

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

1. **Cultural Competence.** Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
2. **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.
3. **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.
4. **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.
5. **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.

6. **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.
7. **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.
8. **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.
9. **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

Degree Requirements (60 Hours)

Minimum hours required:

- 60 hours post-baccalaureate;
- 60 hours post-masters (for students entering with a masters in another field);
- 42 hours post-masters (for students entering with an M.Ed. in Educational Psychology and Research or an equivalent degree)

Completing the degree in 42 post-masters hours is possible for students who have previously completed a master's degree in Educational Psychology and Research or an equivalent master's program. To complete the Ph.D. program, all requirements listed in the curriculum below must be met with prior coursework or taken as part of the Ph.D. Students entering with this master's degree will have their transcripts reviewed by an advisor to determine courses and credit hours needed to complete the Ph.D., but must complete a minimum of 42 hours in the Ph.D.

The total number of hours required may vary depending on prior graduate coursework completed, but must be no less than the hours stated above. 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.

Core Courses (15 Hours)

Course	Title	Credits
EDRM 710	Educational Statistics I ¹	3
EDRM 711	Educational Statistics II ¹	3
EDPY 752	Research Methods in Educational Psychology ¹	3
EDRM 718	Research and the Statistical Packages ¹	3
EDRM 728	Technical Aspects of Tests and Measurements ¹	3
Total Credit Hours		15

¹ May be used to satisfy the College of Education 18 hour research requirement.

Area of Concentration- Educational Psychology or Educational Research (18 Hours)

Educational Psychology Concentration

Course	Title	Credits
EDPY 704	The Field of Educational Psychology	3
EDPY 751	Learning and Instruction	3
EDPY 741	Basic Processes: Cognition	3
EDPY 785	Motivation and School Learning	3
Select two of the following:		6
EDPY 705	Human Growth and Development	
EDPY 706	Growth and Development: Childhood	
EDPY 707	Growth and Development: Middle Childhood and Adolescence	
EDPY 708	Growth and Development: Adulthood	
Total Credit Hours		18

Educational Research Concentration

Course	Title	Credits
EDRM 712	Nonparametric Statistics ¹	3
EDRM 789	Principles and Applications of Structural Equation Modeling ¹	3
EDRM 810	Design and Analysis of Experiments ¹	3
EDRM 812	Hierarchical Linear Modeling ¹	3
EDRM 816	Correlational and Multivariate Methods ¹	3
EDRM 828	Item Response Theory ¹	3
Total Credit Hours		18

¹ May be used to satisfy the College of Education 18 hour research requirement.

Seminar Courses (6 Hours)

At least one seminar course must be from the student's area of concentration. Students in the Education Psychology concentration must select at least one seminar course from EDPY. Students in the Educational Research concentration must select at least one seminar course from EDRM.

Course	Title	Credits
Select 6 hours from the following:		6
EDPY 805	Contemporary Research in Human Development and Education ¹	
EDPY 835	Educational Psychology	
EDPY 873	Advanced Problems in Educational Psychology	
EDRM 889	Advanced Principles and Application of Latent Variable Modeling ¹	
EDRM 878	Seminar in Research Techniques ¹	
Total Credit Hours		6

¹ May be used to satisfy the College of Education 18 hour research requirement.

Related Electives (9 Hours)

9 hours of related electives as approved by advisor and program of study committee.

Electives for Students in the Educational Psychology Concentration

Course	Title	Credits
Educational Psychology students are encouraged to take EDRM electives from one of the research focus areas as follows:		9
Measurement Focus- 9 hours from:		
EDRM 723	Classroom Assessment Methods ¹	
EDRM 724	Design and Analysis of Educational Surveys ¹	
EDRM 789	Principles and Applications of Structural Equation Modeling ¹	
EDRM 828	Item Response Theory ¹	
Quantitative Focus- 9 hours from:		
EDRM 712	Nonparametric Statistics ¹	
EDRM 810	Design and Analysis of Experiments ¹	
EDRM 812	Hierarchical Linear Modeling ¹	
EDRM 816	Correlational and Multivariate Methods ¹	
Qualitative Focus- 9 hours from:		

EDFI 731	Qualitative Inquiry ¹	
EDFI 833	Narrative Inquiry ¹	
EDRM 715	Mixed Methods Research ¹	
Total Credit Hours		9

¹ May be used to satisfy the College of Education 18 hour research requirement.

Electives for Students in the Educational Research Concentration

Course	Title	Credits
Educational Research students are encouraged to take EDPY/EDRM electives selected from:		9
EDPY 704	The Field of Educational Psychology	3
EDPY 705	Human Growth and Development	3
EDPY 706	Growth and Development: Childhood	3
EDPY 707	Growth and Development: Middle Childhood and Adolescence	3
EDPY 708	Growth and Development: Adulthood	3
EDPY 741	Basic Processes: Cognition	3
EDPY 751	Learning and Instruction	3
EDPY 785	Motivation and School Learning	3
EDPY 805	Contemporary Research in Human Development and Education	3
EDPY 835	Educational Psychology	3
EDPY 873	Advanced Problems in Educational Psychology	3
EDRM 715	Mixed Methods Research ¹	3
EDRM 889	Advanced Principles and Application of Latent Variable Modeling ¹	3
EDRM 878	Seminar in Research Techniques	1-3
Course offerings in other programs (e.g., Statistics, Psychology, Epidemiology, etc.) may be selected with advisor/program of study approval.		

¹ May be used to satisfy the College of Education 18 hour research requirement.

Dissertation Preparation (12 Hours minimum)

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