PROGRAM HANDBOOK

Doctor of Philosophy
Educational Psychology Program
Developmental and Learning Sciences Specialization
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Program Overview

**Distinctive Skills and Trademark Outcomes.** The Developmental and Learning Sciences (DLS) specialization housed in the Educational Psychology program at Texas Tech University provides a competency based program designed to assist students in developing a comprehensive knowledge of cognitive, motivational, social, and cultural processes that are related to human development and learning. Additionally, the specialization is designed to assist students in developing the knowledge and skills needed to serve as teaching, learning, and research consultants. To accomplish this goal, students will learn how to (1) assist clients in applying principles derived from psychological science to enhance teaching and learning and (2) effectively provide research consultation services to a diverse clientele such as school districts, universities, and educational agencies.

To fulfill these objectives, the specialization is designed to assist students in developing the following competencies:

- Use educational psychology theories and concepts to explain and address educational issues and provide a psychological-based account for maximizing learning in a given situation.
- Critically read, analyze and evaluate educational research and assess the utility of research findings for educational practice.
- Communicate with practitioners, stakeholders, and policy makers regarding educational psychology research and its implications.
- Pose significant questions that can be investigated empirically.
- Link research to relevant theory.
- Use methods that permit direct investigation of the research question.
- Use the appropriate analysis to answer research questions.
- Provide a verbal and/or written interpretation of a study’s findings.

**Overarching Program Objectives.**

1. Develop students’ foundational knowledge of educational psychology theories and concepts needed to explain and address educational issues and provide a psychological based account for maximizing learning in each situation.

2. Develop students’ foundational knowledge and skills needed to design and implement theory-driven research studies and/or program evaluation plans.

3. Develop students’ ability to communicate with practitioners, stakeholders, and policy makers regarding educational psychology research and its implications.

4. Develop students’ career-related knowledge, skills, and products that will enhance the likelihood of a successful job search.
Career Opportunities in Educational Psychology. Graduates of the program often pursue careers in the following areas:

- Universities and colleges
- Public schools and school districts
- Educational testing companies
- Private research and development organizations
- Federal, state, and local educational agencies

Many individuals with doctorate degrees in educational psychology find employment in universities and colleges. Depending on the institution, some educational psychologists are responsible for teaching, whereas others are responsible for both teaching and conducting research. Educational psychologists often teach courses on human development, learning and cognition, and research methods and statistics. As educational researchers, educational psychologists conduct research on a variety of topics related to educational psychology such as learning strategy instruction, college learning, instructional technology, achievement motivation, and adolescent development. Other educational psychologists find administrative positions in higher education such as Director of Graduate Student Development, Director of Instructional Technology, and Director of Institutional Research.

A background in educational psychology also qualifies people for jobs in public schools and school districts. Educational psychologists are often employed as Directors of Assessment, Accountability, and Evaluation. In this position an educational psychologist oversees standardized achievement testing, coordinates school improvement plans, and evaluates educational programs. These positions often require a strong emphasis in research, measurement, and statistics.

In light of the increased emphasis on educational testing, educational psychologists are often in high demand. An educational psychologist may find employment at educational testing companies such as Educational Testing Service. Positions with testing companies include but are not limited to the following: psychometrician, measurement statistician, research scientist, and test developer. These jobs are often reserved for educational psychologists with an expertise in research, measurement, and statistics.

Educational psychologists are also employed by federal, state, and local educational agencies and private research and development organizations. Their job responsibilities in these types of positions range from designing training and instructional programs to evaluating educational programs.

To learn more about job opportunities in the field of educational psychology, please visit:

- [www.APA.org](http://www.APA.org) - contains information about the various careers in psychology
- [www.AERA.net](http://www.AERA.net) - contains an updated list of academic and nonacademic job openings
- [www.Chronicle.com](http://www.Chronicle.com) - contains an updated list of academic and nonacademic job openings
Educational Psychology Faculty

**Core Faculty.** The DLS specialization faculty is comprised of four core members. The individuals listed below make decisions for the specialization, serve as advisors and dissertation chairpersons for educational psychology students, and teach courses required in the DLS specialization course sequence. Prospective students should examine the research interests of the faculty to obtain a more detailed sense of faculty expertise and research areas (see the department website: [http://goo.gl/hJGBFp](http://goo.gl/hJGBFp)). The following are members of the specialization’s core faculty:

**Hansel Burley,** Professor (Ph.D., Texas A&M University). His research focuses on the antecedents to higher education remediation and the resilience of developmental education students. He also examines diversity issues, particularly when related to college access and success. Additionally, he studies institutional effectiveness, particularly how this is associated with large database analysis.

**Lee S. Duemer,** Professor (Ph.D., University of Pittsburgh). He specializes in history of higher education in the United States, and qualitative archival inquiry in education. Most recently he has been working on examining the philosophical foundations of qualitative research.

**William Lan,** Professor (Ph.D., University of Iowa). His research agenda includes psychological processes of motivation and learning, more specifically, developing self-regulated learners in regular and online learning environments. He is also interested in applying principles of positive psychology in enhancing individual well-being.

**Kamau Oginga Siwatu,** Professor (Ph.D., University of Nebraska) and the DLS specialization coordinator. His research areas have a broad focus on teaching, learning and diversity in K-12 educational settings. His research focuses on examining the nature of teachers’ culturally responsive teaching and classroom management self-efficacy beliefs and the factors that influence the formation of self-efficacy beliefs. He is also interested in examining the role of educational psychology in preparing culturally responsive teachers.

**Affiliated Faculty.** The DLS specialization is also supported by other faculty members in the Educational Psychology program. These faculty members teach courses required in the DLS specialization course sequence. The following are members of the specialization’s core faculty.

**Lucy Barnard-Brak,** Associate Professor (Ph.D., Texas Tech University). Her research interests pivot on examining the educational experiences of and outcomes for individuals with disabilities across the lifespan. Her research currently focuses on measurement issues as they relate to the assessment of individuals with disabilities and other vulnerable populations.

**Jaehoon (Jason) Lee,** Assistant Professor (Ph.D., University of Kansas) and associate director of the Institute for Measurement, Methodology, Analysis, and Policy (IMMAP). His research interests are primarily in the evaluations and applications of latent variable modeling, multilevel modeling, mixture modeling, item response theory, propensity score analysis, survey data analysis, and Bayesian statistics.
Todd D. Little, Professor (PhD, University of California) and director of the Institute for Measurement, Methodology, Analysis, and Policy (IMMAP). Dr. Little’s research interests are statistics and methodology: modeling individual, group, and developmental differences; general structural equations modeling techniques (e.g., LISREL, MACS, growth curve, HLM), construct validation; measurement; selection effects; and missing data estimation. His research also focuses on developmental psychology: action-control processes; motivation; self-regulation; school achievement; peer and friendship relationships; adjustment and well-being; the social-personality nexus; cross-cultural and socio-contextual influences; and childhood and adolescence.

Tara Stevens, Associate Professor (Ed.D, Texas Tech University) and the school psychology specialization coordinator. Her areas of research focuses on self-perspectives in mathematics achievement and gender and cultural differences in mathematics achievement.

Amanda Williams, Instructor (Ph.D., Texas Tech University). Her research interests include statistics anxiety and instructor-student relationships.

Admission to the Program and the Specialization

Applying to the Texas Tech University College of Education is a two-step process. First, prospective students must apply to the Graduate School. When beginning the application process students will be given an eRaider ID and activation information from the graduate school. Prospective students should submit the following materials when applying to the graduate school:

- Application Fee
- Official Transcripts
- GRE Scores which are no more than 5 years old at the time of application
- TOEFL Scores (International Applicants Only)

Next, prospective students must officially apply to the College of Education. Prospective students should submit the following materials when applying to the College of Education.

- Statement of purpose to include:
  - The prospective student’s interest in the field of educational psychology, learning and career goals, and special skills, knowledge base, and/or abilities
  - The names of faculty the student would like to work with
  - A statement explaining the reasons for undergraduate Grade Point Average (GPA) below 3.00 or graduate Grade Point Average below 3.50

- Curriculum vitae (or resumé)
  - Educational background
  - Specialized training and licensure/certifications
  - Work experience
Applications are reviewed on a rolling basis. Although the program will make admission decisions as completed applications are submitted, students should comply with the following deadlines to guarantee admission:

- All materials submitted prior to June 1 for Fall admission
- All materials submitted prior to October 1 for Spring admission
- All materials submitted prior to March 1 for Summer admission

To ensure eligibility for graduate assistantships and scholarships, prospective students should submit their application on or before October 1.

Upon admission, students will be assigned a temporary advisor to assist with financial support applications, registration, and orientation.

**Conditional Admission Policy**

An applicant may be considered for conditional admission into the program for one of two reasons. In each case, the conditions for full admission and the evaluation process may vary. Failure to remove the condition as specified will result in the student being dropped from the program.

Conditional admissions status may be granted to students who do not meet all admissions requirements or have incomplete applications. From time to time, student’s applications are incomplete due to missing letters of recommendations, a vague or poorly written statement of purpose, and/or missing or outdated GRE scores. Students who are conditionally admitted for one or more of these reasons must submit the required material prior to the end of the first semester in the program. Once the application materials are submitted, the EPSY faculty will reevaluate the applicant and forward their recommendation to the graduate school prior to the start of the second semester of coursework. The recommendation may be either to award or deny unconditional admission status.

Conditional admission status may also be granted to students in situations where the EPSY faculty need additional information to adequately assess a student’s ability to perform successfully in the doctoral program and/or whether the program is suited to meet the student’s
short-term and long-term career-related goals. Students who are conditionally admitted for this reason will be required to satisfy specific conditions within the first 15 hours of coursework.

- Enroll in a series of courses as specified by the program faculty and maintain a 3.0 GPA. These courses will be determined on an individual basis.
- Enroll in EPSY 7000 during the second semester of coursework and actively collaborate with an EPSY faculty member on planning or conducting a research study.
- Meet with the temporary advisor each semester to complete a degree plan and identify the appropriate courses to take in the forthcoming semester.

Once these conditions have been satisfied, the EPSY faculty will meet to discuss the student’s progress, ability to perform successfully in the program, and academic fit. Following this evaluation, the EPSY faculty will forward their recommendation to the Graduate School. Their recommendation may be either to award or deny unconditional admission status.

Occasionally, we conditionally admit students for both of the reasons described above. In these situations, the student will be required to satisfy each condition as described. However, the EPSY faculty will make their admission decision once the first 15 hours of coursework has been satisfied.

Any grievances regarding the policy and/or the process should be brought to the attention of the program coordinator (as described in the “student grievance” section of this handbook).

**Graduate Assistantships and Student Financial Support**

Students interested in assistantships and other financial support should submit applications with the assistance of their temporary advisor. Although assistantships and financial support are not guaranteed, the majority of students receive some form of support. The links below provide information concerning student financial support.

[Graduate Assistantship Application](http://educfmk.educ.ttu.edu/forms/gaapp/home.aspx)

[Jones Fellowship Program](http://educgo.educ.ttu.edu/educweb/jonesfellowship/)

[TTU Graduate School Supported Scholarships](http://www.depts.ttu.edu/gradschool/scholarships/gradschoolscholarships.php)

**Specialization Coursework and Timetable**

**Coursework.** A minimum of 91 semester hours of coursework, internship, and dissertation research, including credits taken at Texas Tech or other Higher Education institutions, is required for the granting of a Degree of Philosophy in Educational Psychology. In
some instances, students will be required to complete leveling courses as deemed necessary by
the program. The EPSY curriculum is divided into three interrelated phases.

P1: Foundations Phase. The purpose of this phase is twofold. First, this phase is
designed to assist students in developing an understanding of the theories and principles of
educational psychology and their practical applications. Second, this phase is designed to assist
students in developing the foundational knowledge and skills needed to design and implement
theory-driven research studies and/or program evaluation plans. These objectives can be learned
through a series of intended learning experiences (e.g., coursework, research experiences) that
lead to the demonstration of these competencies.

P2: Intermediate Phase. The purpose of this phase is threefold. First, this phase is
designed to assist students in applying the theories and principles of educational psychology to
explain and address educational issues and to provide a psychological based account for
maximizing learning. Second, during this phase students also will learn how to design and
implement a research study that uses quantitative and/or qualitative research methods. Third, this
phase is designed to assist students in learning how to communicate in oral or written form
regarding the usefulness and relevance of EPSY research.

P3: Candidacy Phase. The purpose of this phase is to assess student’s development as
independent researchers. As an independent researcher, students will be expected to apply what
they learned in the earlier stages of the program to design and implement a research study.
Assessment of this competency will occur in two stages. These stages coincide with the
dissertation proposal defense and the dissertation defense.

Program of Study.

1. Educational Foundations Core (6 hours)

   Choose two of the following courses:

   EPSY 5310: Philosophy of Education
   EPSY 5314: History of Education
   EPSY 5323: Cultural Foundations of Education

2. Research Core (18 hours)

   EPSY 5381: Intermediate Statistics
   EPSY 5382: Qualitative Research in Education

   Choose four of the following courses:

   EPSY 5385: Foundations of Educational Research
   EPSY 6001: Special Topics in Research Methods
   EPSY 6301: Structural Equation Modeling
   EPSY 6303: Educational Measurement
EPSY 6304: Qualitative Research Methods  
EPSY 6305: Qualitative Data Analysis in Education (Archival Research Methods)  
EPSY 6306: Longitudinal Data Analysis  
EPSY 6307: Case Study Research in Education  
EPSY 6349: Program Evaluation  
EPSY 6349: Foundations of Mixed Methods Research  
EPSY 6385: Causal Inference in Research

Please Note: With the advisor’s approval, students may take research courses offered within or outside of the College of Education.

3. **Content Core (15 hours)**

   EPSY 5330: Motivation in Academic Settings  
   EPSY 5331: Human Development in Education  
   EPSY 5332: Educational Psychology  
   EPSY 6332: Advanced Educational Psychology  
   EPSY 6349: Cognition and Instruction

4. **Practicum in Educational Settings (6 hours)**

   EPSY 5093: Internship in Education  
   - Teaching and Learning Consultation Practicum (3 hours)  
   - Research Consultation Practicum (3 hours)

5. **Professional Development Core (4 hours)**

   EPSY 6100: Professional Seminar in Educational Psychology (1 hr, may be repeated)  
   - Research colloquium  
   - Professional Development  
   - Teaching Educational Psychology

6. **Area of Emphasis (15 hours)**

   Students may take courses in fields related to DLS such as Education, Psychology, Human Development and Family Science, Computer Science, Anthropology and Sociology. Additionally, students with their advisor’s approval, can enroll in EPSY 7000, which will provide them with opportunities to conduct research under faculty supervision.

7. **Electives/Minor (15 hours)**

   Students may take additional courses in fields related to DLS such as Education, Psychology, Human Development and Family Science, Computer Science,
Anthropology and Sociology. In lieu of electives, students may enroll in a minimum of 15 hours in a minor.

8. Dissertation (12 hours)

**Recommended timetable.** The following is recommended timetable for full-time students. This timetable was created with the following assumptions: (1) fall admission, (2) no transfer credits, and (3) summer school attendance.

<table>
<thead>
<tr>
<th>Level</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>25 hours*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
<td>25 hours</td>
<td>25 hours**</td>
<td>6 hours</td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td></td>
<td></td>
<td>12 hours***</td>
<td></td>
</tr>
</tbody>
</table>

Note: * A benchmark assessment will be administered upon completion of EPSY 5331, 5332, 5381, 5382, and 5385/6385 (normally after the first year in the program). ** A benchmark assessment for this phase coincides with the qualifying examination. *** A benchmark assessment for this phase coincides with the dissertation proposal defense and the dissertation defense.

**Benchmark Assessments**

Students are evaluated at multiple times during their course of study.

**Assessment descriptions.**

**Phase 1.**

*Core concepts examination: Cognition, Motivation, and Development.* This assessment is designed to assess students’ understanding of the theories and principles of educational psychology and their application. The assessment will contain 100 multiple-choice items.

*Core concepts examination: Research, Evaluation, and Measurement.* This assessment is designed to assess students’ foundational knowledge of measurement, evaluation, research methods, and research ethics. The assessment will contain a minimum of 100 multiple-choice items.

**Phase 2.** In this phase students will develop a qualifying exam portfolio. The portfolio will consist of a variety of artifacts that will serve as evidence that the student has meet the four key program objectives. Appendix A contains a list of the required artifacts.
Phase 3.

Research dissemination. This assessment is designed to assess students’ growth in their ability to communicate with practitioners, stakeholders, and policymakers regarding educational psychology research and its implications. Students must furnish evidence that they have disseminated their research (e.g., presentations at an annual educational research conference or published in a peer-reviewed journal. Research dissemination may also be an outcome of the Application Research Experience or the EPSY in practice practica – both of which are described later in this document.

Research design, implementation, and presentation. This assessment is designed to assess students’ development as independent researchers. As an independent researcher, students will be expected to apply what they learned in the earlier stages of the program to design and implement a research study. Assessment of this competency will occur in two stages. These stages coincide with the dissertation proposal defense and the dissertation defense.

Remediation plan. Decisions regarding the appropriate remediation plan will be made at the program level. A remediation plan for students who do not demonstrate mastery of the stated learning objectives associated with each benchmark assessment will include one or a combination of the following:

- Repeat the relevant academic course
- Attend specific course lectures in the weak area
- Take an oral/verbal exam
- Complete additional assignments
- Take additional courses

Application Research Experience

The doctoral programs in the College of Education are driven by social research that addresses pressing problems in schools, agencies, and communities. As such, doctoral students are required to complete a project where they address a real-world problem identified by individuals in the setting. This approach to research is designed to create a partnership between a doctoral student and an entity in the community in order to meet specific needs identified by the entity.

EPSY in Practice Practicum

As previously mentioned, the DLS specialization is designed to prepare educational psychologists who are able to effectively provide teaching, learning, and research consultation services to a diverse clientele such as school districts, universities, and educational agencies. To support the development of the important skills related to this objective, students are provided with opportunities to apply their skills in authentic, real life contexts under faculty supervision.
During the second year in the program students will be required to complete the following practica:

**Teaching and learning consultation practica.** The purpose of this practicum is to provide students with experience observing classrooms and consulting with clients about the teaching and learning process. Student can choose to complete their practicum in a K-12 or higher education setting.

**Research consultation practica.** The purpose of this practicum is to provide students with opportunities to provide research consultation services. These services include but are not limited to the following:

### Research Planning and Study Design
- Provide initial consultation with faculty and staff on prospective research projects
- Identify a research problem that can be researched scientifically
- Develop research questions and testable research hypotheses
- Match research questions with the appropriate research design
- Develop sampling plans and data collection protocols
- Identify, select, and/or design data collection instruments (e.g., tests, questionnaires, surveys, and other assessment instruments) and conducting pilot tests, when necessary
- Design electronic surveys

### Data Collection, Management, and Analysis
- Set up data files (including coding and transforming variables)
- Identify data collection procedures that are suitable in answering research questions
- Conduct interviews, focus groups, and/or observations
- Advice regarding the appropriate statistical and qualitative data analysis techniques
- Use computing packages and statistical software to analyze data
- Conduct statistical analysis in the following areas: descriptive analysis, general linear model (e.g., t-tests, ANOVA, Regression), structural equation modeling, and multi-level modeling (e.g., HLM), psychometrics (e.g., item analysis, reliability analysis)
- Provide a verbal and/or written interpretation of the results of the data analysis

### Report Writing
- Write a research report documenting the findings of a research study
- Review data analysis interpretations and implications
- Develop appropriate graphical displays of results

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**Transfer Credit and Entering with a Degree**

Students may transfer up to 30 hours of coursework if it was completed in the last 7 years with a grade of “B” or better. Students interested in transferring credit should schedule an appointment with their advisor and must submit associated syllabi and transcripts prior to completion of the first year of specialization coursework.
Residency Requirement

One year of residency is required for the doctorate in Educational Psychology. In general, this requires registration as a full-time student for two consecutive fall and spring semesters with at least 12 semester hours during each term. The residency requirement can also be met through one of the following options:

a. Three consecutive full summers of at least 9 weeks each while earning at least 9 semester hours of graduate credit during each summer.

b. A full summer term of 12 weeks, earning 12 semester hours of graduate credit plus the completion of at least 12 semester hours of graduate credit during the adjacent spring or fall semester.

c. For students holding half-time graduate assistantships, or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms and at least 6 semester hours in the preceding or subsequent summer.

Graduate Part-Time Instructor Assignments

Currently, the EPSY program does not offer any undergraduate courses and this limits the number of EPSY students who have the opportunity to teach prior to graduation. At TTU in order to teach a graduate course the instructor must possess a terminal degree in a related field. Occasionally, however, doctoral students can be assigned to teach lower-level graduate courses (e.g., 5332, 5379, 5380) in situations when an tenured /tenure-track faculty or adjunct cannot be found to teach the course. This policy will guide the program’s decision making when assigning doctoral students to teach graduate courses.

Required and Preferred Qualifications.

Required qualifications. According to the university (OP 64.03), Graduate Part-Time Instructors (GPTI) must hold a bachelor’s degree or the equivalent and be admitted as a student in the graduate school. GPTIs must have at least 18 hours of graduate work in the field of teaching responsibility. Prospective GPTIs who have less than 18 hours cannot be given sole responsibility to teach a course. The table below provides an example of which courses in the program of study could be used to satisfy the 18 hour rule for the three different types of courses that GPTIs can be assigned to teach.
<table>
<thead>
<tr>
<th>GPTI Teaching Course Assignments</th>
<th>Courses That Fulfill The 18 Hour Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Courses (e.g., 5332)</td>
<td>EPSY 5330, 5331, 5332, 6332, 6330 (Cognition and Instruction), 6335 (Social Cognitive Theory)</td>
</tr>
<tr>
<td>Research Methods Courses (e.g., 5379)</td>
<td>EPSY 5379, 5382, 5385, 6000, 6304, 6305, 6349 (Mixed Methods), 7000, 8000</td>
</tr>
<tr>
<td>Statistics Courses (e.g., 5380)</td>
<td>EPSY 5380, 5381, 6301, 6349 (Special Topics in Quantitative Research), 7000</td>
</tr>
</tbody>
</table>

All GPTIs must also be proficient in the use of the English language and must be certified in English proficiency and readiness for the classroom. For more information about the English proficiency requirement, please visit [http://www.depts.ttu.edu/classic_modern/ita/](http://www.depts.ttu.edu/classic_modern/ita/).

**Preferred qualifications.** The program also prefers that students meet two additional qualifications. First, students should frequently participate in workshops sponsored by the Teaching, Learning, and Professional Development Center (TLPDC). The TLPDC frequently offers workshops on topics such as the fundamentals of Blackboard, classroom assessment, classroom management, instructional approaches, and syllabi creation. While attending these workshops does not guarantee that a student will be selected for a GPTI position, the EPSY faculty view these workshops as a viable way for students to participate in professional development activities that will enhance their teaching effectiveness should they be assigned to teach. The second preferred qualification involves relevant experience related to the course that EPSY students might be assigned to teach and the instructional delivery method. We believe that the following experiences are important.

- **K-12 American public school experience** – GPTIs assigned to teach EPSY content courses should be able to help students enrolled in the course see the connection between EPSY theories and the realities among K-12 schools teachers and students. Therefore we prefer to assign courses to EPSY students who are familiar with the American public school system and have experience in these educational settings (e.g., volunteering at a local school, participating in after school tutoring program).

- **Research experience** – we prefer to assign research methods and statistics courses to EPSY students who have relevant experience planning and conducting quantitative and qualitative research.

- **Distance learning experience** – the majority of the courses that GPTIs often teach are offered online. Therefore we prefer to assign these courses to EPSY students who are familiar with distance learning technology (e.g., Mediasite, Blackboard, etc.) and have relevant experience with online courses as either a student or teaching assistant.
Making GPTI Assignments. Due to university policy every effort must be taken to find a tenured/tenure-track faculty or adjunct with a terminal degree to teach graduate-level courses. For this reason, EPSY students may only be given a short notice of the opportunity to teach. Students should be prepared to submit a brief cover letter and vita. The cover letter should outline your qualifications to teach the respective course. In some situations, faculty will be able to nominate EPSY students for particular courses. Once applications/nominations are received, the program coordinator will work with the EPSY faculty to evaluate applications.

Enrollment Policy. Each GPTI is expected to be enrolled full time (at least 9 hours in each long term, 3 hours in each relevant summer session) during the semester that he or she is assigned to teach.

Doctoral Committee Selection and Procedures

The doctoral committee is comprised of a minimum of three faculty members. Students should identify the chairperson of their doctoral committee, which must be one of the core Educational Psychology specialization faculty members, upon the completion of the first year of the specialization. Chairpersons provide mentoring and guidance throughout the student’s progress in the course sequence and this support is extended to the dissertation process. The remaining committee members, comprised of faculty members from whom the student has taken courses, should be selected before coursework is completed. The chairperson will direct the qualifying examination and dissertation through coordination with committee members.

Changes in dissertation committee members must be approved by the dissertation chairperson. Students must complete a Dissertation Chairperson Change form that requires the signature of both the initial and replacement chairpersons. Students may request the Dissertation Chairperson Change form from the program coordinator.

Qualifying Examination

In the last semester of coursework, students will work with their dissertation chair to organize and assemble the qualifying exam portfolio. See Appendix A. One component of the portfolio entails an assessment that must be completed before the oral defense. As the due date draws near, the student and the advisor should identify a time and day in which to complete the case study analysis. Unless modifications are approved by the student’s dissertation committee, this portion of the examination is given on campus without access to external resources, such as textbooks, notes, cell phones, or the internet. No more than 30 days after the written portion of the qualifying examination is completed, the committee and student will meet for an oral defense.

Qualifying examinations are graded by the student’s dissertation committee. Students whose answers are “in need of additional clarification” may be given an opportunity to write explanations or expansions of their answers following the oral defense. Students who fail
the first administration may take the examination only once more as a second failure results in removal from the program. The rubric used to holistically evaluate students’ qualifying exam performance is located in Appendix B.

Dissertation

The dissertation process allows students, with guidance from the dissertation chairperson and committee, to conduct research that uniquely contributes to the field of educational psychology. Although students are encouraged to explore dissertation topics and participate in research throughout their coursework, they are unable to enroll for EPSY 8000, dissertation hours, until they have completed the qualifying examination. Students must successfully complete a total of 12 dissertation hours to be eligible for graduation. Credit for dissertation hours is provided at the end of each semester with a grade assigned when the student passes an oral defense.

The time it takes to complete a dissertation varies and is influence by choice of research methodology, data collection techniques, and availability and location of participants. Due to the amount of variance in the time it takes to complete a dissertation, students should plan for no less than 12 months. When thinking about your timeline, students should be cognizant of important graduate school deadlines. Although students should be cognizant of these deadlines, it is important to know that our primary goal as advisors is to produce a quality dissertation study. Sometimes producing a quality dissertation study cannot happen in accordance with the deadlines that the graduate school has set. This means that in some cases your timeline may have to be revised. Your dissertation study cannot be modified in order to meet a deadline established by the graduate school or yourself.

Student Grievances

In situations where students have a legitimate grievance regarding any aspect of their graduate education, they have a right to exhaust all proper channels in resolving the complaint. In order, these channels are: the program coordinator, the department chair, the associate dean of graduate education, the dean of the academic college, and the dean of the Graduate School.
Appendix A
Qualifying Exam Portfolio

Objective 1: Develop the foundational knowledge of educational psychology theories and concepts needed to explain and address educational issues and provide a psychological based account for maximizing learning in each situation.

Evidence 1: Case Study Analysis [Out of class]
Evidence 2: Classroom Observation Reports [tied to the Teaching and Learning Consultation Practicum]

Objective 2: Develop the foundational knowledge and skills needed to design and implement theory-driven research studies and/or program evaluation plans.

Evidence 1: Research Proposal Outline [Out of class]
Evidence 2: Research Consultation Documentation [tied to the Research Consultation Practicum]
Evidence 3: APEX Documentation/Artifacts [tied to APEX experience]

Objective 3: Communicate with practitioners, stakeholders, and policy makers regarding educational psychology research and its implications.

Evidence 1: Practitioner Presentation [tied to the Teaching and Learning Consultation Practicum]
Evidence 2: APEX Documentation/Artifacts [tied to APEX experience]

Objective 4: Develop career-related knowledge, skills, and products that will enhance the likelihood of a successful job search.

Evidence 1: Curriculum Vitae/Resume [tied to professional development seminar]
Evidence 2: Sample Cover Letter(s) for Job Applications [tied to professional development seminar]
Evidence 3: Professional Development Participation Documentation [Out of class, or tied to the practicum]
Evidence 4: Research Dissemination [out of class or tied to coursework, practica, or APEX]
Appendix B

Qualifying Exam Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Responses demonstrate unacceptable knowledge of course content. The student fails to interpret and apply course concepts and does not demonstrate knowledge of terminology specific to educational psychology. The student’s responses may also contain several critical factual errors.</td>
<td>Failed the exam and must retake after remediation.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Responses demonstrate minimal knowledge of course content. The student seldom interprets and applies course concepts and demonstrates minimal knowledge and use of terminology specific to educational psychology. The student’s responses may also contain a number of less critical factual errors.</td>
<td>Passed with contingency. Must revise and resubmit all or a portion of the exam.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Responses demonstrate acceptable knowledge of course content. The student interprets and applies course concepts and demonstrates knowledge of terminology specific to educational psychology. The student’s responses demonstrate mastery of course content without any significant factual errors.</td>
<td>Passed the exam, perhaps with a minor contingency.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>Responses demonstrate in-depth knowledge of course content. The student skillfully and insightfully interprets and applies course concepts and demonstrates knowledge of and appropriate use of terminology specific to educational psychology. The student’s responses demonstrate mastery of course content without factual errors.</td>
<td>Passed the exam.</td>
</tr>
</tbody>
</table>