

Course Catalog - Spring 2008

Educational Psychology

199 ***Undergraduate Open Seminar*** credit: 1 to 5 hours.
Approved for both letter and S/U grading. May be repeated.

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.

201 ***Educational Psychology*** credit: 3 hours.
Basic undergraduate course in psychology of education for prospective teachers; materials and principles from the various areas of psychology (mental hygiene, psychology of learning, etc.) applied to the practical problems of teaching. Includes limited voluntary participation as a subject in experiments. Prerequisite: PSYC 100.

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 US Minority Culture(s) course.

220 ***Career Theory and Practice*** credit: 3 hours.
Design and implementation of an innovative life planning process; a participatory experience that includes a survey of theories, models, and research on life and career planning and that encourages systematic skill identification, values clarification, and the development of job search strategies.

222 ***Lang&Culture Deaf Communities*** credit: 3 hours.
Same as SHS 222. See SHS 222.
This course satisfies the General Education Criteria for a UIUC Social Sciences, and US Minority Culture(s) course.

236 ***Child Dev For Elemen Teachers*** credit: 3 hours.
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.

252 ***American Deaf Culture & Educ*** credit: 3 hours.
Explores the American Deaf Culture and the educational systems that have served individuals with hearing loss. Course focuses on sociocultural history of the Deaf community, language development, identity development, community building, artistic expression, educational access, and the psychological well-being of deaf individuals. Course provides students with deepened understanding and appreciation of the American Deaf Community, a minority culture within the United States. Same as SHS 252 and SPED 252.
This course satisfies the General Education Criteria for a US Minority Culture(s) course.

280 ***Elements of Statistics*** credit: 4 hours.
Course content includes descriptive statistics, correlation, regression, the normal curve, statistical inference, 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. Students may not receive credit for both this course and STAT 100; ECON 202 or ECON 203; ACE 261; PSYC 233, PSYC 234, or PSYC 235; SOC 285; CPSC 440; or EPSY 480. Prerequisite: MATH 012, MATH 016, or MATH 118.

This course satisfies the General Education Criteria for a Quant Reasoning I course.

330 ***Development and Relationships*** credit: 3 hours.

Same as PSYC 326. See PSYC 326.

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. Prerequisite: Junior or senior standing; 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.

398 ***Thesis*** credit: 2 hours.

Prerequisite: Senior standing.

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Prerequisite: Senior standing.

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 hours of credit requires consent of the instructor and the completion of a substantive scholarly project. Prerequisite: EPSY 201 or equivalent.

401 ***Child Language and Education*** credit: 2 to 4 hours.

Provides an overview of current knowledge about children's acquisition of 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 the completion of a substantive scholarly project. Prerequisite: EPSY 201 or EPSY 236; or equivalent.

402 ***Sociocultural Infl on Learning*** credit: 2 to 4 hours.

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. Prerequisite: EPSY 201 or EPSY 236; or equivalent.

404 ***Adjustment in School Settings*** credit: 2 to 4 hours.

Examines theories of adjustment, factors that influence adjustment, and common adjustment problems of children and adolescents in school context. 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. Prerequisite: EPSY 201 or equivalent.

405 ***Personality and Soc Dev*** credit: 3 or 4 hours.

Same as PSYC 465. See PSYC 465.

406 ***Psyc of Classroom Management*** credit: 2 to 4 hours.

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. Prerequisite: EPSY 201 or EPSY 236, or equivalent.

407 ***Adult Learning and Development*** credit: 4 hours.

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. Prerequisite: EPSY 201, or equivalent, or consent of instructor.

408 **Learn and Human Dev wi Ed Tech** credit: 4 hours.

Course will provide an understanding of theories of learning and development and how these theories relate to educational technology. Students will also participate in innovative projects that apply concepts of learning, development, and technology to practical research questions in educational settings. Prerequisite: Course fulfills one of the core requirements of the Technology Studies in Education graduate specialization and meets both foundational requirements for EPSY. It is especially appropriate for graduate students participating in the TSE graduate specialization.

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 one of the following: SPED 424, EPSY 486 or PSYC 490.

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. May be repeated to a maximum of 8 hours. Prerequisite: Junior standing.

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. Prerequisite: PSYC 238 or equivalent.

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.

430 **Early Adolescent Development** credit: 2 to 3 hours.

Course 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. Secondary certification students should enroll for 2 hours in spring. Elementary certification students who desire middle school certification should enroll for 2 hours in summer. Students from other majors may enroll for 3 hours in the spring. This 3 hours section includes additional assignments and discussion, and may include voluntary participation in experiments. Same as PSYC 430.

453 **Instructional Design** credit: 4 hours.

The design, systematic development, and evaluation of instructional programs, including delineation of performance outcomes, analysis of concepts, design of instructional sequences, assessment of student performance, and survey of current research. Each student develops an instructional program. Prerequisite: A foundation course in educational psychology or psychology.

457 **Computer Use in Education** credit: 3 or 4 hours.

Overview of the nature and development of automation in education; use of electronic data processing systems for administrative purposes, for instruction, and for research; discussion of problems of computer management, natural language analysis, and simulation CAI applications; and laboratory experience with on-line terminals, remote entry

devices, and peripheral equipment. 3 undergraduate hours. 4 graduate hours. Prerequisite: EPSY 480 or equivalent, or consent of instructor.

465 ***Ethnography of Local Cultures*** credit: 4 hours.

Introduction to ethnographic modes of researching culture in human activities, events, organizations, and thinking through participant observation in local settings; focus on the central tasks of ethnographic research (discovery, representation, presentation, justification) through mastery of field notes and various equipment. Same as ANTH 464 and SOC 482. Prerequisite: EPSY 402, ANTH 230, or equivalent work in social sciences.

466 ***Anthropology of Education*** credit: 2 or 4 hours.

Same as ANTH 425 and EPS 425. See EPS 425.

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.

471 ***Intro to Evaluation Methods*** credit: 4 hours.

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. Prerequisite: EPSY 480.

474 ***Evaluating Learning Technology*** credit: 4 hours.

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 HRE 474.

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.

485 ***Assessing Student Performance*** credit: 2 hours.

Designed especially for secondary education majors, course introduces students to basic concepts in assessment including: characteristics of traditional and alternative assessment practices, purposes of assessment, aligning curricula and assessment, assessment standards, administration, scoring, and interpretation. The discussion sections are organized by content specialization, they are project-based and provide students with supervised experience in developing, administering, scoring and interpreting traditional and alternative assessments. Prerequisite: EPSY 236; undergraduates should be concurrently enrolled in CI 403.

486 ***Principles of Measurement*** credit: 4 hours.

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. Prerequisite: EPSY 201 or EPSY 236.

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.

490 **Developments in Educ Psyc** credit: 2 or 4 hours.

Experimentation or seminar on topics not treated by regularly scheduled courses. Requests for initiation of the course may be made by students or by faculty member. Approved for both letter and S/U grading. May be repeated to a maximum of 8 hours.

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. Approved for both letter and S/U grading. May be repeated to a maximum of 16 hours. Students may register in more than one section per term. 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.

510 **Counseling Psychology Pro Sem** 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.

511 **Voc Psych Theories and Assess** credit: 2 or 4 hours.

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.

512 **Resrch Meth in Coun Psych I** credit: 4 hours.

This course is designed to introduce students to the foundations of research design as they apply to Counseling Psychology research. In addition, students are expected to develop a proposal for their masters thesis or early research requirement in a specific area of Counseling Psychology. This course may not be repeated for credit. Prerequisite: Enrollment in the Counseling Psychology doctoral program or permission of the instructor.

513 **Resrch Meth in Coun Psych II** credit: 4 hours.

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.

515 **Multicultural Counseling** credit: 4 hours.

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) multiculturally relevant intervention skills. May not be repeated for credit.

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 both letter and S/U grading. Prerequisite: Master's degree in educational psychology or equivalent; consent of instructor.

521 **Group Counseling** credit: 4 hours.

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.

524 **Counseling Process Research** credit: 4 hours.

Overview of research investigating what transpires in counseling, and psychotherapy, and what contributes to

effectiveness. Focuses on current research design, methodology, and knowledge in examining how counseling contributes to change. Prerequisite: EPSY 580 or equivalent, and a practicum in counseling, or consent of instructor.

530 **Social Development** credit: 4 hours.

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.

531 **Cognitive Dev and Socializatn** credit: 4 hours.

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.

532 **Language Dev and Socialization** credit: 4 hours.

Addresses basic processes in language development, with special attention to the impact of social and cultural contexts on that process. Includes historical and contemporary theoretical frameworks of language acquisition; crosscultural investigations of communication; acquisition under atypical circumstances. Special focus on how communicative practices generate sociocultural knowledge and competence among children and how children are socialized to use language. Prerequisite: Consent of instructor.

550 **Eye Movements in Cognition** credit: 4 hours.

Teaches use of eye movement monitoring techniques to study issues concerning perception, attention and cognition. Uses of eye movement monitoring in research in several fields; use of eyetracking equipment; and writing of computer programs for this type of research. Same as PSYC 556. Prerequisite: Consent of instructor required.

551 **Seminar in Cognitive Science** credit: 2 or 4 hours.

Same as PSYC 514, ANTH 514, CS 549, LING 570, and PHIL 514. See PSYC 514.

552 **Classroom Learning** credit: 4 hours.

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.

556 **Analysis of Adv Instruct Tech** credit: 4 hours.

This seminar will assist in acquiring expertise with advanced technologies for learning. This includes the design of electronic portfolios (e-portfolios) according to state and national standards, design and application of multimedia in teaching and learning, familiarization with web usability and accessibility, and reflection on the uses of technologies in education. Prerequisite: EPSY 457.

562 **Literacy Across Cultures** credit: 4 hours.

Combines anthropological and psychological approaches to literacy in theory and practice, using case studies of cultural meanings and uses of literacy in worldwide array of traditional, historical, and modern settings; topics include origins and definitions of writing systems, psychology of scripts and math notations, issues of cultural cognitive consequences, out-of-school acquisition and uses, autonomous vs. ideological meanings of texts, hegemony and writing, roles of readers, and interpretive communities. Prerequisite: EPSY 400 or EPSY 402, or equivalent.

563 **Theories in SLA** credit: 4 hours.

Same as CI 584, EALC 584, EIL 584, FR 584, GER 584, ITAL 584, LING 584, PORT 584, SLS 584, and SPAN 584. See SPAN 584.

566 **Adv Psycholinguistics** credit: 2 or 4 hours.
Same as PSYC 526. See PSYC 526.

570 **Adv Theories of Ed Evaluation** credit: 4 hours.
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.

572 **Evaluation of Edu Programs** credit: 4 hours.
Same as CI 518. See CI 518.

573 **Methods of Educational Inquiry** credit: 4 hours.
Same as CI 550 and SPED 550. See CI 550.

574 **Quasi-Experimental Design** credit: 4 hours.
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.

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 both Standard and S/U grading. Prerequisite: (1) Ed Psych 574 Quasi-experimental design or Ed Psych 580 Statistical inference in education, or the equivalent, and (2) Ed Psych 577 Foundations of qualitative methods or Ed Psych 578 Qualitative inquiry methods or the equivalent, or (3) permission of the instructor.

577 **Foundations of Qual Methods** credit: 4 hours.
Introduction to epistemological, methodological, ethical, and political issues characterizing the broad field of qualitative inquiry. Topics covered include an overview of logical positivism and logical empiricism; the Continental philosophers' critique of scientism and the emergence of hermeneutics; sociological theories of Verstehen; interpretive anthropology; feminist qualitative inquiry; social constructionism; contemporary crises of ethics, representation, and justification.

578 **Qualitative Inquiry Methods** credit: 4 hours.
Introductory course addressing the practice of qualitative inquiry. Topics include developing inquiry questions appropriate for qualitative studies; designing qualitative studies; generating data via interviews, observations, document analyses; analyzing and interpreting qualitative data; judging the quality of inquiry; representing and reporting qualitative inquiry; addressing ethical and political issues in the conduct of qualitative inquiry.

580 **Statistical Inference in Educ** credit: 4 hours.
Introduction to inferential statistical methods in education; includes probability theory, distribution theory, interval estimation, hypothesis testing, regression and correlational analysis, and analysis of variance. Prerequisite: EPSY 480 or equivalent.

581 **Applied Regression Analysis** credit: 4 hours.
Emphasis on educational research applications of correlational techniques; special attention to issues in principles of research design underlying appropriate uses of such techniques as multiple, partial, and part (semipartial)

correlation and factor analysis; and illustration of techniques by examples drawn from published studies and projects conducted on this campus. Emphasis will be placed on application and interpretation of techniques rather than on theoretical rationales. Same as PSYC 581. Prerequisite: EPSY 580 or equivalent; consent of instructor.

582 **Advanced Statistical Methods** credit: 4 hours.

Advanced topics in analyses of variance and covariance, and principles of experimental design; brief introduction to multivariate analysis, including rudiments of matrix algebra. Prerequisite: EPSY 580, PSYC 407, or equivalent.

583 **Single Subject Research Design** credit: 4 hours.

Same as SPED 583. See SPED 583.

584 **Multivar Anlysis in Psych and Ed** credit: 4 hours.

Same as PSYC 594 and SOC 584. See PSYC 594.

585 **Theories of Measurement I** credit: 4 hours.

Classical test theory (true score, error of measurement, reliability and validity of test scores, composite measures); proposed alternatives to the classical model (generalizability theory, matrix sampling, latent trait theory, criterion-referenced measurement). Same as PSYC 595. Prerequisite: EPSY 580 or PSYC 407, or equivalent; EPSY 486 or PSYC 490, or equivalent.

587 **Hierarchical Linear Models** credit: 4 hours.

This course provides an overview of the use of multilevel models. Students will learn the techniques and theory of hierarchical linear models and apply the methods to data from studies in education, psychology and social sciences. Topics covered include multilevel analyses, random intercept and slope models, 2- and 3-level models, hypothesis testing, model assessment, longitudinal (repeated measures) data, and generalized hierarchical models for categorical variables. Same as PSYC 587 and STAT 587. Approved for both S/U and letter grading. Prerequisite: EPSY 581 and EPSY 582, or PSYC 406 and PSYC 407.

588 **Covar Struct and Factor Models** credit: 4 hours.

Same as PSYC 588, SOC 588, and STAT 588. See PSYC 588.

589 **Categorical Data in Ed/Psyc** credit: 4 hours.

Concepts and methods for analyzing categorical data with an emphasis placed on building and applying models in education, sociology and psychology. Generalized linear models covered including logistic and Poisson regression models, loglinear, logit, and probit models, and models for ordinal data. Same as PSYC 589 and SOC 579. Approved for letter and S/U grading. Credit is not given for both EPSY 589 and STAT 426. Prerequisite: EPSY 581 or PSYC 507.

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. Prerequisite: Consent of instructor required.

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.

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.

599 **Thesis Research** credit: 0 to 16 hours.

Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.

