

EPR-Educational Psychology

EPR 510. Measurement and Evaluation in Education ECE. 3 Hours.

For early childhood/elementary education majors only. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Elementary descriptive statistics and measurement techniques used in student evaluation. Quantitative literacy is a significant component of this course (QEP).

Prerequisites: EEC 600 [Min Grade: C](Can be taken Concurrently)

EPR 511. Measurement and Evaluation in Education Secondary Ed. 3 Hours.

For secondary education majors only. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Elementary descriptive statistics and measurement techniques used in student evaluation. Quantitative literacy is a significant component of this course (QEP).

EPR 590. Research & Prgm Eval in Coun. 4 Hours.

This course will provide an introduction to major principles, strategies, and instruments in social science research and program evaluation. Students will become familiar with (1) basic strategies used to conduct research; (2) basic methodology for collecting and interpreting data typically reported in counseling; (3) basic conventions for published reporting research in his/her field of interest; (4) basic program evaluation; and (5) the knowledge and skills to become consumers and producers of counseling research.

EPR 594. Introduction to Educational Research Design. 3 Hours.

Introduction to educational research design purposes and characteristics of the research process, including: types of research approaches and research design; procedures for collecting; analyzing and evaluating data; critical review of published research; research ethics; and institutional review.

EPR 596. Introduction to Qualitative Methods in Educational Research. 3 Hours.

The purpose of this course is to provide a practical introduction to qualitative research and its application in education, social, and behavioral sciences.

Prerequisites: EPR 594 [Min Grade: C]

EPR 607. Computer Applications to Statistical Analysis. 1 Hour.

Excel and SPSS will be used for statistical analyses and data interpretation. Lab to accompany EPR 608.

EPR 608. Introduction to Statistical Methods in Educational Research. 3 Hours.

This statistics course will cover descriptive and inferential statistics to include the following: measures of central tendency; measures of variability; frequency distributions; normal curve; probability; sampling; regression; hypothesis testing; and analysis of variance. Excel and SPSS will be used for statistical analyses and data interpretation.

EPR 609. Statistical Methods and Research in Education: Intermediate. 3 Hours.

This course will cover basic inferential techniques including hypothesis testing and parametric and non-parametric techniques related to factorial ANOVA and within-subjects ANOVA designs. A significant focus of this course is on assumptions, rationale, application and interpretation of various analysis of variance techniques.

Prerequisites: EPR 608 [Min Grade: C]

EPR 610. Child Psychology. 3 Hours.

This course covers human development through infancy, preschool, and preadolescence.

EPR 611. Adolescent Psychology. 3 Hours.

This course offers an in-depth examination of selected topics in the psychological, social, emotional, moral, cognitive, cultural and physical development of adolescents and how these aspects affect classroom and school behavior.

EPR 614. Lifespan Human Development. 3 Hours.

The objective of this course is to further students' knowledge of human development, the multidisciplinary study of how people change and how they remain the same over time. Topics to be covered will include developmental theories, biological development, social developing, language development, cognitive development, young adulthood, and aging.

EPR 616. Personality Theories. 3 Hours.

This course covers the major theoretical perspectives of the development of personality.

EPR 622. Learning Theories. 3 Hours.

This course covers the application of learning theories to educational practice, behavioral theories, information processing, biochemical basis of memory and learning, as well as other major learning theories.

EPR 650. Educational and Psychological Testing. 3 Hours.

This course will cover the basic principles, research, and theories on the testing and measurement of psychological and educational constructs. Students should expect to complete the course with knowledge of various techniques for educational and psychological testing, familiarity of several professionally developed tests, in-depth knowledge on one test of student's choice, and knowledge of measurement theory which includes reliability and validity.

Prerequisites: EPR 607 [Min Grade: C] and EPR 608 [Min Grade: C]

EPR 688. Seminar on Current Issues: Measurement/Eval School. 3 Hours.

This course provides advanced training on current issues, policies, and methods in educational measurement and evaluation relevant to classroom teachers.

EPR 691. Independent Readings in Educational Psychology and Research. 3 Hours.

Independent Readings in Educational Psychology and Research.

EPR 692. Introduction to Educational Research Design. 3 Hours.

Introduction to educational research design purposes and characteristics of research process, types of research approaches and research designs, procedures for collecting, analyzing and evaluating data, critical review of published research, research ethics and institutional review.

EPR 695. Survey Methods in Educational Research. 3 Hours.

Provides an overview of the basic principles, applications, and types of survey research in education. Students completing this course should have basic knowledge of the survey implementation procedures, use of appropriate sampling techniques and principles of survey instrument construction. Students should be able to develop reliable survey items, establish reliability and validity of survey scales and instruments, and demonstrate awareness of ethical issues related to conducting survey research. Finally, students will learn how to evaluate and critique published survey research studies.

Prerequisites: EPR 594 [Min Grade: C] and EPR 607 [Min Grade: C] and EPR 608 [Min Grade: C]

EPR 696. Qualitative Research: Inquiry and Analysis. 3 Hours.

The purpose of this course is to provide an in-depth insight into the history, philosophy and applications of qualitative research. The course provides a structured field experience of designing and conducting a qualitative small-scale research study within a select qualitative approach.

Prerequisites: EPR 594 [Min Grade: C] and EPR 596 [Min Grade: C]
(Can be taken Concurrently)

EPR 700. Data Based Decision Making. 3 Hours.

Provides an overview of key issues related to data-based decision making for students who are interested in moving into leadership positions within their own school and school system. Issues such as Response to Intervention (RTI), progress monitoring, formative and summative evaluation, basic statistical and measurement issues, and other related topics are introduced and discussed.

EPR 700L. Field Experience/Data Based Decision Making. 1 Hour.

Field-based experience to accompany Data Based Decision Making.

EPR 700R. School Based Problem Research Project/Data Based Decision. 1 Hour.

Action-research project to accompany Data Based Decision Making.

EPR 710. Computer Applications and Advanced Statistical Methods. 3 Hours.

Provides an overview of multivariate analyses including multiple regression, MANOVA, logistic regression, discriminant function analysis, factor analysis, cluster analysis, and related procedures. The course focuses on conducting analyses, interpreting results, and conducting studies that require multivariate analyses.

Prerequisites: EPR 608 [Min Grade: C] and EPR 609 [Min Grade: C]
(Can be taken Concurrently)

EPR 728. Seminar on Research in Education. 3 Hours.

Seminar on Research in Education. Special topics to be determined each semester.

EPR 790. Mixed Methods Approaches in Action Research. 3 Hours.

Application of mixed methods research to designing and conducting action research studies involving collecting and analyzing both quantitative and qualitative data. Types of action research models and their major characteristics; steps in designing and conducting mixed methods action research studies; specific types of mixed methods action research designs; sampling, data collection, analysis, validation, and evaluation of mixed methods action research projects. Applied knowledge of designing and conducting a small-scale mixed methods action research study.

Prerequisites: EPR 594 [Min Grade: C] and EPR 596 [Min Grade: C] and EPR 607 [Min Grade: C] and EPR 608 [Min Grade: C]

EPR 792. Mixed Methods Approaches to Educational Research. 3 Hours.

This course will provide an overview of mixed methods research, including the history and philosophy of mixed methods research, relevant emerging literature, types of research problems addressed, types of mixed methods designs, and the writing and evaluation of mixed methods studies.

Prerequisites: EPR 594 [Min Grade: C] and EPR 596 [Min Grade: C] (Can be taken Concurrently) and EPR 607 [Min Grade: C] and EPR 608 [Min Grade: C] and EPR 609 [Min Grade: C](Can be taken Concurrently)

EPR 793. Doctoral Seminar in Research Evaluation and Design. 3 Hours.

Doctoral seminar in educational research and psychology. Topics vary by semester.

EPR 796. Qualitative Research: Doctoral Seminar. 3 Hours.

Qualitative Research: Doctoral Seminar. Topics vary by semester.

Prerequisites: EPR 596 [Min Grade: C] and EPR 696 [Min Grade: C]