OKLAHOMA STATE UNIVERSITY
School of Applied Health and Educational Psychology

Ph.D. Program in Educational Psychology

Program Description for Educational Psychology Option

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 promote teaching based on theory and research-driven educational practices.

Educational Psychology Mission
The Educational 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.

The Educational Psychology Program
Educational Psychology is concerned with all aspects of psychology that are relevant to education and psychology, particularly in the areas of human development, learning, cognition, motivation, 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.

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. 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. Students follow an individualized Plan of Study that is crafted in consultation with the student’s committee chair, dissertation advisor (which may be different from the chair), committee members, and the area faculty. This individualized plan integrates academic course work, college teaching, internship experiences, research, professional service, and research team experience to produce a highly educated researcher and teacher in the discipline.
Admission Criteria

Admission to the program is considered once per year and the deadline for submitting materials for completion of the 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 or accompanying 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 (Official copies of transcripts are required.)
- GRE total score of at least 300 (on the old scoring system 1000) for two subtests of Verbal and Quantitative, with a minimum of 150 (or 475 for the old scoring system) for each subtest. The Writing subtest minimum is a 3.5.
- Four positive letters of recommendation. Letters from past instructors and/or employers are preferred to personal recommendations.
- A master's degree from an accredited institution.
- Sample of high quality professional writing.
- Letter stating your rationale for seeking this degree (aspirations and goals).

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.

Application Procedures

Admission to the program is considered once per year and the application deadline is February 1.

Persons applying to the degree program for a Ph.D. in Educational Psychology with an Educational Psychology option should submit all application materials through the online application portal: https://www.applyweb.com/apply/oksugrad/

Documents required for admission review include:

- **GRE test** score completed within the past 5 years
- **Official transcripts** for all work completed: all transcripts provided with the application should be scans of official transcripts showing the college’s or registrar’s original seal and any degrees completed.
- **Four professional recommendation letters** from those such as academic advisors and former professors who can address applicant’s academic record and potential for doctoral level work. Recommenders must upload the letters. They will receive instructions how to do so through email, so please make sure all email addresses are accurate
- **Goals statement** (about 2 pages) explaining how prior academic and professional experiences have prepared the applicant for doctoral level study and how the PhD program will contribute to the applicant’s goals
- **Sample of high quality professional writing**: a scholarly paper the applicant has written such as a master’s thesis, report, paper required in a graduate class, publication, or other type of scholarly paper
- **Current and complete resume/vita**

Please check that all materials are complete and accurate. The Graduate College will not be able to upload any supplemental materials to your application.

Student Goals and Program Outcomes

A few 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 (motivation, leadership, creativity, etc.).
• 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.
The doctoral program in Educational Psychology is designed to assure high-level professional competencies for students who successfully complete the program. Expectations in each of the following competency areas are commensurate with a doctoral degree program.

- Theoretical Knowledge (Domains I-IV in the List of Coursework)
- Effective Instruction (Teaching or Clinical Skills)
- Inquiry and Research Skills (e.g. products from research teams)
- Service and Leadership (Professional and Interpersonal Skills)
- Professionalism and Ethical Decision-Making
- Written and Oral Communication Skills

Competencies are validated by the creation of a Qualifying Portfolio, which serves as a comprehensive examination. The Portfolio is assessed by the 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, professional service and leadership, etc.

**Developing the Program of Study**

The Educational Psychology program is designed to provide the maximal opportunity to shape, in consultation with the area faculty and the doctoral advisory committee, a program tailored to meet individual interests, needs, and career goals of the student-colleague. The faculty believes that this is best accomplished by having students take an active role in designing an educational plan to insure the greatest possible meaning 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.

Upon admission to the program, students are assigned a temporary advisor who will assist in the planning process. The first step is for the student to choose a permanent committee chairperson from the area faculty and, in consultation with the chairperson, form the committee. At least one member of the committee, in addition to the chairperson, must be from within the Educational Psychology area. The chairperson assists in determining the most appropriate director of dissertation at this time as well. The dissertation director can be the same faculty member chosen as the Chair, but another dissertation director can be chosen depending on student research needs and interests. The doctoral committee must have at least four qualified faculty with one of these serving as outside member. The outside member has Graduate Faculty status and is not assigned to the program area, but is assigned outside the area of Educational Psychology. Students should develop the Plan of Study early in the doctoral program. Included in this plan is the formation of at least four domains of learning that identify the areas of expertise. Three of the domains form the foundation of Educational Psychology and include areas related to (1) Research and Inquiry; (2) Development; and (3) Teaching and Learning. The fourth domain is developed with the strengths and interests of the student and may extend an area of expertise from the master’s degree. The domains document, curriculum vita, and the Graduate College Plan of Study form (available on its website) will be prepared before with the guidance of the Chair of the doctoral committee and presented at the first formal committee meeting, the Plan of Study meeting.

**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 faculty member, an advanced learner, or a mentor who can function as the 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.).
Students will be provided opportunities to practice research with the guidance, scaffolding, and support of faculty. To be considered research, appropriate IRB procedures are followed. Students who are interested in working in the academy may graduate from the program with peer-reviewed publications and presentations at regional and national conferences to be competitive in job searches. Specific requirements to advance to candidacy are specified in the Qualifying Portfolio Outline.

**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 the advisory committee, must be prepared under direction of the committee members, and must be developed with close supervision of the dissertation advisor. Students are expected to demonstrate initiative, creative intelligence, and ability to plan and carry out scholarly research in the field. The dissertation will be derived from a *theoretical* base, and data (quantitative and/or qualitative) will be analyzed to generate findings compared to the theoretical base. Further details are provided by doctoral program advisors.

**Requirements and Recommendations for Coursework**
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 professional preparation and identity in potential areas of study. Other coursework will be considered by the doctoral committee.

**Domain I: Research and Inquiry - 18 hours required**
Many students have taken these courses as part of the master’s degree. These courses are considered prerequisites and will *not count* on the formal and submitted doctoral plan of study:

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

**Required courses for Domain I:**

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

Other coursework recommended for expertise in this domain:

- REMS 5063: Computer Applications in Nonparametric Data Analysis
- REMS 6023: Psychometric Theory
- REMS 6033: Factor Analysis in Behavioral Research
- REMS 6373: Program Evaluation (also, REMS 6383: Program Evaluation II)
- SCFD 6123: Qualitative Research I
- SCFD 6193: Qualitative Research II
Domain II: Human Development – 12 hours required

Many students have taken this course as part of the master’s degree. Although this course is considered prerequisite to the doctorate, it is not required and may be counted on the doctoral plan of study if needed:

EPSY 5103 Human Development

Choose at least three of these Courses Required for Domain II:

EPSY 6043 Adult Development
EPSY 6163 Emotion and Cognition
EPSY 6533 Human Motivation
EPSY 6133 History and Systems of Psychology

Other coursework recommended for expertise in this domain:

EPSY 5403: Issues in Adolescent Development
EPSY 5603: Developmental Issues in Instruction
EPSY 5713: Transpersonal Human Development

Domain III: Teaching and Learning - 12 hours required

Many students have taken these courses as part of the master’s degree. Although these courses are considered prerequisite to the doctorate, they are not necessarily required and may be counted on the doctoral plan of study if needed:

EPSY 5213: Advanced Educational Psychology
EPSY 5463 Psychology of Learning

Choose at least one of the Courses Required for Domain III:

EPSY 6443 Theories and Problems in Educational Psychology
EPSY 6613 Instructional Systems Design

Other coursework recommended for expertise in this domain:

EPSY 5473: Psychology of the Adult Learner
EPSY 5663: Creativity for Teachers
EPSY 5963: Developing Resources to Support Educational Programs
EPSY 5763: Teaching Techniques and Methods for G/T
SCFD 6883: Transforming Pedagogies
SCFD 6983: Diversity and Equity Issues in Education
EDUC 5993: Instructional Effectiveness in Higher Education
CIED 6073: Advanced Pedagogical Research
Domain IV: Area of Expertise - 12 hours required

Students select 12 hours related to an area of expertise based on student career goals, expertise, interest, and background. Examples of areas of expertise may derive from the other domains, such as measurement or program evaluation in a specific context; gifted education and talent development; studies of gender, race, class, ability; multicultural issues in education, social and emotional needs of children, and many others.

**Procedures:**

A Plan of Study meeting will be held with doctoral committee members according to Graduate College regulations (before the completion of the 28th credit hour). The Plan of Study and the meeting discussions will outline the program requirements as stated herein, which accomplishes the minimum criteria for the degree as follows:

1. 21 or more hours on the plan of study must be at the 6000 or above level, excluding dissertation, practica and internship. The Educational Psychology option requires 110 hours past the bachelor’s degree, which may be demonstrated in the Domains List of Coursework as hours earned during the master’s degree. These courses will not be on the official Graduate College plan of study form.

2. Successful completion of the Qualifying Portfolio and the three-chapter dissertation proposal must be accepted by the committee in order to advance to Doctoral Candidacy status. Graduate College and program regulations should be noted at the Plan of Study meeting so that awareness of the candidacy regulations is well-known (ten hours of dissertation as a candidate, portfolio format, etc.).

3. 15 hours of dissertation (EPSY 6000), which is theory-based dissertation research study.