

# **OKLAHOMA STATE UNIVERSITY**

## **School of Applied Health and Educational Psychology**

### **Ph.D. Program in Educational Psychology Program Description for Educational Psychology Option**

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#### ***School Mission***

The mission of the School of Applied Health and Educational Psychology is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the stated goals and core concepts of the Professional Educational Council of Oklahoma State University, the faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

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#### ***Educational and School Psychology Mission***

The Educational and School Psychology area emphasizes the application of psychological theory and research to the provision of educational and psychological services to children, youth, and adults. Principles of psychology and education are integrated to enhance learning, development, adjustment, and to facilitate success for diverse learners of all ages.

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#### ***The Educational Psychology Program***

Educational Psychology is concerned with all aspects of psychology that are relevant to education and psychology, in particular, focal areas in the professions of Human Development, Education of the Gifted and Talented, and Instructional Psychology. The role of Educational Psychology is to bring together theory and research from psychology and related disciplines in order to facilitate healthy human development and effective learning and teaching. The program is designed to prepare graduates to teach in college or university settings, public education, and/or to do research in university, business, and government settings.

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#### ***Program Philosophy and Description***

The philosophical orientation of the OSU Educational Psychology Program is grounded in developmental and learning theory as exemplified by Lewin and Vygotsky. This philosophy forms a foundation that is consistent with a competency-based approach to program development and assessment with problem solving and creativity as essential skills for all learning. The faculty invites learners to function at high, complex, professional levels in relation to inquiry problems, which are student identified and proposed. This educational process reinforces a competency-based approach to teaching and learning and leads to authentic integration of

content to the resolution of practical and theoretical issues. Doctoral students in educational psychology should understand applications of philosophical and theoretical models. Students plan and conduct experiences to meet career needs and goals through interactive, collaborative research, teaching internships in Educational Psychology, and other forms of authentic experiences. Included in the plans are detailed assessment strategies. Integrated learning is planned, implemented and assessed for teaching, research, service, and scholarly contributions.

The Educational Psychology Program is designed to be flexible enough to allow for considerable individualization in the preparation of students in diverse areas. The program is competency based in the sense that students propose what they want to experience and areas in which they will be evaluated using an authentic portfolio evaluation summarized in the "Qualifying Portfolio".

Students follow an individualized Plan of Study that is crafted in consultation with the student's committee chair, advisor, committee members and the area faculty. This individualized plan integrates academic course work, college teaching, internship experiences, research, service and research team experience to produce a highly educated researcher and teacher in the discipline.

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### ***Admission Criteria***

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To the Student: Admission to the program is considered once per year and the deadline for submitting materials for your graduate application folder is February 1. For full admission to the doctoral program, you must have applied to the Graduate College and have a completed application file in the College of Education for the School for Applied Health and Educational Psychology (SAHEP). The application file must contain official transcripts for all work completed, GRE test score, four letters of recommendation on SAHEP forms, a 3-5 page typewritten description of career aspirations and goals, and examples of written work. The specific criteria that must be met for full admission to the doctoral program are:

- Undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50
- GRE total score of at least 1000 for two subtests, with a minimum of 475 for each subtest.
- Four positive letters of recommendation on SAHEP forms. Letters from past instructors and/or employers are preferred to personal recommendations.
- A master's degree from an accredited institution.
- Sample of professional writing.
- Letter stating your rationale for seeking this degree.

At the discretion of the area faculty, provisional admission may be granted to students who do not fully meet the above criteria. A process to achieve full admission within the first 12 hours of coursework will be specified.

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### ***Application Procedures***

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Persons applying to the degree program for a Ph.D. in Educational Psychology with an Educational Psychology option, should:

- Complete a Graduate College application, and send two official copies of transcripts of all course work to the Graduate College, 202 Whitehurst, Stillwater, OK 74078.
- Materials required for departmental admission should be sent to the School of Applied Health and Educational Psychology, College of Education, in care of Ms. Sandra Ireland, 325 Willard, Stillwater, OK 74078. Admission to the program is considered once each year. The deadline is February 1.

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### ***Graduate Student Outcomes***

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Graduate Programs in Educational Psychology are designed to assure the high-level professional competencies for students who successfully complete the doctoral program. Expectations in each of the following competency areas are commensurate with degree program.

- Effective Instruction
- Theoretical Knowledge
- Inquiry and Research Skills
- Professionalism and Ethical Decision-Making
- Scholarly Production and Service
- Intra/Interpersonal Skills
- Written and Oral Communication Skills

Competencies are validated by the creation of a Qualifying Portfolio, which serves as a comprehensive examination. Your Portfolio is assessed by your doctoral committee using a rubric to evaluate the documentation of performance of related professional activities, such as teaching experience, presenting research at professional conferences or seminars, submitting a manuscript for publication, creative scholarly production of teaching materials, service, etc.

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### ***Developing Your Program***

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The Educational Psychology program is designed to provide you with the maximal opportunity to shape, in consultation with the area faculty and advisory committee, a program tailored to meet your individual interests, needs and career goals. Our faculty believes that this is best accomplished by having you take an active role in designing your educational plan to insure the greatest possible usefulness of the educational experience. Taking such a role is both an educationally valuable experience in its own right and an important step in becoming a doctoral level professional. Through this process you move from student to colleague status.

Upon admission to the program, you will be assigned a temporary advisor who will assist you in your planning process. The first step is for you to choose a permanent committee chairperson from the area and, in consultation with your chairperson, form a committee. At least one member of your committee, in addition to your chairperson, must be from within the Educational Psychology area. Your chairperson will assist you in determining the most appropriate director of dissertation at this time as well. The dissertation can be the same faculty member you choose as your Chair, but you are free to choose another dissertation director

depending on your research needs and interests. Early in your program, you will plan your studies. Included in this plan is the formation of at least four domains of learning that identify your areas of expertise. Three of the domains form the foundation of Educational Psychology and include areas related to (1) Teaching and Learning; (2) Research and Inquiry; and (3) Development. Your fourth domain is developed from your strengths and interests and may include further development of an area of expertise from your master's degree.

Examples of professional goals appropriate for this degree specialization:

- A university teaching position, teaching human development, learning, instructional psychology, gifted education, and other educational psychology courses.
- A position doing research, evaluation, and staff development for a school district.
- A position in human resources development, in business, government, or non-profit institutional setting.
- A position designing training programs and conducting training research in a business, government or non-profit institutional setting.
- A position doing general administration for a university or vocational training center.
- A position within a university, supervising instructional and faculty development and evaluation, and conducting institutional research.
- Develop a private consulting business that works with a variety of clients regarding problems related to human development and learning.

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### ***Research Experiences***

Research teams are used as an institutionalized model for academic development. A research team is usually composed of one or more faculty and a number of students with common interests in a topic. The group engages in research as an extracurricular activity. Team members are not usually enrolled in a research course because of potential difficulties of collaboration in a graded situation. From the standpoint of the faculty the team is a teaching vehicle for communicating research methods, skills, and ethics to the students while at the same time creating new knowledge for the field. Typically, research teams contain four to ten members, including the teacher or an advanced learner, or a mentor who can function as a facilitator. Research teams draw on the expertise of all members, may recruit additional members or solicit external experts, and complete a research-based product that is presented to a professional audience (conference, journal, etc.).

You will be provided opportunities to practice research under the guidance of faculty, with scaffolding and support. There are at least two kinds of authentic research opportunities for students, those that you create on your own where real data are collected, written, and presented, and those where you work with others. It is our belief that students who are interested in working in the academy should leave the program with two to four publications and at least six presentations at regional and national conferences, if they are to be competitive in job searches. Specific requirements are specified in the Qualifying Portfolio Outline.

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### ***Dissertation***

A dissertation (doctoral thesis) is required of each doctoral candidate (15 or more credit hours of EPSY 6000). The dissertation proposal must be approved by your advisory committee, and must be prepared under direction of the committee members and close supervision of the dissertation advisor. You must demonstrate initiative, creative intelligence, and ability to plan and carry out scholarly research in the field. Your dissertation will be derived from a theoretical base and data (quantitative and/or qualitative) will be analyzed to test hypotheses generated from the theoretical base. Further details are provided by doctoral program advisors.

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### ***Requirements and Recommendations for Course Work***

The requirements for the Ph.D. in Educational Psychology with a specialization option of Educational Psychology are listed below. Following the requirements is a list of recommendations for your professional preparation and identity in potential areas of study.

#### **A. Domain I: Integrated Inquiry, Research and Statistics (18 hours required)**

Many students have these courses as part of their master's degree:

REMS 5953 Elementary Statistical Methods in Education is a required prerequisite  
REMS 5013 Research Design and Methodology

These courses are Required for the Educational Psychology Option:

SCFD 6113: Theoretical Foundations of Inquiry  
EPSY 6063: Research Topics Special Ed: Q methodology  
REMS 6003: Analysis of Variance  
REMS 6013 Multiple Regression (required)  
REMS 6663 Multivariate Statistics

Other coursework recommended augmenting this domain:

REMS 6023: Psychometric Theory  
REMS 6373: Program Evaluation  
STAT 5033: Nonparametric Methods  
STAT 6323: Advanced Design of Experiments

#### **B. Educational Psychology Core (Part of Domain II-Development)**

1. 9 hours required:

Area	Hours	Courses
a. Human Development	3 hours required	Select one: EPSY 5103 Human Development EPSY 6043 Adult Development



**D. Cognate Area (9 Hours, required) (Part of Domain IV)**

Students select 9 hours related to the specialization option to be determined based on student career goals and background. Examples of cognate areas include, but are not limited to, the coursework in any of several developed domain competency areas.