

Educational Media/Library Science (EMLS)

391. Problems. (1-3 to a maximum of 20) Δ
Restriction: permission of instructor.

424./524. Fundamentals of Library Science. (3)
Study of the organization of book and non-book collections, facilities including design and services in the library and media center. Emphasis on principles of management as applied to libraries including planning, decision-making, organization and human resources.

425./525. Reference and Bibliography. (3)
Study of materials and methods for locating information in general works, encyclopedias, dictionaries, indexes, biographical works, media guides and other major tools in subject fields.

427./527. Classification and Cataloging. (3)
Study of the purpose, history, theory and principles of classification, cataloging and general arrangement of books and other media. Practical application of the Dewey Decimal classification and Sears List of Subject Headings to both book and nonbook materials.

437./537. Library Collection Development. (3)
Study of the principles of selection and evaluation for developing collections of print and nonprint materials; includes acquisition policies, criteria, tools for selection and book repairs.

451./551. Books and Related Materials for Young Adults. (3)
A survey of books and related materials for middle and high school age students. Emphasis on adolescent reading and the use of literature in the school curriculum.

457./557. Government Documents. (3)
Introduction to U.S. federal, state and international government publications, the acquisition, organization and reference service of government publications, and the field of government document librarianship.

460./560. Organization and Administration of Media Centers. (3)
Study of the organization and management of media centers, facility design, and services related to the production and distribution of materials and equipment.

470./570. Automation in Libraries. (3)
To instruct teacher librarians in the basics of computer technology, circulation systems, databases and on-line internet searching.

524./424. Fundamentals of Library Science. (3)
Study of the organization of book and non-book collections, facilities including design and services in the library and media center. Emphasis on principles of management as applied to libraries including planning, decision-making, organization and human resources.

525./425. Reference and Bibliography. (3)
A survey of the characteristics of library users and their information needs on all levels; objectives of information services, techniques in information negotiation and search strategy, and basic information sources. Includes practical experience in the use of basic reference sources.

527./427. Classification and Cataloging. (3)
Principles of classification and cataloging on standard systems including automation applications.

537./437. Library Collection Development. (3)
Study of the principles of selection and evaluation for developing collections of print and nonprint materials; includes acquisition policies, criteria, tools for selection and book repairs.

551./451. Books and Related Materials for Young Adults. (3)
A survey of books and related materials for middle and high school age students. Emphasis on adolescent reading and the use of literature in the school curriculum.

557./457. Government Documents. (3)
Introduction to U.S. Federal, State and International government publications, the acquisition, organization and reference service of government publications and the field of government document librarianship.

560./460. Organization and Administration of Media Centers. (3)
Study of the organization and management of media centers, facility design, and services related to the production and distribution of materials and equipment.

570./470. Automation in Libraries. (3)
To instruct teacher librarians in the basics of computer technology, circulation systems, databases and on-line internet searching.

EDUCATIONAL PSYCHOLOGY

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Introduction

The program provides graduate degrees that emphasize learning and cognition, research methodology and statistics, assessment, evaluation and human development applied to education. Educational Psychology does not offer a baccalaureate degree. Undergraduate courses (lower-division and upper division) in Educational Psychology are offered to meet educator licensure requirements and to provide a foundation for undergraduates in Educational Psychology.

Graduate Programs

Graduate Advisor
All students are assigned an initial advisor. Later, students may select a new advisor in collaboration with faculty.

Priority Application Deadlines
M.A. and Ph.D.:
Fall semester February 15
Spring semester October 15

The Priority Application Deadline is encouraged for best consideration; however, program faculty review applications throughout the year.

Degrees Offered

M.A. in Educational Psychology
Ph.D. in Educational Psychology

Educational Psychology provides programs of study leading to the Master of Arts and the Doctor of Philosophy degrees. The program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, other educational settings and other learning situations throughout the life span. The program also emphasizes critical evaluation and application of research and theory based on a firm grounding in measurement, assessment, research methodology and quantitative methods.

A Masters of Arts degree in Educational Psychology is offered under both Plan I (30 credit hours required), and Plan II (33 credit hours required) as described in other sections of this catalog. All students in either Plan I or Plan II are required to take a core of 15 hours as follows:

M.A. Required Core Courses	15 hrs
Human Development	3 hrs
EDPY 503 Principles of Human Development	
Learning and Cognition	3 hrs
EDPY 510 Principles of Classroom Learning	
Research Design	3 hrs
EDPY 500 Survey of Research Methods in Education	
—or—	
EDPY 505 Conducting Quantitative Educational Research	
Measurement	3 hrs
EDPY 572 Classroom Assessment	
—or—	
EDPY 574 Introduction to Educational and Psychological Measurement	
Statistics	3 hrs
EDPY 502 Survey of Statistics in Education	
—or—	
EDPY 511 Introductory Educational Statistics	

The "or" selections are made in consultation with the student's advisor and Committee on Studies. Students who intend to go on to the Ph.D. should choose EDPY 505, 511, and 574. More advanced courses may also be substituted with permission.

The Doctor of Philosophy degree in Educational Psychology requires 90 total graduate credit hours. Of these, 24 hours are in a supportive area and 18 hours are dissertation units. The doctorate requires 36 hours of core courses in EDPY.

Ph.D. Required Core Courses

EDPY 503	Principles of Human Development
EDPY 505	Conducting Quantitative Educational Research
EDPY 510	Principles of Classroom Learning
EDPY 511	Introductory Educational Statistics
EDPY 574	Introduction to Educational & Psychological Measurement
EDPY 603	Applied Statistical Design and Analysis
EDPY 604	Multiple Regression Techniques as Applied to Education
—or—	
EDPY 606	Applied Multivariate Statistics
EDPY 610	Seminar in Classroom Learning
EDPY 613	Seminar in Human Growth and Development
EDPY 696	Internship
—and—	6 hours of electives in EDPY

Minor

In addition to the M.A. and Ph.D. degrees, the program encourages students from other College of Education or University programs to participate in the program through a minor field of study. Two minors are offered: 1) Cognitive and Psychological Processes and 2) Quantitative Methods in Education. Both minors consist of a minimum of 24 credit hours of which no fewer than 18 hours are in Educational Psychology. Required core courses for the two minors are listed below:

Cognitive–Psychological Processes

EDPY 503	Principles of Human Development
EDPY 510	Principles of Classroom Learning
EDPY 610	Seminar in Classroom Learning
EDPY 613	Seminar in Human Growth and Development

Quantitative Methods in Education

EDPY 505	Conducting Quantitative Educational Research
EDPY 511	Introductory Educational Statistics
EDPY 574	Introduction to Educational & Psychological Measurement
EDPY 603	Applied Statistical Design and Analysis
EDPY 604	Multiple Regression Techniques as Applied to Education
—or—	
EDPY 606	Applied Multivariate Statistics

All students interested in Educational Psychology offerings are encouraged to contact the program for further information on courses and application procedures. Students may also focus on Educational Psychology as a supporting area of study. Students interested in pursuing formal minors or supporting areas of studies should seek advisement early in their programs of studies from Educational Psychology faculty.

Educational Psychology (EDPY)

303. Human Growth and Development. (3)

Principles of human growth and development across the life span and implications for education.

310. Learning and the Classroom. (3)

The basic principles of learning, particularly cognition, motivation and assessment, and their application to classroom situations.

391./591. Problems. (1-3, no limit) Δ

472./572. Classroom Assessment. (3)

Provides educators with skills in assessment and knowledge of issues in measurement and assessment. Skills necessary to understand and communicate large-scale test information are also developed.

500. Survey of Research Methods in Education. (3)

Overview of quantitative and qualitative research methods for research consumers. Emphasis is on locating published research and reading research reports with critical understanding of researchers' methods of data collection and analysis.

502. Survey of Statistics in Education. (3)

Non-technical overview of statistical methods in educational research; computation is not covered. Emphasis on developing critical understanding of statistical methods and results when reading and interpreting research, not on producing research or calculating statistics. Pre- or corequisite: 500.

503. Principles of Human Development. (3)

Principles of human growth and development, which include cognitive, psychosocial and physical development across the life span, with a particular focus on educational implications.

504. Statistical Software Applications for Education Research. (1-3)

Provides open lab, practicum-style opportunity to learn SPSS® for Windows. First five weeks (1 unit) cover introduc-

tion, orientation and basics. Remainder covers other techniques (1–2 credits) by arrangement with instructor. Prerequisite: 511. Restriction: permission of instructor.

505. Conducting Quantitative Educational Research. (3)
Provides students with skills for designing quantitative educational research, including identifying a problem, reviewing literature, formulating hypotheses, considering ethical issues, selecting participants, selecting or constructing measures, making valid inferences, writing reports.

510. Principles of Classroom Learning. (3)
Research and theory in learning, particularly cognition, motivation and assessment, with emphasis on educational implications.

511. Introductory Educational Statistics. (3)
Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, t-tests, correlation, chi-square and effect size using SPSS® for Windows and computation. Pre- or corequisite: 505.

513. Aging and Education. (3)
Characteristics of the aging process and theories about aging which have special relevance for educators dealing with adults.

515. Survey and Questionnaire Design and Analysis. (3)
Covers survey research from item writing and survey development to sampling, administration, analysis and reporting. Emphasizes applications and interpretations in educational and social science research and use and interpretation of statistical software for survey research. Prerequisite: 511.

520. Motivation Theory and Practice. (3)
The course promotes understanding of current theories and research in motivation with an emphasis on applications in educational settings. Strategies for establishing motivation-rich environments will be developed.

524. Computers in the Educational Process. (3)
Students will be introduced to several ways computers may be used in educational settings. Also programming in BASIC. Restriction: permission of instructor.

565. Seminar in Thought and Language. (3)
(Also offered as LING, PSY 565.)

572./472. Classroom Assessment. (3)
Provides educators with skills in assessment and knowledge of issues in measurement and assessment. Skills necessary to understand and communicate large-scale test information are also developed.

574. Introduction to Educational and Psychological Measurement. (3 to a maximum of 6) Δ
A survey of classical and modern approaches to measurement and assessment as applied to education and/or psychology. Includes measurement and scaling, reliability and validity, traditional and alternative assessment methods. Prerequisite: 511.

586. Psychological Development of Women. (3)
Prerequisite: an introductory course in the psychology of personality. An introductory course in women studies is recommended but not essential. Prerequisite: PSY 331.

591./391. Problems. (1-3 to a maximum of 18) Δ

593. Topics. (1, no limit) Δ

595. Advanced Field Experiences. (3-6 to a maximum of 12) Δ
Prerequisite: acceptance into a graduate program and permission of instructor.

598. Directed Readings. (3-6 to a maximum of 6) Δ

599. Master's Thesis. (1-6, no limit) Δ
Offered on a CR/NC basis only.

603. Applied Statistical Design and Analysis. (3)
Includes factorial analysis of variance (ANOVA), planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs. Emphasis on solving applied problems using statistical analysis with computer software. Prerequisite: 511.

604. Multiple Regression Techniques as Applied to Education. (3 to a maximum of 6) Δ
Includes bivariate regression, multiple regression with continuous and categorical independent variables and interactions, orthogonal and nonorthogonal designs and selected post hoc analyses. Computer analysis, conceptual understanding and applications to educational research are stressed. Prerequisite: 603.

606. Applied Multivariate Statistics. (1-3, may be repeated twice) Δ
Advanced statistical techniques including discriminant function analysis, multivariate analysis of variance, canonical correlation, principal components analysis and exploratory factor analysis. Emphasis on conceptual understanding and use and interpretation of computer software. Prerequisite: 603. Grading Option: A+, A, A-, B+, B, B-, C+, C, F, CR/NC.

607. Structural Equation Modeling. (3)
Theory, application, interpretation of Structural Equation Modeling (SEM) techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation and testing; confirmatory factor analysis, structural equation modeling and linear structural relations using latent variables. Prerequisite: 604 or 606.

610. Seminar in Classroom Learning. (3 to a maximum of 6) Δ
An examination of selected research and theory on learning and cognition in specific domains with emphasis on application to classrooms or other learning situations.

613. Seminar in Human Growth and Development. (3 to a maximum of 6) Δ
Examination of selected topics in research and theory relevant to human growth and development, including implications for instruction and child rearing. May be repeated once for credit when topics differ.

645. Advanced Seminar in Educational Psychology. (3 to maximum of 12) Δ
Seminar introduces students to current research topics and professional issues in Educational Psychology.

650. Dissertation Seminar. (1-3 to a maximum of 6) Δ
Offered on a CR/NC basis only.

651. Advanced Seminar in Quantitative Educational Research. (1-3 to a maximum of 6) Δ
Seminar introduces advanced students to current research designs and controversies, statistical analysis techniques and computer applications. Prerequisite: 603.

674. Advanced Educational and Psychological Measurement. (3)
Topics and issues in measurement, including generalizability theory, item response theory, differential item functioning, test development, bias, and fairness. Prerequisite: 574 and 603. Co-requisite: 604.

696. Internship. (3-6 to a maximum of 12) Δ
Offered on a CR/NC basis only.

698. Directed Readings. (3-6 to a maximum of 12) Δ

699. Dissertation. (3-12, no limit) Δ
Offered on a CR/NC basis only.