education Building</td>
<td>Zola, D</td>
</tr>
</tbody>
</table>

James Scholars course.
Restricted to James Scholars Program students.
This course is restricted to James Scholars students only. Course meets the 2nd Saturday of each month from 10:00-12:50 PM.

EPSY 201  **Educational Psychology**  credit: 3 hours.
Explores fundamental issues of development, learning, instruction, and assessment. This course articulates how people learn, how they are influenced by cultural and social contexts, how to assess learning and its outcomes, and how best to teach and motivate people to achieve. Educational psychologists improve learning in a broad range of settings: homes, classrooms, work environments, and communities. Prerequisite: PSYC 100.

Students will be required upon request to participate in a total of 3 hours of experiments outside of class. Students must register for one discussion and one lecture section.

This course satisfies the General Education Criteria for a:
Social & Beh Sci - Beh Sci

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</table>

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<td>33934</td>
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<td>33935</td>
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<td>33936</td>
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Social & Beh Sci - Beh Sci course.
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<tr>
<td>33940</td>
<td>Lecture</td>
<td>AL1</td>
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<td>W</td>
<td>141 - Wohlers Hall</td>
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EPSY 202 Exploring Cultural Diversity credit: 3 hours.

Introduction to cultural diversity and social justice issues through interdisciplinary readings, discussion, and experiential activities. The course involves a 1-hour lecture and 2-hour lab/discussion section each week. The lecture focus is on raising awareness of key issues, concerns and concepts, providing accurate information on diverse groups, and relating theories and models to critical incidents of social oppression in everyday life. The lab/discussion sections follow a group dialogue and experiential activity format, and focus on relating the readings and lecture material to personal experiences and active learning activities.
This course satisfies the General Education Criteria for a:
Cultural Studies - US Minority course.

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EPSY 203  Social Issues Group Dialogues  credit: 1 hours.
Provides students with opportunities to converse on specific diversity and social justice topic areas offered as separate sections under the course heading. Each section uses a structured dialogue format to explore intergroup and intragroup differences and similarities within historical and contemporary contexts. Specific focus will be on participants sharing their experiences and perspectives related to the specific dialogue topic. The dialogue format uses active learning exercises in addition to weekly readings, journal assignments, and topic based dialogues. May be repeated in the same term to a maximum of 2 hours. May be repeated in separate terms to a maximum of 6 hours. Prerequisite: Consent of the instructor.
OIIR Dialogue Course. Topic: Being White in a Multicultural Society. Second half session class Offered in collaboration with the Office of Inclusion and Intercultural Relations (OIIR) Course descriptions available at http://go.illinois.edu/EPSY203. If you still have questions AFTER VIEWING THE WEBSITE, you can email diversityEd@illinois.edu.

<table>
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<th>Time</th>
<th>Day</th>
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<tr>
<td>58703</td>
<td>Laboratory-Discussion</td>
<td>AB2</td>
<td>05:00 PM - 06:50 PM</td>
<td>W</td>
<td>389 - Education Building</td>
<td>Landrum-Brown, J Masters, M Minarik, J</td>
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</table>


OIIR Dialogue Course. Topic: Exploring Disability Dialogue. Second half session class Offered in collaboration with the Office of Inclusion and Intercultural Relations (OIIR) Course descriptions available at http://go.illinois.edu/EPSY203. If you still have questions AFTER VIEWING THE WEBSITE, you can email diversityEd@illinois.edu.

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<tr>
<td>50831</td>
<td>Laboratory-Discussion</td>
<td>AD1</td>
<td>01:00 PM - 02:50 PM</td>
<td>T</td>
<td>156 - English Building</td>
<td>Brown, D Landrum-Brown, J Minarik, J Wilson, K</td>
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</tbody>
</table>


OIIR Dialogue Course. Topic: Race/Ethnicity Dialogue A. COURSE DAYS AND TIMES SUBJECT TO CHANGE. Go to website http://go.illinois.edu/EPSY203 for more detailed descriptions of the classes. If you still have questions AFTER VIEWING THE WEBSITE, you can email diversityed@illinois.edu

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<tr>
<td>50833</td>
<td>Laboratory-Discussion</td>
<td>AD3</td>
<td>01:00 PM - 02:50 PM</td>
<td>M</td>
<td>143 - Altgeld Hall</td>
<td>Brenneman, L Landrum-Brown, J McLay, M Minarik, J</td>
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OIIR Dialogue Course. Topic: Exploring Sexual Identity. Second half session class Offered in collaboration with the Office of Inclusion and Intercultural Relations (OIIR) Course descriptions available at http://go.illinois.edu/EPSY203. If you still have questions AFTER VIEWING THE WEBSITE, you can email diversityEd@illinois.edu.

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<td>50834</td>
<td>Laboratory-Discussion</td>
<td>AD4</td>
<td>02:00 PM - 03:50 PM</td>
<td>T</td>
<td>323 - Education Building</td>
<td>Landrum-Brown, J Minarik, J</td>
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Race/Ethnicity Dialogue

OIIR Dialogue Course. Topic: Race/Ethnicity Dialogue B. Second half session class. Offered in collaboration with the Office of Inclusion and Intercultural Relations (OIIR). Go to website http://go.illinois.edu/EPSY203 for more detailed descriptions of the classes. If you still have questions AFTER VIEWING THE WEBSITE, you can email diversityed@illinois.edu

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<th>Location</th>
<th>Instructors</th>
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<td>50835</td>
<td>Laboratory-Discussion</td>
<td>AD5</td>
<td>03:00 PM - 04:50 PM</td>
<td>M</td>
<td>385 - Education Building</td>
<td>Colome, S Landrum-Brown, J Minarik, J</td>
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</table>


OIIR Dialogue Course. Topic: Resisting Marginalization Dialogue. Second half session class Offered in collaboration with the Office of Inclusion and Intercultural Relations (OIIR) Course descriptions available at http://go.illinois.edu/EPSY203. If you still have questions AFTER VIEWING THE WEBSITE, you can email diversityEd@illinois.edu.

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<td>50836</td>
<td>Laboratory-Discussion</td>
<td>AD6</td>
<td>12:00 PM - 01:50 PM</td>
<td>T</td>
<td>132 - Davenport Hall</td>
<td>Bidner, S Deterding, R Landrum-Brown, J Minarik, J</td>
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</table>
EPSY 220  **Career Theory and Practice**  credit: 3 hours.

Various behavioral science theories will be covered (e.g., person-environment interaction, decision-making, group dynamics, stereotype threat, personality traits). Discussions of research findings to applied career practices will also be included. Students will develop a working-knowledge of these theories through interactive lectures, guided class discussions, case-based readings, and group activities that require them to think critically and flexibly about theory in order to generate solutions for real-world problems. Additional fees may apply. See Class Schedule. On request, students will be required to participate in a total of 6 hours of experiments outside of class.

Required Course Materials: A set of inventories to increase self-understanding and awareness. Current cost for this inventory will be charged directly to the student account.

This course satisfies the General Education Criteria for a:
Social & Beh Sci - Beh Sci

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<td>162 - Education Building</td>
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<td>33948</td>
<td>Online</td>
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<td>R</td>
<td>212 - David Kinley Hall</td>
<td>Colbert, C</td>
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</table>
EPSY 222  **Language & Culture of Deaf Communities**  credit: 3 hours.

Same as SHS 222. See SHS 222.

This course satisfies the General Education Criteria for a:
- Social & Beh Sci - Soc Sci
- Cultural Studies - US Minority

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<td>W</td>
<td>1060 - Lincoln Hall</td>
<td>Davies Brenier, L</td>
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<td>C04</td>
<td>09:00 AM - 09:50 AM</td>
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<td>110 - Speech &amp; Hearing Science Bldg</td>
<td>Lowrie, L</td>
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</tbody>
</table>


The course content and instruction will be delivered using the Compass course management system. There are required meeting times for weekly discussion sessions. The Department does not wait list. **Please do not contact the instructor and ask to be added to the course if it is full. Continue to check online for openings. No overrides are given to overload the class. The class may appear to be overloaded due to a change in the maximum number of students allowed after registration had already begun.
to the course if it is full. Continue to check online for openings. No overrides are given to overload the class. The class may appear to be overloaded due to a change in the maximum number of students allowed after registration had already begun.

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</table>

The course content and instruction will be delivered using the Compass course management system. There are required meeting times for weekly discussion sessions. The Department does not wait list. **Please do not contact the instructor and ask to be added to the course if it is full. Continue to check online for openings. No overrides are given to overload the class. The class may appear to be overloaded due to a change in the maximum number of students allowed after registration had already begun.

**EPSY 395  Independent Study**  credit: 1 TO 4 hours.
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.
Prerequisite: Senior standing.

**EPSY 400  Psyc of Learning in Education**  credit: 2 TO 4 hours.
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 Edm Music and GSLIS. Prerequisite: EPSY 201 or equivalent.
Note: Fulfills educational psychology foundation requirement in learning.
EPSY 401  **Child Language and Education**  credit: 2 TO 4 hours.
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.
Note: Fulfills educational psychology foundation requirement in learning.

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Credit Hours: 2 hours
Restricted to Graduate - Urbana-Champaign.

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Credit Hours: 4 hours
Restricted to Graduate - Urbana-Champaign.

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Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.

EPSY 405  **Personality and Soc Dev**  credit: 3 OR 4 hours.
Same as PSYC 465. See PSYC 465.

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Credit Hours: 4 hours
Restricted to Graduate - Urbana-Champaign.
Graduate students should enroll in this section.

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</table>

Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.
Undergraduate students should enroll in this section. Senior priority enrollment begins November 1st. Junior priority enrollment begins November 8th. All Restrictions lifted at 9:00am on November 13th.

**EPSY 408  Learning & Hum Dev w/ EdTech  credit: 3 OR 4 hours.**

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.

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<td>-</td>
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Credit Hours: 4 hours
Restricted to Graduate - Urbana-Champaign.

| 60879 | Online | ONL | 07:00 PM - 08:30 PM | M | - | Amina, T Cope, W |

Credit Hours: 4 hours

| 68267 | Online | UG | 07:00 PM - 08:30 PM | M | - | Amina, T Cope, W |

Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.

**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.

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Credit Hours: 4 hours
Instructor Approval Required

**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 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 480  Educational Statistics  credit: 4 hours.
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 487  Principles of Language Testing  credit: 3 OR 4 hours.
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 Psyc**  credit: 2 TO 4 hours.

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.

Note: Meets educational psychology foundation requirement.

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Credit Hours: 4 hours
Restricted to Graduate - Urbana-Champaign.
Title: Self Regulation and Self Control Across the Life Span

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Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.
Title: Self Regulation and Self Control Across the Life Span

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Credit Hours: 2 hours
Prep for Recruitment Counselor
Restricted to Undergrad - Urbana-Champaign.
Preparation for Recruitment Counselors. NOTE: This course is restricted to Gamma Chis. Prerequisite: You must be a Sorority Recruitment Counselor to Register for this Class. Restricted to Undergrad - Urbana-Champaign.

EPSY 491  **Educ Psyc Field Instruction**  credit: 4 TO 16 hours.

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.

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</table>

Instructor Approval Required

EPSY 510  **Counseling Psych/Ethics ProSem**  credit: 4 hours.

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 520  **Counseling Psych Practicum**  credit: 2 TO 8 hours.
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.

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Credit Hours: 4 hours
4 hours Beginning Practicum. This section will meet in room 188S of the Education building.

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Credit Hours: 4 hours
Adv. Counseling Practicum
This section will meet in room 188S.

EPSY 546  **Human Factors in HCES**  credit: 4 hours.
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.

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EPSY 550  **Global Issues in Learning**  credit: 4 hours.
Same as EPS 550. See EPS 550.

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</table>

**EPSY 556  Analysis of Educational Tech**  credit: 4 hours.

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.

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<th>CRN</th>
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**EPSY 567  Personality Assessment**  credit: 4 hours.

Same as PSYC 567. See PSYC 567.

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**EPSY 573  Methods of Educational Inquiry**  credit: 4 hours.

Same as CI 550, EPOL 550, and SPED 550. See CI 550.

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<td>T</td>
<td>123 - David Kinley Hall</td>
<td>Wolowiec-Fisher, K</td>
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**EPSY 575  Mixed Method Inquiry**  credit: 4 hours.

This advanced course addresses the theory and practice of mixing inquiry methodologies in program evaluation and applied research. Topics include selected roots of mixed inquiry, various stances on mixing philosophical traditions while mixing methods, conceptualizations of mixed method design and analysis, and challenges of mixed method practice. Students should have basic familiarity with experimental or survey (quantitative) with and constructivist or interpretivist (qualitative) social science. Familiarity with other social science frameworks (e.g., critical theory, feminism, action science) is also highly desirable. Approved for letter and S/U grading. Prerequisite: EPSY 574 or EPSY 580; EPSY 577 or EPSY 578; or equivalents; or consent of instructor.

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<th>Location</th>
<th>Instructor</th>
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</thead>
</table>
**EPSY 581  Applied Regression Analysis**  credit: 4 hours.
Emphasis on educational research applications of regression with special emphasis placed on application and interpretation of techniques. Topics covered include rudimentary linear algebra, the general linear model, different coding schemes, regression diagnostics, and extensions to binary data and nested data structures. Same as PSYC 581. Prerequisite: EPSY 580 or equivalent; consent of instructor.

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<td>R</td>
<td>162 - Education Building</td>
<td>Zhang, J</td>
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</table>

**EPSY 586  Theories of Measurement II**  credit: 4 hours.
Provides a conceptual framework of Item Response Theory (IRT) and its applications. Students will learn the techniques and theory of IRT and apply the methods to educational and psychological assessments. Topics covered include both dichotomous and polytomous IRT modelling, item structure and latent traits estimation, modeling and detecting Differential Item Functioning, linking and equating, computer adaptive testing, dimensionality testing, and cognitive diagnosis. Same as PSYC 596. Prerequisite: EPSY 585 or PSYC 490.

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**EPSY 590  Advanced Seminar in Educ Psyc**  credit: 0 TO 4 hours.
Seminar in educational psychology; topics relate to the areas of specialization represented by the various divisions within the department. Approved for both letter and S/U grading. May be repeated. Prerequisite: Consent of instructor required.

<table>
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Advanced Adult Assessment
Instructor Approval Required

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Credit Hours: 1 hours
CSTL Division Brownbag
THIS SECTION WILL MEET IN ROOM 210A OF THE EDUCATION BUILDING.

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<th>Type</th>
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<th>Time</th>
<th>Days</th>
<th>Location</th>
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<tr>
<td>34338</td>
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<td>AH2</td>
<td>10:00 AM - 11:50 AM</td>
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Credit Hours: 2 hours
Adv Sem in Ed Psyc
Instructor Approval Required
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<td>62820</td>
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<td>Brown, T Hegeman, K Rauch Maupin, J Roberts, W</td>
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<td>66210</td>
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<td>58294</td>
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Credit Hours:
- 62199: 4 hours
- 62820: 3 hours
- 66210: 2 hours
- 66211: 3 hours
- 66212: 4 hours
- 58294: 4 hours

Instructor Approval Required:
- 62199
- 62820
- 66210
- 66211
- 66212
- 58294

Course Descriptions:

**62199 Applied Interventions in Counsel**
Times/days to be determined in consultation with instructor. We will meet "workshop-style" for 4 hour session once a month. Study of empirically supported treatments for common presenting concerns in counseling with emphasis on cognitive-behavioral and mindfulness-based behavioral approaches. Discussion and experiential study will be supplemented by videos and case examples. Emphasis will also be given to using treatments flexibly to address the goals of individual counseling clients. 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.

**58294 Bayesian Statistical Modeling**
This seminar will cover the basics of Bayesian inference and using Bayesian methods for fitting increasingly complex models. The specific topics beyond foundation concepts and procedures will be determined based on student's interests and needs. This will
be an active and collaborative learning course where material will be presented by the instructor or students and in class exercises worked out in small groups.

<table>
<thead>
<tr>
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<th>Type</th>
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Credit Hours: 1 hours
Special Topics in Couns Psych

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Credit Hours: 1 hours
QUERY Division Brownbag

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<tbody>
<tr>
<td>46294</td>
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<td>02:00 PM - 04:30 PM</td>
<td>166 - Education Building</td>
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Credit Hours: 4 hours
Computerized Adaptive Testing
Students will be introduced to the theory and basic algorithm development of computerized adaptive testing (CAT).

<table>
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<td>34356</td>
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Internship

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Intermediate Adult Assessment
Instructor Approval Required

<table>
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Credit Hours: 4 hours
Mobile Apps for Teaching
The title of this section is Mobile Apps for Teaching, Learning, and Educational Research.

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<tr>
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Issues in Writg,Pol,& Comm
THIS SECTION IS 0 CREDIT HOURS ONLY! TITLE: STEM EDUCATION: ISSUES IN WRITING, POLICY, AND COMMUNICATION

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Issues in Writg,Pol,& Comm
THIS SECTION IS FOR 1-4 CREDIT HOURS ONLY! TITLE: STEM EDUCATION: ISSUES IN WRITING, POLICY, AND COMMUNICATION

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Credit Hours: 4 hours
College Teaching
College Teaching: The Design and Delivery of Effective Instruction.
EPSY 591  **Field Study and Thesis Seminar**  credit: 4 TO 8 hours.
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.

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<tr>
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Instructor Approval Required

EPSY 595  **Independent Study**  credit: 0 TO 4 hours.
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.

<table>
<thead>
<tr>
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Instructor Approval Required

EPSY 599  **Thesis Research**  credit: 0 TO 16 hours.
Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.

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Instructor Approval Required