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/graduatebulletin/school__education.htm

Additional information about the Division may be found at:
www.albany.edu/educational_psychology

Note: This handbook is provided for the guidance of students and faculty. Occasionally extraordinary circumstances may require modifications to these requirements. Students should discuss any such circumstances with their advisor or the division director.

Handbook revised 11/12
Contents

Program requirements ................................................................. 3

Summary of University PhD requirements .................................. 5

Human participants training and certification requirement .......... 6

Research tool requirement ......................................................... 7

Predissertation research requirement ....................................... 9

Comprehensive examination process ...................................... 10

Professional apprenticeship ...................................................... 15

Doctoral dissertation regulations and guidelines ...................... 16

Assistantships ................................................................. 22

Facilities and services .......................................................... 23

Student Grievance Procedure .................................................. 24

Professional organizations ....................................................... 25

Graduate Student Organization ................................................... 26

PhD Program checklist .......................................................... 28

PhD Advisement form ............................................................ 29

Admission to Candidacy .......................................................... 34

Annual Student Activity Report ............................................... 35

Faculty biographies .............................................................. 39
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.

Program Requirements

Program of Study (66 credits minimum, plus dissertation)
Candidates in this program of study and research must complete at least 66 credits of graduate coursework, approved by their faculty advisor, that satisfy the following requirements:

1. E Psy 630 Statistical Methods II

2. 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

3. 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 must 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 areas below. Remaining courses may focus on the student's particular professional interests and career goals.
   - Development
   - Learning
   - Individual differences and special education
   - Measurement and evaluation
   - Research methods
   - Statistics
4. At least 18 credits in research must be completed by all students. These credits must be distributed in the following way:

- At least 12 credits for Research Apprenticeships (E Psy 797)
- The remaining 6 credits may be satisfied by a masters thesis (EPSY699), research based independent study(ies), field research experiences and/or by additional Research Apprenticeship credits.

5. Professional Apprenticeship (E Psy 780) - 3 credits

6. Research tool requirement

7. Pre-dissertation research requirement

8. Comprehensive examination

9. 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](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 online 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

A student, with the advice and consent of the advisor, should take and pass (with a grade of B or higher; B minus is not acceptable) at least one course (minimum of 3 hours) covering an area of research methodology appropriate to the student's research focus. It is incumbent on the student to present a supporting rationale to the advisor. A list of divisionally approved courses, which will be reviewed and revised periodically, will be made available to faculty and students. If the student wishes to take a course not on the current list, he or she may petition the Research Tool Committee for approval. The course designated as the research tool may be also counted as one of the doctoral sequence courses, but students should note that neither EPSY 630 (Statistics II) nor EPSY 750 (Research Design) may be counted as the research tool.

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

Note that a particular course may be counted as a research tool and as contributing to the 66 required credits of graduate coursework.

Listing of currently approved courses meeting Research Tool Requirement

- 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 662  Survey research methods
- EAPS 764  Computer applications in educational administration and policy studies
- 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

Revised 3-23-11
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

Two formats for the comprehensive exam are available.

A. Review paper and research proposal, or
B. Two take-home exams:
   1. Learning/Development, usually offered in January, and
   2. Methodology, usually offered in summer.

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.

Once a student has begun to complete one of the above two exam formats, the student may not switch to the alternative format. For Format A, this is defined as agreeing on a topic with a full committee. For Format B, this is defined as receiving a copy of the take-home exam.

Purpose of the Comprehensive Exam

The comprehensive examination (review paper or take-home) is a summative evaluation used to determine if doctoral students are prepared to continue in the program. It assesses a student's conceptual grasp of educational psychology and methodology, as well as the ability to produce scholarly writing that reflects critical and constructive analyses of theory, research and practice, drawing on relevant literatures.
Format A: Review Paper and Research Proposal (Revised 12/09)
This 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/or methodological directions that might increase understanding of the issue; and
d. Design a research study to advance the new understanding.

The student will select three members of the faculty to serve as the comprehensive exam committee and ask one of them to serve as committee chair. The role of the chair is to coordinate the work of the committee; apart from this the committee chair has no additional role. 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.

The student will negotiate with the committee a mutually agreeable topic and the planned scope of the paper. There may not be substantial overlap between the topic of the paper and the student's intended dissertation topic. After the topic and scope of the paper have been agreed upon, the student will write the paper independently in order to demonstrate his/her level of scholarship and methodological competence. The student may ask other students or faculty for specifically named references, but may not solicit advice about references to utilize nor subject matter to include.

The paper should be written in APA style and be sufficiently detailed to demonstrate that the student has a professional level understanding of the problem. There should be over arching general conclusions offered in the paper along with original conclusions backed by theory and existing data. It should not be simply a reiteration of previous conceptions and conclusions. The paper should also 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, educational statistics).

The research proposal and methodological commentary must be sufficiently extensive to provide the evaluating committee 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. In designing the study, students should address the following topics: research design, measurement, analysis and interpretation. The proposed research study shall not be part of the pre-dissertation research, nor part of the dissertation.

The student is allowed two attempts to pass this format of the comprehensive exam. For each attempt to pass the comprehensive exam, the paper and research proposal should be
submitted to the committee of three faculty for detailed review. Each member of the committee shall provide a written journal-type review to the student regarding the acceptability of the paper. Each member of the committee will rate the paper as:

a. Acceptable;
b. Possibly acceptable with revisions;
c. Not acceptable.

The committee as a whole will make decisions about the acceptability of the paper based on simple majority after consultation between the committee members.

An 'Acceptable' rating from the committee constitutes a pass on the comprehensive exam.

A 'Not acceptable' rating from the committee constitutes a fail on this attempt. Students who receive this rating may not submit revisions to this paper (but may undertake a second attempt with a new topic- see below).

A 'Possibly acceptable with revisions' rating from the committee allows the student to revise, attending to the points raised by committee members in their review. Before revising the paper, students may meet with committee members for clarification of points raised. After receiving written (and perhaps oral feedback) from committee members, the student should write the revision independently, then resubmit it to the committee. Committee members must again provide feedback and again rate the paper according to the same three categories.

A 'Not acceptable' rating for the resubmission constitutes a failure on this attempt at the exam. A 'Possibly acceptable with revisions' rating allows the student to again revise and resubmit.

In order to qualify as a pass on the comprehensive exam, the paper must receive an 'Acceptable' rating from the committee. If the paper does not receive this rating after two revisions and resubmissions (original submission and two resubmissions), the student is deemed to have failed this attempt at the exam.

A student is allowed two attempts to pass the exam (the original attempt and one more attempt). For the second attempt, the student must start from the beginning of the whole process, with a different topic, and not necessarily with the same committee. If the student gains a 'Not acceptable' rating at the conclusion of the second attempt, he/she is deemed to have failed the comprehensive exam (which is grounds for dismissal from the doctoral program).
Comprehensive Exam: Review Paper and Research Proposal Action Summary (11/12)

Name ____________________________________________________________________

Title of Paper _______________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Committee
Chair name ________________________________________________________________
Member name ______________________________________________________________
Member name ______________________________________________________________

First submission date __________________________
Chair       Acceptable____        Revise & resubmit ___ Not acceptable ____
Member     Acceptable____        Revise & resubmit ___ Not acceptable ____
Member     Acceptable____        Revise & resubmit ___ Not acceptable ____

Committee overall decision ________________

First Resubmission date (if 'Revise & resubmit' was the committee decision) __________
Chair       Acceptable____        Revise & resubmit ___ Not acceptable ____
Member     Acceptable____        Revise & resubmit ___ Not acceptable ____
Member     Acceptable____        Revise & resubmit ___ Not acceptable ____

Committee overall decision ________________

Second resubmission date (if 'Revise and resubmit' was the committee decision) __________
Chair       Acceptable____        Revise & resubmit ___ Not acceptable ____
Member     Acceptable____        Revise & resubmit ___ Not acceptable ____
Member     Acceptable____        Revise & resubmit ___ Not acceptable ____

Committee overall decision ________________

Outcome of attempt
Pass _____   Fail ____

Signed by Chair of committee ___________________________ Date ________________

A pass on this attempt achieves a pass on the comprehensive exam program requirement.
A student who fails this attempt has one further opportunity to repeat the sequence (with another topic and
not necessarily the same committee) in order to pass the comprehensive exam.
A student is allowed two attempts to pass this format of the comprehensive exam.
Format B: Take Home Comprehensive Exam (Revised 3/11)
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. Each section of the exam will be offered once a year. (Typically Learning/Development is offered at the end of January, and Methodology is offered during the summer.)

Each section will be comprised of four essays completed in a 2-week (14 calendar days) period from the day the questions are released. It is expected that each essay will be a well organized, thorough and thoughtful synthesis and constructive analysis 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 or six 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, the questions will be drawn from 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 of the four essays will be graded on an 8-point scale by at least two examiners. The student must: 1) pass at least three of the four essays (that is, achieve at minimum a 4.5 rating as determined by the arithmetic mean of the scores provided by the readers for each item); and 2) obtain a passing average of 4.5 over the whole exam (that is, achieve at minimum a 4.5 rating as determined by the arithmetic mean over all questions and all readers) to pass the exam.

A student who fails either the learning/development section or the methodology section, will need to retake that entire section of the exam. Students are allowed to participate in the take home comprehensive exam in each area a maximum of three times; that is, if the student fails the learning & development and/or methodology section of the exam at the first attempt, he/she may attempt the failed section(s) two more times during regular testing periods. If the student fails a section of the exam a second time, he/she may have one more attempt. 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. Sharing answers, using past answers, or providing past answers is unethical.
Professional Apprenticeship

Doctoral students are required to complete one semester (3 credits of EPSY 780) of an apprenticeship relevant to their professional goals. This apprenticeship is usually served as an instructor of an undergraduate course in educational psychology, but may also be met as a test and measurement consultant, in an advanced measurement or evaluation position, or as an academic advisor to masters students. The placement of the apprenticeship must be approved by the advisor and the instructor of EPSY 780. Apprenticeships are closely mentored by faculty, and there is a regular seminar for apprentice instructors.
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. Satisfactory record in course and seminar study; at least a B (3.0) average in all resident graduate courses applicable to the degree;
2. Satisfactory completion of research tool requirement with at least a B grade (B minus is not acceptable);
3. Satisfactory completion of the comprehensive qualifying examination;
4. Satisfactory completion of the pre-dissertation requirement;
5. Final approval of the dissertation proposal.

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 and Submittal of the Approved Dissertation

The final copy of the student’s doctoral dissertation must be prepared in a manner consistent with University requirements, as specified by the Office of Graduate Studies. These guidelines specify required margins, pagination and other preparatory details. A copy of these guidelines should be obtained from the Office of Graduate Studies via [http://www.albany.edu/gradstudies/degreecomp/d2.shtml](http://www.albany.edu/gradstudies/degreecomp/d2.shtml) and used when preparing the final dissertation.

Before the final dissertation is submitted, the student will need to include a title page in required format, an optional copyright page if copyright application is being sought (and paid for) in the publication process, and an abstract not exceeding 350 words.

Once the final document is completed and formally approved by the faculty, it is to be submitted to the Dean of Graduate Studies via the dissertation submittal website [http://www.etdadmin.com/cgi-bin/main/home?siteId=185](http://www.etdadmin.com/cgi-bin/main/home?siteId=185). In addition to the digital submission of the dissertation, related documents should be submitted to the Office of Graduate Studies, UAB121. These are (1) the signed “Final Approval of Dissertation”, (2) the ‘Recommendation for Conferral of the Doctoral Degree, (3) the NSF Survey of Earned Doctorates, and (4) the ETD Submittal Checklist which appears at the end of the Graduate Studies Guidelines. Samples of form (1) & (2) are displayed in the same submittal guidelines.

Upon submittal of the approved dissertation per the above method, it is processed by the University for non-exclusive publication by UMI/Proquest, with an archival copy provided to the University Libraries.
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. A student holding an assistantship is expected to devote 20 hours per week to assigned duties.

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 per semester constitute a full load for a student with an assistantship.

Requests for additional information, and applications for assistantships, should be addressed to the division director.

In addition, students who are U.S. citizens or permanent residents may apply to the Office of Graduate Studies for a competitive, merit based Carson Carr Graduate Diversity Scholar Award. 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/div.shtml](http://www.albany.edu/gradstudies/div.shtml)
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, and reference books. Most of these materials may be checked out.

The Test Library is opened on an 'as-needed' basis by arrangement with the current test librarian.

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 Thursdays from 10:00 A.M to 10:00 P.M. and Fridays from 10:00 A.M. to 5:00 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.
**Student Grievance Procedure**

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.
AERA: http://www.aera.net/
EERA: http://www.eeraonline.org/main/index.cfm
NERA: http://www.nera-education.org/
NEERO (NB: The O stands for Organization): http://www.neero.org/

American Psychological Association (APA)
1200 17th Street, NW
Washington, DC 20036
e-mail address: membership@apa.org
The APA’s many journals include: Journal of Educational Psychology, and Developmental Psychology.
APA: http://www.apa.org/

American Psychological Association of Graduate Students (APAGS)
750 First Street
Washington, DC 20002-4242
e-mail address: apags@apa.org
APAGS: http://www.apa.org/apags/

National Council on Measurement in Education (NCME)
1230 17th Street, NW
Washington, DC 20036
The NCME publishes: Journal of Educational Measurement, and Educational Researcher.
NCME: http://www.ncme.org/

Society for Research in Child Development (SRCD)
University of Michigan
505 E Huron, Suite 301
Ann Arbor, MI 48104-1522
srcd@umich.edu
SRCD publishes Child Development.
SRCD: http://www.srcd.org/

American Evaluation Association http://www.eval.org/
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
Website:  http://www.albany.edu/~gso/
Email:  gso@albany.edu

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).

Grants Committee

The purpose of this committee is to allocate and disburse research and travel grant funds to qualifying applicants. The committee operates within the GSO By-Laws and the GSO Financial Guidelines.

Recognized Graduate Student Organization Group

There are over 20 recognized GSO groups campus-wide and they offer a variety of cultural and educational events. See http://www.albany.edu/~gso/RGSO.htm for a complete listing.

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 $2,500 for the year.

Printing, Copying, Fax, & Phone

Free printing and copying for graduate students, 100 pages per week. Free faxing and local phone calls.

Multicultural and Affirmative Action Committee (MCAA)
The purpose of this committee is to review GSO policies, suggest improvements, monitor the implementation of the policies, address concerns and questions regarding affirmative action and discrimination, and act in an advisory and advocacy role.

**Programming Committee**

This committee develops and implements campus wide educational, cultural, and social activities and any activity designated as programming by the Executive Committee or the GSO Assembly.

GSO entry revised May 2011, G. Brooke
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. 18 Credits in research: at least 12 credits must come from a Research Apprenticeship (EPSY 797) (EPSY 699). The remaining 6 credits may be satisfied by a masters thesis (EPSY 699), research based independent study(ies), field research experiences and/or by additional 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

   *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.

   *Form to be filed: ‘Recommendation for Conferral of Doctoral Degree’
DIVISION OF EDUCATIONAL PSYCHOLOGY AND METHODOLOGY

ADVISEMENT RECORD

Doctor of Philosophy in Educational Psychology

Name________________________  Student ID #_______________________

Address______________________  Phone____________________________

______________________  Advisor___________________________

E-mail_________________________           Date of starting program _____________

DEGREE REQUIREMENTS
Candidates in this program must complete at least 66 credits of graduate course work, approved by their faculty advisor, that satisfy the following requirements:
(*Please note: a list of suggested courses is provided at the end of this document.)

A. **Required Statistics Course**
   ______ EPSY 630

B. **Foundational Core of 5 courses (15 credits) at the 500/600 level** must be completed by all students. At least three of these core courses must be completed within the division. This core includes at least one course from five of the six following areas:
   - development
   - learning
   - individual differences and special education
   - research methods
   - measurement and evaluation
   - statistics

**LIST COURSES COMPLETED AT 500/600 level (including approved transfer credits):**

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>AREA:</th>
<th>CREDITS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS AT 500/600 level: _____________**
C. **Doctoral Sequence** of 9 courses (27 credits) at the 600/700 level must be completed by all students. A majority of these courses must be completed within the division. This sequence includes at least one course from five of the six areas below. Remaining courses may focus on the student's particular interests and career goals.
- development
- learning
- individual differences and special education
- research methods
- measurement and evaluation
- statistics

**PLEASE LIST COURSES COMPLETED AT 600/700 level (including approved transfer credits):**

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>AREA:</th>
<th>CREDITS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS at 600/700 level __________**

Note: One of these courses (if approved by the advisor) may also satisfy the research tool requirement (see Section F below). Note, however, that neither EPSY 630 nor EPSY 750 may be counted as the research tool.
D. At least 18 credits in Research must be completed by all students. These credits must be distributed in the following way:

1. At least 12 credits for Research Apprenticeships (EPSY 797). Please list the distribution of the credits, the name of the professor with whom the credits were taken, and the nature of the study:

<table>
<thead>
<tr>
<th>Number of Credits:</th>
<th>Professor:</th>
<th>Nature of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The remaining 6 credits may be satisfied by a masters thesis (EPSY 699), research-based independent studies, field research experiences, and/or by additional research apprenticeship credits. Please list the distribution of the credits, the name of the professor(s) with whom the credits were taken, and the nature of the study:

<table>
<thead>
<tr>
<th>Number of Credits:</th>
<th>Professor:</th>
<th>Nature of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. _____ Three credits in Professional Apprenticeship (EPSY 780)

F. Research Tool requirement (please refer to Ph.D. handbook for a list of approved courses)

_________ list course taken
_________ date form filed
G. **Predissertation research requirement**
   Please state the way the requirement was satisfied:
   
   ____________________________________________________________________________
   
   __________ date form filed

H. **Comprehensive Examination:**
   ________________ Please state option taken (take-home examinations or review paper)
   If exams, indicate dates ______________ Learning/Development ___________ Methodology
   If paper, give title ________________________________________________________________________________
   
   __________ date form filed

I. **Dissertation**

   __________ date form filed: dissertation committee

   __________ date form filed: dissertation proposal approval

   __________ date IRB approval gained (if appropriate)

   __________ date form filed: admission to candidacy
   Students should register for EPSY 899 (1 Load credit) once they achieve
   candidacy and while they complete the dissertation.
   Students must be admitted to candidacy at least one regular semester before they
   submit their dissertation.

   __________ date form filed: final approval of dissertation
SUGGESTED COURSES WITHIN THE DIVISION

Note: With the approval of the advisor, appropriate courses in other divisions, departments and schools may be substituted.

1. Human Development
   ___ E Psy 521  Development in Childhood
   ___ E Psy 522  Adolescent Development
   ___ E Psy 623  Advanced Developmental Psychology
   ___ E Psy 720  Techniques in Studying Human Behavior
   ___ E Psy 721  Comparative Theories of Human Development
   ___ E Psy 725  Seminar in Human Development

2. Learning
   ___ E Psy 502  Educational Psychology
   ___ E Psy 610  Advanced Educational Psychology: Learning and Instruction
   ___ E Psy 611  Topics in Learning
   ___ E Psy 612  Motivation
   ___ E Psy 614  Children’s Learning
   ___ E Psy 715  Seminar in Learning

3. Individual Differences and Special Education
   ___ ESPE 560  Introduction to Human Exceptionality
   ___ ESPE 561  Integrating Students with Disabilities in General Education
   ___ ESPE 650  Educational Environments for Preparing Students with Disabilities to Meet the Learning Standards
   ___ ESPE 651  English Language Arts & Social Studies Instruction for Students with Disabilities
   ___ ESPE 652  Math, Science & Technology Instruction for Students with Disabilities
   ___ ESPE 653  Managing Behaviors of Students with Disabilities
   ___ ESPE 654  Using the Learning Standards to Teach Students with Severe and Multiple Disabilities
   ___ ESPE 669  Special Education for Students with Emotional & Behavioral Problems
   ___ ESPE 670  Special Education for Students with Mental Retardation
   ___ ESPE 673  Interagency Collaboration for Working with Students with Emotional & Behavioral Problems
   ___ E Psy 761  History and Issues in Special Education: School
   ___ E Psy 762  History and Issues in Special Education: Society
   ___ E Psy 763  Seminar on Students with Severe and Multiple Disabilities
   ___ E Psy 764  Seminar on Early Childhood Special Education
   ___ E Psy 765  Seminar on Learning Disabilities
   ___ E Psy 766  Seminar on Emotional and Behavioral Disorders
4. Research Methods
   ______ E Psy 550 Educational Research Problems
   ______ E Psy 680 Research Project in Educational Psychology
   ______ E Psy 750 Educational Research Design
   ______ E Psy 755 Selected Topics in Research Design

5. Measurement and Evaluation
   ______ E Psy 540 Measurement in Education
   ______ E Psy 640 Educational and Psychological Measurement
   ______ E Psy 740 Seminar in Measurement
   ______ E Psy 741 Theoretical Constructs
   ______ E Psy 742 Test Construction
   ______ E Psy 743 Laboratory in Test Construction
   ______ E Psy 744 Theories of Validity and Reliability
   ______ E Psy 752 Program Evaluation & Policy Studies

6. Statistics
   ______ E Psy 530 Statistical Methods I
   ______ E Psy 630 Statistical Methods II
   ______ E Psy 731 Experimental Design
   ______ E Psy 733 Factor Analysis
   ______ E Psy 734 Multivariate Analysis
   ______ E Psy 735 Seminar in Statistics
   ______ E Psy 751 Multivariate Statistics for Applied Researchers

CRITERIA FOR ADMISSION TO CANDIDACY

Date

1. __________ Achieving a satisfactory academic record: At least a B (3.0) average in all courses contributing to the required 66 credits.

2. __________ Passing the division's comprehensive qualifying examination.

3. __________ Satisfying the research tool requirement with at least a B grade (B minus is not acceptable).

4. __________ Satisfying the predissertation requirement.

5. __________ Final approval of the dissertation proposal.

6. __________ IRB approval of research protocol (if appropriate).

Note that documentation is required for all of the above milestones. Students should ensure that the appropriate forms are completed, signed, and submitted to the division secretary.
Division of Educational Psychology & Methodology  
PhD. STUDENT ACTIVITY REPORT  
For the Period of June 1, ____ through May 30, ____

<table>
<thead>
<tr>
<th>Name</th>
<th>Year started program</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td>Advisor(s)</td>
</tr>
<tr>
<td>Professional Goal</td>
<td>(indicate dissertation chair, if appropriate):</td>
</tr>
</tbody>
</table>

**Note:** Add lines, spaces, rows in tables, etc. as needed to complete the report.

This report is requested each year as part of the Division’s comprehensive program assessment plan. The format is intended to provide as broad, fair, and usable a record as possible of the various activities in which students are engaged. It is not expected that all sections will be applicable to each student; also, some activities in which you’ve engaged may not fit into any of the categories listed below. The information in the report will be used by the Division for reporting, planning, and program improvement purposes. Additionally, this report, when used in conjunction with the Advisement Record you maintain with your advisor, will help ensure you are participating in each touchstone of a well-rounded graduate school experience that prepares you to achieve your professional goals.

Please complete it fully; we want to be able to tell others of our students’ achievements.
1. **Teaching/Learning**

   a) **Courses Taught** - Please list the courses you taught or assisted in teaching for each session of the past year.

<table>
<thead>
<tr>
<th>Session</th>
<th>Course Number, Title &amp; Credits</th>
<th>Instructor or assistant?</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b) **Courses Taken** - Please list the courses you were enrolled in as a student for each session of the past year.

<table>
<thead>
<tr>
<th>Session</th>
<th>Course Number, Title &amp; Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   For courses in which you have an “INCOMPLETE”: Provide a plan and timeline for clearing the incomplete below.

   ____________________________________________________________

2. **IRB certification** – provide the date that you most recently passed the CITI course.______________

3. **Doctoral Program Milestones** – list those completed to date, and dates of completion:

   - Predissertation research ______________________________________________________
   - Comprehensive exam _______________________________________________________
   - Professional Apprenticeship (EPSY 780) ______________________________________
   - Research Apprenticeships (EPSY 797) _________________________________________
   - Other applied experiences (e.g. Internships) ________________________________
   - Doctoral candidacy achieved ________________________________________________
4. Scholarship – You do not need to answer this question if you submit an up-to-date curriculum vitae.

Please provide cumulatively the full bibliographical references of your scholarly work during your degree program (not just during this year) reporting the most recent work first, including all authors, dates, and pages.

a. Scholarly Work Submitted for Publication– published (P), accepted (A), or under review (R).

b. Works in Progress

c. Conference Presentations. List cumulatively all presentations during your degree program at the School of Education. Provide authors in order, title of paper/poster, and name, site and date of the conference.

5. Dissertation progress last year. Ph.D. Students; describe the status of your dissertation work. Ph.D. Candidates: List your dissertation topic, chair and committee members. Briefly outline the current state of your dissertation, listing how many chapters you have drafted.

6. Timeline. Outline your planned coursework and dissertation research.

7. Participation in the intellectual life of the Department, College, and University. List any lecture series, brown bags, seminars, workshops, symposiums, study groups, dissertation review groups, etc. that you have participated in over the course of your studies at the School of Education reporting the most recent events first. If you presented at any of these meetings, make that clear.
8. **Service to the department.** Cumulatively list and briefly describe any service you have provided to the Department over the course of your studies at the School of Education. Examples would include serving as an officer of RGSO, being a member of a division working-group, poster session organizer, webmaster, orientation volunteer, etc.

<table>
<thead>
<tr>
<th>Service</th>
<th>Term(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. **Honors/Awards/Funding.** List cumulatively your honors, awards, and funding.

10. **(Academically related) highlight of the past year**

11. **If there is any other achievement, activity etc. you would like to tell about, describe it here.**

12. **Special concerns, or issues.** List any issues or concerns that have aided or impeded your progress during the last year. (If there are issues that you wish to share in confidence, please direct them to your advisor or division director in a separate communication.)

Created 5-11-06
Revised 5-10-12
Faculty Biographies

Heidi Goodrich Andrade  
Associate Professor  
Ed.D Harvard University  
handrade@uamail.albany.edu

Heidi Andrade is an Associate Professor of educational psychology and the Associate Dean for Academic Affairs at the School of Education, University at Albany—State University of New York. She received her master’s and doctoral degrees at Harvard Graduate School of Education, where she worked on a variety of teaching, research, and development initiatives at Harvard Project Zero. Her research and teaching focus on the relationships between thinking, learning, and assessment, with emphases on classroom assessment, student self-assessment, and self-regulated learning. Dr. Andrade has written numerous articles, including an award-winning article on rubrics for *Educational Leadership* (1997), and is the co-editor with Gregory Cizek of *The Handbook of Formative Assessment* (2010).

Representative publications:


David Yun Dai  
Associate Professor  
Ph.D. Purdue University  
ddai@uamail.albany.edu

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 Ph.D. from Purdue University, and worked as a post-doctoral fellow at the National Research Center on the Gifted and Talented, University of Connecticut. He also holds a Bachelor’s and Master’s degrees from East China Normal University. Prior to his appointment with University at Albany, he worked as an assistant professor of psychology at the Central Missouri State University. He teaches courses pertaining to instruction, learning, motivation, and cognition.
Dr. Dai was a Fulbright scholar to China during 2008-2009, and the recipient of the Early Scholar Award in 2006 conferred by the National Association for Gifted Children. He is internationally known for his work on gifted education, talent development, and creativity. He currently serves on the editorial boards of Gifted Child Quarterly, Journal for the Education of the Gifted, and Roeper Review. His theoretical and research interests include (a) developing a more integrative, functionalist perspective on intellectual functioning and development in the context of education, (b) developing a theory of talent development as optimal individual development through education and self-exploratory activities, (c) exploring various forms of enrichment and acceleration for precocious and advanced students, and (d) exploring how educational psychology as a field might respond to the educational challenges and opportunities in the 21st century. His practical interest is to incorporate an inquiry-based instruction and learning in a variety of domains and settings.

Representative Publications


Lynn Gelzheiser  Associate Professor  
B.A. Bowdoin College; M.A., M.Ed., Ed.D. Teachers College, Columbia University  
lgelzheiser@uamail.albany.edu

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 disabilities, most particularly students with reading and learning problems. She has also supervised Special Education students during their student teaching and internship experiences. She has published in such journals as Journal of Learning Disabilities, Exceptional Children, and the Journal of Educational Psychology. Her research examines effective instructional practices for intermediate grade and middle school students who struggle with reading.

Deborah C. May  Professor  
B.S. Skidmore College; M.A., M. Ed., Ed. D Teachers College, Columbia University  
FIOFFICE@aol.com

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:

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:


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 investing 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 filed 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  

joanewman@gmail.com

Dr. Newman is a licensed psychologist and experienced teacher and school psychologist who has provided extensive consultation to schools and families about school related issues. She has taught courses in developmental psychology, psychological assessment, and college teaching. Her research and publications concern sibling relationships, parenting, intrinsic motivation, 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:


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

rmpzruzek@yahoo.com

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:


Kevin P. Quinn  Associate Professor
B.A. George Washington University; M.Ed. American University; Ed.D Northern Illinois University).

kquinn@uamail.albany.edu

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

bsaddler@uamail.albany.edu

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

fvellutino@uamail.albany.edu

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:


Zheng Yan  
Associate Professor  
Ed.D. Harvard University  
ZYan@uamail.albany.edu

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. Dr. Yan teaches courses in Research Project in the Educational Psychology, Child Development, Seminar in Learning, and Seminar in Structural Equation Modeling. His research mainly concerns dynamic and complex relations between contemporary technologies and human development. His recent research is intended to investigate whether young children are able to understand the Internet as a complex artifact, how school students’ knowledge of Internet safety changes over time, and what important psychological factors and mechanisms are involved in the process of E-learning.

Representative Publications:

Editorships


Journal Articles


Handbook revised May 2012