EDUCATIONAL PSYCHOLOGY, MA

for the degree of Master of Arts in Educational Psychology

Admission

Students entering a Ph.D. program without a master's degree must first complete the requirements for a Master of Science (including a master's thesis).

The Department offers admission to two terminal on-campus Master of Science (M.S.) degrees focusing on Quantitative and Qualitative Methodology, Measurement, and Evaluation (QUERIES) and Mental Health Counseling. There is no admission to terminal masters degrees in Cognitive Science of Teaching and Learning (CSTL), Developmental Sciences, or Counseling Psychology areas of specialization.

The department accepts applications for the Ph.D. degree, from both applicants who have completed their bachelor's degrees and those who have a master's degree. Students who enter the program without a prior master's incorporate their master's class work and research into their doctoral program, and earn a master's degree as the first step toward their Ph.D (satisfying the "Early Research Project" requirement).

Applications

Applicants must submit a complete application for university admission, including three letters of reference, transcripts from all schools where undergraduate and graduate degrees were awarded or expect to be awarded prior to the application enrollment term, and other items listed in the department website (http://www.education.illinois.edu/edpsy/). Applicants to our doctoral program and M.S. in Mental Health Counseling apply for Fall enrollment. Current deadlines are posted on our department website (http://www.education.illinois.edu/edpsy/).

Doctoral candidates are admitted into one of four divisions: CSTL, Developmental Sciences, QUERIES and Counseling Psychology. When making admission decisions, division committees consider academic performance (e.g., grade-point average, GPA), GRE scores (optional), letters of recommendation, and statement of purpose. Preference is given to those with research experience and research interests that are aligned with existing research programs in the Department.

Master's candidates are admitted into QUERIES and Mental Health Counseling.

Grade Point Average

The preferred department standard for grade point average is 3.0 on a 4.0 scale. The University calculates undergraduate GPAs on the last two years of grades for degreed applicants and in the last one year for students who have not yet completed their bachelor's degree. Graduate GPAs are calculated on the total of all graduate level courses taken beyond the undergraduate degree.

Test of English as a Foreign Language (TOEFL)

International applicants must demonstrate English Language Proficiency for admission. Please see the English Proficiency Requirement for Admission (https://grad.illinois.edu/admissions/instructions/04c/) for additional information on this requirement.

Area of Study Affiliation

All applicants to the Educational Psychology doctoral program must specify one of four areas in which they wish to study:

- Cognitive Science of Teaching and Learning (CSTL)
- Counseling Psychology (Counseling);
- Developmental Sciences
- Quantitative and Qualitative Methodology, Measurement, and Evaluation (QUERIES)

Detailed information about each area and about the research interests of the faculty can be found on the department website (http://www.education.illinois.edu/edpsy/).

Although all Ph.D. students are admitted to a specific area of study, the actual coursework, research, and faculty often overlap area boundaries. Departmental policy makes it possible for a student to change advisers and affiliation from one area to another when interests and research foci become more clearly defined or change. Many faculty members are affiliated with more than one area of study.

Mental Health Counseling M.S. students must choose one of three areas of study for their practicum experience:

- Mental Health Counseling
- Career Counseling
- Counseling and Developmental Sciences

Faculty Research Interests

The faculty's research agendas span a wide range of topics related to the study and application of psychological principles to develop and inform educational interventions and facilitate human development across the life span. Faculty conduct basic, applied, and translational research that explores the cognitive, life-span developmental, social-emotional, technological, and socio-cultural factors that affect behavior, learning, and achievement in educational, clinical, and community contexts. They also engage in research on approaches to educational inquiry and the development of quantitative, qualitative and evaluative methodologies that underpin the development of evidence-based, policy-relevant studies. For information about specific faculty research interests, current grants, and publications, please visit the Faculty Finder (https://education.illinois.edu/faculty-finder/).

Center, Programs, and Institutes

Department faculty are affiliated with both research centers and institutes in the College of Education and across the university. These include The Beckman Institute, the Technology Innovation in Educational Research and Design initiative (TIER-ED), the Center for Culturally Responsive Evaluation and Assessment (CREA), the Center for the Study of Reading (CSR), the Center for Social and Behavioral Science (CSBR), and others.

Facilities and Resources

The Department of Educational Psychology puts a high priority on working with its graduate students to secure fellowships and other awards.

The College of Education also has many resources to assist graduate students through their academic career. The Bureau of Educational Research works with students to secure research funding. The Council on Teacher Education (http://cote.illinois.edu/) entitles candidates seeking a Professional Educator License and provides accreditation of professional education programs. Each student completing a degree program is assigned a graduate adviser, who is available to assist the student with
Students may select a concentration in Bilingual-Bicultural Education (http://catalog.illinois.edu/graduate/education/concentration/bilingual-bicultural-education/) or Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/).

### Psychological Foundations Courses in Educational Psychology

Select one of the following:

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EPSY 400</td>
<td>Psychology of Learning in Education</td>
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<td>EPSY 401</td>
<td>Child Language and Education</td>
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<td>EPSY 402</td>
<td>Sociocultural Influence on Learning</td>
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<td>EPSY 404</td>
<td>Adjustment in School Settings</td>
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<td>EPSY 405</td>
<td>Personality and Soc Dev</td>
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<td>EPSY 406</td>
<td>Psychology of Classroom Management</td>
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<td>EPSY 407</td>
<td>Adult Learning and Development</td>
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<td>EPSY 430</td>
<td>Early Adolescent Development</td>
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<td>EPSY 485</td>
<td>Assessing Student Performance</td>
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<td>EPSY 490</td>
<td>Developments in Educational Psychology</td>
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<td>EPSY 553</td>
<td>Global Issues in Learning</td>
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### Philosophical and Social Foundations Courses in Education Policy, Organization and Leadership

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<tr>
<td>EPOL 401</td>
<td>History of American Education</td>
<td>4</td>
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<td>EPOL 402</td>
<td>Asian American Education</td>
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<td>EPOL 403</td>
<td>Historical and Social Barriers</td>
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<td>EPOL 405</td>
<td>School and Society</td>
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Information listed in this catalog is current as of 06/2023.
Studies in Interpretive, Statistical, Measurement, and Evaluative Methodologies for Education (QUERIES) Division

1. QUERIES students will obtain a broad basic knowledge of the core areas of educational research methodologies, quantitative, qualitative, and evaluative research methods.
2. QUERIES students will obtain a sophisticated knowledge base of quantitative and/or qualitative research approaches and analytic tools necessary for contribution to the professional literature.
3. QUERIES students in Measurement will become skilled in the development and use of techniques for collecting and analyzing 'test' data through the study of measurement methods.
4. QUERIES students in Statistics will be skilled in traditional and modern quantitative analytic methods.
5. QUERIES students in Evaluation will have the skills required for Evaluation scholars— in education, social welfare, health services, community development, human resource development, and other domains.

Cognitive Science of Teaching and Learning (CSTL) Division

1. CSTL students will obtain a broad knowledge of the core areas related to the cognitive science of teaching and learning. This includes knowledge of theoretical perspectives, methodological approaches, and key research findings in the core areas of (a) cognition and learning across the lifespan, (b) learning and the psychology of language, (c) multimodal information processing, and (d) sociocultural dimensions of learning.
2. CSTL students will obtain a deep expertise in a relevant topic within or across these core areas. This involves mastering research findings in a topic area selected by the student, understanding the relevant theoretical perspectives related to this topic and learning about the appropriate methodological approaches to understanding the core area.
3. CSTL students will obtain a sophisticated knowledge base of research approaches and analytic tools necessary for contribution to scholarly literature in Cognitive Sciences broadly and their specialized topic in particular. Specifically, they will develop skills to independently design, conduct, write, and present/publish research studies related to their area of focus/career path.

Graduate Degree Programs in Educational Psychology

- Educational Psychology, EdM (http://catalog.illinois.edu/education/educational-psychology-edm/) (on campus & online)
  - optional concentrations:
    - African American Studies (http://catalog.illinois.edu/graduate/las/concentration/african-american-studies/)
    - Bilingual-Bicultural Education (http://catalog.illinois.edu/graduate/education/concentration/bilingual-bicultural-education/)
    - Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/)
- Educational Psychology, MA (p. 1)
  - optional concentrations:
    - African American Studies (http://catalog.illinois.edu/graduate/las/concentration/african-american-studies/)
    - Bilingual-Bicultural Education (http://catalog.illinois.edu/graduate/education/concentration/bilingual-bicultural-education/)
    - Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/)
- Educational Psychology, MS (http://catalog.illinois.edu/graduate/education/educational-psychology-ms/)
  - optional concentrations:
    - African American Studies (http://catalog.illinois.edu/graduate/las/concentration/african-american-studies/)
    - Bilingual-Bicultural Education (http://catalog.illinois.edu/graduate/education/concentration/bilingual-bicultural-education/)
    - Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/)
- Educational Psychology, PhD (http://catalog.illinois.edu/graduate/education/educational-psychology-phd/)
  - optional concentration:
    - African American Studies (http://catalog.illinois.edu/graduate/las/concentration/african-american-studies/)
    - Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/)
    - Second Language Acquisition and Teacher Education (http://www.slate.illinois.edu/)
  - Mental Health Counseling, MS (http://catalog.illinois.edu/graduate/education/mental-health-counseling-ms/)

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College of Education programs (https://education.illinois.edu/faceted-search/programs/)

**Admissions**

Graduate College Admissions & Requirements (https://grad.illinois.edu/admissions/apply/)

College of Education Admissions Requirements (https://education.illinois.edu/programs/grad/how-to-apply/?url=/programs/grad)

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