EDUCATIONAL PSYCHOLOGY, MS

for the degree of Master of Science in Educational Psychology

chair of the department: Kiel Christianson
director of graduate studies: H. Chad Lane
graduate admissions information: Mitzi Koeberlein
overview of admissions & requirements: College of Education (https://education.illinois.edu/programs/grad/how-to-apply/?url=/programs/grad)
overview of grad college admissions & requirements: https://grad.illinois.edu/admissions/apply/
department website: http://education.illinois.edu/edpsy/
program website: College of Education Programs (https://education.illinois.edu/faceted-search/programs/)
department faculty: Educational Psychology Faculty (https://education.illinois.edu/faculty-finder/edpsy/)
college website: http://education.illinois.edu/
department office: 142 Education Building, 1310 South Sixth Street, Champaign, IL 61820
phone: (217) 244-3542
email: gradservices@education.illinois.edu

Graduate Degree Programs in Educational Psychology

Educational Psychology, EdM (http://catalog.illinois.edu/graduate/education/educational-psychology-edm/) (on campus & online)
optional concentrations: 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 (http://catalog.illinois.edu/graduate/education/educational-psychology-ma/)
optional concentrations: 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 (p. 1)
optional concentrations: 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: Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/)

Mental Health Counseling, MS (http://catalog.illinois.edu/graduate/education/mental-health-counseling-ms/)
optional concentrations:
African American Studies (http://catalog.illinois.edu/graduate/las/concentration/african-american-studies/)
Available to all on campus degrees
Second Language Acquisition and Teacher Education (http://www.slate.illinois.edu/) (PhD only)

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). The department does not accept applications for master's degrees in CSTL, Developmental Sciences, or Counseling Psychology.

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

Information listed in this catalog is current as of 02/2022
awarded prior to the application enrollment term, and other items listed in the department Web site (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 Web site (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 degree 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 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
• Studies in Interpretive, Statistical Measurement, and Evaluative Methodologies for Research (QUERIES)

Detailed information about each area and about the research interests of the faculty can be found on the department Web site (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 and translational research that explores the cognitive, life-span developmental, social-emotional, 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 the university more broadly, including the Adult Learning Lab, the Center for Education in Small Urban Communities, the Center for Advanced Study, the Beckman Institute, the Center for the Study of Reading, the Social Development Consortium, 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 planning the program of study and determining degree requirements, courses and timelines for degree completion.

Information on University resources can be found at http://www.grad.illinois.edu/current-students/.

Financial Aid
Financial aid in the form of assistantships, scholarships, fellowships, and tuition waivers can be found throughout the college (https://education.illinois.edu/current-students/graduate/financial-aid/) and campus. Campus opportunities can be found at the Graduate College (http://www.grad.illinois.edu/funding-jobs/) and the Office of Student Financial Aid (http://www.osfa.illinois.edu/). Please note: Graduate students employed as Staff by the University of Illinois at Urbana-Champaign are not eligible for a College of Education Award or Scholarship.

The department does not require a separate financial aid application.

for the degree of Master of Science in Educational Psychology

The Department of Educational Psychology offers many programs leading to the degree of Master of Science (M.S.). A list of programs and additional requirements can be found on the program’s website, (https://education.illinois.edu/faceted-search/programs/?degree=edm&department=edpsy) the College of Education Graduate Programs Handbook (https://education.illinois.edu/current-students/graduate/coe-graduate-handbook/), and the Graduate College Handbook (http://www.grad.illinois.edu/gradhandbook/).
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/).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 400</td>
<td>Psychology of Learning in Education</td>
<td>4</td>
</tr>
<tr>
<td>EPSY 401</td>
<td>Child Language and Education</td>
<td></td>
</tr>
<tr>
<td>EPSY 402</td>
<td>Sociocultural Influence on Learning</td>
<td></td>
</tr>
<tr>
<td>EPSY 404</td>
<td>Adjustment in School Settings</td>
<td></td>
</tr>
<tr>
<td>EPSY 405</td>
<td>Personality and Soc Dev</td>
<td></td>
</tr>
<tr>
<td>EPSY 406</td>
<td>Psychology of Classroom Management</td>
<td></td>
</tr>
<tr>
<td>EPSY 407</td>
<td>Adult Learning and Development</td>
<td></td>
</tr>
<tr>
<td>EPSY 408</td>
<td>Learning and Human Development with Educational Technology</td>
<td></td>
</tr>
<tr>
<td>EPSY 430</td>
<td>Early Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>EPSY 485</td>
<td>Assessing Student Performance</td>
<td></td>
</tr>
<tr>
<td>EPSY 490</td>
<td>Developments in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EPSY 553</td>
<td>Global Issues in Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Philosophical and Social Foundations in Education Policy, Organization and Leadership**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPOL 401</td>
<td>History of American Education</td>
<td>4</td>
</tr>
<tr>
<td>EPOL 402</td>
<td>Asian American Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 403</td>
<td>Historical and Social Barriers</td>
<td></td>
</tr>
<tr>
<td>EPOL 405</td>
<td>School and Society</td>
<td></td>
</tr>
<tr>
<td>EPOL 406</td>
<td>Professional Ethics in Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 407</td>
<td>Critical Thinking in Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 408</td>
<td>Aesthetic Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 409</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 410</td>
<td>Racial and Ethnic Families</td>
<td></td>
</tr>
<tr>
<td>EPOL 412</td>
<td>Politics of Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 413</td>
<td>Economics of Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 480</td>
<td>Technology and Educational Reform</td>
<td></td>
</tr>
</tbody>
</table>

Elective Hours: 24

400/500-Level Hours Required: 12 hours (Independent Study and Thesis Hours included)

500-Level Hours Required in Education: 12 hours

Research/Project/Independent Study Hours (min/max applied toward degree): 0-8

EPSY 599 Thesis Research (min/max applied toward degree): 2-8

Total Hours 32

Other Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Approval</td>
<td></td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Information listed in this catalog is current as of 02/2022