The Department of Educational Psychology offers one undergraduate non-certification degree program in University Studies with an area of concentration in Child Professional Services along with two undergraduate teacher certification programs in Bilingual Education and Special Education. Also offered are undergraduate courses designed to assist prospective educators in understanding human learning and development and to teach.

At the graduate level, the department offers the Master of Science, Master of Education and Doctor of Philosophy degrees. At the master’s level, students may emphasize educational technology; bilingual education; cognition, creativity, intelligence, and development; research, measurement and statistics; school counseling; or special education. Doctoral specializations include counseling psychology; cognition, creativity, intelligence and development; bilingual education; learning and technology; research, measurement, and statistics; school psychology; and special education.

Requirements for Admission to Professional Phase

The undergraduate curricula in the Department of Educational Psychology are composed of two phases: the pre-professional phase and the professional phase. Upon acceptance into the department, all students enter the pre-professional phase and are assigned a lower-division classification (EDIS). The pre-professional phase consists of University Core Curriculum requirements and introductory courses to the major field of study. After successful completion of these requirements, students are eligible to apply for admission into the professional phase. Cohorts in bilingual and special education are limited in number and students are admitted on a competitive basis. The application process is competitive, and meeting the minimum program prerequisites does not guarantee admission to the professional phase. If admitted to the professional phase of the program, students will be assigned an upper-level classification (INST). The professional phase consists of advanced work in the major field of study and professional development courses, with field-based experiences.

Requirements for Admission to the Professional Phase of Teacher Education Programs

The State of Texas establishes standards for teacher education programs. All certification programs at Texas A&M are in compliance with these requirements. Students must meet state, University, College of Education and Human Development and department/program requirements for matriculation into a teacher education program. Below are the requirements for the traditional certification program. Students are responsible for contacting a departmental advisor to obtain information about specific requirements for majors and program areas, as some programs have requirements beyond those listed below. University-wide requirements for admission to teacher education include the following:

1. An approved degree plan or certification and teaching field plan(s).
2. Minimum GPR of 2.75 for the special education program and 2.75 for the bilingual education program based on all coursework completed at Texas A&M University. (See departmental advisor for additional grade requirements.)
3. Completion of all required University core courses.
4. A grade of B or higher in all certification courses. (See departmental advisor for additional grade requirements).
5. Satisfaction of English proficiency requirement by:
   a. Earning a grade of B or higher in ENGL 103 or ENGL 104 (or receiving credit by exam for the course); or
   b. Earning a grade of B or higher in ENGL 210, ENGL 235 or ENGL 241; and
   c. Earning no grade below C in any course taken in (a) or (b) above.
6. Pass the THEA, ACCUPLACER, ASSET or COMPASS test or show proof of exemption from the test with appropriate STAAR, SAT or ACT scores.
7. Oral interview required for admission to upper level for Hispanic Bilingual Education.
8. Documentation of foreign language and computer literacy requirements on file in the Texas A&M University Office of Admissions.
9. Transcripts from all institutions of higher education on file in the Texas A&M University Office of Admissions.

Requirements for Admission to Student Teaching

1. Successful admission to Professional Phase of Teacher Education.
2. Complete Application for Clinical Teaching by the given deadlines for each semester.
3. Completion of all courses listed on the degree plan. All coursework must have a grade of C or better. See departmental advisor for additional grade requirements.
4. A minimum GPR of 3.0 in upper-level courses in Special Education. See departmental advisor for additional grade requirements.
5. A minimum GPR of 2.75 on all coursework completed at Texas A&M. See departmental advisor for additional grade requirements.
6. Satisfaction of Spanish proficiency requirements (Hispanic Bilingual Education ONLY).
7. In addition to #6, satisfactory performance on the written and oral Spanish proficiency component of the Hispanic Bilingual Education program admission process.

Faculty

Acosta, Sandra T, Assistant Professor
Educational Psychology
PHD, Texas A&M University, 2010

Alexander, Joyce M, Professor
Educational Psychology
PHD, University of Georgia, 1992

Baek, Eunkyeng, Visiting Assistant Professor
Educational Psychology
PHD, University of South Florida, 2015

Blake, Jamilia J, Associate Professor
Educational Psychology
PHD, University of Georgia, 2007
Brossart, Dan F, Associate Professor
Educational Psychology
PHD, University of Missouri - Columbia, 1996

Burke, Mack D, Associate Professor
Educational Psychology
PHD, University of Oregon, 2001

Burke, Shanna H, Professor
Educational Psychology
PHD, University of Oregon, 1998

Byrns, Glenda E, Clinical Associate Professor
Educational Psychology
PHD, Texas A&M University, 2007

Castillo, Linda G, Associate Professor
Educational Psychology
PHD, University of Utah, 1999

Castro Olivo, Sara M, Associate Professor
Educational Psychology
PHD, University of Oregon, 2007

Elliott, Timothy R, Instructional Assistant Professor
Educational Psychology
PHD, University of Missouri - Columbia, 1987

Fogarty, Melissa S, Clinical Assistant Professor
Educational Psychology
PHD, Texas A&M University, 2012

Fournier, Constance J, Clinical Professor
Educational Psychology
PHD, The University of Texas at Austin, 1987

Ganz, Jennifer, Professor
Educational Psychology
PHD, University of Kansas, 2002

Hall, Robert J, Associate Professor
Educational Psychology
PHD, University of California, Los Angeles, 1979

Juntune, Joyce E, Instructional Professor
Educational Psychology
PHD, Texas A&M University, 1997

Kwok, Oi-Man, Professor
Educational Psychology
PHD, Arizona State University, 2005

Lara-Alecio, Rafael, Regents Professor
Educational Psychology
PHD, University of Utah, 1991

Liew, Jeffrey C, Professor
Educational Psychology
PHD, Arizona State University, 2005

Luo, Wen, Associate Professor
Educational Psychology
PHD, Texas A&M University, 2007

McCord, Carly, Visiting Lecturer
Educational Psychology
PHD, Texas A&M University, 2013

Ompendoguelet, Lizette O, Associate Professor
Educational Psychology
PHD, University of Missouri - Columbia, 2009

Padron, Yolanda, Professor
Educational Psychology
PHD, University of Houston, 1985

Palmer, Douglas J, Professor
Educational Psychology
PHD, University of California, Los Angeles, 1977

Pedersen, Susan J, Associate Professor
Educational Psychology
PHD, The University of Texas at Austin, 2000

Perrott, Lisa J, Associate Professor
Educational Psychology
PHD, University of Virginia, 2001

Rae, William A, Clinical Professor
Educational Psychology
PHD, The University of Texas at Austin, 1975

Ricció, Cynthia A, Professor
Educational Psychology
PHD, University of Georgia, 1993

Ridley, Charles R, Professor
Educational Psychology
PHD, University of Minnesota, Twin Cities, 1978

Rivera, Hector H, Assistant Professor
Educational Psychology
PHD, University of California, Santa Cruz, 2001

Simmons, Krystal T, Clinical Associate Professor
Educational Psychology
PHD, Texas A&M University, 2009

Stough, Laura M, Associate Professor
Educational Psychology
PHD, The University of Texas at Austin, 1993

Sweany, Noelle W, Clinical Associate Professor
Educational Psychology
PHD, The University of Texas at Austin, 1999

Thompson, Julie L, Assistant Professor
Educational Psychology
PHD, University of North Carolina at Charlotte, 2014

Tong, Fuhui, Associate Professor
Educational Psychology
PHD, Texas A&M University, 2006

Vannest, Kimberly J, Professor
Educational Psychology
PHD, Louisiana State University, 2000
Walichowski, Miranda F, Clinical Associate Professor
Educational Psychology
PHD, Texas A&M University, 2009

Woltering, Steven, Assistant Professor
Educational Psychology
PHD, University of Toronto, 2012

Woodward, Robert S, Clinical Associate Professor
Educational Psychology
PHD, Texas A&M University, 2004

Yoon, Myeongsun, Associate Professor
Educational Psychology
PHD, Arizona State University, 2007

Yue, Jessica, Instructional Associate Professor
Educational Psychology
PHD, Virginia Polytechnic Institute and State University, 2011

Zhang, Dan D, Professor
Educational Psychology
PHD, University of New Orleans, 1998

Majors

• Bachelor of Science in Interdisciplinary Studies, Bilingual Education-EC-6 (http://catalog.tamu.edu/undergraduate/education-human-development/educational-psychology/interdisciplinary-studies-bs-bilingual-ec6)
• Bachelor of Science in Interdisciplinary Studies, Special Education-EC-12 (http://catalog.tamu.edu/undergraduate/education-human-development/educational-psychology/interdisciplinary-studies-bs-special-education-ec12)
• Bachelor of Science in University Studies, Child Professional Services Concentration (http://catalog.tamu.edu/undergraduate/education-human-development/educational-psychology/child-professional-services-university-studies-bs)

Minors

• Creative Studies Minor (http://catalog.tamu.edu/undergraduate/education-human-development/educational-psychology/creative-studies-minor)

Certificates

Creative Studies Certificate (http://catalog.tamu.edu/undergraduate/education-human-development/educational-psychology/creative-studies-certificate)

Courses

EPSY 291 Research
Credits 0 to 4. 0 to 4 Other Hours.
Research conducted under the direction of faculty member in educational psychology. May be repeated 2 times for credit.
Prerequisites: Freshman or sophomore classification and approval of instructor.

EPSY 320 Child Development
Credits 3. 3 Lecture Hours.
Growth and development of the normal child from infancy to adolescence; implications of children's cognitive, language and psychosocial development for success in academic and social interactions.
Prerequisite: Junior or senior classification.

EPSY 321 Adolescent Development
Credits 3. 3 Lecture Hours.
Characteristics of adolescent growth and development emphasizing behavior within secondary school setting; influences of prior development; home, family and community; peer group, as these affect school adjustment and success.
Prerequisite: Junior or senior classification.

EPSY 430 Creativity Theories and Research
Credits 3. 3 Lecture Hours.
Theoretical base of creativity and the research methodologies used to study creativity.
Prerequisite: Junior or senior classification.

EPSY 431 Personal Creativity and Giftedness
Credits 3. 3 Lecture Hours.
Personal giftedness and creativity and its innerrelativity with development, relationships, and learning.
Prerequisite: Junior or senior classification.

EPSY 432 Creativity and Creative Problem Solving
Credits 3. 3 Lecture Hours.
Creativity research; historical background and application of the framework and tools of the Parnes/Osborn Creative Problem Solving Process.
Prerequisite: Junior or senior classification.

EPSY 433 Lateral Thinking
Credits 3. 3 Lecture Hours.
Edward deBono's theories and approach to creativity known as lateral thinking which is used throughout the world to increase creative thinking in individuals.
Prerequisite: Junior or senior classification.

EPSY 435 Educational Statistics
Credits 3. 3 Lecture Hours.
Statistical concepts and techniques and their application in behavioral sciences.
Prerequisite: Junior or senior classification.

EPSY 459 Practicum in Educating the Gifted and Talented
Credits 3. 1 Lecture Hour. 6 Lab Hours.
Theory and strategies for instruction and guidance of the gifted and talented through a supervised experience in a laboratory setting with gifted and talented children and/or adolescents. May be taken two times for credit.
Prerequisites: Approval of department head and instructor; junior or senior classification.

EPSY 484 Field Experiences
Credits 0 to 6. 0 to 6 Other Hours.
University-supervised experience in a professional employment setting related to specializations in guidance and special education. May be repeated to 6 hours total.
Prerequisites: Approval of student's advisor and department head.
EPSY 485 Directed Studies
Credits 0 to 4. 0 to 4 Other Hours.
Research problems and readings in areas selected to supplement existing offerings; individual reports, oral and written, required.
Prerequisites: Junior or senior classification; approval of instructor.

EPSY 489 Special Topics in...
Credits 1 to 4. 1 to 4 Lecture Hours.
Selected topics in an identified area of educational psychology. May be repeated for credit.
Prerequisite: Approval of instructor.

EPSY 491 Research
Credits 0 to 4. 0 to 4 Other Hours.
Research conducted under the direction of faculty member in educational psychology. May be repeated 2 times for credit.
Prerequisites: Junior or senior classification and approval of instructor.