GRADUATE PROGRAMS IN EDUCATIONAL PSYCHOLOGY
STUDENT HANDBOOK
(REVISIED 02/2009)

Division of Educational Psychology
School of Education
University of Colorado Denver
Campus Box 106
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PROGRAM PHILOSOPHY

Educational Psychology is “the branch of psychology that is concerned with the
development, evaluation, and application of a) theories and principles of human
learning, teaching, and instruction and b) theory derived educational materials,
programs, strategies, and techniques that can enhance lifelong educational activities
and processes” (Wittrock & Farley, 1989, p. 196). “The future of learning and teaching
and the future of educational psychology are intricately tied together within the same
Gordian knot. I look forward to the future and await the next generation of scholars
who will face the challenge of unraveling that enigmatic knot and rap the many

Educational Psychology at the University of Colorado Denver is committed to
systematic study of the teaching-learning processes and to the education of students to
function more effectively in instructional settings. Students “will be encouraged to
focus their creativity, imagination, and intelligence on some of the most complex,
intellectually challenging, and socially significant problems of our time—the education
and training of people, around the world, in and out of schools” (Wittrock, 1992, p.133).
This implies research and critical inquiry about teaching and learning in a broad sense,
to include for instance, learning as it occurs in medical, clinical, and agency settings in
addition to schools. Because much of the basic knowledge about learning and teaching
can be applied in a variety of environments, the program of study is somewhat flexible
to meet individual student needs. The focus of the program is to prepare informed and
critical thinkers; therefore, there is an applied research orientation to help identify and
solve pragmatic, realistic problems. Educational Psychology is not simply a body of
knowledge; it is an approach to problem solving which relies on the interpretation of
empirical and experimental data. Thus, one of the objectives of the program, regardless
of area of specialization, is the development of a positive attitude toward the benefits of basing decisions on research findings and objective evidence.

While the Educational Psychology program prepares student for quite diverse professional roles, three broad responsibilities of those roles structure a coherent knowledge base and focus for the program. We expect graduates of the program to provide leadership in professional practice in the following responsibilities: (1) interpreting, analyzing, and applying research in educational psychology; (2) applying knowledge about learning theories, developmental aspects of growth and learning, research methods and statistics, measurement, group dynamics and individual differences; and (3) applying inquiry skills and creative thought in solving practice-based problems. We further expect students to attain the following objectives:

A. An appreciation of Educational Psychology as a professional discipline.
B. The successful completion and interpretation of a research or development project.
C. The acquisition of advanced knowledge and understanding of a specialized area of educational psychology.
D. Fellowship.

The field of Educational Psychology and course of study are broad, so the Master of Arts (M.A.) degree program is not focused on the preparation of students for specific jobs. However, the Educational Psychology graduate will acquire skills necessary for a variety of roles where knowledge of learning, development, and research is essential. Students who complete the M.A. degree in Educational Psychology will be better prepared to facilitate the teaching-learning process; thus, many students pursue the degree to enhance their skills as professional classroom teachers. In addition, a graduate may qualify to teach at the community college level, to engage in consulting, evaluation, data analysis, and teaching in occupations which require specialized training, or to undertake advanced job-related study, such as a doctorate. Students planning to continue graduate work beyond the M.A. level should become familiar, before enrolling, with doctoral degree program prerequisites so they may tailor their master’s program to ensure a smooth transition to such advanced work. Taken together, the main impact of the M.A. program is to provide insight and understanding of the teaching-learning process in its broadest sense. More detailed programs of study and possible future pursuits emerge from an examination of the following alternative areas of concentration.

ALTERNATE AREAS OF CONCENTRATION

The program of study leads to a Master of Arts (M.A.) degree in Educational Psychology, with a specified area of focus. Five major areas of concentration are available: (1) Human Learning, (2) Human Development, (3) Research and Evaluation, (4) Assessment, and (5) Individualized Programs.

Regardless of the concentration area selected, students must:
1. Take nine (9) hours of core courses required by the School of Education (indicated by asterisks in the course curriculum section for each area of concentration).

2. Demonstrate competence in Educational Psychology by successfully completing a minimum of 36 hours of relevant coursework (9 of which are core courses). Grades lower than a B- will not be counted toward the Educational Psychology Master’s Degree.

3. Complete a master’s thesis (4 semester hours, M.A. Plan I) or either an educational psychology practicum or an independent study project (3 or 4 semester hours, M.A. Plan II). Plan II involves collecting data bearing on a given problem and data analysis and interpretation in writing.

4. Perform satisfactorily on a four-hour written, comprehensive examination (typically taken during the last term enrolled in regular courses).

5. Complete the degree on a timely basis, usually within three years.

Please find the list of core courses and electives for each area of concentration in the following section. Expect to complete at least 36 semester hours of graduate coursework. Most courses are three (3) semester hours. Note that core courses are marked by an asterisk (*). Also, be aware that not all courses are offered each year. You may have to make a substitution or choose an alternative elective with the approval of your faculty advisor. If you have recently completed graduate coursework elsewhere (which was not used as part of a graduate degree) or as a non-degree student here, you may transfer in up to nine (9) semester hours if they meet program requirements; consult with your faculty or academic advisor on this issue.

Each area of concentration is now described briefly, along with its curriculum requirements:

**CONCENTRATION AREA ONE**

**Human Learning:** This area of concentration centers on human learning, especially in formal education contexts. As noted in the list of courses, this program of study is uniquely characterized by a focus on learning, related processes, and teaching. As such, it serves well for students who plan to continue teaching children and those who intend to pursue a doctoral program emphasizing learning.

**Human Learning Curriculum**
Course credit hours are in parentheses

Core Courses:
*EPSY 5020 Advanced Psychological Foundations of Education (3)
*REM 5100 Basic Statistics (3)
Choose one of the following:
*FNDS 5050 Critical Issues in American Education (3)
*CPCE 5810 Multicultural Counseling Issues for Individuals and Families (3)
*LLC 5140 Multicultural Education (3)
*LLC 5150 Culture of the Classroom (3)

Other Required Courses:
REM 5200 Introduction to Research (3)
REM 5300 Introduction to Measurement (3)
EPSY 5110 Human Learning (3)
EPSY 6000 Seminar in Educational Psychology(3)

Choose three of the following:
ECE 5020 Approaches to Young Children’s Learning(3)
EPSY 5050 Children’s Thinking (3)
EPSY 5180 Psychology of Gifted, Talented, and Creative (3)
EPSY 5200 Social Psychology of Learning (3)
EPSY 6600 Human Motivation (3)
EPSY 5100 Advanced Child Growth and Development (3)
EPSY 5140 Advanced Adolescent Growth and Development (3)
EPSY 6200 Human Development Across the Life Span (3)
EPSY 6350 Theories of Personality Development and Change(3)
EPSY 6250 Advanced Abnormal Psychology(3)
EPSY 6600 Human Motivation (3)

Choose one of the following:
EPSY 5240 Cognition and Instruction (3)
EPSY 5220 Adult Learning and Education (3)

Choose one of the following:
EPSY 5840 Independent Study (1-4)
EPSY 6910 Practicum in Educational Psychology (2-4)
EPSY 6950 Master’s Thesis (4)

Total Hours: 36 – 37

CONCENTRATION AREA TWO

Human Development: This area focuses on cognitive, social emotional language, and physical development of children, adolescents, and adults. In particular, developmental characteristics are examined as they relate to education and the school progress of children, adolescents, and adults. This area of concentration is popular with students who expect to continue teaching children and adults, or who are thinking of doctoral study in growth and development.
Human Development Curriculum
Course credit hours are in parentheses

Core Courses:
*EPSY 5020 Advanced Psychological Foundations of Education (3)
*REM 5100 Basic Statistics (3)

Choose one of the following:
*FNDS 5050 Critical Issues in American Education (3)
*CPCE 5810 Multicultural Counseling Issues for Individuals and Families (3)
*LLC 5140 Multicultural Education (3)
*LLC 5150 Culture of the Classroom (3)

Other Required Courses: **
EPSY 5100 Advanced Child Growth and Development (3)
EPSY 5140 Advanced Adolescent Growth and Development (3)
EPSY 6200 Human Development Over the Life Span (3)
EPSY 6000 Seminar in Educational Psychology (3)

Choose three of the following:
EPSY 5050 Children’s Thinking (3)
EPSY 5180 Psychology of Gifted, Talented, and Creative (3)
EPSY 5200 Social Psychology of Learning (3)
EPSY 5240 Cognition and Instruction
EPSY 6350 Theories of Personality Development and Change (3)
EPSY 6250 Advanced Abnormal Psychology (3)
EPSY 6600 Human Motivation (3)
REM 5200 Introduction to Research (3)
REM 5300 Introduction to Measurement (3)

Choose one of the following:
EPSY 5110 Human Learning (3)
EPSY 5220 Adult Learning and Education (3)

Choose one of the following:
EPSY 5840 Independent Study (1-4)
EPSY 6910 Practicum in Educational Psychology (2-4)
EPSY 6950 Master’s Thesis (4)

** Under advisement, all three development courses may not be required. Substitutions may be appropriate.

Total Hours: 36-37
CONCENTRATION AREA THREE A

Research and Evaluation: This area centers on research, statistics, measurement, and evaluation. In addition to basic coursework, students also master relevant computer applications and serve an appropriate practicum/internship in the field. This concentration area includes some basic educational psychology courses to complement several methodological courses. Students selecting this area may be interested in a career involving data analysis or evaluation (such as with a state department of education or a school district central office) or in doctoral study focusing on research and evaluation methodology.

Research and Evaluation Curriculum
Course credit hours are in parentheses

Core Courses:
*EPSY 5020 Advanced Psychological Foundations of Education (3)
*REM 5100 Basic Statistics (3)

Choose one of the following:
*FNDS 5050 Critical Issues in American Education (3)
*CPCE 5810 Multicultural Counseling Issues for Individuals and Families (3)
*LLC 5140 Multicultural Education (3)
*LLC 5150 Culture of the Classroom (3)

Other Required Courses:
REM 5200 Introduction to Research (3)
REM 5300 Introduction to Measurement (3)
EPSY 6000 Seminar in Educational Psychology (3)

Choose three of the following:
REM 5400 Introduction to Evaluation of Programs and Persons (3)
REM 6100 Methods of Qualitative Inquiry (3)
REM 7100 Advanced Methods of Qualitative Inquiry (3)
REM 7110 Intermediate Statistics (3)
REM 7120 Advanced Methods of Quantitative Inquiry and Measurement
REM 7240 Patterned Inquiry for Educational Administration

Choose one of the following:
EPSY 5100 Advanced Child Growth and Development (3)
EPSY 5140 Advanced Adolescent Growth and Development (3)
EPSY 6200 Human Development Over the Life Span (3)
EPSY 6350 Theories of Personality Development and Change (3)
EPSY 6250 Advanced Abnormal Psychology (3)

Choose one of the following:
EPSY 5110 Human Learning
EPSY 5200 Social Psychology of Learning
EPSY 5240 Cognition and Instruction
EPSY 6600 Human Motivation

Choose one of the following:
EPSY 5840 Independent Study (1-4)
EPSY 6910 Practicum in Educational Psychology (2-4)
EPSY 6950 Master’s Thesis (4)

Total Hours: 36-38

CONCENTRATION AREA THREE B

Educational Assessment: This concentration area provides students with a broad background in educational assessment. The program addresses issues in both classroom and large-scale assessment, and focuses on new forms of assessments, such as portfolios and performance assessments. Graduates of the program are prepared to assume leadership roles in educational assessment in classrooms, schools, school districts, and state agencies. The intended audience for this program includes classroom teachers, school administrators, and central office administrators. The program of study includes a core of courses in classroom and large-scale assessment, along with a strong foundation in research and evaluation methodology and educational psychology. Students also specialize in a content area such as literacy or mathematics.

Educational Assessment
Course credit hours are in parentheses

Core Courses:
*EPSY 5020 Advanced Psychological Foundations of Education (3)

Choose one of the following:
*REM 5100 Basic Statistics (3)
*REM 7110 Intermediate Statistics (3)

Choose one of the following:
*FNDS 5050 Critical Issues in American Education (3)
*CPCE 5810 Multicultural Counseling Issues for Individuals and Families (3)
*LLC 5140 Multicultural Education (3)
*LLC 5150 Culture of the Classroom (3)

Other Required Courses:
REM 5050 Assessment for Teachers (3)
REM 5300 Introduction to Measurement (3)
REM 5400 Introduction to Evaluation of Programs & Persons (3)
REM 6050 Seminar in Assessment Policy Issues (3)
Or
EPSY 6000 Seminar in Educational Psychology (3)

Choose one of the following:
REM 5200 Introduction to Research (3)
REM 5080 Research for Teachers

Choose one of the following:
EPSY 5100 Advanced Child Growth and Development (3)
EPSY 5140 Advanced Adolescent Growth and Development (3)
EPSY 6200 Human Development Over the Life Span (3)

Choose one of the following:
EPSY 5110 Human Learning (3)
EPSY 6600 Human Motivation (3)

Choose one of the following:
ELED 5401 Assessment in Mathematics Education (3)
LLC 5050 Linguistic and Cultural Issues in Testing and Assessment (3)

Choose one of the following:
EPSY 5840 Independent Study (1-4)
EPSY Practicum in Educational Psychology (2-4)
EPSY 6950 Master’s Thesis (4)

Total Hours: 36-37

CONCENTRATION AREA FOUR

Individualized Programs: The Educational Psychology M.A. program also allows for an individualized specialization for students who are particularly interested in studying an aspect of educational psychology which is not the focus of one of the other concentration areas. Students pursuing this option would select graduate coursework in close consultation with their faculty advisor; at least 21 or 22 graduate hours would be taken in Educational Psychology (including REM 5100 and REM 5200), three (3) hours in Foundations (FNDS) or Language, Literacy, and Culture (LLC), and the remaining 11 or 12 semester hours as electives.

Individualized Curriculum
Course credit hours are in parentheses

Core Courses:
*EPSY 5020 Advanced Psychological Foundations of Education (3)
*REM 5100 Basic Statistics (3)
Choose one of the following:
* FNDS 5050 Critical Issues in American Education (3)
* CPCE 5810 Multicultural Counseling Issues for Individuals and Families (3)
* LLC 5140 Multicultural Education (3)
* LLC 5150 Culture of the Classroom (3)

Other Required Courses:
REM 5200 Introduction to Research (3)
EPSY 6000 Seminar in Educational Psychology (3)

Choose one of the following:
EPSY 5100 Advanced Child Growth and Development (3)
EPSY 5140 Advanced Adolescent Growth and Development (3)
EPSY 6200 Human Development Over the Life Span (3)
EPSY 6350 Theories of Personality Development and Change (3)
EPSY 6250 Advanced Abnormal Psychology (3)

Choose two of the following:
ECE 5020 Approaches to Young Children’s Learning (3)
EPSY 5050 Children’s Thinking
EPSY 5110 Human Learning (3)
EPSY 5220 Adult Learning and Education (3)
EPSY 5240 Cognition and Instruction

Choose one of the following:
EPSY 5840 Independent Study (1-4)
EPSY 6910 Practicum in Educational Psychology (2-4)
EPSY 6950 Master’s Thesis (4)

Electives (11-14)

Total Hours: 36-37

ADMISSIONS INFORMATION

General Application Procedures

Request an application for admission to the graduate program in Educational Psychology by mail:

University of Colorado Denver
School of Education Student Services Center
Campus Box 106
PO Box 173364
Denver, CO 80217-3364
You must hold a Bachelor’s degree to apply for the M.A. degree in Educational Psychology. Additionally, a complete one-packet application includes:

- Graduate Application Part I and In-State Tuition Classification form (Colorado residents must complete both).
- $50.00 application fee (International Student application fee is $75.00).
- Resume—please include all teaching and/or other educational certificates held and the state that issued them.
- Written goal statement (this will be helpful in the selection process and in matching students with faculty advisors).
- **Online written response**, based on the School of Education & Human Development mission statement. Please go to [www.tiny.cc/sehd](http://www.tiny.cc/sehd) and follow the online instructions. We recommend that you complete the essay in Word or a similar program and then paste it into the space provided online. You must include a printed version of the essay in your application packet, as well as a print-out of the online page reading “Form has been completed. Thank You!” confirming that you have submitted the essay online.
- Three letters of recommendation—from present or former professors, present or former employers, co-workers, etc. Recommendations should not be more than two years old. The recommendation form and letter should be returned to you in the original unopened envelope to include with your application.
- Photocopy of teaching certificate (if applicable).
- Two official transcripts from all universities/colleges attended. Individuals who submit documentation that they are licensed teachers in Colorado or another state need to submit transcripts from (a) all institutions granting previous degrees, and (b) institutions from which graduate courses have been taken which the applicant wishes to transfer into the program. Transcripts are to be issued to you and should be submitted together in the original, unopened envelope with your application packet.
- Official Graduate Record Exam (GRE) Scores (if applicable). GRE scores are not required if your undergraduate GPA is greater than 2.75, if you have 24 hours of graduate-level coursework (not post-baccalaureate) at 3.0 or above, or if you already hold a graduate degree. If you are taking the GRE, the code number for CU-Denver is 4875. The scores will be sent electronically to CU-Denver.

Submit your complete one-packet application to:
Application Deadlines:

- Fall semester: April 15
- Spring semester: September 15
- Summer semester: February 15

We will notify you as soon as possible of our decision regarding your application so that you may plan accordingly. We must receive your complete application by the deadlines posted above in order to consider you. Therefore, if you need to take the GRE several months before the application deadline to ensure that test scores arrive on time.

SELECTION CRITERIA

Acceptance to the M.A. program in Educational Psychology is based on several considerations:

1. Applicants must meet the general requirements of the University of Colorado Denver Graduate School.

2. Applicants must have completed an undergraduate program. Preference is given to degrees in a related field of study (i.e. education, psychology, sociology, etc.).

3. Applicants should have the potential to successfully complete graduate work. Such potential would be suggested by a minimum:
   a. Undergraduate grade point average (GPA) of 2.75 on a 4.0 scale.
   b. Graduate GPA of 3.5 on any graduate work completed.
   c. Combined score (verbal plus quantitative) greater than 1000 on the Graduate Record Exam (GRE). A minimum of 500 on the quantitative section of the GRE is desired for admission in the research and evaluation area. See Admissions section to determine whether or not you would have to take the GRE.

4. Background experience of each applicant should reflect a strong interdisciplinary preparation and academic work in education and in the behavioral and social sciences.
5. Evidence that the applicant is motivated to pursue the area of study indicated. The Written Statement included in the application is important in this regard because an applicant describes his or her plans for graduate study and for a professional career.

ENROLLING IN COURSES PRIOR TO ACCEPTANCE

Many students choose to begin course work in Educational Psychology before gaining formal acceptance to the program. You may enroll as a non-degree “special student in early courses required by the program” if you have met course prerequisites. You may take up to nine (9) semester credits in the Educational Psychology program as a non-degree student. Please note the transfer policy in the next section. NOTE: courses taken as a non-degree student are at the student’s risk since students may not be admitted into the program. Applications for non-degree admission are available from www.cudenver.edu under the Admissions section.

TRANSFERRING CREDIT

The Graduate School will transfer no more than nine (9) graduate credit hours into a student’s degree program. The remaining credits must be completed after the student has been admitted to a Master of Arts program. Credits transferred into a program that are subject to the nine (9) semester credit restriction include the combined total of 1) any graduate course work completed at other institutions of higher education (courses approved as equivalent by program faculty); 2) graduate course work completed as a non-degree student prior to admission to a degree program; and 3) graduate credits earned through continuing education courses taken at UCD or other institutions of higher education before or during the student’s completion of a program.

GRADUATE SCHOOL RESIDENCY REQUIREMENT

In general, the residence requirements can be met only by residence at the University for at least two semesters or at least three summer terms. For full residence, a student must be registered within the time designated at the beginning of a semester and must carry the equivalent of not fewer than 5 semester hours of work for two consecutive semesters in the graduate program. If satisfying the residency requirement during the summer, students must carry 3 semester hours of work for three consecutive summers.
TIME LIMIT

According to University policy, Master’s degree students have seven years, from the beginning of course work, to complete all degree requirements. At the same time, the seven-year rule is intended to accommodate students who run into severe and unexpected delays due to health, family, finances, or the like. Please recall that the program faculty encourage students to complete the MA in three years, so that students can benefit from the increased impact and coherency of the program when delivered over a compact period of time. When a student fails to complete the degree in this seven-year period, the program director must file an annual statement with the graduate dean stating the reasons why the student should be allowed to continue in the program. A student who does not complete all degree requirements within the specified period of time must validate, by special examination(s), any course work taken more than eight years prior to taking the master’s comprehensive examination and finishing all of the required course work.

LIST OF FACULTY

The following is a list of faculty from the Division of Educational Psychology who teach educational psychology and research methods courses.

William L. Goodwin, Ph.D.
Professor and Division Coordinator
Office: LW 1125; (303) 315-6323
bill.goodwin@cudenver.edu
Areas of interest include:
*Measurement in early childhood
*Research-qualitative and quantitative
*Classroom learning
*Program/personnel evaluation
*Violence counseling

Suzanne Adams, Ph.D.
Assistant Research Professor
Office: LW 626; (303) 315-4950
suzanne.adams@cudenver.edu
Areas of interest include:
*Early childhood growth and development
*Early childhood teacher training
*Violence issues

Alan Davis, Ph.D.
Associate Professor
Office: LW 1124; (303) 315-6322
alan.davis@cudenver.edu
Areas of interest include:
*Educational assessment
*Research methodology
*Social Dynamics of classrooms
*Qualitative and quantitative research methods

Laura D. Goodwin, Ph.D.
Professor
Office: LW 1400; (303) 315-2105
laura.goodwin@cudenver.edu
Areas of interest include:
*Statistics
*Psychometrics and applied measurement
*Qualitative and quantitative research methods
*Teaching in higher education
Nancy Leech, Ph.D.
Assistant Professor
Office: LW 1128; (303) 315-6327
nancy.leech@cudenver.edu
Areas of interest include:
* Willingness to seek assistance
* Gender and equity issues
* Various methodological issues and techniques

Ellen Stevens, Ph.D. (on temporary assignment)
Associate Professor
Office: LW 320; (303) 556-8112
ellen.stevens@cudenver.edu
Areas of interest include:
* College teaching
* Adult learning
* Faculty Development

Philip Strain, Ph.D.
Professor
Office: LW 613; (303) 315-4935
phil.strain@cudenver.edu
Areas of interest include:
* Early intervention
* Assessment

Kenneth P. Wolf, Ph.D.
Associate Professor
Office: LW 320; (303) 556-6284
kenneth.wolf@cudenver.edu
Areas of interest include:
* Educational assessment
* Teaching portfolios
* Literacy

Gregory Diggs
Assistant Professor
Office: LW 1123; (303) 315-6321
gregory.diggs@cudenver.edu
Areas of interest include:
* Questionnaire design
* Survey research
* Measurement issues
* Program evaluation