

***Welcome to the Division of Educational Psychology and Methodology!***

This handbook will provide students with a comprehensive overview of the requirements leading to the Doctor of Philosophy in Educational Psychology and Methodology. Each student accepted for doctoral study is personally responsible for becoming familiar with the various requirements as prescribed by the Division and the University, and for properly satisfying these requirements. Each student should become familiar not only with this handbook, but also with the doctoral regulations detailed in the university's online *Graduate Bulletin* at <http://www.albany.edu/grad/index.html>.

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## ***DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY***

Professional training in educational psychology relates human behavior, cognition, and development to the educational process as it occurs in the home, in peer groups, in schools, and in the workplace. This is a research-based program of study where students are trained to conceptualize research problems, design research strategies, and conduct studies within the broad framework of educational psychology. This training is accomplished through a course of study that provides a foundation in psychological theories of learning, human development, statistics, measurement and evaluation, individual differences and special education, and research methods. Graduates of this program are prepared to assume positions as college and university teachers, research scholars, and practitioners for a wide variety of professional careers in state and national agencies that deal with policy development and practices. This program is approved by the New York State Department of Education, although it is not a licensure qualifying program.

### **Degree Requirements**

Candidates in this program must complete at least 72 credits of graduate coursework, approved by their faculty advisor, that satisfy the following requirements:

- A. EPSY 630 Statistics 2 is a required course.
- B. A foundational core of 5 courses (15 credits) at the 500/600 level must be completed by all students. At least 3 of these courses must be completed within the division. This core includes one course from five of the six following areas:
  - development
  - learning
  - individual differences and special education
  - research methods
  - measurement and evaluation
  - statistics
- C. In addition to this core, a doctoral sequence of courses (27 credits) at the 600/700 level must be completed by all students. A majority of these courses should be completed within the division. The doctoral sequence must be coherent with respect to student interests and goals, with that coherence consistent with educational psychology as a scientific discipline. This sequence includes at least one course from five of the six following areas:
  - development
  - learning
  - individual differences and special education
  - measurement and evaluation
  - research methods
  - statistics

- D. At least 24 credits in research must be completed by all students. These credits must be distributed in the following way:
- At least 12 credits for a masters thesis (EPSY 699) or Research Apprenticeship (EPSY 797).
  - Up to 6 dissertation credits (EPSY 899) may be applied to the 72 credit degree total. These must be completed over a minimum of two semesters.
  - The remaining credits may be satisfied by research based independent study(ies), or by additional Research Apprenticeship credits.
- E. Three credits in Professional Apprenticeship (EPSY 780).
- F. Research tool requirement. (This course may be counted towards the 72 credit requirement.)
- G. Predissertation research requirement
- H. Comprehensive examination
- I. Dissertation

## ***Brief Summary of University Ph.D. Requirements***

### **Residency Requirement**

To satisfy program requirements, students must spend some sessions working closely with faculty. However, there is no residency requirement per se.

### **Continuous Registration**

Each doctoral student must maintain continuous registration for each fall and spring session (except for periods of official leaves of absence) until they have completed all program requirements. For the period of study prior to candidacy, minimum registration consists of 3 credits of approved work. Once candidacy is attained, students need register for only one credit per semester. Please note that once registration for one credit begins, the student becomes ineligible for a leave of absence.

### **Advanced Standing**

Upon recommendation of a student's program advisor and with division approval, advanced standing may be granted for acceptable, appropriate graduate study completed at the University or elsewhere. A maximum of 30 credits may be applied toward the Ph.D., with the remainder of the required credits completed in the Educational Psychology program at the University at Albany.

### **Statute of Limitations**

All requirements for the doctoral degree must be completed within eight years from the date of initial registration in the program. This statute applies equally to all students irrespective of advanced standing or change in area of specialization after admission into a doctoral program.

### **One Credit Policy and Doctoral Candidacy (February 2002)**

Students whose dissertation proposals have been accepted and who have been admitted to doctoral candidacy may register for EPSY 899 while they complete their dissertations. One credit

of 899 is considered full-time status.

University and/or division policies state the following requirements for candidacy:

- a. passing the comprehensive exam;
- b. achieving a satisfactory academic record;
- c. satisfying the research tool requirement;
- d. completing predissertation research;
- e. completing the research apprenticeships;
- f. receiving approval of the dissertation proposal.

Students must be admitted to candidacy at least one session (exclusive of summer session) before the acceptance of their dissertation and the completion of their degree. Thus they must be registered for 899 when they apply for their degree.

### **Human Participants Training and Certification Requirement**

The Institutional Review Board, housed in the Office for Sponsored Programs at the University at Albany, requires that all personnel engaged in research must complete a training and education module. As students in a research-oriented program, division doctoral students must participate in this training and pass a test to certify their knowledge of human participant research. The division requires that students must demonstrate that they have current IRB certification in order to register for classes.

All the IRB training materials are available on-line at:

<http://www.albany.edu/research/compliance>

For Social and Behavioral Research: In the menu on the left hand side go down to Research Compliance. Click on training below, then scroll down to the bottom and click on Collaborative IRB Training Initiative (CITI) Registration.

Once the certification training is completed, the test responses must be faxed or mailed to the Compliance Office of the Office for Sponsored Programs. Students should identify themselves as students in this division on the cover page of the test responses, and request that scores be forwarded to the division secretary, in ED 233. Information necessary for registration for academic courses will be provided to students whose certification success is documented in this manner.

Further details are available on line at the above website.

Most students can complete the IRB training within 45 minutes to one hour.

This policy is intended to promote ethical and responsible research at our university.

### ***Research Tool Requirement***

To fulfill the research tool requirement, three options are available to students:

1. A student, with the advice and consent of the advisor, may take and pass (with a grade of B or higher; B- is not acceptable) at least one course (minimum of 3 hours) covering an appropriate area of research methodology. It is not required that the course is offered within the division. *It is incumbent on the student to present a supporting rationale to the advisor.* A list of departmentally approved courses, which will be reviewed and revised periodically, will be made available to faculty and students (see below). If the student wishes to take a course not on the current list, he or she may petition the Research Tool Committee for approval.
2. Students may make a proposal and carry out a specific project, or series of projects, on aspects of research methodology. The proposal must spell out in some detail the research competencies he or she anticipates will ensue from this work. Such work will often entail demonstrating the ability to use the computer to carry out various data analyses. Satisfactory interpretation of results will be part of this requirement. The Research Tool Committee will deal with each student who chooses this option on a case by case basis.
3. Students may choose to author or (in some cases) to co-author an article on some aspect of either statistics or research methodology. The paper should be written as if to be published, and will generally entail close supervision by one or more faculty. This proposal is to be submitted to the Research Tool Committee for approval.

**Note that a particular course may be counted as a research tool and as contributing to the 72 required credits of graduate coursework.**

***Students must file paperwork with the Research Tool Committee to record that they have satisfied the research tool requirement.***

#### **Listing of currently approved courses meeting Research Tool Requirement**

EPSY 751	Multivariate methods for applied researchers and evaluators
EPSY 752	Program evaluation and policy studies in education and human services
EPSY 733	Factor analysis
EPSY 734	Multivariate Analysis with computer applications
EPSY 735	Seminar in selected topics in statistics
EPSY 740	Seminar in topics of measurement
EPSY 741	Theoretical constructs
EPSY 742	Test construction
EPSY 743	Laboratory in test construction

EPSY 744	Theories of reliability and validity
EPSY 751	Multivariate methods for applied researchers and evaluators
EPSY 752	Program evaluation and policy studies in education and human services
EPSY 755	Selected topics in research design
EAPS 887	Institute: Application of hierarchical linear modeling for educational administration
ECPY 720	Computer applications in counseling psychology
ECPY 724	Regression analysis for counseling research
ECPY 725	Multivariate applications in counseling psychology
ETAP 740	Principles of program evaluation
ETAP 741	Advanced issues in methodology I
ETAP 743	Literature review and meta-analysis
ETAP 777	Qualitative research methods
ETAP 778	Qualitative research field methods
ERDG 715	Analysis of written discourse
APSY 614	Meta-analysis
APSY 723	Behavior-genetic analysis
APSY 737	Research methods in social and personality psychology
APSY 753	Psychometric theory and research (HPM 753)
STA 654	Probability and theory of statistical inference I
STA 660	Linear models I
STA 662	Multivariate analysis I
STA 664	Time series analysis I
STA 760	Probability theory I
STA 860	Topics in probability
STA 862	Seminar in probability
STA 865	Topics in statistics
STA 867	Seminar in statistics

### ***Predissertation Research Requirement (Revised 9-02)***

The purpose of the predissertation research requirement is to ensure that students engage in the research process prior to the initiation of the dissertation process. The proposed model for the implementation embodies an apprenticeship or mentoring perspective; that is, students are provided opportunities to engage in research activities in collaboration with or supervised by faculty. Most students satisfy this requirement in the context of a research apprenticeship (EPSY 797).

Specific objectives include:

1. Development of knowledge and skills relevant to the conduct of psychological and educational research, through active participation in independent (supervised) or collaborative research activities.
2. Supervised experience in the conduct of research, optimally including participation in all phases of the research process from question/hypothesis formulation to preparing a written report for professional publication or presentation.
3. Provision of opportunities to develop professional credentials through professional publications and presentations.

*To satisfy this requirement, there must be a product of the research experience, such as a research report, poster, a conference presentation, or a paper submitted for publication.*

Because they include such products, the following research experiences satisfy the predissertation research experience, without specific approval by the Predissertation Research Committee:

1. The “special project” for EPSY 680 (Research Project in Educational Psychology);
2. The “culminating project” for the CAS;
3. EPSY 890 (Research and Independent Study) if it had been approved as satisfying the “special project” requirement for the masters degree;
4. A masters thesis done within the division.

Whether the following types of research experiences satisfy the predissertation research criteria is considered less clear-cut:

1. EPSY 697 (Independent Study in Educational Psychology);
2. EPSY 797 (Research Apprenticeship);
3. EPSY 890 (Research and Independent Study) completed for purposes other than to satisfy the “special project” requirement for the masters degree;
4. Research products (papers, conference presentations, posters) that were co-authored;
5. Research done in affiliation with one or more faculty members;
6. A masters thesis done at another institution or outside of the division.

In these less clear-cut situations, students are to submit their product to the Predissertation Research Committee, together with a written statement of their own contribution to the research project. The faculty supervisor is to provide a written confirmation of the student’s role. It is not required that the student be the sole or first author of the research paper or other product.

## ***Comprehensive Examination Process***

Two forms for the Comprehensive Examination are available.

- A. Review Paper and Research Proposal
- B. Take Home Exam

Students should select a format after consultation with their advisor.

### **Format A: Review Paper and Research Proposal**

The comprehensive examination will consist of one paper written by the student. The paper will frame an important issue in some area of educational psychology that will:

- a. Relate the issue critically and constructively to existing theory and research.
- b. Review critically and constructively the methodologies used to date with respect to the issue.
- c. Propose new theoretical, empirical, and methodological directions that might advance understanding of the issue.

The expectation is that the paper will be integrative in the sense of creating a new understanding of the issues and reach new conclusions, rather than being simply a reiteration of previous conceptions and conclusions.

The student will nominate the topic of the paper, negotiating with the three members of the student's comp committee to come to a mutually-agreeable topic. There may not be substantial overlap between the topic of the paper and the student's intended dissertation topic. The three members of the committee typically will include the student's advisor. Each member of the committee must be a member of the graduate school faculty and can include up to one individual outside of the Division of Educational Psychology and Methodology, who is informed about the division's comprehensive exam requirements.

1. The paper should be sufficiently detailed so that it is clear that the student has a professional-level understanding of the problem and how it relates to issues in educational psychology. There should be over-arching general conclusions offered in the paper along with original conclusions backed by theory and existing data.
2. The paper must demonstrate unambiguous professional-level understanding of the field of educational psychology beyond the issue reviewed. That is, the paper should leave the reader with the impression that the author has a good understanding of educational psychology broadly conceived. To do so, the specific issue reviewed in the paper must be related to larger issues in educational psychology, including learning and development, and depending on the topic, perhaps to general issues in one of the important subdisciplines (e.g., special education, school psychology, educational statistics). The methodological commentary must be sufficiently extensive to provide the evaluating committee great confidence that the student is expert in methodology at the level that should be expected of an individual qualifying for the degree of Doctor of Philosophy in Educational Psychology.

As evidence that the student is knowledgeable in the field of methodology at a level expected of an individual qualifying for the degree of Doctor of Philosophy, the student shall, as part of the original paper, be required to design a research study. This study shall not be part of the pre-dissertation research, nor part of the dissertation. To the extent that the student fails to address the required topics in the original document in an acceptable manner, the issues shall be addressed under the Part 5 process (oral exam, described below). In designing the study, students shall be directed to address the following topics:

**A. Research Design**

1. State a research problem and briefly (based on literature review of the major paper) justify the study.
2. Delineate and define the variables of interest.
3. Indicate and describe the philosophy, methodology, and design that would be used. List and discuss threats to internal and external validity of the method and design.
4. Define the population to which you would generalize, discuss the sampling procedure, and address the advantages and disadvantages of this procedure in light of the state of current research, and the population to which you would like to generalize.

**B. Measurement**

1. Explain how you would assess and value the variables under study.
2. Using whatever methods selected in the above question, discuss procedures for establishing reliability and validity of the measures.

**C. Analysis and Interpretation**

1. **If using a positivist approach:**
  - a. State the statistical hypothesis to be tested.
  - b. Identify the method of analysis and/or test statistic to be used.
  - c. List the assumptions of the method and, if applicable, discuss Type I, Type II, and power requirements for that method.
  - d. If applicable, indicate necessary post hoc tests to be performed.
2. **If using a phenomenological approach:**
  - a. State the research questions.
  - b. Identify the method of analysis that will be used.
  - c. List the assumptions of the methods of analysis and any limitations.
  - d. Indicate how you will determine completion of analysis.

**3. If using a mixed method approach:**

- a. State the research questions.
- b. Identify the quantitative and qualitative methods and analysis that will be used, their advantages and disadvantages, and what method you will use to 'mix' the results.
- c. List the assumptions of your 'mixed' method.
- d. Indicate how you will determine completion of analysis.

3. The paper must be written in APA style, unambiguously be scholarly as published papers are scholarly, and be professional in tone.

4. The paper will be submitted to a committee of three faculty for detailed review, typically the committee who met to approve the topic of the paper. Each member of the committee shall provide a professional-level, journal-type review to the student regarding the acceptability of the paper. The paper will be evaluated with respect to its (a) timeliness, (b) scholarliness, (c) completeness and accuracy of content, (d) style and clarity, (e) macrostructure (organization), (f) microstructure (paragraph/sentence structure, grammar, etc.), (g) appearance. Each member of the committee will rate the paper as:
- a. Acceptable.
  - b. Possibly acceptable with revisions.
  - c. Not acceptable, but might be re-worked into an acceptable paper.
  - d. Not acceptable.

The committee as a whole will make the final decision about the acceptability of the paper based on the individual input and consultation between the committee members. The student will receive a summative rating of (a) acceptable, (b) possibly acceptable with revisions, (c) not acceptable, but might be re-worked into an acceptable paper, or (d) not acceptable. If the paper receives a 'd' rating, the student must begin from the beginning of the comprehensive examination process. (Ordinarily, a student would have three chances to pass the exam). If the paper is rated in category b or c, the student may then revise and resubmit for another round of reviews which will follow the same format as the original review. If the paper is deemed to be in category 'a' by the overall committee, the committee will orally examine the student regarding the paper. The student will not be orally examined until the paper receives an 'a' rating.

5. The face-to-face oral exam should be scheduled as soon as possible after the student's paper has been rated as 'Acceptable'. The examiners can ask about any issue directly related to the paper. At the end of the oral exam, the committee will vote on whether the student has passed the oral part of the comprehensive exam. In the case of a fail, the committee can request written responses to questions on the paper, and/or a new face-to-face oral exam.
6. All votes are by a simple majority. An 'a' rating on the paper as written and a pass on the 'oral' portion of the exam will result in a 'pass' for the comprehensive examination.

### **Format B: Take Home Comprehensive Exam**

The Take-Home comprehensive exam in Educational Psychology and Methodology will be comprised of two sections, one for learning/development and the other for methodology. There will be no specialty exam. The two sections of the exam should not be taken concurrently.

Each section will be comprised of four essays completed in a 2-week period from the day the questions are released. It is expected that each essay will be a well organized, thorough and thoughtful synthesis of the relevant literature, including current literature. Evidence of wide reading and substantial knowledge is required. It is anticipated that each essay will be of approximately five typed pages, double spaced, plus references. The topics of the essays of each section of the exam are listed below.

For the **learning/development section of the exam**, there will be one question in each of the following areas:

- language
- learning/cognition
- social development
- general issues (such as stages, theories, nature-nurture, history, application)

For the **methodology section of the exam**, the areas/questions will be:

- statistics
- measurement
- research design
- integration of the above areas

### **Grading for each section of the exam**

Each essay will be graded on an 8-point scale by at least two examiners. Grades across all examiners and questions will be averaged; 4.5 will be the passing average for each section of the exam. Students will be passed or failed on each section separately. A student who receives a failing average (less than 4.5) on either the learning/development section or the methodology section, will need to retake that entire section of the exam. Ordinarily, after failure, students are allowed to retake the exam twice. Failure to submit essay responses, after getting the exam questions, is considered a failure on the exam.

### **Joint preparation is not allowed**

Students may not engage in joint preparation (except sharing references). Sharing answers, using past answers, or providing past answers is unethical.

### **Timing**

The comprehensive exam should be taken when the student has completed most of the coursework. This will generally be after the second year of study. Students should consult with their advisor to determine their readiness to take the comprehensive exam. The exam will be offered twice a year (e.g., end of January and during the summer).

## ***Doctoral Dissertation Regulations and Guidelines***

The following regulations and guidelines address both admission to candidacy and completion of the doctoral dissertation requirement. These Division regulations and guidelines are consistent with regulations set forth by the School of Education and the University.

### **Admission to Candidacy**

Admission to candidacy means that, in the judgment of the faculty, the doctoral student has an adequate knowledge of the field and the specialty, knows how to use academic resources, has potential to do original research, and presumably will complete the dissertation. The qualifying procedures include the following:

1. Passing the departmental comprehensive qualifying exam.
2. Achieving a satisfactory academic record: at least a B (3.0) average in all resident graduate courses applicable to the degree.
3. Satisfying the research tool requirements with at least a B grade (B- is not acceptable).
4. Satisfying the predissertation requirement.
5. Final Approval of the dissertation proposal. Requirements 1 through 4 must be completed prior to forming the dissertation committee.

### **Definition of an Acceptable Dissertation Study**

In general, the Ph.D. dissertation serves multiple purposes which might be broadly classified as follows:

- 1) A substantive and original contribution to knowledge, grounded in the discipline of Psychology, with application to Education.
- 2) A demonstration of mastery of a body of techniques and methods which render one's conclusions defensible on methodological grounds.

Given these purposes, the structure of the dissertation is defined as a broad class of investigations which meet at least two criteria:

- 1) The study must be theoretically or empirically grounded in psychology; that is, the hypotheses or research questions specifically set forth for test be deduced from (a) an already articulated theory or body of knowledge in the literature, or (b) an interrelated set of constructs derived from the literature which have clear implications for analysis or empirical test, whether or not these constructs have been formally stated as theory.
- 2) The study involves the use of an acceptable form of social scientific inquiry appropriate to answer the research questions or test the hypotheses.

### **Dissertation Committee**

A dissertation committee must be composed of a minimum of three faculty members, two of whom must be from the School of Education and at least one of whom must be from the Division of Educational Psychology and Methodology.

### **Obtaining a Dissertation Chair**

The chairperson or a least one co-chair must be a member of the Department of Educational and Counseling Psychology. When approaching a faculty member to serve as chair of one's dissertation, the student should be aware of the following policy regarding qualifications to chair dissertations. A faculty member is qualified to chair a dissertation committee if he or she meets the following criteria:

#### **A. Appropriate Training and Experience**

1. Assistant Professor or above rank in the Department of Educational and Counseling Psychology.
2. Previous or current service on at least two (2) dissertation committees in this Department or another psychology program.

#### **B. Past and Continuing Research Involvement**

Single or co-authorship of at least three (3) publications (including those in press) during the preceding five (5) years. One of these publications may be satisfied by presentation of similar content at conventions such as APA or AERA, provided that such presentations are refereed.

#### **C. Appropriateness of the Chair of Specific Dissertations**

In addition to the above criteria, a chair of a proposed dissertation should have expertise that is clearly relevant to the proposed study in terms of the topic, research methodology, and/or the nature of the variables studied.

### **Obtaining the Remaining Committee Members**

The chair of a student's committee will probably guide discussions regarding other appropriate committee members. Thus, the student should consult with his/her chair before soliciting other members. When identifying potential committee members, the student should remember the following criteria:

Eligibility for membership on doctoral dissertation committees may be obtained by satisfying the requirements regarding degree and rank, as outlined in the graduate catalog. Individuals outside of the Department may serve as members of dissertation committees if they satisfy the substantial equivalent (in terms of degree and rank) and have expertise relevant to the proposed dissertation topic.

### **Approval of the Dissertation Committee**

Once the student has identified a chair and two committee members and they have all agreed to work with the student, it is necessary to have the committee membership announced and recorded by the Department in an official meeting of the Department. The 'Appointment of Dissertation Committee' form is used for this purpose. A copy of the completed form is then sent to the School of Education and the Office of Graduate Studies. Processing of this form at the School and University levels is relatively rapid and seldom produces delays in initiating one's research.

### **Requirements and Guidelines for Preparing a Suitable Dissertation Proposal**

The Dissertation proposal will be developed under the direction of the dissertation chair and with advisement from the other dissertation committee members. Proposal writing should occur in the context of an independent study (EPSY 890) with the prospective dissertation chair. Research tool and predissertation requirements are prerequisites for enrolling in EPSY 890 for the purpose of preparing the dissertation proposal. When students have reached this point (likely to be during the third year or beginning of the fourth year), it is assumed that they are working seriously toward the completion of their dissertation. Therefore, at the beginning of the term in which students enroll for this independent study, they may be asked by their 890 sponsor (who is typically the future chair of the dissertation committee) to construct a contract that outlines the activities and expected outcomes of that semester. If the student's progress has not been satisfactory (e.g., s/he has not fulfilled the terms of the contract), s/he will be given either an 'Incomplete' or an 'Unsatisfactory' by the 890 sponsor. Failure to meet the terms of the contracts (e.g., receipt of a grade of 'I' or 'U') constitutes grounds for dissolution of the student's committee and dismissal from the program.

A dissertation proposal typically contains the first chapters of the dissertation (including introduction, review of the literature, and methodology). Other than those imposed by one's committee, there are no set rules about the form of the proposal. Two suggested structures for the proposal include:

#### **Format A**

**Chapter I: Introduction** (or Statement of the Problem): This chapter should provide a clear and concise view of what is to be studied and why. The phenomenon under study should be described, together with a brief analysis of the manner in which this phenomenon has been addressed in previous research or theory. How the student intends to address it should be clearly stated, as should be the purpose and implications of the proposed research.

**Chapter II: Review of the Literature** The structure of the review will vary according to the student's topic and the argument that s/he wishes to support. In general, the review of the literature should provide both the argument and the evidence to support the argument that leads to the specific hypotheses and/or research questions.

Chapter III: Methodology The material in this chapter will also vary depending on the nature of the student's proposed study. In general, the chapter should provide detailed information about how, on whom, and with what the study will be conducted, and how data will be analyzed. Topics may include: definition of terms, characteristics of subjects, design, instrumentation, apparatus, materials, procedures, and analysis.

#### Format B

Part I: Literature Review An extensive, critical review of the literature in the form of a publishable article (e.g., suitable for publication in *Psychological Bulletin*).

Part II: Proposed Study This section should include an introduction and methodology. The introductory section shall include (a) synthesized, parsimonious review of the literature, based on an extensive literature review (Part I); (b) the rationale for the proposed study; and (c) a statement of the purpose of the study, and/or research questions or hypotheses. The methodology section shall include the description of participants and procedures for data collection and analysis.

### **Final Approval of the Proposal**

When the student has completed a proposal that appears satisfactory to members of the committee, after consultation with the committee chair he or she will schedule a proposal meeting. It should be noted that ordinarily meetings of the dissertation committee should not be scheduled in January or during the summer intersession. At this meeting any final details or revisions will be noted. If the proposal is acceptable to all members of the committee, the student will be given written clearance to proceed with the study. Bear in mind that the student will be held to the accepted proposal and revisions accepted formally by the committee.

Once the committee has approved the proposal, the student will need to complete the School of Education 'Approval of Dissertation Proposal' form. Three copies of this form, together with two copies of the student's completed proposal, are filed with (a) the Department (proposal included), (b) the School of Education Academic council (proposal included), and (c) in the person's official graduate file. At this point, the student should also arrange to have the School of Education 'Recommendation for Admission to Candidacy' form completed. This form establishes the effective date of candidacy, which must be at least one semester before the degree is to be awarded.

### **Approval from the Institutional Review Board**

All doctoral students in the division must complete the IRB human participants training, and receive certification of successful completion of the training. This certification must be current when the student applies to the IRB for approval of the dissertation research. IRB approval is based on the demonstration that the subjects that the student will use will be voluntary participants and that they will be protected from a variety of physical and psychological risks.

The student will need to request IRB approval using the 'Review Form' and any other necessary materials available from the Office for Sponsored Programs, Management Services Center Room 312, 437-4550. This may be done prior to the formal acceptance of the proposal.

### **Registration When Conducting the Study**

Once the proposal is approved and all the various forms have been filed, the student is free to proceed with conducting the study. At this point, students register for EPSY 899 (Doctoral Dissertation). A one-credit load of EPSY 899 will be sufficient to maintain full-time status. At the beginning of each term in which students enroll for 899 they may be asked by their dissertation chair to construct a contract that outlines the activities and expected outcomes of that semester. If the student's progress has not been satisfactory (e.g., he or she has not fulfilled the terms of the contract), he or she will be given either an 'Incomplete' or 'Unsatisfactory' by the 899 sponsor. Failure to meet the terms of the contracts (e.g., one received a grade of 'I' or 'U') constitutes grounds for dissolution of the student's committee and dismissal from the program.

### **Final Form of the Dissertation**

#### **Format A**

In this format, the dissertation will typically include five (5) chapters. Assuming that no conceptual or methodological alterations have been made during the conduct of the study, the first three of these (Introduction, Review of the Literature, and Methodology) will likely require minimal revision at this point.

The form of Chapters IV (Results) and V (Discussion) will vary according to the particular project undertaken. Experience suggests that the student should be prepared to revise these chapters several times. Some suggestions about the content of these chapters follow:

Chapter IV: Results. This chapter should provide a detailed presentation of the results. Descriptive statistics are frequently included, and the chapter is often organized around the analyses conducted for each hypothesis/question that is tested. Brief statements about the meaning of the obtained results are included.

Chapter V: Discussion. In contrast to the methodological and statistical focus of the previous two chapters, Chapter V focuses on the meaning of the study and of the results that have been obtained. The chapter typically begins with a brief summary of what was done and why. This is followed by a presentation of the results as they relate to the hypotheses/research questions; discussion of the implications of the findings for theory, research and practice; and discussion of the study's limitations.

#### **Format B**

In final form, the dissertation shall include the following sections:

1. Introduction
2. Methodology
3. Results
4. Discussion

The final dissertation should be written in the form of a publishable journal article, consistent with the current *APA Publication Manual*.

### **Oral Defense of the Dissertation**

When the student and the Chair and members of the committee agree that the dissertation is in defensible form, a final public oral defense of the research will be scheduled. The student must be registered for EPSY 899 for the semester in which the final oral is held. Announcement to the faculty and students of the Department and School shall precede the oral defense by no less than one week. Copies of the dissertation should be distributed to the dissertation committee members, with additional copies available in the Division office for interested faculty.

The final defense is chaired by the Chair of the committee. Typically, the procedure during the defense is for the candidate to make a brief presentation of what was done, why it was done, what was found, and what the results mean. Questioning regarding the substance and implications of the research is then conducted by those in attendance, with the Chair giving priority in questioning to the members of the committee. At the conclusion of this examination, the candidate is asked to leave the room briefly while the committee deliberates about the acceptability of the dissertation and about any necessary revisions. To be accepted, a dissertation must be approved by a majority of the dissertation committee.

If revisions are needed, the Chair is typically designated as a final reader. His or her task is to ensure that all necessary revisions are satisfactorily completed before the final document is submitted.

If the dissertation is considered acceptable at this point, all committee members will sign the prepared 'Final Approval of Dissertation' form.

### **Final Preparation of the Dissertation**

The final document must be prepared in a manner consistent with the guidelines issued by the Office of Graduate Studies. These guidelines specify details related to margins, corrections, and paper quality. A copy of these guidelines should be obtained from the Office of Graduate Studies (UAB 121), and used when preparing the final copies of the dissertation.

Before the final dissertation is submitted, the student will need to add three pages to the dissertation. These include: (1) a title page; (2) a copyright page (optional), an example of which is provided in the Office of Graduate Studies guidelines); and (3) an abstract not exceeding 350 words.

Once the final document is completed, the two copies are submitted to the Dean of Graduate Studies. These copies are accompanied by (1) the signed 'Final Approval of Dissertation', (2) the 'recommendation for Conferral of Doctoral Degree', and (3) a receipt that indicates that the student has paid for the necessary fees for binding and microfilming. Information about the binding and microfilming fees, as well as about applying for copyright and filing the dissertation with Dissertation Abstracts International, is included in the Office of Graduate Studies guidelines. The copies of the dissertation that the student submits at this point are distributed to the library archives, and to the division library.

### *Assistantships and Fellowships*

The University annually offers a number of assistantships and fellowships to qualified students enrolled in graduate study. These awards provide stipends, plus some remission of tuition. The value of these stipends varies from year to year. Professional duties are assigned to recipients of assistantships. Some examples of these duties are teaching assignments, research assignments, student advisement, working in the Test Library, or involvement in the operations of the School of Education computer facility.

The number of hours that a student holding an assistantship can be expected to devote to assigned duties is related to the size of the stipend; the greater the stipend the greater the weekly commitment. Also, with the higher stipends, fewer hours constitute a full academic load. If a student with an assistantship carries too heavy an academic load, the remission of tuition may not cover the extra coursework. Current policy on academic load and hours of professional duties expected may be found in the current *Graduate Bulletin*.

New York State has a Tuition Assistance Program (TAP). All students who want to be considered for remission of tuition must apply for a TAP award, even if they are ineligible, in order to document their eligibility/ineligibility.

Students holding assistantships and fellowships must carry a full academic load and may not receive remuneration from other employment in or outside the University. Nine credits constitutes a full load for a student with an assistantship.

Requests for additional information, and applications for assistantships and fellowships, should be addressed to the Division.

In addition, students who are U.S. citizens or permanent residents may apply to the Office of Graduate Studies for a competitive, merit based **Diversity Teaching/Research Fellowship**. While special consideration is given to students who are of a race or ethnicity that is underrepresented in the university's graduate programs, awards are not made solely on this basis.

Eligibility criteria, application processes and deadlines are available at:

<http://www.albany.edu/gradstudies/forms/divfellowships.pdf>

## ***Facilities and Services***

### **Test Library**

The Test Library, located in the Education Building, provides instructional and research support to students and faculty members. In addition to housing copies of published and unpublished tests, the Test Library contains test reviews, textbooks and other instructional material, reference books, and dissertations. Most of these materials may be checked out.

Hours of operation may vary from semester to semester.

### **Computer Facilities**

The School of Education Computing Facility provides computing support services to the faculty, staff, and students of the School of Education. It is located in rooms B-13, B-13A, B-14 and B-15 of the School of Education and is administered by a Director and staffed by graduate assistants. It is open for use Mondays through Fridays from 10:00 A.M to 10:00 P.M. and Saturdays from 11:00 A.M. to 4:00 P.M.

### **Doctoral Student Office**

Room B10 in the School of Education basement is available for doctoral students to use for study and preparation. Desks in the office are available for common use and must be shared. We are allowed a limited number of keys to this office. If you would like a key, please request one from the division secretary. Preference for keys will be given to students who are graduate assistants.

It is important that keys are returned when they are no longer needed.

A student who perceives a problem or has a complaint about a course grade, evaluation, or other program status decision, may initiate an academic grievance. Grievances should be addressed first at the earliest possible point, closest to the problematic situation. There are both formal and informal procedures available within the Division of Educational Psychology and Methodology to students who perceive an injustice, when attempts to resolve it with the professor or other personnel involved have been unsuccessful or unfeasible. Informal methods include discussion with classmates, the advisor, other professors, or the division director.

The grounds upon which a formal academic grievance is based should be clearly identified. The statement of grievance must be submitted in writing to the division director whose responsibility is to appoint an ad hoc committee of three faculty members, selected randomly from a list of all tenured faculty, excluding any who are named in the written grievance statement. The first committee member selected will be designated as chair with the responsibility to convene committee meetings. A copy of the student grievance will be provided to any faculty member named; such faculty members will be asked to respond in writing. After reading the submissions of the student and faculty members(s), and seeking any other information they deem appropriate, the members of the ad hoc committee must make written recommendations to address the problematic situation. Copies of the committee's recommendations will be provided to the student, the professor(s), the division director and the department chair. Recommendations to resolve the problematic situation made by the division grievance committee will be advisory only. The student may therefore either accept the committee's resolution procedures or appeal to a higher level, i.e. outside of the division.

The next step outside of the division is to submit the issue in writing to the Department of Educational and Counseling Psychology Academic Standards Committee. The School of Education Academic Standards Council is the next level of review, followed by the appropriate university-wide committee. For graduate students this would be the Graduate Academic Council. The procedures for filing a formal grievance are outlined in the Graduate Bulletin. Undergraduate students should address grievances that have not been resolved at the school level to the Committee on Academic Standing of the Undergraduate Academic Council, following procedures outlined in the Undergraduate Bulletin. Action on an academic grievance by the appropriate committee of the GAC or the UAC is final and not subject to further formal review within the University.

Note: Should the division director be named in the student grievance, the department chair will assume the above-described responsibilities of the division director.

(December 1998/ Revised September 2003)

### ***Professional Organizations***

Doctoral students are encouraged to take advantage of the opportunities available to them to develop professional affiliations and receive research journals in their areas of interest. Doctoral students are strongly encouraged to present research papers at the annual meetings of these organizations. Applications can be obtained by contacting the organization(s) of interest.

#### **The American Educational Research Association (AERA)**

1126 16th Street, NW  
Washington, DC 20036

AERA publishes such journals as: *American Educational Research Journal*, and *Educational Researcher*.

#### **American Psychological Association (APA)**

1200 17th Street, NW  
Washington, DC 20036  
e-mail address: [membership@apa.org](mailto:membership@apa.org)

The APA's many journals include: *Journal of Educational Psychology*, and *Developmental Psychology*.

#### **American Psychological Association of Graduate Students (APAGS)**

750 First Street  
Washington, DC 20002-4242  
e-mail address: [apags@apa.org](mailto:apags@apa.org)

#### **National Council on Measurement in Education (NCME)**

1230 17th Street, NW  
Washington, DC 20036

The NCME publishes: *Journal of Educational Measurement*, and *Educational Researcher*.

#### **Society for Research in Child Development (SRCD)**

University of Michigan  
505 E Huron, Suite 301  
Ann Arbor, MI 48104-1522  
[srcd@umich.edu](mailto:srcd@umich.edu)

SRCD publishes *Child Development*.

Students also become members of, and present papers at conferences sponsored by:

#### **Northeastern Educational Research Association (NERA)**

#### **New England Educational Research Association (NEERO)**

## ***University at Albany Graduate Student Organization (GSO)***

The Graduate Student Organization (GSO) is a student run group that creates programs designed to facilitate and enhance the academic and extracurricular experience of graduate students at the University at Albany. The programs and services offered by the GSO are funded by the graduate student activity fee that appears on your tuition bill. *Because you pay the fee, you are a member* and are entitled to all the privileges of being a member. A partial listing of programs and services appears below. For a more comprehensive listing, contact the GSO at:

Campus Center 165B  
442-4178

### **Grants**

For research and travel (as much as \$500 per student, per funding period) is available. Funding is awarded by the Grant Committee for each of three funding periods (Fall, Spring, and Summer).

### **SCORO**

Standing Committee for the Oversight of Recognized Organizations. This committee determines allocations to graduate student groups that are subdivisions of the GSO. Any group whose budget and constitution have been approved may receive as much as \$2,000 for the year.

### **Multicultural Committee**

This committee conducts numerous workshops to enhance the University's awareness of issues surrounding racial and ethnic diversity. The Multicultural Committee also maintains an affirmative action policy for the GSO.

### **Social Issues Committee**

This committee speaks to the needs of graduate students focusing on their role as employees of the University. The issues addressed by this committee are often economic in nature and include tuition, health insurance, the transportation fee, and the technology fee.

### ***Ph.D. Program Checklist***

1. Coursework
  - A. **Required Statistics** course: EPSY 630
  - B. **Foundational Core**: 15 Credits at the 500/600 level (distributed as described in the handbook)
  - C. **Doctoral Sequence**: 27 Credits at the 600/700 level (distributed as described in the handbook)
  - D. 24 Credits in **research**: at least 12 credits must come from a Research Apprenticeship (EPSY 797) or a masters thesis (EPSY 699). No more than 6 dissertation credits (EPSY 899) may be applied to the 72 credit degree. The remaining credits may come from an independent study (EPSY 890) or more Research Apprenticeship credits.
  - E. 3 Credits in a **professional apprenticeship (EPSY 780)**.
2. **Research Tool Requirement**: Requires memorandum from Research Tool Committee to Division Chair.  
\*Form to be filed: 'Memorandum-Research Tool' Sections B & C
3. **Predissertation Research Requirement**: Requires summary paper or statement signed by student and given to committee.  
\*Form to be filed: 'Predissertation Research Form'
4. **Comprehensive Exam**: Requires memorandum from Comprehensive Committee Chair to Division Chair.  
\*Form to be filed: 'Memorandum: Comprehensive Examination' Sections A & C
5. **Dissertation Committee**: Requires signatures of all committee members.  
\*Form to be filed: 'Appointment of Dissertation Committee', from advisor to Division Chair, to Academic Council
6. **Dissertation Proposal**: Requires signatures of all committee members.  
\*Form to be filed: 'Approval of Dissertation Proposal', from Advisor to Division Chair, to Academic Council. Copy of proposal must be submitted.
7. Admission to **Candidacy**: Requires information completed by advisor.  
\*Form to be filed: 'Admission to Candidacy in Doctoral Programs'
8. **Dissertation**: Requires signatures of all committee members.  
\*Form to be filed: 'Final Approval of Dissertation', from Advisor to Division Chair, to Academic Council.
9. **Conferral of Degree**: Advisor completes information.  
\*Form to be filed: 'Recommendation for Conferral of Doctoral Degree'

## *Faculty Biographies*

### **Heidi Goodrich Andrade    Assistant Professor**

Dr. Andrade joined the faculty of the Division of Educational Psychology and Methodology in the Fall of 2002. She came to UAlbany after three years at Ohio University. She received her masters and doctoral degrees at Harvard Graduate School of Education, and spent eleven years working on a variety of teaching, research, and development initiatives at Harvard Project Zero. Her work focuses on classroom assessment, with emphases on performance assessment, student self-assessment, and self-regulated learning. She has designed thinking-centered instruction and assessments for classrooms, after-school programs, children's television shows, and CD-ROMs. She teaches courses on educational psychology, classroom assessment, and self-regulated learning.

#### Representative publications

- Andrade, H. (Ed.) (2009). Research and practice in classroom assessment. *Theory Into Practice*.
- Andrade, H. (2009). Self-assessment and self-regulated learning. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment*. New York: Routledge.
- Andrade, H., & Cizek, G. (2009). *Handbook of formative assessment*. New York: Routledge.
- Andrade, H., Du, Y., & Wang, X. (2008). Putting rubrics to the test: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing. *Educational Measurement: Issues and Practices*, 27(2), 3-13.
- Andrade, H. (2007/2008). Self-assessment through rubrics. *Educational Leadership*, 65(4), 60-63.

### **David Yun Dai                    Associate Professor**

David Yun Dai joined the faculty of Educational Psychology and Methodology at University at Albany, State University of New York in 2001. He received his doctoral degree from Purdue University. Prior to joining the UAlbany faculty, he worked as a post-doctoral fellow at the National Research Center on the Gifted and Talented, University of Connecticut, and as an assistant professor of psychology at Central Missouri State University. He teaches courses pertaining to instruction, learning, motivation, and cognition.

Dr. Dai was the recipient of the Early Scholar Award in 2006 conferred by the National Association for Gifted Children. He is a Fulbright Award grantee to China in 2008. He currently serves on the advisory and editorial boards of *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, and *Roeper Review*. His broad theoretical interests include developing a more integrative, functionalist perspective on intellectual behaviors and intelligence, such as text comprehension and knowledge construction. He has just completed a book on the psychology of the game of Go, with a focus on the nature and development of expertise during childhood and adolescence. His next book will be "The nature and nurture of excellence: Toward a new paradigm of gifted studies and education," to be published by Columbia University Teachers College Press. In recent years, he has been engaged in classroom-based research on

incorporating cases and case methods in teacher education courses to facilitate teacher reflection and learning. His applied interests also include understanding and application of inquiry-based modes of learning across a variety of domains and settings.

**Representative Publications:**

Dai, D. Y., & Renzulli, J. S. (2008). Snowflakes, living systems, and the mystery of giftedness. *Gifted Child Quarterly*, 52, 114-130.

Dai, D. Y. Shen, J-L. (2008). Cultivating creative potential during adolescence: A developmental and educational perspective. *The Korean Journal of Thinking and Problem Solving*, 18, 83-92.

Dai, D. Y., Wang, X. (2007). The role of need for cognition and reader beliefs in text comprehension and interest development. *Contemporary Educational Psychology*, 32, 332-347.

Dai, D. Y. (2005). Reductionism versus emergentism: A framework for understanding conceptions of giftedness. *Roeper Review*, 27, 144-151.

Dai, D. Y., & Sternberg, R. J. (Eds.) (2004). *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development*. Mahwah, NJ: Lawrence Erlbaum.

E-mail: [ddai@uamail.albany.edu](mailto:ddai@uamail.albany.edu)

**Lynn Gelzheiser                      Associate Professor**

B.A. Bowdoin College; M.A., M.Ed., Ed.D. Teachers College, Columbia University

Dr. Gelzheiser joined the faculty of the Division of Educational Psychology and Methodology in the fall of 1984. Dr. Gelzheiser teaches courses in education of students with learning disabilities. She supervises master's and doctoral level students in Special Education. She has published in such journals as Journal of Learning Disabilities, Exceptional Children, and the Journal of Educational Psychology. She is a member of the American Educational Research Association and the Council for Exceptional Children. Her research examines inclusionary practices and effective instruction for students with learning disabilities.

**Deborah Kundert                      Associate Professor**

Ph.D. University of Wisconsin-Madison

Before joining the faculty at the University at Albany in the fall of 1986, Dr. Kundert was an Assistant Professor in the Department of Applied Behavioral Studies in Education at Oklahoma State University, where her major responsibilities were in the School Psychology program. She has worked for several years as a practicing school psychologist. Dr. Kundert has published articles in the Journal of School Psychology and the Journal of Clinical Child Psychology. Her

major research interests relate to learning, psychoeducational assessment, and the prescriptive validity of tests.

**Deborah C. May**                      **Professor**

B.S. Skidmore College; M.A., M. Ed., Ed. D Teachers College, Columbia University

Dr. May is a Professor of Educational Psychology and Methodology and the Director of the Special Education Division. Formerly chairman of the Department of Educational and Counseling Psychology, she teaches courses in early childhood special education, general special education, issues in special education, and special education for students with severe disabilities.

Dr. May has also taught an undergraduate course on human exceptionality in the University at Albany Honors College. Dr. May previously taught at the State University College at Geneseo, and at the Institute of Child Study at Kean College of New Jersey. In addition, she was a teacher in and administrator of programs for students with disabilities. Current research interests include the use of technology and Universal Design for Learning with students with severe disabilities, issues related to the education of students with special needs, and the preparation of special education teachers, including both traditional and on-line instruction.

Representative Publications and Presentations:

Cohen, M. and May, D. (April, 2008). *Online versus Face-to-Face: A Graduate Level Special Education Course Comparison*. Paper presented at National Conference of the Council for Exceptional Children. Boston, MA.

**Robert F. McMorris**                      **Professor**

B.A. Hamilton College; M.S., Ph.D. Syracuse University

Dr. McMorris is a specialist in the fields of measurement and evaluation, and has been a member of the Division of Educational Psychology and Methodology since 1963. He previously taught at Syracuse University, the University of Minnesota, and the University of Kentucky. Dr.

McMorris has also been a staff member or consultant with National Assessment, SWRL Educational Research and Development, and departments of Civil Service and Education. He was co-editor of Educational and Psychological Measurement and is author of articles in the Journal of Educational Measurement, Applied Measurement in Education and other publications.

He is active in the National Council on Measurement in Education, the Northeastern Educational Research Association, and the American Educational Research Association. His teaching areas include educational & psychological measurement and test construction. Dr. McMorris' current research interests include answer changing in multiple-choice tests, underachievement, teacher testing, standard setting, and humor in teaching and testing.

Representative Publications:

McMorris, R.F., & Boothroyd, R.A. (1993). Tests that teachers build: An analysis of classroom tests in science and mathematics. Applied Measurement in Education, *6*, 321-342.

McMorris, R.F., Boothroyd, R.A., Pietrangelo, D.J. (1997). Humor in educational testing: A review and discussion. Applied Measurement in Education, *10*, 269-297.

McMorris, R.F., Demers, L.P., & Schwarz, S.P. (1987). Attitudes, behaviors, and reasons for changing responses following answer-changing instruction. Journal of Educational Measurement, *24*, 131-143.

McMorris, R.F., Urbach, S.L., & Connor, M.C. (1985). Effects of incorporating humor in test items. Journal of Educational Measurement, *22*, 147-155.

**Dianna L. Newman                      Professor**

Ph.D. University of Nebraska-Lincoln

Dr. Newman's area of emphasis includes program evaluation, educational research, and statistics. Her current research is on improvement of evaluation utilization in health, mental health, and educational settings- including the relationship of interpersonal factors. She is also active in research investigating contextual variables which affect the ethics of inquiry. She is co-author of *Applied Ethics in Program Evaluation*, co-editor of *Videoconferencing Technology in K-12 Instruction* and has numerous publications in New Directions in Program Evaluation, Evaluation Review and Applied Measurement in Education. Dr. Newman is a member of the American Evaluation Association and the American Educational Research Association. She is a past member of the Board of Directors of the American Evaluation Association and the Joint Committee for Educational Evaluation Standards. Dr. Newman also serves as Director of the Evaluation Consortium where she serves as Principal Evaluator for multiple STEM education and social/mental services programs. As Director, she also supervises graduate assistantships, internships, practicum and field experiences in educational evaluation and social science methodology.

**Joan Newman                              Associate Professor**

B.A. (Hons), M.A., Dip Ed, University of Melbourne, Australia; Ph.D. University at Albany

Dr. Newman was a teacher and school psychologist in Australia before moving to the United States. Prior to joining the full-time faculty, Dr. Newman trained school psychology students doing their practicum at the Child Research and Study Center. Dr. Newman is a licensed psychologist who has provided extensive consultation to schools and families about school related issues. Since becoming a full-time faculty member, she has taught courses in developmental psychology, psychological assessment, and college teaching. Her research and publications concern sibling relationships, task attitudes and intrinsic motivation, topics in adolescence, and cross-cultural differences in children's free time usage. For 11 years she was

co-investigator on a grant from NIEHS, studying the impact of environmental toxicants on the physical, psychological, and psycho-social development of Mohawk adolescents. Dr. Newman is currently Director of the Educational Psychology and Methodology Division.

Representative Publications:

Newman, J., Bidjerano, T., Ozdogru, A.A., Kao, C-C., and Ozkose-Biyik, C. (2007). What do they usually do after school? A comparative analysis of fourth grade children in Bulgaria, Taiwan and USA. *Journal of Early Adolescence*, 28, 431-456.

Newman, J., Aucompaugh, A.G., Schell, L.M., Denham, M., DeCaprio, A.P., Gallo, M.V., Ravenscroft, J., Kao, C-C., Rougas Hanover, M., David, D., Jacobs, A.M., Tarbell, A.M., Worswick, P. and the Akwesasne Task Force on the Environment. (2006). PCBs and cognitive functioning of Mohawk adolescents. *Neurotoxicology and Teratology*, 28, Issue 4, 439-445.

Newman, J., Beauchamp, H., Latimer, B., and Kao, C-C. (2003). Developmental understanding of means-end contingencies: Effect of familiarity of contingency content. *British Journal of Developmental Psychology*, 21, 527-542.

**Robert M. Pruzek**                      **Professor**

B.S. Wisconsin State University (River Falls); M.S., Ph.D. University of Wisconsin (Madison)

Dr. Pruzek's interests include measurement, psychometric methods, research design and especially multivariate analysis and regression. He has taught at the University of Toronto, Ontario Institute for Studies in Education, the Free University of West Berlin and the University of Pittsburgh. Currently he holds joint appointments in Educational and Counseling Psychology, Division of Educational Psychology and Methodology, as well as the Department of Biometry and Statistics in the School of Public Health. He has been active in the American Educational Research Association, the Psychometric Society, and most recently in the Society for Multivariate Experimental Psychology. His recent work has concentrated on studying and developing modern approaches to regression and prediction, especially methods that employ comprehensive forms of data smoothing. Some of his work has entailed Bayesian approaches; a key concern has been to effectively 'borrow strength' to aid better predictions and stronger inference. Special interests in recent years concern graphical methods, computer-intensive methods, including the bootstrap, and better ways to facilitate causal inferences from observational data. He has consulted for several years with the New York State Health Department, Division of Nutrition, evaluating effects of WIC programs, especially effects of mothers' nutrition on birth outcomes. His publications have appeared in the Psychological Bulletin, Cortex, The Journal of the American Educational Research Association, Encyclopedia of Computer Science and Technology, and Multivariate Behavioral Research.

Representative Publications:

Pruzek, R.M. (1997). An introduction to Bayesian Inference and its applications. In Harlow, L., Mulaik, S.A., and Steiger, J. (Eds.), What if there were no significance tests? (pp. 287-

318). Hillsdale, NJ: Erlbaum & Associates.

Pruzek, R.M., & Lepak, G. (1992). Weighted structural regression: A broad class of adaptive methods to improving linear prediction. Multivariate Behavioral Research, 27, 95-129.

Rabinowitz, S.N., Rule, D., & Pruzek, R.M. (1998). Some new regression methods for predictive and construct validation. Social Indicators Research, 45, 201-231.

**Kevin P. Quinn**                      **Associate Professor**

B.A. George Washington University; M.Ed. American University; Ed.D Northern Illinois University).

Dr. Quinn joined the Educational Psychology and Statistics faculty in 1994 as an Assistant Professor in the Special Education program. Prior to joining the faculty, he was a research associate at Educational Research and Services Center where he managed research projects investigating the development of community-based systems of interagency care for children and youth with serious emotional disturbance and their families. Dissemination outlets for findings related to these empirical inquiries have included the Journal of Emotional and Behavioral Disorders, Journal of Child & Family Studies, and Behavioral Disorders. Dr. Quinn has served as principal of the Rose School, a model demonstration school program for students with emotional and behavioral disorders, and as a special education teacher for students with behavioral and academic problems in Washington DC public schools. Dr. Quinn's continuing research interests involve academic and other community-based programming for at-risk youth with emotional or behavioral disorders.

**Bruce Saddler**                      **Associate Professor**

B.A. Limestone College; M.A. University of Charleston; Ph.D. University of Maryland

Dr. Saddler joined the faculty of the Division of Educational Psychology and Methodology in the fall of 2002. He teaches courses in general special education. He has published in Theory Into Practice. Research interests include writing, strategy instruction, issues related to the education of students with special needs, and inclusion issues.

**Frank R. Vellutino**                      **Professor**

B.S. State University College at Fredonia; M.A., Ph.D. in Psychology Catholic University.

Dr. Vellutino's research is concentrated in related areas such as cognitive psychology, psycholinguistics, and developmental psychology, and he is especially interested in the cognitive and linguistic underpinnings of reading development and reading disability. He has taught at the College of William and Mary and at Boston University, and currently holds joint faculty

appointments in the Department of Educational and Counseling Psychology, the Department of Psychology (Cognitive Psychology Program), and the Program in Linguistics and Cognitive Science of the Department of Anthropology. He is also Director of the Child Research and Study Center, a research and student training center. He has taught undergraduate courses in child and adolescent development, and graduate courses in the area of developmental disabilities, clinical assessment and research. Dr. Vellutino currently teaches a graduate course in children's learning that emphasizes cognitive, perceptual, memory, and language development, as well as a graduate seminar in human development that focuses on the relationship between language and cognitive development. His research has been concerned with the relationship between reading difficulties and various aspects of language, and other cognitive functions, and it has generated numerous articles in refereed journals, in addition to numerous book chapters addressing the causes and correlates of reading difficulties in young children. Among Dr. Vellutino's most important publications are an invited book entitled *Dyslexia: Theory and Research* published by MIT Press, and an invited article entitled 'Dyslexia', which appeared in *Scientific American*. All of his research has been supported by external funds, and he and his colleagues have been the recipients of large awards from agencies such as the National Institute of Child Health and Human Development, the U.S. Department of Education, Interdisciplinary Educational Research Initiative; U.S. Department of Education Institute for Educational Sciences; The Spencer Foundation, and the Recording for the Blind among others.

#### Representative Publications:

Vellutino, F.R. (1987, March). Dyslexia. *Scientific American*. Reprinted in Wang, W. (1991). The emergence of language development and evolution. *Readings from Scientific American*.

Vellutino, F.R., Fletcher, J.M., Snowling, M.J., & Scanlon, D.M. (2004). Specific reading disability (dyslexia). What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45:1 p. 2-40.

Vellutino, F.R., Scanlon, D.M., Sipay, E.R., Small, S.G., Pratt, A., Chen, R.S. and Denckla, M.B. (1996). Cognitive profiles of difficult to remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 99 (4), 601-638.

Vellutino, F.R., Scanlon, D.M., Spearing, D. (1995). Semantic and phonological coding in poor and normal readers. *Journal of Experimental Child Psychology*, 59, 76-123.

Vellutino, F.R., Scanlon, D.M., Zhang, H, & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify children at-risk for long-term reading difficulties. *Reading and Writing*, 21, 437-480.

Vellutino, F.R., & Schatschneider, C. (2004). Experimental and quasi-experimental design in literacy research. In N. K. Duke & M.H. Malltete (Eds.). *Literacy research methodologies*. (pp. 114-148). New York, NY: Guilford Press.

Vellutino, F.R., Tunmer, W.E., Jaccard, J.J., & Chen, R. (2007) Components of reading ability:

Multivariate evidence for a convergent skill model of reading development. *Scientific Studies of Reading*, 3-32.

**Zheng Yan**                      **Associate Professor**

Ed.D. Harvard University.

Dr. Yan joined the faculty of the Educational Psychology and Methodology Division in the fall of 2001. Prior to that, he was Lecturer and Research Associate at the Harvard University Graduate School of Education. His research concerns broadly both cognitive development and research methodology, especially the psychology of the Internet and Internet-based research methodology. Dr. Yan teaches courses in the areas of research methodology and child development.

Representative Publications:

***Editorships***

1. Yan, Z. & Greenfield, P. (Eds.). (2006). Children, adolescents, and the Internet (Special Section). *Developmental Psychology*, 42, 391-458.
2. Yan, Z. (Ed.). (2003). The Psychology of E-learning: A Field of Study (Special Issue). *Journal of Educational Computing Research*, 29, 285-400.

***Refereed Journal Articles***

1. Yan, Z. (in press). Differences in High School and College Students' Basic Knowledge and Perceived Education of Internet Safety: Do High School Students Really Benefit from the Children's Internet Protection Act? *Journal of Applied Developmental Psychology*.
2. Yan, Z. (2008). Limited knowledge, limited resources: Understanding the Internet among elementary, middle, and high school students. *Journal of Applied Developmental Psychology*.
3. Yan, Z. (2006). What influences children's and adolescents' understanding of the complexity of the Internet? *Developmental Psychology*, 42, 418-428.
4. Yan, Z. (2006). Different experiences, different effects: A longitudinal study of learning a computer program in a network environment. *Computers in Human Behavior*, 22, 364-380.
5. Yan, Z. (2005). Age differences in children's understanding of complexity of the Internet. *Journal of Applied Developmental Psychology*, 26, 385-396.

Revised August 2008