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. 3 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 include
developmental theories, biological development, social developing,
language development, cognitive development, young adulthood, and
aging.

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 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 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 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 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.