



TEXAS TECH UNIVERSITY  
**College of Education™**

**Educational Psychology**

*Master of Education  
Program Handbook*

**College of Education  
Graduate Education and Research  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071  
(806) 742-1997  
Fax (806) 742-2179  
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10/6/06

## Program Overview

The master's program in Educational Psychology is designed for students interested in concentrating on the fundamentals of educational psychology as they pertain to teaching, learning, and research methodology. The basic purpose of the program is to prepare students to acquire the knowledge and develop the abilities necessary to conduct basic and applied research as commonly needed in public and schools settings as well as in doctoral programs. The curriculum in the educational psychology program fits with the reflective-practitioner model for preparing educational psychologists.

The purpose of this guide is to provide specific information that will assist students as they consider applying to master's level program in Educational Psychology. Specific descriptions of courses are in the *Texas Tech University Graduate Catalog*. Information about Texas Tech University can be found on-line at [www.ttu.edu](http://www.ttu.edu). Information about the College of Education can be found at <http://www.educ.ttu.edu>.

## Graduate Faculty

<i>FACULTY NAME</i>	<i>DEGREE AND INSTITUTION</i>	<i>RESEARCH INTERESTS</i>
<b>Hansel Burley</b> (Program Coordinator) <a href="mailto:hansel.burley@ttu.edu">hansel.burley@ttu.edu</a>	Ph.D. Curriculum and Instruction 1993, Texas A & M University	College remediation, Achievement testing, Community colleges, Diversity
<b>Lee. S. Duemer</b> <a href="mailto:lee.duemer@ttu.edu">lee.duemer@ttu.edu</a>	Ph.D. Social, Historical and Philosophical Foundations of Education 1996, University of Pittsburgh	History of education, Relationship of armed forces and society, Educational desegregation
<b>William Y. Lan</b> <a href="mailto:william.lan@ttu.edu">william.lan@ttu.edu</a>	Ph.D. Educational Psychology 1990, University of Iowa	Learning and motivation; self- regulation in Education
<b>Arturo Olivárez, Jr.</b> <a href="mailto:arturo.olivarez@ttu.edu">arturo.olivarez@ttu.edu</a>	Ph.D. Educational Psychology 1989, Texas A&M University	Univariate and multivariate statistics, educational and psychological measurement; educational program evaluation
<b>Loretta Rudd</b> <a href="mailto:loretta.rudd@ttu.edu">loretta.rudd@ttu.edu</a>	PhD Educational Psychology 2003 Baylor University	Didactic interaction; training early of childhood educators
<b>Kamau Siwatu</b> <a href="mailto:kamau.siwatu@ttu.edu">kamau.siwatu@ttu.edu</a>	Ph.D Educational Psychology 2005 University of Nebraska	Teaching, learning, and diversity teacher self- efficacy, culturally responsive teaching
<b>Tara Stevens</b> <a href="mailto:tara.stevens@ttu.edu">tara.stevens@ttu.edu</a>	Ed.D. Educational Psychology 2000, Texas Tech University	The influence of self- perspectives on educational outcomes.

<p><b>Mary K. Tallent Runnels</b>  <a href="mailto:mary.runnels@ttu.edu">mary.runnels@ttu.edu</a></p>	<p>Ph.D. Educational Psychology  1985, Texas A&amp;M University</p>	<p>Aspects of giftedness, cross-cultural studies, online learning</p>
<p><b>Eugene Wang</b>  <a href="mailto:eugene.wang@ttu.edu">eugene.wang@ttu.edu</a></p>	<p>Ph.D. Educational Psychology  1998, Texas A&amp;M Commerce</p>	<p>Violence risk; disruptive behavioral disorders; univariate and multivariate statistics; educational and psychological measurement</p>
<p><b>Amanda Williams</b>  <a href="mailto:a.williams@ttu.edu">a.williams@ttu.edu</a></p>	<p>Ed.D. Educational Psychology  2000, Texas Tech University</p>	<p>Patterns of communication between advisors and students; personality, univariate and multivariate statistics, and research methodology</p>

**Admissions Procedure**

- A. Apply through the Office of Graduate Admissions in Holden Hall for “General Admission” to the Graduate School at <http://www.depts.ttu.edu/gradschool/> . Read the *Graduate Catalog* of the University for admission requirements at <http://www.depts.ttu.edu/officialpublications/catalog/ViewCat.html>. A bachelor’s degree from Texas Tech University or any other university does not guarantee admission to the master’s program.
- B. Complete the Graduate Record Examination (GRE). For international students, complete the Test of English as a Foreign Language (TOEFL) Applications of the tests may be obtained from the Testing and Evaluation Center in West Hall on the campus or other authorized testing centers or directly from the website of Education Testing Service (ETS).

The Graduate School has two admission statuses, described briefly here. Official descriptions are in the current graduate catalog. The graduate admissions categories are: (1) Full admission to the master’s program in Educational Psychology and (2) Graduate temporary (GTMP). Students may enroll as a “Graduate Temporary” (GTMP) graduate student for one semester while awaiting the test results.

The College of Education (COE) has established a holistic approach to the admission process. If a student does not gain full admission within one semester, he or she will not be permitted to register for the second semester.

- C. The standards for admission to the Educational Psychology Program go beyond those for admission to the Graduate School. Complete the master's degree application process by submitting recommendation forms and an applicant statement.

Student applications will be reviewed during the months of June, October, and February for admissions of the Fall, Spring, and Summer semesters, respectively. Applications should be completed at least a month prior to the review. The program’s recommendation regarding admission is forwarded to the Graduate School.

**Notification of acceptance.** You will be notified by letter from the Office of Graduate Admissions of the decision regarding your acceptance into the Educational Psychology program.

**Appeal process.** Applicants who are not accepted into the Master’s program in Educational Psychology may appeal the Educational Psychology program faculty’s decision. First applicants may reapply to the program addressing the concerns of the admissions committee. The applicant should contact the program coordinator for a letter delineating those concerns. Second, should the applicant be rejected a second time, he or she may appeal this decision the Associate Dean for Graduate Students and Research in the College. This person will outline a secondary review process. There are no other appeals following this step.

## Advisement Procedures

Following admission to the Educational Psychology Program, the program coordinator will assign an advisor to each student. The student may request *in writing* to be assigned to a specific faculty advisor. Students may change advisors during their course of study by writing the program chair to request such a change.

The degree plan is the primary advisement tool. It is completed early in the student's program, usually in the first semester (keep it consistent with what we say in the Degree Plan where we require the plan be done in the first semester.), and provides the listing of courses needed for graduation. The student is responsible for keeping the degree plan updated and for bringing the plan to advisement sessions. Students need to file degree plan changes when necessary.

The student's advisor will provide other forms of guidance as requested by the student. This includes providing suggestions for preparing for the comprehensive evaluation.

For additional information, please contact Mary Tallent-Runnels, Educational Psychology Program Coordinator, at (806) 742-1997, Ext. 224.

## Degree Plan

As soon as possible after admission to a degree program, but no later than during the first semester of work, the student should contact his or her assigned academic advisor to develop a "Program for the Master's Degree." During an individual conference, the academic advisor will assist the student with selection of courses related to the program option chosen. After the student's degree plan is signed by the advisor and department head and approved by the Graduate School, the student is expected to follow it as the basis for all subsequent enrollments.

With proper planning, the academic requirements for the Texas Professional Teacher Certificate can be completed concurrently with the 36-hour master's degree program. Care must be taken to select courses on the degree plan that will also meet special credentials the student may be seeking, such as licensure or certification.

**Transfer credit.** Only 6 approved semester hours of coursework may be transferred from another accredited university. Transfer courses may not include practicum or internship. No course on the degree plan may be over seven years old at the time the degree is conferred.

**Applicants with a prior master's degree.** The TTU Graduate Catalog states that permission to work toward a second degree of the same level is granted only upon approval by the Educational Psychology and Leadership Department and review by the Graduate School Dean. The applicant is subject to all requirements as a new student. While there is no guarantee that any work from the first master's degree may apply to the second, at least *one full year (24 semester hours) must be taken specifically for the new degree program*. Therefore, applicants with a prior master's degree are urged to investigate the Doctoral Program in Educational Psychology.

## Continuation of Enrollment

Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Educational Psychology Program and the Graduate School, may be required to apply for readmission to the program according to the procedures and standards in effect at the time of reconsideration.

## Program of Study

A minimum of 36 semester credit hours is required for the granting of a Master of Education in Educational Psychology. There are two basic plans for the master's degree.

1. **Thesis option plan.** A minimum of 30 hours of graduate work plus 6 hours of thesis research. The master's thesis is expected to represent independent work by the student, conducted under the supervision of a faculty committee. An oral defense of the thesis is required. Comprehensive examinations are not required under this option.
2. **Non-thesis option plan.** A minimum of 36 hours of graduate work without a thesis is required in addition to satisfactory completion of a comprehensive final examination. No examination may be held prior to the mid-point of the semester or summer term in which a student will complete all remaining courses on the degree plan.

## Core Curriculum

### 1. Tool Requirement (3 hrs)

EPSY 5379 Introduction to Educational Research

### 2. Foundations Requirements (3 hrs)

EPSY 5310 Philosophy of Education

EPSY 5314 History of Education

EPSY 5323 Cultural Foundations of Education

## Program Curriculum

### 1. Educational Psychology Requirements (12 hrs)

EPSY 5332 Educational Psychology

EPSY 5331 Human Development

EPSY 5356 Principles of Educational and Psychological Measurement

EPSY 5380 Introduction to Educational Statistics

### 2. Electives (Complete hours from selected plan of study in an area of emphasis)

EPSY 5310 Philosophy of Education

EPSY 5314 History of Education

EPSY 5323 Cultural Foundations of Education

EPSY 5331 Human Development in Education

EPSY 5333 Adolescent Learners

EPSY 5381 Intermediate Educational Statistics

EPSY 5382 Qualitative Research in Education

EPSY 5389 Individual Intelligence Testing

EDEC 5310 Application of Studies in Maturation and Learning (Early Childhood)

EDEC 5311 Analysis and Design of Programs in Early Childhood

EDEC 5312 Environmental Systems and Teaching Strategies in Early Childhood

EDEC 5314 Early Education for Culturally Diverse Children

EDSP 5310 Gifted and Talented Children and Youth

EDSP 5312 Creativity and the Gifted and Talented

EDCI 5333 Improving the Teaching of Thinking

EDCI 5352 Portfolio Assessment in Reflective Thinking

EPSY 6349 Doctoral Seminar in Educational Psychology (Various Topics)

EPSY 6000 Master's Thesis

EPSY 7000 Research

PSY 5321 Non-parametric Statistical Analysis Techniques for Psychological Research

PSY 5327 Seminar in Social Cognition

PSY 5347 Advanced Correlational Methods and Factor Analysis

PSY 5352 Seminar in Learning Theory

PSY 5354 Seminar in Perception

PSY 5356 Seminar in Cognition

PSY 5385 Life Span Development: Psychobiological and Cognitive Processes in Aging

PSY 5388 Seminar in Cognitive Development

HDFS 5310 Theories of Human Development

HDFS 5312 Perceptual-Cognitive Development

HDFS 5313 Psychosocial Development

HDFS 5317 Adolescent Development

HDFS 5319 Development in Adulthood

HDFS 5354 Analysis of Multiple Dependent Variables

HIST 5305 Historiography

PHIL 5305 Studies in American Philosophy

PHIL 5321 Social and Political Philosophy

PHIL 5301 Studies in Greek Philosophy

### Summary Semester Credit Hours

	THESIS	NON-THESIS
Tool Requirement	3	3
Foundations Requirements	3	3
Program Requirements	12	12
Electives	12	18
Thesis	6*	0**
	36	36

\* Oral defense is required for those students electing to complete a thesis. No comprehensive examination is required.

\*\* Comprehensive evaluation is required in final semester of coursework.

## Additional Information

### **Comprehensive Evaluation**

All Educational Psychology master's degree students, unless the thesis option is taken, must pass a comprehensive evaluation prior to receiving their degree. Students are permitted to take the evaluation during their last semester of coursework. The evaluation is offered once each regular semester (I don't think students can take comps in summer). Students must apply to take the evaluation in the office of the College of Education Associate Dean for Graduate Studies and Research (Education/Room 105). Since deadlines for applying to take the exam apply, students are encouraged to inquire about the procedures in their last year of course enrollment.

For a full description of the Master's Comprehensive Examination, see the *Graduate Catalog*.

### **Other Issues**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Graduate Catalog*.

**List of Major Steps Required by the Graduate School for the  
MASTER'S DEGREE**

	<b>ACTION</b>	<b>INITIATED THROUGH</b>	<b>SUBMITTED TO</b>	<b>TIME</b>
1.	Plan courses for degree	Graduate Advisor	Graduate Advisor	Prior to registration
2.	Set up thesis advisory committee and title, if applicable	Graduate Advisor	Graduate Advisor	Prior to filing "Program for the Master's Degree and Admission to Candidacy" form
3.	File "Program for the Master's Degree and Admission to Candidacy" form (Not to be confused with the "Statement of Intention to Graduate" form, see #6 below)	Graduate Advisor or Chair, Advisory Committee	Graduate School	After first semester of master's coursework, no later than the posted deadline
4.	File changes in degree program, if necessary	Graduate Advisor or Chair, Advisory Committee	Graduate School	As needed
5.	Enroll in semester of graduation (at least 3 hours of thesis, if defending thesis)	Graduate Advisor or Chair, Advisory Committee	Registrar	Semester of graduation
6.	File "Statement of Intention to Graduate" form, including official title of thesis, if applicable. (Not to be confused with the "Program for Master's Degree and Admission to Candidacy" form see #3 above)	Student	Graduate School	Semester of graduation* (One must be filed for each intended graduation semester)
7.	Pay thesis document fee, if applicable	Graduate School Thesis Coordinator	Student Business Services	Prior to deadline during semester of graduation*
8.	Schedule final comprehensive examination and/or defense and send result by memo to Graduate School	Graduate Advisor or Chair, Advisory Committee	Graduate School Master's Coordinator	Semester of graduation* (usually about 6 weeks before graduation)
9.	After incorporating committee changes, submit .pdf file of thesis and signed title page to Graduate School for official review	Advisory Committee	Graduate School Thesis Coordinator	Semester of graduation (usually 5 weeks before graduation date)
10.	Final grade for thesis hours (A or B) Grade will be "CR" until final semester	Chair, Advisory Committee	Registrar Final grade roll	End of semester
11.	Submit official .pdf of thesis to ETD web site; order and bring all personal/paper copies to Graduate School	Student	Graduate School Thesis Coordinator	Prior to deadline

\*Deadline packets will be sent to students according to proposed date of graduation indicated on "Program for the Master's Degree and Admission to Candidacy" form. Forms may also be downloaded from the Graduate School web site: <http://www.depts.ttu.edu/gradschool/> *Revised 8/16/06*

## Application Materials

### Steps in Application Process

- 0 Contact one of the program faculty for advisement in the master's degree admissions process
- 0 Submit the Application for Admission to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall)
- 0 Submit Graduate Records Exam (Qualitative, Verbal and Analytical) scores to the Graduate School
- 0 International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- 0 Submit official transcripts of all college work to the Graduate School
- 0 Submit the program application form, with attached letter of application and resume, to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- 0 Send 2 recommendations (see attached form) to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- 0 IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Master's Degree (degree plan) with your faculty advisor, who will also advise you on course selection and registration.
- 0 IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-1998 x 447 (Education/Room 106A) for advisement regarding the admissions appeals process.

### Admissions Criteria

Three areas will be considered to provide a holistic evaluation of an individual's application to the Educational Psychology program.

1. Students' statement of reason as stated in the letter of application,
2. Students' academic ability as evidenced in last 60 hours of undergraduate GPA and the verbal, quantitative, and analytical scores on the GRE, and
3. Students' written communication skills as evidenced in the letter of application



**Master of Education Degree in Educational Psychology**  
**Texas Tech University**  
**Recommendation Form**

**To the applicant:** Complete the information requested below and give this form to the person serving as a reference along with a stamped envelope addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential.

Applicant's Name: \_\_\_\_\_  
Last First Middle

Recommender's Name: \_\_\_\_\_  
Last First Middle

I waive my rights to ever see this form and any supplementary notes or letters.

\_\_\_\_\_

Signature Date

**Applicant: Do Not Write Below This Line**

**To the recommender:** The person named above is applying for admission to the graduate program in Educational Psychology at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for graduate work. Please respond on this form and attach an additional letter if desired. Thank you for your assistance.

1. How long have you known the applicant?  Less than one year  more than one year
2. How well do you know the applicant?  casually  fairly well  very well
3. In what capacity have you known the applicant? \_\_\_\_\_

4. Please rate the applicant on the characteristics shown below, by marking an X along the line to indicate your assessment. Indicate below to whom you are comparing the applicant.

undergraduates     master's level students     doctoral level students

	Weak	Strong	Can't Judge
	0 10 20 30 40 50 60 70 80 90 100		
a. Capacity for analytical thinking			
b. Accepts responsibility			
c. Motivation and enthusiasm			
d. Organizational ability			
e. Ability to work with colleagues			
f. Ability to handle stressful situations effectively			
g. Possesses integrity			
h. Written and oral communication skills			

5. Do you have knowledge of the applicant ever behaving in an unethical or unprofessional manner?  
 Yes     No    If yes, please explain in #6 below

6. Using a few sentences, describe the applicant's potential to successfully complete a program of study in Educational Psychology and become a leader in the profession once the degree is completed. Statements about the candidate's academic ability, effectiveness as an educator, and dependability are particularly important for persons applying to our program.

7. If you alone were making the decision to accept this applicant as a graduate student, which of the following would best describe your decision?

- Recruit – will be a truly outstanding student and professional
- Definitely accept – will complete the degree at a superior level
- Accept – will complete the degree at an adequate level
- Accept – with reservations about ability or motivation
- Accept – with reservations
- Do not accept (please explain in #6 above)

**Please return the completed recommendation form promptly.  
The application will be not reviewed until all recommendations are received.**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Thank you for your assistance.**

Please return this form in the envelope provided to:  
Associate Dean for Graduate Education and Research  
College of Education  
Box 41071  
Lubbock, Texas 79409-1071

