

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.