



Guidelines for Applicants to the Educational Psychology Master of Education Program

The Master of Education (MED) degree in Educational Psychology is administered by faculty in the Division of Psychology in Education. This program is intended for persons who wish to further prepare themselves as classroom teachers or other positions related to instruction. A written evaluation is required as the culminating experience for the degree. Students completing this program are not expected to continue for a Ph.D. in Educational Psychology at Arizona State University.

Applicants to the program must submit *both* the Graduate Degree Application and the additional materials required by the program as described below. All the required items must be received by October 15 to be considered for Spring semester and by February 15 to be considered for Fall semester. The process should be started several weeks before the deadline to allow time for all the materials to reach the proper offices.

THE GRADUATE DEGREE APPLICATION

The Division of Graduate Studies has a comprehensive web site at www.asu.edu/graduate/admissions that presents application materials, procedures, and the online application. You are encouraged to apply electronically for faster processing; however, if you are unable to access the application, fax your request for a paper copy to 480-965-5158 or write to the Division of Graduate Studies, ASU, PO Box 871003, Tempe, AZ 85287-1003. The non-refundable application fee and all items associated with the application such as transcripts and test scores are to be submitted directly to the Division of Graduate Studies.

MATERIALS REQUIRED BY THE EDUCATIONAL PSYCHOLOGY ADMISSIONS COMMITTEE

The supporting materials listed below are to be submitted to: Admissions Secretary, Psychology in Education, Arizona State University, PO Box 870611, Tempe, Arizona 85287-0611.

- **Individual Resume.** This document should include your higher education background, classroom teaching, other employment experiences, public service affiliation with professional organizations, awards, presentations, publications, and descriptions of non-academic interests.
- **Statement of Goals.** This one or two-page narrative should identify the career path that you wish to pursue, indicate how your preparation to date contributes to the plan, and tell how a degree in educational psychology can attain your goals.
- **Test Scores.** Have your scores on either the GRE or the MAT sent to the Division of Graduate Studies, Arizona State University, PO Box 871003, Tempe, AZ 85287-1003. In addition to the GRE (or MAT) score requirement, a TOEFL score is required of students whose native language is not English.

GUIDELINES FOR PLANNING THE PROGRAM AND SCHEDULING COURSES

Course Requirements

Semester Hours

Educational Psychology Core

COE 501 Introduction to Research and Evaluation	3
COE 504 Learning and Instruction	3
EDP 513 Child Development	3
EDP 514 Psychology of the Adolescent	3

12

Focus Studies

Three or four courses related to a topic chosen by the student	9-12
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Elective Courses

Electives and focus studies are selected with the adviser.

12-15

Total

36

Selecting Focus Studies

The most important factor in choosing focus studies is student interest. After a topic has been chosen, the student and adviser determine a suitable curriculum. There is no program committee.

Students are encouraged to consider focus topics that involve interdisciplinary work. Some among the many possibilities for focus topics include: Classroom Learning, Early Childhood Education, Children and Contemporary Social Problems, Families and Schools, Adult Development and Aging, and Growing Up in Other Societies. It is also possible to focus on a particular subject matter that a teacher presents at school. Here are a few focus topics with courses that are suitable in each case.

Classroom Learning

EDP 510 Essentials of Classroom Learning
EDP 540 Theoretical Views of Learning
EDT 501 Foundations & Issues in Educational Technology

Early Childhood Education

ECD 522 Developmental Social Experiences in Early Childhood Education
ECD 544 Play Education
ECD 555 Modern Practices in Early Childhood Education

Exceptional Students

SPE 511 The Exceptional Child
SPE 551 Teaching Children with Special Needs
SPE 554 The Parent/School Partnership

Families and Schools

SOC 515 Studies of the Family
EDP 591 S: Families and Schools
SPE 511 The Exceptional Child

Adult Development and Aging

EDP 598 ST: Adult Development
EDP 598 ST: Lifespan Development
GRN 598 Women and Aging