TEXAS TECH UNIVERSITY
College *of* Education™

EPSY PROGRAM HANDBOOK

Doctor of Philosophy
Educational Psychology Program

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Table of Contents

Program Overview

Educational Psychology is an academic program in the Department of Educational Psychology, Leadership, and Counseling (EPLC). The program is designed to assist students in developing a comprehensive knowledge of the cognitive, motivational, social, and cultural processes that are related to human development, learning, and instruction. Additionally, the faculty is committed to assisting students to develop the foundational knowledge and skills needed to design and implement theory-driven research studies, apply cutting-edge statistical methods, and evaluate programs that influence educational policy. Thus, educational psychology attracts students from various educational and professional backgrounds including education, psychology, human sciences, business, sports sciences, and health sciences. Graduates are prepared for careers within higher education, preK-12 education, educational agencies, and educational testing companies.

Overarching program objectives.

1. Develop students' foundational knowledge of (1) psychology that influences teaching, learning, and instructional design, and (2) educational research and research methods.

2. Develop students' ability to apply the principles of psychology to evaluate learning environments, improve the teaching-learning process, design effective instruction, and promote students' educational success in formal and informal educational settings.

3. Develop students' ability to design and implement theory-driven research studies, apply cutting-edge statistical methods, and evaluate programs that influence educational policy.

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 on research, measurement, and statistics.

Considering 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 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 - contains information about the various careers in psychology
- www.AERA.net - contains an updated list of academic and nonacademic job openings
- www.Chronicle.com - contains an updated list of academic and nonacademic job openings

Educational Psychology Faculty

Core faculty. The EPSY faculty is comprised of 8 core members. The individuals listed below make decisions for the program, serve as advisors and dissertation chairpersons for educational psychology students, and teach courses required in the course sequence. Prospective and current 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). The following are members of the specialization's core faculty:

Lee S. Duemer, Professor (Ph.D., University of Pittsburgh). He specializes in the 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.

Patricia H. Hawley, Professor (Ph.D., University of California, Riverside). Her pre-TX research focused on the psychological underpinnings of human social power and social success. She and her students have created two effective workshops (enhancing self-efficacy in teaching evolution and bullying), and applied her model of power to morality, aggression, social competence, sexism in the academy, and, more recently, racism and colorism in school settings. Her work has been featured in Discover Magazine, NPR, and local news outlets. Stanford University has named her one of the top 2% of scholars in terms of impact, and while at the University of Kansas she won awards in teaching, mentorship, and scholarly achievement. She is now focused on writing books and teaches courses in human development, diversity, and statistics, mostly online.

Mary Hershberger, Assistant Professor of Practice (Ph.D., University of New Mexico). Dr. Hershberger is a licensed PK-12 teacher who has taught elementary, middle, and high school art. Her research centers around motivation and self-efficacy and how they relate to learning outcomes for students. Her work has focused on motivation of underrepresented youth, the first-year college experience of first-generation students, and ways in which child maltreatment relates to engagement and academic achievement. Recently she has begun exploring how motivation influences preservice teachers, as well as expanding her interest in improving the first-year college student experience.

Kwanghee Jung Associate Professor (Ph.D., McGill University) and the program coordinator. His research focuses on the development, evaluation, and application of latent variable modeling, multilevel modeling, latent growth curve modeling, time series analysis, generalized structured component analysis, constrained principal component analysis, and brain imaging data analysis.

Jaehoon (Jason) Lee, Associate Professor (Ph.D., University of Kansas). His research focuses on the development, evaluation, and application of Bayesian latent variable modeling, multilevel modeling, mixture modeling, item response theory, complex survey data analysis, and power analysis. He is also interested in the design of measurement instruments, principal component score-based propensity score methods (PSM) that would improve the efficiency and sensitivity of PSM, and algorithms to extract and analyze psychological and biomedical information from VR (virtual reality) machines.

Todd D. Little, Professor (Ph.D., University of California, Riverside). His 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. Stanford University has named him one of the top 1% of scholars in terms of impact

Kamau Oginga Siwatu, Professor (Ph.D., University of Nebraska) and the EPLC department chair. 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.

Amani Zaier, Associate Professor of Practice (Ph.D., Educational Psychology, Texas Tech University). Her research focuses on culturally responsive teaching, teacher self-efficacy beliefs, diversity, and multicultural education. As a practitioner, she has a specific interest in addressing the psycholinguistic needs of culturally and linguistically diverse learners.

Admission to the Program

To increase the likelihood of admission, it is imperative that prospective students identify faculty whose research and expertise fit with their interests. Applicants should consider making personal contact with those faculty prior to submitting the application. A primary reason why prospective students are denied admission is that they did not identify explicitly in their statement of purpose which faculty with whom they would like to work if admitted into the program.

Applying to the Texas Tech University College of Education is a two-step process. First, prospective students must apply to 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 graduate school:

- Application Fee
- Official Transcripts
- GRE Scores that are no more than 5 years old at the time of application (an optional item through Summer 2024; check with the graduate school 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:

  o The prospective student's interest in the field of educational psychology, learning and career goals, and special skills, knowledge base, and/or abilities
  o The names of faculty with whom the student would like to work
  o 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
  - Conference presentations
  - Publications
  - Manuscripts in preparation
  - Awards, fellowships, and scholarships

- Writing sample

- Three letters of recommendation
  - The three recommenders should include individuals with knowledge of the prospective student's academic performance.

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 that their application is reviewed before the start of the next semester:

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

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

Financial Support

General information. 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.

TTU College of Education Graduate Student Resources
(https://www.depts.ttu.edu/education/student-resources/graduate/)

Jones Fellowship Program
(https://www.depts.ttu.edu/education/scholarships/helendevittjonesgrad/)

TTU Graduate School Supported Scholarships
(https://www.depts.ttu.edu/gradschool/financial/assistantships.php)

Graduate research assistantship (GRA) On-campus graduate students may be hired as graduate research assistants in the College of Education. Graduate research assistants are

eligible for tuition and fee waivers and staff holidays but not eligible for vacation and sick leave. Semesters (or Summer sessions) that fall outside of a GRA are not eligible for a stipend, tuition waiver, staff holiday, vacation, and sick leave.

Continuation of a GRA is based on enrollment in at least 9 credit hours each semester with satisfactory progress in coursework (i.e., a GPA of at least 3.0 each semester, and a cumulative GPA of at least 3.2) and positive evaluations on GRA assignments. Failure to meet these requirements can result in the termination of GRA.

In accordance with the College of Education Research Assistant Guidelines (which can be found at http://www.depts.ttu.edu/education/student-resources/graduate/), students are eligible for appointments with continued progress toward the completion of their degree up to four years or a maximum of 99 credit hours. Degree fulfillment may not be prolonged to maintain employment.

Scholarships. A limited number of scholarships are available from the College of Education or Texas Tech University on a competitive basis. Qualified students will be nominated when these scholarships become available. Students interested in scholarships and other financial support should submit applications with the assistance of their advisor or program coordinator.

Program of Study

A minimum of 91 semester hours of course work, internship, and dissertation research, including credits taken at Texas Tech or other Higher Education institutions, is required for the granting of a Degree of Doctoral of Philosophy in Educational Psychology. In some instances, students will be required to complete leveling courses as deemed necessary by the program (e.g., introductory statistics).

Core Curriculum (39 hours)

The core curriculum consists of a set of courses that are designed to assist students in developing the foundational knowledge related to education, research, and the principles of psychology that influence teaching, learning, and instructional design. The core curriculum is designed to promote the following higher-level learning outcomes:

- **Scholar-Practitioner:** Apply the principles of psychology to evaluate learning environments, improve the teaching-learning process, design effective instruction, and promote students' educational success in formal and informal educational settings.
- **Educational Researcher:** Design and implement theory-driven research studies, apply cutting-edge statistical methods, and evaluate programs that influence educational policy.
- **Educational Consultant:** Consult with practitioners, stakeholders, and policymakers regarding educational psychology research and its implications.

Educational Core (6 Hours). The purpose of the educational core requirement is to assist students in developing foundational knowledge of the various disciplines and theoretical perspectives that shape and inform education, educational policy, and instructional practices. Educational Psychology students are required to take **two** of the following courses:

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

- EPSY 5340: History and Systems in Educational Psychology
- EDIT 5316: Foundations of Instructional Technology

Research Core (18 hours). The purpose of the research foundation's core requirement is to assist students in developing the knowledge and skills that will enable them to effectively conduct research that makes a significant and impactful contribution to the field of educational psychology. All Educational Psychology students are required to take EPSY 6379: Foundations of Educational Research.

In addition, students are required to choose **five** of the following courses:

- EPSY 5356: Educational and Psychological Assessment and Decision Making
- EPSY 5381: Intermediate Statistics
- EPSY 5382: Qualitative Research in Education
- EPSY 5383: Data Analysis with Statistical Software
- EPSY 6301: Structural Equation Modeling
- EPSY 6302: Survey Research in Education
- EPSY 6303: Educational Measurement
- EPSY 6305: Qualitative Data Analysis in Education

- EPSY 6307: Case Study Research in Education
- EPSY 6320: Foundations of Mixed Methods Research
- EPSY 6349: Applied Multivariate Statistical Analysis
- EPSY 6349: Generalized Linear Modeling in Educational Research
- EPSY 6349: Hierarchical Linear Modeling in Educational Research
- ESPY 6349: Advanced Structural Equation Modeling
- EPSY 6349: Longitudinal Structural Equation Modeling
- EDIT 6322: Research in Instructional Technology

Educational Psychological Core (15 Hours). The purpose of the psychological foundation's requirement is to assist students in developing a comprehensive knowledge of biological, cognitive, motivational, social, and cultural processes that influence teaching, learning, and instructional design. Educational Psychology students are required to take **five** of the following courses:

- EPSY 5330: Motivation in Academic Settings

- EPSY 5398: Social Bases of Behavior
- EPSY 6330: Cognition and Instruction

- EPSY 5331: Human Development in Education
- EPSY 5332: Educational Psychology
- EPSY 5396: Biological Foundations of Learning

- EPSY 6332: Advanced Educational Psychology
- EPSY 6349: Classroom Assessment
- EDIT 5317: Instructional Design Foundations
- EDIT 6317: Advanced Instructional Design Theories

Area of Emphasis (25 hours)

In addition to the core requirements, students must take courses within a selected area of emphasis. Although students have the autonomy to identify an area of emphasis that is aligned with their own individual and professional interests, they may also select one of the following common areas of emphasis within the field of Educational Psychology.

- Applied educational psychology
- Cognition, motivation, and development
- Human development
- Institutional research
- Learning sciences
- Research, evaluation, measurement, and statistics
- Sports psychology

Once the area of emphasis has been declared, the student will work with his or her advisor to identify the appropriate courses to fulfill the area of emphasis requirements. Additionally, students with their advisor's approval can enroll in EPSY 7000, which will provide them with opportunities to conduct research under faculty supervision.

Electives (15 hours)

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

Dissertation (12 hours)

Students are required to enroll in a minimum of 12 dissertation hours prior to graduation.

Benchmark Assessments

Second-year research experience. At the end of the second year of coursework, students will submit evidence of their scholarly activity and their ability to design, implement, and disseminate research. Students will be assessed on their ability to develop and conduct an original research study and present the findings effectively in written and visual form. Students are required to consult with their advisors to identify the appropriate evidence. Evidence of scholarly activity may include:

- Submission as first/single author or coauthor of a poster or paper proposal to present at a local (e.g., Graduate School Poster Competition) or regional conference (e.g., Southwestern Psychological Association).
- Submission as first/single author or coauthor of a poster or paper proposal to present at a national conference (e.g., American Educational Research Association)
- Submission as a first/single author or coauthor of at least one paper submitted for publication to a peer-reviewed journal.

Qualifying Phase. In the last semester of coursework, students will work with their dissertation chair to plan for the qualifying phase prior to proposing a dissertation project. This phase consists of three exams and a written case study that are assembled in a portfolio.

Core concepts exams. All students must complete and pass three competency exams. These exams are designed to ensure that students have developed the foundational knowledge of educational psychology and educational research methods prior to advancing to the candidacy phase. The exams consist of content that was learned in the following courses:
- EPSY 5332: Educational Psychology and Learning (or EPSY 6330: Cognition and Instruction; EPSY 5331: Human Development in Education; EPSY 5330: Motivation in Academic Settings)
- EPSY 5381: Educational Intermediate Statistics
- EPSY 6379: Foundations of Educational Research

Portfolio. The portfolio provides students with an opportunity to demonstrate their mastery of key program learning objectives. Specifically, the results of the three core concept exams are reported in the portfolio. In addition, the portfolio entails a case study assessment that must be completed before the oral defense of the portfolio. As the due date draws near, the student and the advisor should identify a time and day on which to complete the case study analysis. Unless modifications are approved by the student's dissertation committee, this case study portion of the qualifying phase 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 write-up of the case study is completed, the committee and students will meet for an oral defense of their portfolio. The written case study is evaluated 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 of the portfolio. Students who fail the first administration may repeat only once more because a second failure results in removal from the program.

Transfer Credit 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 work with his or her advisor and the college point person to submit associated syllabi and transcripts prior to completion of the first year of coursework.

Doctoral Committee Selection and Procedures

The doctoral committee is comprised of a minimum of three faculty members. Students should agree that his or her advisor will serve as chairperson of the doctoral committee and whether a co-chair is desired. A co-chair is normally one of the core Educational Psychology specialization faculty members. 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, normally 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. Outside members of the committee are possible with the approval of the graduate school.

Changes in dissertation committee members must be approved by the dissertation chairperson. If a student wishes to change the dissertation chairperson, he or she must complete a [Dissertation Chairperson Change](#) [form](#) that requires the signature of both the initial and replacement chairpersons.

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Dissertation

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Overview. The final requirement for a PhD in Educational Psychology is the completion of a 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.

Key milestones. Key milestones in the dissertation process include:
1. Selecting a dissertation topic;
2. Selecting the dissertation committee and the graduate school dean's representative (the dean's representative ensures the student is treated fairly and all graduate school procedures are followed);
3. Dissertation proposal defense (written document and oral presentation);
4. Formal approval of the dissertation proposal by the committee;
5. Final dissertation defense (written document and oral presentation); and
6. Final decision by the dissertation committee (e.g., accepted as presented, accepted with minor changes, accepted with significant changes, or not accepted)

Dissertation credit hours. 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 and passed the qualifying phase. 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 influenced by the 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 the primary goal chairperson 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, which means that in some cases the 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, department chair, associate dean of graduate education, dean of the academic college, and dean of the Graduate School.