

Education PhD, Educational Psychology Emphasis

Admission and General Requirements

In addition to meeting the application and admissions requirements of the Graduate School, students must submit:

- Three letters of recommendation (at least two from individuals with earned doctorates, preferably prior instructors).
- An original essay.
- A professional resume.
- Evidence of above-average academic records. A GPA of 3.5 or higher is preferred.
- GRE scores. Quantitative and verbal scores at or above the 50th percentile are preferred. An analytical writing score of 4.0 or higher is preferred.

Admission is competitive, and a favorable vote of an admission interview committee, composed of faculty in the emphasis area, is required.

Degree Program

- Coursework: A minimum of 60 credit hours is required beyond the master's degree, including 6 hours of dissertation research. A minimum of 42 of these hours must be completed in residence. For students who have not completed a master's degree, a minimum of 90 hours, postbaccalaureate, is required, including 6 hours of dissertation research (the Graduate School's residency requirement applies).
- Dissertation: All students must defend orally a written dissertation proposal to their dissertation committee. A dissertation embodying the results of original research must be accepted by the dissertation committee and the Graduate School.

Admission Application

To ensure time for review and decision, applicants should submit the Graduate School application, college transcripts, and any program-specific materials (e.g. supplemental application, letters of recommendation, etc.) well in advance of the **December 1st deadline**. Please note that unofficial transcripts can be uploaded with the Graduate School application to expedite admissions decisions; however, official transcripts must be received directly from all prior institutions attended before regular admission to any program will be granted. In addition, applicants are urged to request transcripts and letters or recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available.

Degree Requirements

Students in the Teaching-Learning Processes, Educational Leadership and Policy Studies, and Educational Psychology emphasis areas complete the following requirements.

Research Methods (21 hours)

21

ED REM 6710	Educational Research Methods and Design
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ED REM 6735	Statistical Analysis for Education Research (Prerequisite)
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ED REM 6750	Advanced Research Design In Education
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Three of the following:

ED REM 7771	Quantitative Research Methods I
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ED REM 7772	Quantitative Research Methods II
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ED REM 7781	Qualitative Methods in Educational Research I
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ED REM 7782	Qualitative Methods in Educational Research II
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One of the following:

ED REM 6707	Classroom Measurement And Evaluation
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ED REM 6716	Academic Assessment and Intervention
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Directed Readings (12 credit hours)

(Special topic)

ED REM 6990	Internship (Research Focus: literature review of theories and models)	3
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ED REM 6990	Internship (Research focus: literature review of empirical research)	3
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ED REM 6990	Internship (Research focus: Introduction)	3
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ED REM 6990	Internship (Research focus: Methods)	3
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Educational Psychology Core (Eight of the following) 24

ED PSY 6111	Educational Psychology
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ED PSY 6115	Personality And Social Development
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ED PSY 6210	Life-Span: Individual and Family Development
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ED PSY 6215	Psychology of Early Childhood Development
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ED PSY 6222	Advanced Studies in Child and Adolescent Development
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ED PSY 6226	Mental Health and Development of Children and Youth
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ED PSY 6310	Psychology Of Learning Processes
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ED PSY 6474	Understanding the Psychosocial Development of Emerging Adults
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ED PSY 6532	Psychoeducational Differences
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Required COE courses (12 hours)

EDUC 7050	The Research Process I: Framing Research Questions in Education Research	3
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EDUC 7950	Preparation for Writing the Dissertation Proposal	3
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EDUC 7625	Building Socially Just and Ethical Educational Communities	3
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Electives

3

One of the following if not taken:

ED REM 6707	Classroom Measurement And Evaluation
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ED REM 6716	Academic Assessment and Intervention	
Electives in other disciplines (or master transfer credits)		15
Teaching and Learning (e.g. special education, elementary and secondary education, etc.)		
Leadership		
Counseling		
Educational Technology		
Higher Education		
Dissertation Research (6 credit hours)		
EDUC 7999	Dissertation Research	6
Total Hours		90

Learning Outcomes

Upon completion of the program, graduates will be able to:

- Demonstrate the knowledge of psychological theories related to learning and teaching.
- Demonstrate ethical and culturally relevant social and emotional skills to help student learning and growth.
- Apply the process and practice of psychological principles, through the utilization of theory, assessment, and ethical and culturally relevant strategies.
- Design course content and assessment methods by integrating psychosocial development concepts in curriculum design and teaching.
- Develop rigorous, ethical, and intentionally designed psychoeducational research utilizing qualitative and quantitative methods.
- Disseminate scholarship and research in professional presentations and/or publications.
- Demonstrate leadership by integrating knowledge of models and approaches to leadership in the program, community, or field.
- Create plans for advocacy for the profession.