

EDUCATIONAL AND PSYCHOLOGICAL STUDIES (EPS)

EPS 200. Career Development and Planning. 3 Credit Hours.

Exploration and planning of careers based on three knowledge domains: cognitive and social foundations, the occupational world and work behavior, and career choice and development in individuals and organizations.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 201. Psychosocial Change and Well-being. 3 Credit Hours.

Introduction to personal and interpersonal approaches to well-being. Includes theoretical, historical, philosophical, and psychological bases of well-being. Emphasis will be placed on real-life applications of theory and practice to the promotion of psychosocial change and well-being.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 251. Developing Data Wrangling Skills for Social, Behavioral, and Educational Data. 3 Credit Hours.

In this course, students will learn the fundamental concepts and basic procedures of data wrangling that are commonly used in the behavioral, social, and educational fields. Data wrangling involves the process of acquiring, cleaning, and manipulating the data. The course is designed to provide students with (1) a conceptual introduction to data wrangling that establishes a solid foundation, as well as (2) opportunities to apply the necessary techniques and skills. The topics covered in the course include, but are not limited to working with different types of data (i.e., numeric and string data), managing data structures, importing/exporting data, shaping and transforming the data, and creating functions. The primary objective of this course is to equip students with essential principles, knowledge, processes, and tools for conducting individual data-wrangling tasks. These tools will enable students to be more effective and efficient in understanding the data to support robust data modeling and reporting for policy-making processes. Knowledge of basic algebra is required, but knowledge of statistics or programming is not required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 270. Lifespan Human Development. 3 Credit Hours.

Processes and theories of human development from birth to old age are explored. Areas to be covered include: physical development, cognitive development, social and personality development, moral development, and language development. Emphasis is placed on development as a life-long process and its importance in understanding human behavior.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 280. Introduction to Family Studies: Dating, Coupling, Parenting. 3 Credit Hours.

Theory and practice of romantic relationships and parent-child relationships, including discussion and skills building. Research based information on how to maximize the quality of these interpersonal relationships will be examined.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 291. Community and Character Development. 3 Credit Hours.

The course covers moral and psychological dimensions pertaining to character development as it occurs in communities. Topics include contemporary theory and research regarding perspectives on virtue and morality, states of character, ethical decision making, and character development. The reciprocal relationships between character and community will be a central theme in exploring ethical issues that arise in working with individuals, institutions, and communities. Theory and research will be linked to relevant applications.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 292. The Art and Science of Human Flourishing. 3 Credit Hours.

This course will delve into the intricate dynamics of flourishing and “a life worth living” to empower students to instigate positive change in both their professional and personal spheres. Drawing inspiration from diverse traditions, such as philosophy, religious studies, psychology, education, medicine, and culture, the course takes a comprehensive and multifaceted approach towards understanding the good life. This course will outline the existing state of flourishing science and will expand upon current paradigms by (1) presenting flourishing as an inherently social and moral pursuit, (2) exploring the myriad approaches to flourishing across the globe, encompassing various scientific, religious, philosophical, and cultural traditions, and (3) discussing the importance of interdependence, community, and the broader macroenvironment. The weekly course meetings will consist of one day of didactic lectures combined with one day of experiential learning opportunities. Each week of the semester, this course will explore a different quality of flourishing to understand its components and dynamics, experiment with cultivating skills that support its development, and further explore how the skills can be applied in day-to-day life. Overall, students will gain practical insights into fostering flourishing within their lives and other diverse contexts and will be encouraged to apply theoretical knowledge outside of the classroom.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 306. Insanity and Humanity: Mental Illness, Society, Stigma and Services. 3 Credit Hours.

The genesis for this course was the generally poor, inaccurate and stigmatized understanding of mental illness in society based on portrayals in popular media including Hollywood produced films. However, over the past several years the depth and accuracy of awareness and knowledge has changed, as the depiction of mental illness and treatment services in films has improved and the availability of narrative accounts has increased. This course is designed to allow Human and Social Development majors, with a particular interest in wellness and human services, to explore varying portrayals of mental illnesses in popular media. The course will foster critical analysis of narrative and film depictions of illness, as well as connect these depictions to a broader narrative on stigma, social determinants of illness and wellness, prevention and intervention.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 311. Group Processes and Development. 3 Credit Hours.

Research findings concerning the nature of small groups and patterns of behavior associated with them are explored. Students experience an ongoing group process to which theories and concepts can be applied. Emphasis is placed on learning to be a participant observer of group behavior and processes, learning about one's own behavior in groups, and developing skills to be a more effective member and leader in task groups.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 321. Understanding Human Service Organizations. 3 Credit Hours.

Focus on unique role of community-based human services organizations in society with an overview and history of community organizations, which provide services, support, advocacy, and organizing in today's communities. Review of the systems, cultures, structures, and processes of community organizations with a special emphasis on promoting well-being in communities. This course has a 10 hours field research experience requirement. This course is a designated Upper Level Communication Requirement; advanced written, digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent), is required for this course.

Prerequisite: EPS 201 Or Co-requisite: EPS 311 And Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 340. Psychology and Sociology of Sexual Identity. 3 Credit Hours.

History, psychology, and sociology of gay, lesbian, and transgendered populations.

Prerequisite: PSY 110 or SOC 101.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 351. Introduction to Statistics and Research Design. 3 Credit Hours.

This course is designed to establish a robust groundwork in fundamental statistical principles and methodologies essential for gathering, summarizing, analyzing, and interpreting data. Key topics covered encompass probability, distribution, hypothesis testing, descriptive statistics involving measures of central tendency and variability, as well as inferential statistics such as t-test, ANOVA, chi-square, correlation, and regression. Upon successfully completing the course, students will be equipped to develop a solid conceptual understanding of statistical techniques applied in social and behavioral science research and practice. They will gain proficiency in effectively describing, analyzing, and interpreting data using relevant statistical methods.

Prerequisite: MTH 101.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 361. Community Psychology and Development. 3 Credit Hours.

Community psychology is about the prevention of psychosocial problems and the promotion of mental health and well being through the creation of equitable and just social settings, neighborhoods, communities, and societies. Course topics include: stress and social support; oppression and human diversity; primary prevention, social intervention and health promotion; self-help; mediating structures; community mental health; alternative settings; community development and social change.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 365. Psychological Study of Children, Families, and the Law. 3 Credit Hours.

This course will introduce students to the psychological research and practice that has a bearing on legal policy and practice. Psychological research (social, clinical, developmental, and community) will be emphasized along with legal rulings, especially from the Supreme Court. Throughout the course, the underlying question will be, "How can psychological research and theory inform the law in matters that relate to children."

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 371. Applied Social Research Methods. 3 Credit Hours.

The study of the ethics, philosophies, designs, methods and techniques of research in the behavioral and social sciences. This course provides a brief orientation to quantitative, qualitative, mixed-methods, and participatory research designs and approaches used in the collection, analysis and interpretation of social research data. This course is a designated Upper Level Communication Requirement; advanced written, digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent), is required for this course.

Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 372. Survey Methodology for the Social and Behavioral Sciences. 3 Credit Hours.

This course introduces fundamental concepts and basic procedures for the construction of an instrument. The instrument could be used to collect measures in either cognitive or affective domains. It emphasizes a realization of invariant or objective measurement in social sciences based on Rasch measurement theory. The major aims of this course are to introduce the principles of invariant measurement, to illustrate how invariant measurement can be achieved with Rasch measurement models, and to solve measurement problems in the social, behavioral, and health sciences. Specifically, the students should know a. how to apply a constructive approach to develop new instruments and/or adapt old ones b. how to evaluate the psychometric quality of the instruments, and c. how to responsibly maintain and use the instruments. The advanced students are encouraged to examine and advance methodological approaches for three foundational areas i.e., reliability, validity, and fairness and approaches to address common measurement problems e.g., differential item functioning, test equating, and item banking.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 401. Advanced statistics: Using regression for predictive modeling. 3 Credit Hours.

This course introduces students to techniques of data analysis and statistical inference commonly used in educational and psychological research. This course provides 1) a conceptually-oriented introduction to multiple regression and (2) opportunities to learn related data-analytic techniques. The major topics covered in this course include, but are not limited to: bivariate regression, multiple regression, different types of multiple regression, multiple regression with categorical and/or continuous independent variables, interactions and curves, and, model assumptions. This course aims to provide a solid conceptual background of these topics, as well as the analytic skills for conducting educational and psychological research in practice. The focus will be on related statistical methods that students may encounter in conducting their own research, reading or writing research articles, and evaluating information reported by various sources. Knowledge of basic algebra and SPSS/R is required, as is an understanding of the fundamental principles of descriptive statistics and hypothesis testing (as taught, for example, in EPS351 or equivalent). Knowledge of calculus is not required.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 402. Statistical Programming in R and SAS. 3 Credit Hours.

This course introduces programming techniques in modern statistical software including SAS and R for students who are interested in computer programming. Topics include data input/output, data formats and types, data management, flow control, conditional execution and program design, statistical graphics and exploratory data analysis, basic procedures and functions for statistical modeling and inferences. The students who register this course are recommended to have some experience with SAS and R language or other computer programming languages.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 403. Introduction to Machine Learning using Python. 3 Credit Hours.

Big data analysis consolidates information to provide teachers and administrators with the big picture of trends and patterns that can be used to evaluate and streamline processes, create efficiencies, and improve the overall students experience. In this course, we will learn a) the basic programming language (i.e., Python) to operate big data analysis, b) some machine learning algorithms that allow computers to learn data themselves and to predict unknown results (called Artificial Intelligence), and c) the skills to embed the machine learning model into the real online educational program or the websites. The course will place a strong emphasis on learning a basic skill to do big data analysis, and does not require any skills or knowledge about the programming language. This course also requires a higher demand of work creating the actual product.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 405. Text Mining for the Social and Behavioral Sciences. 3 Credit Hours.

Text Mining is a powerful tool for social impact research and analysis because it allows us to extract valuable insights from large amounts of unstructured text data, such as social media posts, news articles, and survey responses. By analyzing this text data, students can gain a deeper understanding of the attitudes, opinions, and behaviors of individuals and communities, and use this knowledge to inform and improve social policies and programs. In this course, students will learn a) the basic programming language (i.e., Python) to operate big data analysis and b) a range of text mining techniques, including sentiment analysis, topic modeling, network analysis, and machine learning. This course requires a higher demand of work creating the actual product.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 411. The Psychology of Diversity. 3 Credit Hours.

This course critically examines how diversity and social justice issues impact everyday life. The focus is on how personal, group, and cultural identities (race, ethnicity, gender, sexual orientation, age, disability, religion, immigration status, and social class), and the intersections of these identities influence individuals' lives and experiences. This is primarily a survey course, designed to introduce major concepts, models, theories, and research that emanate from the literature on diversity and multicultural psychology. This is a critical backdrop to prepare students to be multiculturally responsive in this increasingly global society. Borrowing from history, cultural anthropology, social psychology, indigenous psychology, counseling psychology, and general psychology, the curriculum will engage students in theoretical, research-based, and experiential exercises in order to develop a comprehensive understanding that will lead to culturally responsive and ethical mindsets and practice.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 412. Migration, Well Being, and Human Development. 3 Credit Hours.

This course explores the social and psychological processes involved in migration and issues relevant to well-being of diverse immigrant groups including immigration policies, the psychology of immigration and acculturation, ethnic identities, issues in immigrant families, immigrant communities, educational, health, and mental health issues.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 420. Introduction to Counseling and Psychotherapy. 3 Credit Hours.

This course is a survey of the theories and practical applications of counseling and psychotherapy. Students will acquire an understanding of a variety of theories of psychotherapy, the basic requirements and skills for effective, ethical counseling, and an appreciation for the role of values and human differences in counseling and psychotherapy. This course does not prepare students for practice in mental health professions.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 430. Creating Belonging Through Dialogue. 3 Credit Hours.

The Creating Belonging Through Dialogue course will provide an opportunity for students to engage in dialogue across difference. Students will have the opportunity to learn about and discuss social identities and intersectionality in relation to various social identities, with a focus on social justice. The course will focus on understanding diverse perspectives and ideas that facilitate intellectual advancement as well as personal development as members of the UM community, and the larger community in which we are situated. Note: the focal social identity varies by class section: please refer to the Class Notes for information on the social identity that will be the main focus of this section.

Components: IDG.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 440. Listening and Helping Skills.. 3 Credit Hours.

Listening and Helping Skills is an introductory course to the foundational skills used in helping relationships. Through lectures, discussions and role-plays, students will learn the rationale behind basic helping skills and their application to diverse settings and contexts.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 452. Community Program Development and Evaluation. 3 Credit Hours.

This course addresses the theoretical and practical principles of designing, planning, implementing, and evaluating programs in community-based settings. The students will learn about prevention, effective program development, program approaches, program components, program evaluation, and cultural proficiency in program development and evaluation. Students will acquire and practice skills for becoming effective workers and leaders in community-based agencies. The course will consist of readings, presentations, and applied knowledge.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 462. Community Consultation and Leadership. 3 Credit Hours.

This course will cover strength based, preventive, empowering approaches to institutional and community change, and will address related skills, stages, processes and outcomes; Conflict resolution, facilitation, strategic planning, visioning, advocacy, change management, and community mobilization will be studied and practiced in class.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 504. Mentored Research Studies. 1-3 Credit Hours.

Under the guidance of EPS faculty and graduate students, undergraduate students, will have an opportunity to get involved in various components of research study; gain valuable knowledge and research experience; and enhance their undergraduate academic experience.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 533. Organization and Administration of Higher Education I. 3 Credit Hours.

Theoretical approaches from organizational analysis. Applications to problems, processes, and patterns of higher education institutions.

Consideration given to legal status, governance patterns, and external relations. Administrator, faculty, trustee, and student roles are also explored.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 578. Community and Applied Psychological Studies Practicum. 3-6 Credit Hours.

The practicum serves an integrative function: it allows students to apply their academic training, to further develop their career goals, and to hone their skills while gaining experience in real-world settings. Practica are generally unpaid, supervised experiences. Students choose from a menu of settings that have been approved as approved practicum sites and spend a minimum of 120 hours (3 credits) or 250 hours (6 credits) at their chosen setting over the course of the semester. Must be taken concurrently with EPS 579.

Components: PRA.

Grading: GRD.

Typically Offered: Spring.

EPS 579. Community and Applied Psychological Studies Practicum Seminar. 3 Credit Hours.

The Practicum Seminar brings theory and research to bear on the student's practicum experiences, and provides a forum for further professional skill development and growth. Students will complete a major project integrating their experiences. This course is a designated Upper Level Communication Requirement; advanced written, digital and/or oral communication proficiencies will be emphasized in this course. Credit for WRS 105 and WRS 106 (or equivalent), is required for this course.

Prerequisite: WRS 105 And WRS 106 prerequisite of enrollment is required for this course.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 587. Special Topics in Community and Applied Psychological Studies. 1-3 Credit Hours.

This course is designed for students wishing to focus on a specific area of study within the umbrella of Human and Social Development. Topics will be offered based on current trends in the field as well as student and faculty interest. Students will be given supervision and support in a structured seminar setting.

Components: LEC.

Grading: GRD.

Typically Offered: Spring & Summer.

EPS 589. Individual Study. 1-3 Credit Hours.

Individual work on a special project under faculty guidance.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 595. Research Project I. 2 Credit Hours.

This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 596. Research Project II. 2 Credit Hours.

This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

See Associate Dean for additional details.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 597. Research Project - Thesis Writing. 1-3 Credit Hours.

This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 598. Research Project - Seminar. 1 Credit Hour.

This course is restricted to students in the SEHD who have been accepted into the Research Honors Program and are working with a Faculty mentor.

Students are required to present at the undergraduate Research, Creativity, and Innovation Forum.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 599. Individual Study. 1-3 Credit Hours.

Individual work on a special project under faculty guidance.

Components: THI.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 601. Field Studies in Education. 1-6 Credit Hours.

Individual study of a school or school system, identifying its strengths and weaknesses, and making positive recommendations.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 620. Workshop in Education. 3 Credit Hours.

Study in special interest areas in education.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 622. Community Well-being and Change: Theory and Practice. 3 Credit Hours.

This course is designed to promote an understanding of the factors associated with healthy communities. It provides a comprehensive overview of the relevant skills and theories including: ecological/systems theory/models; community theories (sense of community, social capital, environmental psychology); and critical social theory, social justice, and social determinants of well-being.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 623. Development and Change in Community Organizations: Theory and Practice. 3 Credit Hours.

This course focuses on the unique role of non-profit, community-based organizations in promoting human and community development. Students will engage in an analysis of the range of functions that organizations serve and the various organizational strategies used in community settings.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 624. Essentials of Research in Social and Behavioral Sciences. 3 Credit Hours.

Study of the standards methods and techniques of research in the behavioral and social sciences. Brief orientation to quantitative and qualitative procedures used in the analysis and interpretation of research data are emphasized.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 625. Program Evaluation. 3 Credit Hours.

Terminology, models, standards, practices, and common problems associated with program evaluation in Educational and Social Service settings.

Prerequisite: EPS 670 and 553 or equivalents.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 626. Multicultural Communities in a Globalized Society. 3 Credit Hours.

This course examines the relationship between multiculturalism and globalization and how these concepts impact education and the world at large.

Topics include dimensions of human diversity, identities and acculturation; race and class; gender and power; children and youth; social inclusion and social justice; health disparities; poverty and work; racism and inequality.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 627. Community Youth Development. 3 Credit Hours.

This course in community youth development (CYD) will focus on the philosophical, sociological, and educational foundations of a youth development perspective that highlights youth as powerful catalysts for change and positive forces in shaping communities. We reflect on how youth development is inextricably linked with family and community development. After reviewing and critiquing traditional adolescent development theories, students will engage with theories and practices of CYD, youth empowerment, youth civic engagement, youth organizing, social justice youth development, youth activism, and critical youth engagement.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 628. Social Change Praxis. 3 Credit Hours.

In this course, we will explore the meaning of social change and the nature of power, examine past and present social movements, and learn about the strategies and methods groups have used to build community and deploy collective power in their efforts to change minds, systems, institutions, policies, communities, and nations. Together, we will learn more about critical theories of power, collaboration, systems, and social mobilization, and look at real-life cases to see how theory can be applied in practice. The concept of praxis was chosen as the organizing framework because it requires students to develop an intellectual relationship to their activism. Praxis, simply put, means action informed by theory. In addition to reflecting on our own values and assumptions as agents of change, we will develop skills for facilitating engaging discussions, recruiting and motivating community members, developing a shared social analysis, mobilizing resources, and building coalitions for social change. We will identify common strategies used in successful campaigns and analyze the choices groups have made in their pursuit of the collective power necessary to achieve their social change goals.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 629. Seminar in Community and Social Change. 3 Credit Hours.

This course is a combination of self-directed and guided elements aiming to build your skills as a reflective, theory and science-based practitioner. To this end, the course provides in-depth exploration and application of core readings and theories in community and social change. The purpose of this course is to apply these core concepts to your practicum and provide a space for critical reflection on your practicum experience (student placement in an organization or a foreign culture). Thus, the course includes both didactic and practicum elements throughout the semester. The didactic aspect focuses on intervention theory and method from a community psychology perspective; the student placement represents a structured opportunity to learn about intervention theory as applied to a particular setting.

Components: PRA.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 635. Special Topics in Educational and Psychological Studies. 1-3 Credit Hours.

Review of emerging policy, practice, empirical research and scholarly writing on important educational issues for which formal course title and syllabus have not been developed and formalized in the UM Bulletin. Allows for experimental instructional formats. This course is designed for students wishing to focus on a specific area of study within the umbrella of Educational and Psychological Studies. Topics will be offered based on current trends in the field as well as student and faculty interest. Students will be given supervision and support.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 667. Professional, Legal and Ethical Issues in Counseling. 3 Credit Hours.

Professional, legal, ethical, and licensing issues in the counseling profession.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 668. Social and Cultural Diversity and Counseling. 3 Credit Hours.

Interrelationship between psychology and sociology in understanding development of diversity in human social systems. Implications for counseling and therapy.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 669. Psychopathology for Counselors. 3 Credit Hours.

In depth introduction to abnormal human behavior patterns of concern to mental health professionals. Clinical conditions will be examined within the context of currently most viable theory and research relating to etiology, assessment, diagnosis and treatment.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 670. Dynamics of Marriage and Family Systems. 3 Credit Hours.

Introduction to the history and development of marriage and family systems theory as a method for understanding individuals' behavior and functioning. Introduction to several modes of family therapy. Throughout the course, lectures will also be integrated with other topics including race, culture, gender, sexual orientation, ability.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 671. Family Therapy. 3 Credit Hours.

Concentrated study of several approaches to family therapy including systemic and psychosocial perspectives. Theory and techniques of family therapy are taught in lecture, videotape, and simulation.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 672. Therapy for Couples. 3 Credit Hours.

Theory and technique linked to working with couples, in marriage and in other relationships.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 674. Lifestyle and Career Counseling. 3 Credit Hours.

An introductory course in career development and career counseling, focusing on theories of career development, counseling tools, strategies, and sociological, economic, and psychological influences on the American worker.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 675. Therapeutic Group Procedures. 3 Credit Hours.

This course examines both the theory and practice of group counseling. The course covers therapist issues, patient selection criteria, group structuring as well as basic therapeutic techniques. The course prepares students to design structured counseling groups, to prepare group counseling materials, and to lead counseling groups of various types.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 676. Counseling Process and Practice. 3 Credit Hours.

The development of basic communication and clinical skills necessary for establishing the counseling relationship and conducting therapy.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 677. Assessment Strategies for Counselors I. 3 Credit Hours.

This course places emphasis on diagnosis, appraisal, assessment, and testing for individual and interpersonal disorders. It addresses statistical procedures and psychometric principles necessary for responsible test use and exposes the student to a variety of test and non-test assessment techniques in marriage and family, and mental health counseling.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 678. Counseling Theories and Practice. 3 Credit Hours.

Study of theories and concomitant practices in counseling and therapy.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 679. Lifespan Human Development. 3 Credit Hours.

Theories and research relating to the biophysical, cognitive, and psychosocial domains of human lifespan development.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 680. Theory and Practice with Children and Adolescents. 3 Credit Hours.

Course prepares students to provide preventive and therapeutic interventions with children and adolescents including theory, research, and practice.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 681. Counseling and Sexuality. 3 Credit Hours.

Emphasis is placed on self-awareness and acceptance of all dimensions of human sexuality. Readings and classroom activities focus on biological aspects of sexuality, an understanding of sexual dysfunctions, and their treatment.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 682. Practicum in Counseling I. 1-5 Credit Hours.

A required practicum seminar coupled with supervised practicum at approved clinical settings relating counseling and psychological theories and research to assessment, diagnosis, case conceptualizations, treatment planning, intervention, and evaluation strategies appropriate to specialization. The time span for the practicum falls outside of the typical academic calendar, is typically about a year, and is dependent upon agreement with the outplacement site. The supervised practicum requires up to 20 hours per week. Note: International students in F-1 status are required to obtain authorization for Curricular Practical Training (CPT) from the Department of International Student and Scholar Services (ISSS) prior to engaging in practical training. Practical training is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school.

Components: PRA.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 684. Research and Program Evaluation in Counseling. 3 Credit Hours.

Course focuses on the interpretation and application of research data as applied to clinical practice. Skills in using behavioral research-based literature to identify, evaluate and interpret appropriate interventions are also emphasized.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 685. Substance Abuse and Addictions: Theories and Counseling. 3 Credit Hours.

Theories and research on individual, systemic causes, and outcomes of substance abuse, and concomitant practices in counseling and therapy.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 698. Continuous Registration--Master's Study. 1 Credit Hour.

To establish residence for non-thesis master's students who are preparing for major examinations. Credit not granted. Regarded as full time residence.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 699. Advanced Individual Study I. 1-6 Credit Hours.

Individual work on a special project under faculty guidance.

Components: THI.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 700. Quantitative Methods I. 3 Credit Hours.

This course provides an introduction to data analysis and statistical inference. Students learn to describe data (quantitatively and graphically), to select and compute statistical estimates and hypothesis tests, to use computer packages (SPSS) to accomplish these tasks, and to interpret and write about the results of the estimates and tests. Knowledge of basic algebra is needed. Higher mathematics (e.g., trigonometry, calculus) is not used.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 701. Introduction to Research Methods. 3 Credit Hours.

The nature of disciplined inquiry in behavioral and social sciences. Includes philosophy of science, quantitative and qualitative research, basic concepts in sampling and measurement, and systematic searches of the research literature. Students required to complete literature search on a topic of their interest and submit a report of their findings.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 702. Quantitative Methods II. 3 Credit Hours.

This course introduces students to techniques of data analysis and statistical inference based on the General Linear Model (GLM). The major topics covered in this class include simple/multiple regression, one- and two-way Analysis of Variance (ANOVA) followed by multiple comparisons, Analysis of Covariance (ANCOVA), and Repeated Measures ANOVA. This course aims to provide a solid conceptual background of these topics, as well as the analytic skills for conducting educational and psychological research in practice. Knowledge of basic algebra and SPSS is required, as is an understanding of the fundamental principles of descriptive statistics and hypothesis testing (as taught, for example, in EPS 700 or equivalent). Knowledge of calculus is not required. Students will conduct statistical analyses using real datasets.

Prerequisite: EPS 700 or Equivalent.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 703. Applied Multivariate Statistics. 3 Credit Hours.

This course will provide: (1) a conceptually-oriented introduction to regression methods and (2) opportunities to learn related data-analytic techniques.

Prerequisite: EPS 700 or Equivalent and EPS 702 or Equivalent.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 704. Computer Applications in Educational and Behavioral Science Research. 3 Credit Hours.

This course introduces the use of statistical software packages R for acquiring, managing, and preparing datasets that are required to produce reliable and valid statistical inferences. With a special focus on R, the course will cover a broad range of hands-on activities in the data analytic process including data coding, file manipulation tasks, data screening, and statistical analysis, and also provide a brief introduction to R programming.

Components: LSN.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 705. Measurement and Psychometric Theory. 3 Credit Hours.

EPS 705 (Measurement and Psychometric Theory) is a first component of a sequence of classes in order to acquaint students with cutting edge models in test theory and with the application of computer software with which to implement those theories. This sequence of classes provides an introduction to contemporary measurement principles implicated in the design and analysis of scales, tests, and psychological inventories. EPS 705 covers the essentials of classical test theory, factor models of test items, generalizability theory, and a brief introduction of item response theory. After completing the course, students should be provided foundations for further study of measurement theory and be prepared to take a course for item response theory.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 706. Categorical Data Analysis. 3 Credit Hours.

Categorical data is abundant in many different fields such as education, psychology, and marketing. The use of statistical methods for categorical data has increased dramatically in recent years. Categorical data can be numeric or character, but it is always a discrete number of levels. Virtually every research project categorizes some of its observations: male or female, marital status, political or religious affiliation, race of patient, and so on. Prerequisite: EPS 553 and EPS 671.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 707. Item Response Theory. 3 Credit Hours.

The purpose of the course is to provide training in the theory and application of item response theory (IRT) as it pertains to educational and psychological measurements. Focus will be given to discussing IRT as a measurement model used to measure the properties of items and individuals. Particular attention will be given to contrasting the properties of the IRT model to the classical test theory, and the application of IRT to actual data sets.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 708. An Introduction to Structural Equation Modeling for Multivariable Data. 3 Credit Hours.

This course will provide (1) a conceptually-oriented introduction to Structural Equation Modeling for multivariate data and (2) opportunities to learn related data-analytic techniques.

Prerequisite: EPS 703 or Equivalent.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 709. Introduction to Multilevel Modeling. 3 Credit Hours.

This course will provide: (1) a conceptually-oriented introduction to multilevel modeling and (2) opportunities to learn related data-analytic techniques.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 710. Meta-Analytic Methods for Research Synthesis. 3 Credit Hours.

Meta-analysis is the general practice of combining, comparing, and interpreting statistics across a set of studies that investigate the same (or similar) phenomena using a properly motivated theoretical framework. Meta-analysis has become a popular tool in a variety of research disciplines, including the social sciences, education, medicine, and business. This course provides a thorough introduction to the theoretical foundations of meta-analysis, discusses commonly used statistical techniques, and analyzes several examples of the existing meta-analysis. Emphasis is placed on application, so that students are trained to independently perform a meta-analysis, from start to finish, in whatever substantive area interests students the most.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 711. Advanced Topics in Research, Measurement, and Evaluation. 3 Credit Hours.

Review of emerging quantitative methodological advances relevant to educational research for which formal course title and syllabus have not been developed and formalized in the UM Bulletin. Allow for experimental instructional formats. See Course Notes for specific topic.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 712. Field Experience in Educational Research. 2-6 Credit Hours.

A total of 125 hours of supervised practical experiences in educational research. Emphasis is placed on actual participation in a wide variety of ongoing research projects through associations with an approved educational R & D center. Normally taken in two or three credit blocks.

Components: PRA.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 714. Qualitative Methods I. 3 Credit Hours.

An overview of the history, nature, characteristics, strategies, and ethics of qualitative research methods. Critical analysis and evaluation of various types of qualitative studies, including design, sampling, processes of data collection and analysis, and reporting results.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 715. Qualitative Methods II: Case Studies and Grounded Theory. 3 Credit Hours.

Types and designs of case studies, development of protocol, field work, data analysis, and report writing. Practical procedures and techniques for conducting grounded theory studies, including data coding and analysis, and reporting of results.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 716. Qualitative Methods II: Interviews and Content Analysis. 3 Credit Hours.

Sociological and oral history interview methods, including methodological issues, computer-based coding, decoding, and interpreting data. Visual and text based content analysis, scoring schemas, and inter-rated reliability are also covered.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 717. Survey Research Methods. 3 Credit Hours.

Focus on standards and practical strategies for designing different types of survey instruments and conducting survey research. Students are required to develop a proposal for survey research, develop a survey instrument, and conduct small pilot study by collecting, analyzing, and reporting survey data.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 725. Seminar in Community Well-Being. 1-6 Credit Hours.

This course provides an overview of the field of community psychology. We will examine the conceptual and theoretical developments in community psychology since the 1965 Swampscott Conference (the 'birthplace' of community psychology) through reading primary sources—articles, monographs and book chapters—by those who have shaped the field. The readings will include some empirical research studies, but our key focus is the conceptual writings. The goal of this course is to understand and critique different theoretical perspectives in the field of community psychology.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 731. Theories of Community Research and Action. 3 Credit Hours.

This course provides an overview of theoretical perspectives and how they are applied to social and psychological issues in the field of community psychology. The course examines the conceptual and theoretical developments in community psychology since the 1965 Swampscott Conference (the 'birthplace' of the field) through reading primary sources – articles, monographs and book chapters – by those who have shaped the field.

Readings also include empirical articles that illustrate the application of these concepts to research. Class discussions are central to this course. In addition, course assignments include the following: (1) brief reflections on readings 3 times during the course of the semester; (2) an interview with a community psychologist and a short essay based on the interview; (3) the final paper is a systematic critical literature review on the topic of interest to students. In this paper, students critique a body of empirical work using theoretical perspectives in community psychology.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 732. Community Based Participatory Action Research. 3 Credit Hours.

The purpose of this course is to introduce students to several traditions of community based participatory action research (CBP AR). CBP AR is carried out in collaboration between academic researchers and members of communities, and involves an iterative process of developing research questions, designing methods, implementing data collection, interpreting results, and often developing interventions. Students will begin by reviewing different intellectual traditions in participatory research including Community Based Participatory Research (CBPR), Participatory Action Research (PAR), Critical PAR and others. We will also stress the ways that participatory research has developed within the traditions of Community Psychology, such as Ecological Inquiry and Participatory Evaluation. While all these three traditions are related and overlapping, students will be encouraged to critique and contrast these approaches.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 737. Organization and Administration of Higher Education I. 3 Credit Hours.

Theoretical approaches from organizational analysis. Applications to problems, processes, and patterns of higher education institutions.

Consideration given to legal status, governance patterns, and external relations. Administrator, faculty, trustee, and student roles are also explored.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 738. Effective Teaching, Learning, Assessment, and Curriculum in Higher Education. 3 Credit Hours.

Provides an overview of current theories, research, and best practices in effective teaching, learning, assessment, and curricular design.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Summer.

EPS 739. The Community College. 3 Credit Hours.

An overview of American community colleges including historical evolution, purposes and functions, characteristics of students and faculty, organization and administration, curricula, current issues, and trends.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 740. Administration of Student Affairs. 3 Credit Hours.

History and philosophy of student affairs will be addressed as well as principles and organization of student affairs administration, current problems, procedures, and recent developments.

Components: LEC.

Grading: GRD.

Typically Offered: Summer.

EPS 741. Basic Skills in Counseling and Interviewing. 3 Credit Hours.

Introductory course on essential skills used in counseling and interviewing. Through lectures, discussions, and small group exercises, students will explore their natural style of helping and learn effective listening and communication skills. This course is not intended to train students to become a professional counselor.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 742. Higher Education in the United States: From Harvard to Present. 3 Credit Hours.

Broad view of issues and problems in higher education. Fundamental ideas and significant literature are analyzed from historical, philosophical, and societal perspectives.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 743. Psychological Bases of Education. 3 Credit Hours.

Review and extension of basic principles of psychology underlying educational practice. Basic concepts of educational psychology which contribute to effective education will be discussed.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 744. Student Diversity in American Higher Education. 3 Credit Hours.

Emphasis on the diversity of today's undergraduate students. An examination of the sociological context and philosophical orientation of contemporary college students is included.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 745. Organization & Administration of Higher Ed II: Governance, Leadership and Finance. 3 Credit Hours.

Provides an overview of selected topics in governance, administrative leadership and finance in higher education.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Summer.

EPS 746. College Student Development: Theory, Research and Practice. 3 Credit Hours.

Emphasis on student growth and development during college and an analysis of the factors which affect development along cognitive and affective dimensions. An in-depth examination of college student development theories is included.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 747. Critical Issues in Student Affairs: The Law and Higher Education. 3 Credit Hours.

Emphasis on the most pressing issues facing the profession of student affairs today including diversity, funding, staff retention and the law and student affairs.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 748. Enrollment Management: Theory and Practice. 3 Credit Hours.

Comprehensive overview of principles and practices of a strategic process that begins with recruitment and continues through graduation.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 749. Advanced Seminar in Enrollment Management. 3 Credit Hours.

In-depth exploration of topics in enrollment management, including market research, market testing, pricing strategies, strategic planning, and development of a future vision.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 751. Seminar in Higher Education Administration: Contemporary Issues. 3 Credit Hours.

A review of recent developments, research findings, changing issues, and problems in contemporary American higher education.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 752. Dissertation Seminar. 3 Credit Hours.

The development and analysis of dissertation proposals will be required. Detailed coverage of the research process, proposal elements, dissertation writing and all aspects of doctoral research will be emphasized. Extensive feedback on research ideas and writing is involved.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 753. Internship in College Teaching. 3 Credit Hours.

A program in observation and supervised teaching in the community junior or liberal arts college. The student spends 15-20 hours per week. Included is a seminar held with the college supervisor which meets several times during the semester.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 754. Practicum: Administration of Higher Education. 1-6 Credit Hours.

This course is designed to provide students with an opportunity to develop professional competencies while they apply theory to practice.

Opportunities can be pursued in enrollment management or student affairs related offices either on campus or at other higher education institutions.

Students will contract for the type of experience desired and a formal research paper and presentation will culminate this activity.

Components: PRA.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 755. Group Dynamics and Communication Skills. 3 Credit Hours.

Emphasis on group dynamics, group procedures and communication skills.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Summer.

EPS 764. Workshop in Education: Selected Topics. 1-3 Credit Hours.

Study in special interest areas in education.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 765. Workshop in Education: Selected Topics in Higher Education. 1-3 Credit Hours.

Study in special interest areas in higher education.

Components: LEC.

Grading: GRD.

Typically Offered: Offered by Announcement Only.

EPS 766. Workshop in Education: Institutional Research & Higher Ed Policy Analysis. 3 Credit Hours.

Study in special interest areas in education.

Components: LEC.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 767. Counseling Psychology: Theory, Research and Practice I. 3 Credit Hours.

Orientation to counseling psychology as a discipline including theories, research methodology, contemporary research, lifestyle and career development theory, and professional issues. Required of all first year counseling psychology students. May be taken for 3 or 6 credits to a maximum of 12 credits.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 768. Counseling Psychology: Theory, Research and Practice II. 3 Credit Hours.

Orientation to counseling psychology as a discipline including theories, research methodology, contemporary research, lifestyle and career development theory, and professional issues. Required of all first year counseling psychology students. May be taken for 3 or 6 credits to a maximum of 12 credits.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 770. Psychological Appraisal I. 3 Credit Hours.

Orientation to psychological appraisal with emphasis on development of skill in assessment of intellectual functioning.

Components: SEM.

Grading: GRD.

Typically Offered: Fall.

EPS 771. Psychological Appraisal II. 3 Credit Hours.

Orientation to psychological appraisal with emphasis on use of procedures which facilitate preparation for, and evaluation of, intervention efforts in the personality and social-behavioral areas.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 774. Pre-doctoral Practicum. 1-3 Credit Hours.

A required practicum seminar coupled with supervised practicum at approved clinical settings relating counseling and psychological theories and research to assessment, diagnosis, case conceptualizations, treatment planning, intervention, and evaluation strategies appropriate to specialization. The time span for the practicum falls outside of the typical academic calendar, is typically about a year, and is dependent upon agreement with the outplacement site. The practicum is part-time (up to 20 hours per week).

Components: PRA.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.

EPS 775. Doctoral Practicum I. 1-9 Credit Hours.

A required practicum seminar coupled with supervised practicum at approved clinical settings relating counseling and psychological theories and research to assessment, diagnosis, case conceptualizations, treatment planning, intervention, and evaluation strategies appropriate to specialization. The time span for the practicum falls outside of the typical academic calendar, is typically about a year, and is dependent upon agreement with the outplacement site. The practicum is part-time (up to 20 hours per week).

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 776. Doctoral Practicum II. 1-9 Credit Hours.

A required practicum seminar coupled with supervised practicum at approved clinical settings relating counseling and psychological theories and research to assessment, diagnosis, case conceptualizations, treatment planning, intervention, and evaluation strategies appropriate to specialization. The time span for the practicum falls outside of the typical academic calendar, is typically about a year, and is dependent upon agreement with the outplacement site. The practicum is part-time (up to 20 hours per week).

Components: PRA.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 777. Advanced Practicum in Counseling Psychology. 1-9 Credit Hours.

A supervised practicum at approved clinical settings relating counseling and psychological theories and research to assessment, diagnosis, case conceptualizations, treatment planning, intervention, and evaluation strategies appropriate to specialization. The time span for the practicum falls outside of the typical academic calendar, is typically about a year, and is dependent upon agreement with the outplacement site. The practicum is part-time (up to 20 hours per week).

Components: PRA.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 779. Vocational Psychology and Career Development. 3 Credit Hours.

This course is a doctoral level seminar on vocational psychology and career counseling. This course will consist of a critical review of the major approaches to understanding traditional career behavior and development and the empirical support for prevailing theoretical constructs. We will also explore how various aspects of identity may affect career development, including race, ethnicity, age, gender, sexual orientation, disability, religion, and social class. Considerable attention will be devoted as well to the application of work-related issues in psychological practice. The course seeks to integrate research, theory, practice, public policy, and social justice.

Requisite: Restricted to Doctoral Students in the Counseling Psychology program.

Components: SEM.

Grading: GRD.

Typically Offered: Fall.

EPS 780. Cultural Diversity and Mental Health. 3 Credit Hours.

This seminar course provides advanced training in conceptualizing the individual within cultural and sociopolitical contexts. Emphasis is placed on the 'state of the science' on multicultural empirical research as well as on the 'state of the art' in translating scientific findings to applied clinical contexts.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 781. The Social Bases of Human Activity and Flourishing. 3 Credit Hours.

Human beings are the most intensely social animals, and this course explores the evolutionary, developmental, and social domains in which that social nature is expressed. Topics include attachment processes, imitation learning, identity formation, social norms, intergroup processes, aggression, and social hierarchy. The course has an evolutionary framework, and explores developmental and social domains of human behavior. These domains point to what makes it possible for humans to flourish as the social creatures we are.

Components: LEC.

Grading: GRD.

Typically Offered: Spring.

EPS 782. Supervision in Counseling Psychology. 3 Credit Hours.

This course provides an overview and discussion of theories, research, and practice of supervision and consultation. Students also have an opportunity to practice supervision skills via experiential learning.

Components: LEC.

Grading: GRD.

Typically Offered: Fall.

EPS 785. Preparing Future Faculty Seminar. 1-3 Credit Hours.

The goal of this course is to introduce you to the larger role of university professor. The class is designed to give you some general sense of university structure and of the breadth of opportunities in higher education, to think through your own vision of "being a professor" particularly the part of that role that focuses on teaching, and to help you on the job search by preparing a professional portfolio that will help you get that first job and, hopefully, set you on a smooth career path. The PFF seminar will provide you with contextual and interdisciplinary knowledge of professoriate. Each seminar will be designed to aid you in your goal to become an outstanding faculty member. PFF will give you an overview of life on the academic job market and the pre-tenure years. It is your responsibility to tailor that information to fit your needs. It is expected that you take the information you learn in PFF and speak with mentors in your discipline to glean further insights into faculty life.

Components: SEM.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 789. Special Topics in Counseling Psychology. 3 Credit Hours.

This graduate course will examine research and practice in a specialty area within counseling psychology. Content may vary from term to term. Probable topics include psychopathology and consultation. Readings will include articles, books, and/or book chapters by key scholars who have shaped and/or are shaping the field. A focus will be placed both on empirical research studies and conceptual writings. The goal of this course is for students to gain key counseling psychology competencies in a specialty area within the field.

Components: SEM.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 798. Advanced Individual Study. 1-3 Credit Hours.

Individual work on a special project under faculty guidance.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 799. Advanced Individual Study II. 1-3 Credit Hours.

Individual work on a special project under faculty guidance.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 802. Practicum Laboratory I. 1-4 Credit Hours.

A supervised practicum at approved clinical settings relating counseling and psychological theories and research to assessment, diagnosis, case conceptualizations, treatment planning, intervention, and evaluation strategies appropriate to specialization. The time span for the practicum falls outside of the typical academic calendar, is typically about a year, and is dependent upon agreement with the outplacement site. The practicum is part-time (up to 20 hours per week). Note: International students in F-1 status are required to obtain authorization for Curricular Practical Training (CPT) from the Department of International Student and Scholar Services (ISSS) prior to engaging in practical training. Practical training is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school.

Corequisite: EPS 682 and Prerequisites: EPS 667 and EPS 669 and EPS 676 and EPS 678.

Components: PRA.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.

EPS 803. Internship in Counseling Psychology. 1-6 Credit Hours.

A required full-time, 11-12 month-long Internship at an APA Internship site involves clinical training in assessment, diagnosis, case conceptualizations, treatment planning, and intervention strategies appropriate to specialization fulfills the requirements of EPS 803. The time span for the internship falls outside of the typical academic calendar, is typically about a year, and is dependent upon selection into an internship site. The internship is full-time (approximately 40 hours per week). Note: International students in F-1 status are required to obtain authorization for Curricular Practical Training (CPT) from the Department of International Student and Scholar Services (ISSS) prior to engaging in practical training. Practical training is defined as alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school.

Components: PRA.

Grading: GRD.

Typically Offered: Fall & Spring.

EPS 810. Master's Thesis. 1-6 Credit Hours.

The student working on his/her master's thesis enrolls for credit, in most departments not to exceed six, as determined by his/her adviser. Credit is not awarded until the thesis has been accepted.

Components: THI.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.

EPS 820. Research in Residence. 0 Credit Hours.

Used to establish research in residence for the thesis for the master's degree after the student has enrolled for the permissible cumulative total in EPS 710 (usually six credits). Credit not granted. May be regarded as full time residence.

Components: LEC.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 825. Continuous Registration Master's Study. 1 Credit Hour.

Master thesis Research. 1-12 Credit Hours. Master students enrolled for credit as determined by advisor. This course will be graded each term.

Components: THI.

Grading: GRD.

Typically Offered: Fall, Spring, & Summer.

EPS 830. Pre-Candidacy Dissertation Research. 1-12 Credit Hours.

Required of all candidates for the Ph.D. The student will enroll for credit as determined by his/her advisor but not for less than a total of 24. Not more than 12 hours of EPS 730 may be taken in a regular semester, nor more than six in a summer session. Where a student has passed his/her (a) qualifying examinations, and (b) is engaged in an assistantship, he/she may still take the maximum allowable credit stated above.

Components: THI.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.

EPS 835. Doctor of Education Dissertation. 1-12 Credit Hours.

Required of all candidates for the Ed.D. The student enrolls for credit as determined by his/her advisor. Credit is not awarded until the doctoral project has been accepted. Total enrollment may not exceed 12 credits.

Components: THI.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.

EPS 840. Post-Candidacy Dissertation Research. 1-12 Credit Hours.

Post-Candidacy Dissertation Research. 1-12 Credit Hours. Doctoral students enrolled for credit as determined by advisor. This course will be graded each term.

Components: THI.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.

EPS 850. Research in Residence. 1 Credit Hour.

Used to establish research in residence for the Ph.D. and Ed.D., after the student has been enrolled for the permissible cumulative total in appropriate doctoral research. Credit not granted. May be regarded as full-time residence as determined by the Dean of the Graduate school.

Components: THI.

Grading: SUS.

Typically Offered: Fall, Spring, & Summer.