

EDUCATIONAL PSYCHOLOGY

Ph.D. PROGRAM 2015-2016

**Department of Educational Leadership, Sports Studies, and Educational/Counseling
Psychology**

351 Cleveland Hall

Pullman, WA 99164-2136

Telephone: (509) 335-7016/335-9195

FAX: (509) 335-2097

Email: gradstudies@wsu.edu

<http://education.wsu.edu/graduate/specializations/edpsychology/>

PH.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

HANDBOOK

Introduction

Individuals with training and experience in educational psychology have strong methodological skills and a deep understanding of learning theory to work on challenging educational problems. As a consequence, educational psychologists enjoy a wide variety of options for employment and career advancement in a variety of education and research settings. For example, educational psychologists are highly sought after for jobs in industries, state agencies, laboratories, school districts, and universities. Simply stated, this intriguing field presents an ever-changing, challenging, and rewarding work environment. The work in such areas may be rewarded, for example, by the ability to make contributions to the improvement of educational settings (e.g., schools, universities), to have a direct influence on individuals through the development of programs, methods, and tools to meet their needs, or to provide information to individuals who shape policy. Experienced individuals in this profession can expect to earn a good salary and maintain an interesting and fulfilling career.

Successful professionals in educational psychology have strong methodological skills, an understanding of researchable topics, the ability to develop a research program, effectively communicate and work with a wide variety of professionals, and skills to understand nuance and ambiguity in the work environment. Thus, we seek individuals who will first meet challenging academic standards for entrance and show promise for success in the exciting field of educational psychology.

Admission Requirements

Application to the doctoral program in Educational Psychology is a two-step process. One, application is made directly to the **WSU Graduate School** (<http://www.gradsch.wsu.edu/future-students/admission/apply.html>). It should be noted that students may begin classes any semester. Students admitted to the Ph.D. program usually have completed a master's degree in a relevant field such as education, psychology, sociology, public policy, or business, prior to application.

The second step is to complete the **Educational Psychology Supplemental Information Form** (<http://education.wsu.edu/graduate/apply/edpsychology/>). In addition, there are six requirements to be met before one can be considered for admission to the educational psychology doctoral program:

1. A minimum score of 1000 on the Graduate Record Examination (Total of Verbal and Quantitative sections). The department does not accept scores older than five years.
2. Three letters of recommendation with contact information. When submitting online application to the Graduate School, you must provide the names and email addresses of your recommenders. Recommenders submit the letters online.
3. A brief statement of your long-range professional goals and a 500-1000 word summary on a topic relating to the program.
4. A vitae.

5. Copies of published or unpublished articles authored or co-authored if available (e.g., Thesis, paper presentations, technical reports, etc.).
6. Official transcripts of all colleges attended submitted to the WSU Graduate School.

Note: Interviews are not required but could be beneficial to acceptance. These do not have to be in person and can be completed over the phone or via video conferencing.

Important factors considered in admissions decisions are:

- previous academic achievement;
- recommendations, especially references from professors who are familiar with the applicant's academic performance and potential;
- relevance of the applicant's interests and commitment to the goals and curriculum of the program.

Admission to WSU is granted without regard to age, gender, race, religion, color, creed, disability, national or ethnic origin, or marital status. Members of ethnic minorities, women, Vietnam-era or disabled veterans, persons in protected classes, with disability and/or persons aged 40 and over are encouraged to apply.

Our current handbook-

<http://education.wsu.edu/graduate/specializations/edpsychology/docs/>

I. Program Admission

In order to complete the application process, the following materials must be submitted:

1. Materials to be submitted to the **WSU Graduate School** at the address listed below:
Graduate School
PO Box 641030
French Administration Bldg., Rm. 324
Washington State University
Pullman, WA 99164-1030
 - a. Graduate School online application form and the application fee submitted online (<http://www.gradsch.wsu.edu/future-students/admission/apply.html>).
 - b. **Official transcripts of all** previous college and university course work. These transcripts must be sent directly to the WSU Graduate School by the Registrar of each issuing institution.
 - c. Names and email addresses of three people submitting letters of recommendation. When the Graduate School application is submitted, the recommenders will receive an email prompting them to submit a letter. The College of Education Office of Graduate Studies can view and print these letters from your electronic

- d. file at the Graduate School.
 - d. Official report of scores on the general aptitude section of the Graduate Record Examination (GRE).
2. Materials to be sent directly to the **College of Education Office of Graduate Studies** at the address listed below:

College of Education
Office of Graduate Studies
P.O. Box 642114
252 Cleveland Hall
Washington State University
Pullman, WA 99164-2114

- a. Supplemental Information Form
(<http://education.wsu.edu/graduate/apply/edpsychology/>).
- b. Current resume or vita documenting any educational psychology related work or research experience.
- c. Brief statement of the student's professional objectives (not more than two typed pages).

Inquiries and requests for application materials from the College of Education may be sent to the address above or by phone [(509) 335-7016/335-9195] or email (gradstudies@wsu.edu)

A variety of information is also available on WSU's web site at <http://www.wsu.edu/>. This web site has links to general information about WSU and provides access to the Graduate School web site.

II. Residency Requirement (as per Graduate School Policies and Procedures)

The period of study for the Doctor of Philosophy is at least three years (six semesters) beyond the baccalaureate degree, as per Graduate School policy. For students without a master's degree, at least two of these three years shall be in residence at Washington State University (enrolled full time and present on a campus where a given program has received approval to grant residency). For students with a master's degree, one year of residency is required. Again, these are Graduate School policies and are minimums.

Note that the educational psychology specialization is designed for full-time students, requiring at least three years beyond the master's degree. Graduate students attempting to do the program with the minimum amount of residency time may experience difficulty completing the program in a timely and rigorous manner.

III. Advanced Standing Policy (transfer credit)

Students in the doctoral program who have completed a master's degree elsewhere may be

permitted to waive two elementary courses: (1) ED_PSYCH 508, Educational Statistics; and (2) ED_PSYCH505, Research Methods I. **Waiver requests must be submitted at the time of application to the program.** Once admitted, a completed waiver application must be submitted to the Educational Psychology program faculty for each course a student wishes to waive. Applications are subject to the following regulations:

- A. Waivers cannot be approved for EdPsy 597 (Internship in Educational Psychology).
- B. No course credited on the basis of waivers will apply toward the student's total number of credits completed at Washington State University.

IV. Academic Standing

A student must earn at least a "B" average (3.0 cumulative average) in all resident graduate courses applicable to the degree. A grade of "S" (satisfactory) must be received in all courses applicable to the degree which are graded on a "S/F" basis. All courses completed with grades of "A", "B", "C", or "S" may be applied to credit hour requirement for the degree.

When a graduate student receives a grade of "F" (failed) in a required course or internship, this poor performance may constitute grounds for terminating the student's doctoral program status; he/ she cannot register for further study unless there is later reinstatement by a two-thirds vote of the program faculty.

A student failing to maintain a minimum grade point average in any given semester will be dropped from the program. The reinstatement of such students will be handled according to the normal university procedures.

All requirements for the Ph.D. degree must be completed within ten calendar years from the initial registration in the program and within three years of the date of completion of the preliminary examination.

Educational Psychology Faculty will conduct annual reviews of students' progress in the program. The student, upon request of the Faculty, will submit a brief statement of progress and a vita each year documenting progress (e.g., coursework, presentations/publications, etc.). These documents will be reviewed by the student's respective major professor. Upon review and conversation with the student, each student will receive a letter stating satisfactory or unsatisfactory progress toward degree completion. In the event of unsatisfactory progress, the Faculty will recommend corrective actions. Students receiving two unsatisfactory letters in subsequent years will be dismissed from the program.

The learning outcomes on which students are rated include:

- I. Ability to think critically, evaluate, understand, apply, and communicate scientific research
 - A. The student demonstrated the ability to critique research.

- B. The student has been a major contributor (co-author) on one conference presentation or publication
- C. The student successfully completed and presented the yearly project. See rubric for detailed information of performance.
- D. Has the student prepared a *dissertation* or *thesis* that poses significant questions that can be investigated empirically, links research to relevant theory, uses methods that permit direct investigation of the question, uses methods that permit direction investigation of the question, provides an explicitly and coherent chain of reasoning, interprets outcomes of the study in light of current knowledge, with a goal to make research public to encourage professional scrutiny and critique for the public good?

II. Ability to understand and apply research designs

- A. The student successfully completed and presented the yearly project. See rubric for detailed information of performance.
- B. During the prelim process has the student demonstrated the ability to develop a cohesive, relevant research plan?
- C. During the dissertation or thesis proposal process has the student demonstrated the ability to develop a cohesive, relevant research plan?

III. Ability to understand and apply statistical and measurement principles to their area of research.

- A. Has the student demonstrated the ability to understand and apply appropriate techniques in these areas through:
 - i. Yearly project
 - ii. Conference papers
 - iii. Publications
 - iv. Prelims
 - v. Proposals

IV. Aware and understanding how diversity issues and protected populations influences research

- A. Completed appropriate research training (i.e., CITI, Graduate School requirements).
Student must provide documentation of completion.
- B The student displays appropriate information in presentations and publications that demonstrate they have followed organizational (e.g., APA) standards for treatment of persons and research participants.
- C Has the student demonstrated competence in the development of
Institutional Review Board (IRB) applications, understands the IRB process, and the development and use of consent strategies (e.g., forms, oral, etc.)?

V. Development of professional identity appropriate for future career plans

- A. The student has established membership in a professional organization relevant to her/his field of specialization.

- B. The student has providing service to professional organizations.
- C. The student has reviewing for conferences/journals related to professional organizations.
- D. The student has held leadership positions in professional organizations.

V. Leave of Absence from the Program

Students are required to maintain a minimum of two credit hours of continuous enrollment each semester (except for summer sessions) from the time of first enrollment until the granting of the degree. Violation of this requirement can terminate the student's doctoral program status. A student who anticipates inability to maintain normal progress through the program should consult with his/her advisor. Students who decide that a leave of absence is necessary must petition for such status through the Department Chair. Such petitions must state the reasons for requesting a leave of absence and present a plan for completing the remainder of the doctoral program. The plan must include a timetable specifying when course and program requirements will be completed. The Department Chair will not consider any request for a leave until the student, in conjunction with his/her advisor, submits such a plan.

VI. Teaching and Research Assistantships

The College of Education makes a limited number of teaching assistantships available to graduate students each year. Research assistantships, funded by specific research projects, particularly through the Learning and Performance Research Center may also be available. Students who desire assistantships should contact educational psychology faculty members during the time of application.

Students who are awarded an assistantship must be involved in full time study. Full time study is defined as a minimum of 10 semester hours during the spring or fall terms, and 4 semester hours for the summer sessions. Generally, students may not hold other employment in or outside the university while holding an assistantship. Various assistantships require different numbers of work hours, but all are essentially work contracts between the student and the College which specify the amount of time a student will spend working with the faculty member(s) to whom he/she has been assigned.

VII. Program Requirements for the Ph.D. in Educational Psychology

Introductory Statement

A doctoral degree in educational psychology is generally prerequisite to entrance into one of the following professional fields: (a) college or university teaching in the areas of general educational psychology and/or educational measurement, evaluation and research design, (b) public school service in the role of a testing program director or coordinator of curriculum and program evaluation, industry positions in research and testing companies (e.g., ACT, ETS), and (d) research and/or administration in research units such as the Northwest Regional Lab, American Institutes of Research, or an office of institutional studies at a college or university.

To develop a level of expertise to be successfully prepared for such positions generally requires

3-5 years beyond a master's degree in a related area. Earning a Ph.D. requires much research experience and work in the field beyond completing coursework. To be clear, completing required coursework does not imply you are finished taking courses and are prepared to graduate!

Research Core

All doctoral students in the College of Education take a common research core. This is a comprehensive research core focused on epistemology, methodology, and analysis addressing a broad range of quantitative and qualitative research approaches in education disciplines. This 13-credit research core is designed to provide a solid framework from which students can critically explore advanced research topics within specific areas of specialization. The core descriptions and prerequisites are as follows:

EdRes 562 Epistemology, Inquiry, and Representation (3 credits)

This course will involve students in an examination of the epistemological assumptions and methodological strategies of research in the educational disciplines.

Prerequisite: Graduate standing, doctoral students only (or instructor consent)

EdRes/ED_PSYCH 563 Principles of Research (3 credits)

This course will present a focus on types of research designs and will promote deepening understanding of topics likely to become students' research agenda through development of the literature review. The course will prepare students for "life as a researcher." Students will learn to differentiate what has been done in their professional fields with what needs attention, situate a problem within the broader research context, understand the position of the problem within an historical context, develop subject vocabulary, identify and describe important variables and phenomena related to a research problem, as well as synthesize and develop new perspectives on the research literature.

Prerequisite/Corequisite: EdRes 562

EdRes/ED_PSYCH 564 Qualitative Research (3 credits)

This course will emphasize the theoretical underpinnings of qualitative research in education. Students will become familiar with the scope and quality of published qualitative research in the field of education and gain practical experience in qualitative research skills.

Prerequisite: EdRes/ED_PSYCH 563 or consent of instructor

EdRes/ED_PSYCH 565 Quantitative Research (3 credits)

This course will provide a conceptual and practical basis to statistical literacy in the education disciplines. The course focuses on univariate (and repeated measures) analyses from parametric and non-parametric procedures.

Prerequisite: ED_PSYCH 508 or equivalent; EdRes 563 or equivalent

Prerequisite: Admission to doctoral program or consent of instructor

***NOTE:** Educational Psychology doctoral students build their programs with this research core as a basis.*

Doctoral students with a specialization in educational psychology take a *foundation* set of courses. To provide in-depth education in the program in students select *supporting* coursework. This is done in consultation with the student's doctoral committee. Each student has the opportunity of individualizing the program of study to meet his/her professional goals that may include course work from other departments (e.g., Department of Human Development, Sociology, Statistics). **Please note, completing core courses does not mean you are finished with coursework. There may be other courses needed to continue to develop professional. These are decided in conversation with your advisor.**

All students are required to complete the Institutional Review Board (IRB) research training requirements within the first semester of study and before working on any research projects. See the WSU IRB website for information on the CITI training and the university specific training. Please ask your major professor if you have questions about this training.

Course Credit Requirements

A minimum of 75 credit hours is required for the Ph.D. degree. The program components are as follows:

Research Core	12 credits
EdPsych Foundation	18 credits
Internship Requirements	4 credits
Supporting Coursework	12 credits
Dissertation Research	20 credits
Ed Psych Seminar	6 credits

Research Core Requirements

EdRes 562	Epistemology, Inquiry, and Representation	3 credits
EdRes/ED_PSYCH 563	Principles of Research	3 credits
EdRes/ED_PSYCH 564	Qualitative Research	3 credits
EdRes/ED_PSYCH 565	Quantitative Research	3 credits

EdPsy Foundation Courses

ED_PSYCH 502	Learning Theories	3 credits
ED_PSYCH 503	Advanced Educational Psychology	3 credits
ED_PSYCH 509	Educational Measurement	3 credits
ED_PSYCH 511	Classical and Modern Test Theory	3 credits
ED_PSYCH 568	Research Methods II	3 credits
ED_PSYCH 569	Quantitative Techniques in Education	3 credits
ED_PSYCH 570	Introduction to Program Evaluation	3 credits
ED_PSYCH 571	Advanced Program Evaluation	3 credits
ED_PSYCH 572	Meta-Analysis and Research Synthesis	3 credits
ED_PSYCH 573	Motivation	3 credits

Internship Requirements

Students register for up to 2 credits of ED_PSYCH 597—Internship in Educational Psychology for four semesters. These credits are typically obtained when working on a graduate research or teaching assistantship or for program-related job experience. In this course students will investigate strategies to best accomplish on-the-job tasks, participate in moderated discussions with other internship students, and work on paper presentations and journal articles. This experience is generally completed with the student's major professor.

Research Hours

Each semester of the program, doctoral students register for a minimum of 1 credit of ED_PSYCH 800 (20 total). These hours reflect the research the student is engaged in from the start of the program in collaboration with their major professor. This credit can also cover their yearly project to be presented to the Educational Psychology Faculty and Students in seminar.

ED_PSYCH 574 Seminar

ED_PSYCH 574 is a requirement for the Ph.D. degree in Educational Psychology (ED_PSYCH). This one credit, pass/fail seminar must be taken 6 or more times depending on students' time to degree completion. The course has three overarching themes: (1) to further the research culture for faculty and doctoral students within the ED_PSYCH Program and across specializations, (2) to promote intellectual exchanges between graduate students and faculty from various specializations within ED_PSYCH around research concepts and approaches, and (3) to explore and interrogate research and the research process as conducted by doctoral students, faculty, and other noted scholars. An additional intent of the course is to build community among ED_PSYCH faculty and graduate students as a group of scholars.

The fall semester is focused on the discussion of selected readings in ED_PSYCH and discussion of various professional issues and tasks (e.g., developing a resume, searching for a job, keeping up with journal reading). The spring semester is focused on student presentations. All doctoral students are required to present their research work each year. The spring course provides the format for student presentations.

Yearly Project

At the end of each year of study, the student is expected to complete a research project that is of publishable quality. The project may take on many forms (e.g., literature review, experiment) and will be under the guidance of the faculty, normally the advisor. The project should make a contribution to the literature in the area of the student's interest. The student is expected to (a) orally present this project to the Educational Psychology students and Faculty at the ED_PSYCH 574 seminar during the spring term and (b) submit the project for presentation at a national conference (e.g., AERA, NCME, AESA, etc.) or submit the work for publication in an appropriate academic/professional journal.

Possible Supporting Coursework

In addition to the research core and foundation course requirements, student will take a minimum of 12 credits of supporting coursework. A concentration is recommended. Possible courses are listed below. The list is not exhaustive and courses across departments are changing. The student is advised to work with their major professor to select the appropriate series of courses from within and outside the College of Education.

Strongly Recommended

Soc 525	Practicum in Survey Research	3
EdAd 521	Preparing the Dissertation Proposal	3
CoPsy 502	Social Psychology	3

Recommended

Copsy 542	Cross-cultural Research and Assessment	3
EdAd 537	Advanced Qualitative Techniques	3
EdAd 538	Special Topics in Qualitative Research	3
Soc 520	Research Methods in Sociology	3

With approval from your advisor, other courses can be counted as supporting course work.

NOTE: ED_PSYCH 505, Research Methods I, and ED_PSYCH 508, Educational Statistics, are typically taken during a master's program. The two courses are additional requirements if not taken in a prior master's program. These courses should be taken early in the Ph.D. program as they are prerequisites to other course work.

Sample Program: This may change depending on what is being offered and individual student needs. Please work with your advisor to develop a plan of courses.

Fall Semester		Year 1		Spring Semester		Year 1	
Course	Credit	Course	Credit	Course	Credit	Course	Credit
ED_PSYCH 502 Learning Theories	3	EdRes/ED_PSYCH 563 Prin. Res.	3	ED_PSYCH 509 Measurement	3	ED_PSYCH 503 Theories of Advanced Learning	3
ED_PSYCH 574 Seminar	1	ED_PSYCH 571 Advanced Program Evaluation	3	ED_PSYCH 574 Seminar	1	ED_PSYCH 800	1
EdRes 562 Epistemology	3	ED_PSYCH 800	1	ED_PSYCH 800	1		
ED_PSYCH 570 Intro Program Evaluation	3						
ED_PSYCH 800	1						
Total	11	Total	14				
Fall Semester		Year 2		Spring Semester		Year 2	
EdRes/ED_PSYCH 564 Qual. Res.	3	ED_PSYCH 511 Classical / Modern Test Theory	3	ED_PSYCH 574 Seminar	1	ED_PSYCH 569 Quantitative Techniques	3
EdRes/ED_PSYCH 565 Quant. Res.	3	ED_PSYCH 574 Seminar	1	ED_PSYCH 568 Research Methods II	3	Supporting course	3
ED_PSYCH 574 Seminar	1	Supporting course	3	ED_PSYCH 800	1	ED_PSYCH 800	1
Supporting course	3						
ED_PSYCH 800	1						
Total	12	Total	14				
Fall Semester		Year 3		Spring Semester		Year 3	
Supporting coursework	3	Supporting coursework	3	ED_PSYCH 800	10	ED_PSYCH 574 Seminar	1
ED_PSYCH 800	5	ED_PSYCH 800	10	ED_PSYCH 597	2	ED_PSYCH 597	2
ED_PSYCH 574 Seminar	1	ED_PSYCH 574 Seminar	1				
ED_PSYCH 597	2	ED_PSYCH 597	2				
Total	11	Total	16				
Fall Semester		Year 4		Spring Semester		Year 4	
ED_PSYCH 597	2	ED_PSYCH 597	2	ED_PSYCH 800	10	ED_PSYCH 800	10
ED_PSYCH 800	10	ED_PSYCH 800	10				
Total	12	Total	12				

¹ ED_PSYCH 511 and ED_PSYCH 571 offered on a rotating basis every other year, spring semester

Note: Year 4 and or 5 may involve additional courses if supporting coursework is required for developing skills and expertise.

VIII. Doctoral Practicum/Internship in Educational Psychology and Publication Expectation

Consistent with the scientist-practitioner model of professional training in psychology, students in the doctoral program in educational psychology are required to integrate the theoretical and research offerings of the university with substantial practicum and internship experiences. Their purpose is to provide actual supervised experience in the professional role for which the student is preparing. Assistantships in the Learning and Performance Research Center provide unique opportunities to apply theoretical concepts and methodologies of program evaluation to specific practical projects in various educational settings. In that context, students are required to develop at least one paper for presentation at a national meeting (e.g., AEA or AERA) and/or publication in a journal each year for the activity for which they receive funding. Scholarly writing can be an invigorating, and, at the same time, arduous process that typically requires substantial mentoring. Students will work under the guidance of faculty members to develop ideas, conduct literature reviews, and perform research resulting in publications. The experience however, offers the rewards and challenges inherent in having a proposal accepted for presentation or a manuscript published in a peer-reviewed journal. In addition, students will gain insight into the importance of having their work published as a member of the educational psychology profession.

Publication Credit

Educational psychologists take responsibility, including authorship credit, only for work they have actually performed or to which they have contributed. Principal authorship (i.e. first author) and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Director, Associate Director, or graduate student of the Learning and Performance Research Center, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement. A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's contribution to the article, dissertation, or thesis. (Reference: Publication Manual of the American Psychological Association, Sixth Edition).

IX. Procedures for Doctoral Degree

Developing the Individualized Program

As soon as possible after admission to Graduate School, the student should obtain an advisor. Typically, the department will assign a temporary advisor until the student starts classes the first semester of his/her program. This may be the advisor the student indicated on the application. A letter will be sent to the student from the department communicating this assignment. The student may change advisors if needed or desired. The temporary advisor will work with you during your first year of the program. At the end of your first academic year, you and your temporary advisor will meet to discuss whether s/he will be your permanent advisor or another faculty member might better meet your substantive and methodological needs. Your temporary

advisor does not have to serve as your permanent advisor. At the end of your first year, if you decide that you want a permanent advisor different from your temporary advisor, you must first meet with your temporary advisor to discuss your desires and make a transition plan. Then, only after meeting with the faculty member with whom you desire to serve as your advisor *and* acquiring their commitment, complete the appropriate paperwork with the graduate office. Students should understand that the faculty do discuss changes and student progress on a regular basis and can help facilitate this process. After obtaining an advisor, each graduate student is required to submit a proposed program of study that includes desired course work and the research activities he/she wishes to pursue to complete the requirements of the degree.

Proposed programs of study should be submitted on forms provided by the Graduate School no later than the end of the first year of the student's post-master's graduate work. The most current form should be used and is available from the Graduate School (<http://gradschool.wsu.edu/current-students/formsfordegree.html>).

Preparation of the program is the responsibility of the student in consultation with the advisor and doctoral committee. According to WSU policy the core program for the Ph.D. degree must include a minimum of 34 semester hours of graded course work beyond the bachelor's degree. It should include the most advanced courses appropriate for the field of study listed in the Graduate Course Catalog or approved for graduate credit subsequent to the printing of the catalog. Of the minimum number of hours required on the program of study (34), up to 9 credits of non-graduate credit (300- or 400-level) may be used. Graded seminars numbered 500 or above may be a part of the core program. **Courses graded S/F may NOT be used in the core program.** Only those master's degree and transfer courses at a level equivalent to 400- and 500-level courses, and applicable to the doctoral core program, should be listed in this category. **Any course included in the advanced degree program in which a grade of "C-" or below is earned must be repeated but not on a pass/fail basis.**

In addition to the core requirement, the program shall show RESEARCH AND ADDITIONAL STUDIES. This includes Special Projects 600, and Doctoral Research 800 (minimum of 20 hours required). This category also may include additional graded or S/F courses and seminars taken at Washington State University. The program may not include courses graded P/F or courses that are audited. Credit in this category, plus that in the core program, must total at least 75 hours.

Upon completion of the forms for the proposed Program of Study, **route the form** to the respective committee, department chair, and Office of Graduate Studies. The Office of Graduate Studies will forward the form to the Graduate School for approval. The Graduate School will send email notification to the student and the Office of Graduate Studies once the Program of Study has been approved.

ED_PSYCH 600 Independent Study

Independent study provides the student the opportunity to investigate topics of personal interest for exploratory purposes (i.e., investigate possibilities for a dissertation topic), or complete supporting course work that is not offered during a semester that accommodates a student's

schedule. In either case, the student is encouraged to develop an agreement with the independent study sponsor about the activities and goals for the semester. If the student wishes to undertake an independent study for the explicit purpose of developing a dissertation precis, this contract should specify in detail what activities and outcomes can be expected for that semester.

Forming a Committee

A crucial step in successfully completing the dissertation is the selection of a dissertation committee. Your committee will include at least three (3) individuals: the chair and at least two other members who are Graduate Faculty, i.e., have “Graduate Faculty Status.” At least two of your committee members must be tenured or tenure-track faculty who meet stated requirements. Minimum requirements for the chair include:

- Ph.D. or Ed.D. in Educational or Counseling Psychology
- Assistant Professor or above.
- Previous service on at least two completed dissertation committees in this or another department.
- Member of the College of Education Graduate Faculty

In addition to the above criteria, a chair for a proposed dissertation should have research skills, experiences and expressed interest in sponsoring study and research in the proposed area. This will be reflected in the faculty member’s record of research and publication, teaching field(s), and professional involvement with the field. A list of dissertation topics and their respective committee members is available in the Department office, as is the faculty bibliography. A scan of the faculty bibliography is particularly helpful in identifying faculty who meet this criterion.

Minimum requirements for committee membership include:

- Ph.D. or Ed.D.
- Assistant Professor or above or equivalent for a 4th outside member (e.g., Research Associate).
- Member of the College of Education Graduate Faculty or upon approval of the graduate school.

A fourth committee member may be from outside the university. This member will have to submit a vitae to the graduate school to obtain approval to serve on the committee.

Doctoral Preliminary Examination (DPEs)

The doctoral preliminary examination is designed to assess a student's proficiency in his/her major and minor areas of specialization and to determine if the student is ready to begin the dissertation research. Passing of the preliminary doctoral examination advances the student to candidacy for the Ph.D. degree. Students need to submit an approved program of study well ahead of attempting a doctoral preliminary examination. Students are advised to contact the Office of Graduate Studies of the College of Education in Cleveland Hall to obtain deadlines for applying for the preliminary examination for the year in which defending. The student is responsible for tracking these dates

and completing paperwork.

Prerequisites

The preliminary doctoral examination is generally undertaken when a substantial portion of the required course work has been completed and when the student and advisor believe the student is prepared for the examination. A student should consult his/her advisor regarding the appropriate prerequisites and co-requisites that may be approved in his/her particular case.

Procedures for Completion of the Doctoral Preliminary Examination

Doctoral preliminary examinations for students in the educational psychology specialization are scheduled each fall and spring semester. The exam is comprised of two components: the take-home exam questions and an oral defense of the written responses to those questions. **The student must complete the Preliminary Examination Scheduling Form found on the Graduate School's website** (<http://gradschool.wsu.edu/current-students/formsfordegree.html>) **and forward the form to the Office of Graduate Studies. The form must be submitted to the Graduate School at least 10 working days prior to the oral examination date.** Beginning the exam as early as possible in the respective semester is strongly encouraged. This allows for sufficient time for the exam to be completed, read by the examination committee, and an oral defense completed. Students wishing to take the preliminary examination must sign up with the Office of Graduate Studies following their stated timeline and must formally schedule the examination with the WSU Graduate School according to established procedures. A student must be enrolled for a minimum of three credits of ED_PSYCH 800 credit during the semester in which he/she writes the preliminary examination.

The written component of the doctoral preliminary examinations is completed within a 30 day time frame. The written component must be turned into the examination committee two weeks prior to the oral defense. The questions given for the written component will reflect approximately 75% of the students' primary area of concentration and 25% of their supporting area of concentration. Questions will be developed by the committee with input for the student (e.g., reading lists, focus of dissertation). The questions will ask the student to demonstrate an understanding of a body of knowledge (including theory, methods, and empirical research) in a particular area. The examination is to be completed independently. However, the student may access resources (e.g., books, notes) to aid in responding to the questions. As resources and ample time are allowed, publishable quality writing is expected. All responses must be typed and follow the APA 6th edition manual.

The oral portion of the exam should be scheduled within 2 weeks after the written component is complete and given to the committee. The oral exam should not be held during the last week of classes. Remember that all requests for appointment of an examining committee must be made to the Graduate School *at least 10 days before* the oral exam is scheduled.

The oral portion of the exam has two goals: (1) to give a student the opportunity to respond to any specific questions concerning the written component of the exam; and (2) to give the student's advisory committee an opportunity to evaluate how well the individual responds to

specific or general questions about related literatures or beginning conversations about the focus of the dissertation. Grading is on a pass/fail basis.

In the event the minor department elects to waive the right to examine the student, the representative from the minor department must be present and vote with the Graduate Faculty of the Educational Psychology Program regarding the major preliminary examination.

Preliminary Exam Retake Policy

If a student fails the examination, he/she must consult with his/her advisor before petitioning to retake the examination. Upon appropriate removal of deficits and approval by the student's advisory committee, he/she may petition to be allowed to retake the examination. The petition must be approved by the Graduate Faculty of the Educational Psychology Program. Failure of a second administration constitutes formal basis for dismissal from the program. At least three months must lapse between a failed examination and a re-examination. There is no automatic right to a second examination.

X. Admission to Candidacy

When the student has successfully completed the doctoral preliminary (qualifying) examination, he/she is advanced to degree candidacy by the WSU Graduate School.

XI. Dissertation

Developing a Precis

Typically by the end of the third semester of course work, the student has acquired some knowledge about their topic of interest and thought about researchable questions related to that topic. The next step is to organize one's ideas into coherent brief statements about the proposed research. This step is likely to be undertaken in the second year if the student intends to complete the doctoral preliminary examination at the start of the third year. The precis is typically 8-10 double spaced, typed pages depending on the complexity of the topic. The precis is not a detailed literature review, but a convincing rationale for the need for the project. The format should adhere to the style set forth in the Publication Manual of the American Psychological Association (APA), Sixth Edition.

The precis should include answers to the following questions:

- 1) What is the rationale for the study?
- 2) What is the problem, issue, question, or hypothesis?
- 3) What have others speculated, asserted, found, and/or concluded about this problem, issue, or question?
- 4) What do you propose to do to investigate it?
 - a) To whom will you make observations (subjects)?
 - b) What instruments or measures will be employed to make those observations?
 - c) How will you make those observations (procedures)?
 - d) How will you organize or analyze the resulting data (analysis)?
 - e) What does your experimental intervention consist of?

5) What knowledge will be added to the literature that we didn't know before?

When the student has completed the precis, he/she should submit it to the faculty sponsor or intended chair, allow him or her sufficient reading time, and schedule a meeting to obtain feedback. Use the feedback comments and questions to revise the precis. When the student and dissertation chair or independent study sponsor are satisfied with the substance of the precis, a meeting should occur to make plans for future dissertation work. The precis is then made available to targeted committee members. The student may then enroll for ED_PSYCH 800 credit, and is then eligible to schedule the doctoral preliminary examination.

Writing the Dissertation - Dissertation Proposal

Writing the dissertation proposal occurs in the context of an independent study by registering for dissertation credit (ED_PSYCH 800). Dissertation topics are generally selected in meetings with members of the student's advisory committee. After a relevant research topic has been identified, the graduate student will conduct a careful review of the literature and formulate a research design in consultation with the members of his/her committee. The candidate will prepare, in accordance with APA style, a formal dissertation proposal (D-1) consisting of an introduction, statement of the problem, survey of literature, methodology, and plans for data analysis. The student's thesis advisory committee will review the candidate's dissertation proposal and make recommendations for further refinement. Proposals typically address in greater detail the questions addressed in the precis. Please see your major professor for possible formats of the dissertation.

The formal dissertation proposal (D-1) will be presented orally in a departmental colloquium. The D1 meeting must be formally scheduled using the D1 Scheduling form which can be found on the College's website and in the COE Office of Graduate Studies. Following the colloquium presentation, the student's advisory committee will meet to recommend acceptance or rejection of the dissertation proposal. Typically, the committee will make additional recommendations to the student to improve the proposed research. The student may begin the dissertation work when the advisory committee has formally approved the proposal and signed the D-1 form

Final Approval of the Dissertation

Each member of the student's advisory committee will examine the dissertation manuscript and indicate preliminary approval or disapproval with comments and suggestions for improvement. When all members of the committee have given their preliminary approval, the student will submit final copies of the dissertation according to the guidelines for the Graduate School. All faculty members are invited to read the dissertation before the final examination.

The final oral examination (D-2) will be scheduled through the College Office of Graduate Studies and the WSU Graduate School. The final examination will be conducted by the student's advisory committee. The examination generally lasts from two to two and a half-hours, and focuses on the student's defense of the dissertation. All faculty members are invited to attend doctoral examinations, but only the members of the Graduate Faculty and the student's advisory committee are eligible to vote. After the dissertation has been accepted the student has five working days to make appropriate revisions and submit a final draft to the Graduate School.

Preparing the Final Dissertation for Submission

Once the final document is completed, the dissertation must be submitted digitally, in PDF format to the Graduate School. Two copies of the thesis, title and abstract pages must also be submitted. One of these copies must be on 100% rag bond paper. Requirements for digital submission can be found on the Graduate School's website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>). Additional bound copies are presented to the Department and Chair of the Committee. As a courtesy, members of the dissertation committee are each given final copies.

XII. Awarding of the Degree

When all requirements for the Ph.D. degree have been met, the candidate may request a letter from the Graduate School certifying that the candidate has successfully completed the degree. The diploma will be awarded at the next commencement ceremony, with the official diploma mailed directly to the person within 6 to 8 weeks.

XIII. Student Representative Functions

Description

Student representatives will attend the Ed Psych Faculty meetings and act as a liaison between the students and faculty. The student representatives will have the responsibility of (a) bringing student issues and concerns to the faculty and (b) bringing information from the faculty to the students. For example, this student representative could be updating the Ed Psych students on how faculty is working to increase teaching experiences for our students. The student representatives would hold this position for 1 year and would be elected by the Ed Psych graduate students. This position will assist to facilitate open communication between the faculty and students as our program continues to grow.

Elections

A new student representative will be elected at the beginning of each semester to replace the representative that has served for a year. This student representative structure will allow two things: (1) the follow through on issues presented previously to faculty (2) the training of the new student representative by the older representative.

When choosing a new representative, any Ed Psych student has the right to volunteer or be nominated, if more than two students wish to run for this position then elections must be held to determine the new member. Majority of votes will determine the new student representative.