Education Psychology, M.A.

Degree Offered

- Master of Arts

Certificates Offered

- Health Professions Education
- Program Evaluation

Nature of the Program

The Educational Psychology Program in the College of Education and Human Services offers opportunities for individuals who are graduate study and research leading to a Graduate Certificate in Health Professions Education, a Graduate Certificate in Program Evaluation and Research, Master of Arts (MA) in Educational Psychology, and Master of Arts (MA) in Program Evaluation and Research. The overarching goal of the programs offered in Educational Psychology is the education and training of professionals who will focus on teaching and learning environments as they carry out their missions associated with instruction, service, and research.

The Educational Psychology master's degree program is designed for individuals who want to pursue general preparation in learning, development, measurement, and research. Individuals who complete this master's degree pursue careers in a variety of settings, including K-12 schools and higher education settings. The Program Evaluation and Research master's degree program is designed for individuals with interest in conducting research and evaluation projects for private and public educational organizations and agencies.

The graduate certificate in Health Professions Education is designed for health professionals who are (1) looking to move into a new career as health care educators, (2) who may desire educational knowledge and skills in their present fields, and (3) for those who are in or are preparing for educational leadership positions, but may lack formal training in education.

The graduate certificate in Program Evaluation provides individuals the knowledge and experience to conduct group and individual evaluations. Using a practice-based approach, participants will be introduced to content in popular methods and approaches used in everyday evaluations. Graduates will be prepared to locate and implement their own studies in the field while maintaining a one-on-one support structure.

FACULTY

PROFESSOR

- Reagan Curtis - Ph.D. (University of California at Santa Barbara)
  Educational Psychology, Interdisciplinary Human Development, Cognitive Science, Program Evaluation and Research Methodologies

ASSISTANT PROFESSORS

- Jake Follmer - Ph.D. (Pennsylvania State University)
  Educational Psychology, Learning
- Melissa Patchan - Ph.D. (University of Pittsburgh)
  Mechanisms of Peer Assessment of Writing, Effectiveness and Validity of Peer Feedback, Issues of Measurement, Multiple Sources, and Validity of Peer Ratings
- Abhik Roy - Ph.D. (Western Michigan University)
  Program Evaluation, Unification of Evaluation Practice and Theory (Grand Theory), Research on Evaluation (ROE), Evaluation of Non Academic Units within Academia

CLINICAL ASSOCIATE PROFESSOR

- Malayna Bernstein - Ph.D. (Northwestern University)
  Learning Sciences

Admissions

ADMISSIONS FOR GRADUATE CERTIFICATES

Students can apply to the certificate programs online at http://graduateadmissions.wvu.edu/how-to-apply (http://graduateadmissions.wvu.edu/how-to-apply/) as a non-degree student (CEHS 4597 – Non-Degree Certificate). Students enrolled in a WVU degree program may also apply for the certificate programs, but should be aware that no more than 6 credits earned toward the certificate may be applied to another degree (and vice versa). To be admitted as a non-degree student, a student must present evidence of a baccalaureate degree. The student must also maintain a 3.00 grade point average as long as the student is enrolled.
ADMISSIONS FOR MASTER OF ARTS DEGREES

All masters require the same admissions materials and follow similar processes to make admissions decisions. All faculty members affiliated with the program evaluate the credentials submitted for all completed applications. A majority must indicate acceptance and at least one faculty member must be willing to serve as the student's adviser. Final approval for admission rests with the relevant Program Coordinator.

In line with best practices for evaluation and assessment, set cutoff scores for tests and GPA are not used to make unidimensional admissions decisions. Instead, applicant materials are reviewed as a total package and admissions decisions are based on multidimensional factors. That said, successful applicants tend to be at or above the 50th percentile on the GRE or MAT, have undergraduate GPAs at or above 3.0, and graduate GPAs (if any) at or above 3.25.

Applicants interested in being considered for admission to the master's programs should indicate that interest on standard online application forms provided by the West Virginia University Office of Admissions and Records, which can be found here: http://graduateadmissions.wvu.edu/how-to-apply

In addition to the completed online application form, the following items must be sent to the appropriate Administrative Assistant (see below) before the admission process can be initiated:

1. A completed WVU online graduate application: http://graduateadmissions.wvu.edu/how-to-apply
2. The applicant's undergraduate and graduate (if any) transcript(s)
3. An official copy of the results of either the Graduate Record Examination or the Miller Analogies Test (GRE/MAT may be waived for General Educational Psychology and Evaluation and Research majors, but is required for Child Development and Family Studies majors) and for non-native English speakers an official copy the TOEFL showing a score of 79 or above (no conditional admissions will be considered)
4. Three (3) letters of recommendation
5. A personal vita (resume)
6. A written statement of approximately 500 words, indicating the applicant's fit for the specific major they wish to be admitted to and goals relative to receiving a master's degree. This statement should indicate which faculty members in the program have research or teaching interests that align with the student's own interests and therefore might appropriately mentor the student if admitted to the program.

Review of applicants for admission will not begin until after all items 1-6 listed above have been received by the relevant administrative assistant.

Admission materials should be uploaded to the WVU online graduate application. For answers to questions regarding application materials please contact the appropriate administrative assistant:

Educational Psychology or Program Evaluation and Research master's contact:
Dana Musick (dmusick2@mail.wvu.edu)
c/o The Department of Learning Sciences and Human Development
West Virginia University
PO Box 6122
Morgantown, West Virginia 26506-6122

Major Code: 4516

Master of Arts

MAJOR REQUIREMENTS

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDP 600</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDP 611</td>
<td>Measurement/Evaluation in Educational Psychology</td>
<td>3</td>
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<tr>
<td>EDP 612</td>
<td>Introduction to Research</td>
<td>3</td>
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<tr>
<td>EDP 613</td>
<td>Statistical Methods 1</td>
<td>3</td>
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<tr>
<td>EDP 697</td>
<td>Research *</td>
<td>3</td>
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<tr>
<td>Additional Courses/Electives (Any courses 500 level or above approved by advisor)</td>
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<tr>
<td>Thesis</td>
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Total Hours 30

* Students who select the option of three credits of EDP 697 for practical product development are required to complete 15 credits of Additional Courses/Electives with at least three of those credits in EDP.
Major Learning Outcomes

EDUCATIONAL PSYCHOLOGY

The principal goal of the Educational Psychology program is the education and training of professionals who will focus on teaching and learning environments as they carry out their missions associated with instruction, service, and research. Professional preparation centers on the following three content areas: a) Learning and development, b) Instructional development, and c) Measurement, research, and statistics. Additional learning goals associated with specialized majors are provided below.

Graduate Certificate in Health Professions Education

- Use a systematic process to conduct a needs assessment of learners in healthcare education, design educational interventions and materials, integrate emerging technologies.
- Design face-to-face, blended, and online learning environments incorporating research-based learning principles that address teaching and assessment decisions.
- Evaluate the efficiency, effectiveness, and appeal of healthcare learning environments.
- Design studies and disseminate impacts of designed learning environments to prepare healthcare professionals to translate skills and knowledge for benefit of patient care and healthcare systems.
- Develop an educational intervention plan for a healthcare environment.

Master of Arts: Program Evaluation and Research

- Demonstrate understanding of the philosophical and historical foundations of inquiry.
- Apply appropriate quantitative, qualitative, and mixed-methods research tools to answer practical educational, programmatic, and other social research questions.
- Apply appropriate program evaluation tools to conduct formative and summative evaluations of existing and prospective educational programs.
- Demonstrate understanding of ethical issues in research and evaluation.
- Create informative reports of research and evaluation studies tailored appropriately for multiple stakeholders and decision-makers.

Master of Arts: Child Development and Family Studies

- To understand and apply theories and current research on child development and family studies.
- To recognize and understand the complexities of diversity (e.g., SES, gender, sexual orientation, ethnicity) in families according to relationship dynamics, gender roles, parent-child relationships, and other dimensions of family life.
- To foster critical thinking relative to the scholarly literature in the field and the applications of knowledge to work with children, adolescents, and families.
- To develop the knowledge and skills for interpreting research as well as other scholarly-derived literature.
- To conduct original research through the application of critical thinking and research skills and content-based scholarly-derived knowledge.
- To build professional development skills that may include preparation for an applied career working with children, adolescents, and/or families or doctoral studies to pursue an academic career.
- To advance and foster students’ intellectual interests and their career goals.

EDP 512. Research and Evaluation in Counseling. 3 Hours.
This course fulfills the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) education and training standards related to research and program evaluation.

EDP 600. Educational Psychology. 3 Hours.
Designed for beginning graduate students. Psychological principles of learning and development as they relate to processes of instruction.

EDP 610. Measurement/Assessment for the Classroom Teacher. 3 Hours.
An examination and application of classroom testing and measurement principles in the assessment and evaluation of student performance.

EDP 611. Measurement/Evaluation in Educational Psychology. 3 Hours.
An introductory course in measurement and evaluation in educational psychology with an emphasis on the principles and procedures in conducting and analyzing educational measurement.

EDP 612. Introduction to Research. 3 Hours.
Basic concepts, strategies, methodologies, designs, and procedures of research in education. Major emphasis on integrating research designs, measurements, and statistics for initiating research projects, collecting and analyzing data, and interpreting and reporting findings.

EDP 613. Statistical Methods 1. 3 Hours.
Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regressions, correlation, transformation, F and chi-square distributions, and analysis of variance and sample size.
EDP 614. Statistical Methods 2. 3 Hours.
PR: EDP 613. Statistical methods for education research (Part 2). Covers analysis of variance models and extensions, including two-way, repeated measures, and mixed ANOVA and analysis of covariance, as well as correlation and multiple regression, foundations of mediation and moderation, and logistic regression. Major focus on applied practice, interpretation, and reporting. Emphasizes conceptual and procedural understanding.

EDP 617. Program Evaluation. 3 Hours.
PR: EDP 613 and SCFD 615. An awareness of the purposes, ethics, issues of design, methods, and models of program evaluation.

EDP 618. Mixing Research Methodologies. 3 Hours.
PR: EDP 612. Focus on choices available for and processes involved in mixing qualitative and quantitative research and evaluation methodologies.

EDP 619. Survey Research Methods. 3 Hours.
PR: EDP 613. Addresses how to design, implement, and analyze surveys for the purposes of social sciences research.

EDP 640. Instructional Design. 3 Hours.
Introduction to the major components of the instructional design process, from needs analysis through evaluation and implementation. Students will demonstrate the elements of the process with a design plan for an instructional project.

EDP 680. Capstone Seminar in Program Evaluation. 3 Hours.
PR: EDP 617. Emphasis on initiating and completing a program evaluation at the local, region or state level under guidance of instructor. Application of evaluative concepts, methods and theories as they relate to practice in different professions. Exposure to differing evaluation literature focused on theory and practice.

EDP 685. Practicum. 1-12 Hours.
PR: Consent.

EDP 690. Teaching Practicum. 1-6 Hours.
PR: Consent. Supervised practice in college teaching of educational psychology. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).

EDP 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

EDP 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

EDP 695. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

EDP 697. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

EDP 698. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

EDP 700. Psychological Foundations of Learning. 3 Hours.
Psychological foundations of major learning theories and their implications for instructional procedures.

EDP 702. Human Development and Behavior. 3 Hours.
Contemporary psychological literature on human development examined and analyzed. Research and theory are examined with emphasis on the implications for classroom behavior and the educational process. It is recommended that students complete EDP 600 prior to registering for this course.

EDP 703. The Adult Learner. 3 Hours.
Analysis of significant characteristics of adult behavior to be considered in planning for adult learning. Contemporary theories are analyzed with emphasis on their implications for the educational process. It is recommended that students complete EDP 600 or EDP 700 prior to registering for this course.

EDP 710. Thesis/Dissertation Bootcamp. 3 Hours.
PR: EDP 613 and SCFD 615. Identification of research problems in education, consideration of alternative designs and methods of investigation, and development of a thesis, dissertation, or other research proposal at the advanced graduate level.

EDP 711. Multivariate Methods 1. 3 Hours.
PR: EDP 614. General and generalized linear models; repeated measures analysis of variance for one- and two-way designs, split-plot/mixed analysis of variance, and profile analysis; multivariate analysis of variance, multivariate analysis of co-variance, and discriminant function analysis for one-way and two-way designs.

EDP 730. Cognition and Learning. 3 Hours.
Theories of knowledge representation including information processing models, learning strategies across content areas and transfer of learning strategies; additional focus on problem-solving, expertise, strategic reading, and strategy instruction.
EDP 731. Cognition in Social Contexts. 3 Hours.

EDP 740. Principles of Instruction. 3 Hours.
Basic principles of teaching-learning process implied in major learning theories; study of factors in learning, variables in instructional programming, and principles of instructional design.

EDP 790. Teaching Practicum. 1-3 Hours.
Supervised practice in college teaching of education psychology. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).

EDP 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

EDP 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

EDP 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

EDP 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

EDP 796. Graduate Seminar. 1-3 Hours.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

EDP 797. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

EDP 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) These tuition-waived, continuing education courses are graded on a Satisfactory or Unsatisfactory grading scale and do not apply as graduate credit toward a degree program.