

EDUCATIONAL PSYCHOLOGY AND RESEARCH, PH.D.

Program Description

The doctoral program in educational psychology and research at the University of South Carolina offers two concentrations. Students choose either the educational psychology concentration or the educational research concentration.

Educational Research Concentration

Core skills acquired in the educational research concentration include using measurement and statistics, evaluating programs, designing research, constructing tests, and using computer statistical packages to analyze data. In addition to university faculty positions, graduates in research and measurement serve as directors and coordinators of educational research in school districts, government agencies, and the private sector.

Students may enter the doctoral program with a master's degree in any of a number of fields. Students with only a baccalaureate degree may wish to earn a master's degree in educational psychology and research or educational technology before entering the doctoral program.

Educational Psychology Concentration

The focus of the educational psychology concentration is to develop a sound knowledge base of both the biological and psychological factors that influence human learning and their relationship to the educational setting. Included are the applications of principles of learning to instruction and classroom situations, cognitive processes, the relationship of human development to the processes of learning, and methods to critique and analyze fundamental educational psychology research areas. Core skills acquired include using quantitative and qualitative research methodologies. This concentration is appropriate for qualified individuals who wish to assume a university faculty position and/or conduct research, as well as those who are responsible for classroom learning in other areas of education and industry.

Learning Outcomes

- **Cultural Competence.** Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- **Knowledge and Application of Ethical Principles.** Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
- **Communication Skills.** Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
- **Mastery of Relevant Theory and Research.** Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- **Skills in Identifying and Using Professional Resources.** Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed

to perform their professional roles and to keep abreast of the field's changing knowledge base.

- **Inquiry Skills and Knowledge of Research Methods.** Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- **Skills in Collaborating, Teaching, and/or Mentoring.** Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- **Advocacy Skills.** Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
- **Leadership Skills.** Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.

Specialized Competencies for Psychology Track

- Students will demonstrate mastery of Principles of Learning, Cognition, and Human Development.
- Students will develop a Knowledge Base in a Related Area.
- Students will develop expertise in Analyzing and Critiquing Research in the Discipline.
- Students will demonstrate proficiency in Designing, Implementing, and Reporting an Original Study.
- Students will demonstrate knowledge of Ethical Procedures for Protecting the Rights of Human Subjects in Educational Research.
- Students will develop and present research in a Fair, Complete, and Objective Manner.

Specialized Competencies for Research Track

- Students will demonstrate an advanced knowledge of the general Principles and Design Issues in Research and Evaluation.
- Students will demonstrate an advanced knowledge of Measurement and Assessment Issues in Theory and in Practice.
- Students will demonstrate knowledge of advanced Statistical Procedures and the Interpretation of Results of Various Statistical Designs.
- Students will demonstrate an expertise in the Development and Presentation of Research that Includes Purpose, Methods, Results, and Conclusions.
- Students will demonstrate knowledge of Ethics, Fairness, and Professionalism as Related to the Field of Educational Research.

Admission

To be considered for admission, all of The Graduate School's application requirements, curriculum vitae, a letter of intent that delineates the applicant's professional goals and specific interest in the degree and specifies the track (educational psychology or educational research) applied for, and three letters of recommendation from individuals who can attest to the applicant's professional potential in the chosen area of interest must be on file in:

The Graduate School
University of South Carolina

Columbia, SC 29208

Review of applications takes place in October and February.

Degree Requirements (63 Hours)

Doctoral students must complete residency requirements, a program of study, a qualifying examination, and a comprehensive (written and oral) examination and, finally, must complete and defend a dissertation.

Ph.D. in Educational Psychology and Research: Area of Concentration in Educational Research

Minimum hours required: 63 post-masters

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than 63 hours beyond the masters degree. Based on the curriculum described below, a program of study will be developed with the student's advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

General College Requirements (9 Hours)

Three post-masters courses at the 700-800 level in the College of Education, Columbia campus. Candidates in this degree may choose courses in educational foundations and inquiry, counselor education, special education, and educational technology, as well as courses outside the Department of Educational Psychology.

Prerequisite Courses ¹ (9 Hours)

Prerequisite courses may not count towards the PhD degree

Course	Title	Credits
EDRM 700	Introduction to Research in Education	3
EDRM 710	Educational Statistics I	3
EDRM 711	Educational Statistics II	3
Total Credit Hours		9

¹ Substitution within program with approval by advisor.

Area of Concentration (30 Hours Minimum)

Students must earn a grade of **B** or higher in each course completed in the area of concentration. If a **C** is earned in a course in this area, the course may be repeated once only.

Required Courses

Course	Title	Credits
EDRM 712	Nonparametric Statistics	3
EDRM 728	Technical Aspects of Tests and Measurements	3
EDRM 789	Principles and Applications of Structural Equation Modeling	3
EDRM 810	Design and Analysis of Experiments	3
EDRM 812	Hierarchical Linear Modeling	3
EDRM 816	Correlational and Multivariate Methods	3
EDRM 828	Item Response Theory	3
EDRM 878	Seminar in Research Techniques (6 hours minimum - other doctoral seminars or independent studies may be approved by program of study committee)	6
Total Credit Hours		27

Elective Educational Research Courses

Six additional hours of coursework. Elective courses must be approved by the student's advisor and/or program of study committee.

The following courses may be considered as Educational Research Electives if not previously included as part of an M.Ed. program.

Course	Title	Credits
EDRM 721	Constructing Cognitive Instruments	3
EDRM 736	Program Evaluation	3

Related Electives (9 Hours)

These courses must form a unified area of study that reflects a cohesive, secondary area of substantive expertise for the candidate, but may not include courses taken to meet the general college requirements. The related electives are a set of courses that reflect a cohesive, secondary area of emphasis for the candidate. They are supported by a sound rationale from the candidate as to the relevance for his or her study and future career. These courses should be selected in consultation with the advisor and/or students' program of study committee. Students' comprehensive examinations will include an examination covering the related electives area.

Dissertation Preparation (12 Hours Minimum)

Students are required to enroll in EDRM 899 while working on their dissertation.

Ph.D. in Educational Psychology and Research: Area of Concentration in Educational Psychology

Minimum hours required: 63 post-masters

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than 63 hours beyond the masters degree. Based on the curriculum described below, a program of study will be developed with the student's advisor and must be approved by the Graduate Director and the Dean of the Graduate School. Courses listed on the program of study must be completed no more than 10 years prior to graduation.

General College Requirements (9 Hours)

Three post-masters courses at the 700-800 level in the College of Education, Columbia campus to expand doctoral level learning. Candidates in this degree may choose courses within the Educational Studies Department in educational foundations and inquiry, counselor education, special education, and educational technology.

Prerequisite Courses ¹ (12 Hours)

Students often complete these courses at the masters level

Course	Title	Credits
EDPY 705	Human Growth and Development	3
EDRM 700	Introduction to Research in Education	3
EDRM 710	Educational Statistics I	3
EDRM 711	Educational Statistics II	3
Total Credit Hours		12

¹ Substitution within program with approval by advisor.

Area of Concentration

Educational Psychology Core Courses (24 Hours Minimum)

Consult with advisor and/or program of study committee to select core courses:

Course	Title	Credits
EDPY 704	The Field of Educational Psychology	3
EDPY 751	Learning and Instruction	3
EDPY 752	Research Methods in Educational Psychology	3
EDPY 741	Basic Processes: Cognition	3
EDPY 785	Motivation and School Learning	3
EDRM 736	Program Evaluation	3
EDRM 721	Constructing Cognitive Instruments	3
EDET 722	Instructional Design and Assessment	3
EDET 755	Design and Evaluation of Information Access and Delivery	3
Select at least one of the following:		3
EDFI 730	Qualitative Epistemologies, Paradigms, & Theories	
EDFI 731	Qualitative Inquiry	
Select at least one of the following:		3
EDPY 706	Growth and Development: Childhood	
EDPY 707	Growth and Development: Middle Childhood and Adolescence	
EDPY 708	Growth and Development: Adulthood	
Select at least two of the following doctoral seminars:		6
EDPY 805	Contemporary Research in Human Development and Education	
EDPY 835	Educational Psychology	
EDPY 873	Advanced Problems in Educational Psychology	
Other doctoral seminars approved by advisor and/or program of study committee		

Quantitative or Qualitative Research Option

Students should choose either the quantitative or qualitative research option: (The research option should be selected in consultation with the student's advisor and/or program of study committee.)

Quantitative Research Option (9 Hours Minimum)

Course	Title	Credits
Select at least nine hours of the following:		9
EDRM 712	Nonparametric Statistics	
EDRM 718	Research and the Statistical Packages	
EDRM 724	Design and Analysis of Educational Surveys	
EDRM 728	Technical Aspects of Tests and Measurements	
EDRM 789	Principles and Applications of Structural Equation Modeling	
EDRM 810	Design and Analysis of Experiments	
EDRM 812	Hierarchical Linear Modeling	
EDRM 828	Item Response Theory	
EDRM 878	Seminar in Research Techniques (3 hours minimum)	
Other approved courses in quantitative research taught outside the department approved by the student's advisor and/or program of study committee		
Total Credit Hours		9

Qualitative Research Option (9 Hours minimum)

Note: EDFI course completed as a core requirement does not count toward the 9 hr. minimum.

Course	Title	Credits
Select at least nine hours of the following:		9
EDFI 730	Qualitative Epistemologies, Paradigms, & Theories	
EDFI 731	Qualitative Inquiry	
EDFI 832	Educational Biography	
EDFI 833	Narrative Inquiry	
EDFI 834	Participatory Action Research	
EDFI 836	Ethnography and Education	
Other approved courses in qualitative research taught outside the department approved by advisor and/or program of study committee.		
Total Credit Hours		9

Note: Students must earn a grade of **B** or higher in each course completed in the area of concentration. If a **C** is earned in a course in this area, the course may be repeated once only. Above credit hours for the research options are minimums. Students who plan on working in a research position and/or being a faculty member at a research university may need to take additional courses in order to be adequately prepared for those roles. In addition, students who may be interested in developing expertise in both quantitative and qualitative research methods and/or mixed methods research should consider completing research method courses in both research options. These decisions should be made in consultation with students' advisor and/or program of studies committee.

Related Electives (9 Hours Minimum)

These courses must be from a unified area of study that reflects a cohesive, secondary area of substantive expertise. This may not include courses taken to meet the general requirements. They are supported by a sound rationale from the candidate as to relevance for his or her study and future career. Students' comprehensive examinations will include a component covering the related electives area.

Dissertation Preparation (12 Hours Minimum)

Students are required to enroll in EDRM 899 while working on the dissertation.