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 8/17 HM
Contents
Learning Objectives ................................................................. 3
Program requirements.............................................................. 4
Summary of university PhD requirements................................. 6
Human participants training and certification requirement............. 7
Research tool requirement........................................................ 8
Predissertation research requirement........................................ 10
Comprehensive examination process ....................................... 11
Research apprenticeship ....................................................... 13
Professional apprenticeship ................................................... 13
Doctoral dissertation regulations and guidelines....................... 14
Assistantships ................................................................. 20
Facilities and services............................................................ 21
Student grievance procedure.................................................. 22
Professional organizations...................................................... 23
Graduate Student Organization ............................................... 24
PhD program checklist.......................................................... 25
PhD advisement form .......................................................... 26
Admission to candidacy........................................................... 30
Courses within the division..................................................... 31
Faculty biographies............................................................... 33
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.

Doctoral Program Learning Objectives

The primary goal of the PhD and CAS programs is to prepare research scholars in educational psychology with methodological competence to make contributions to the field. Program learning outcomes include:

1. Students will be able to (locate and) understand current theory and research in human development, learning, research design, measurement, and statistical analysis.
2. Students will be able to demonstrate that they can read and write critically and analytically about theory, research, and practice.
3. Students will be able to design and carry out rigorous and theoretically well-grounded empirical research that addresses important educational and developmental issues and problems.
4. Students will learn how to make significant contributions to the field through professional presentations in national and international forums and conferences, and through publications in high-quality peer-reviewed journals.
5. Students will demonstrate effective teaching skills in higher education, or competence in other relevant professional contexts.

Graduates of the program choose to apply their scholarship in a variety of career paths, including but not limited to becoming tertiary teachers, educational researchers, and/or practitioners in the application of educational psychology to the educational process in state and national agencies. A subset of students is preparing specifically for careers training teachers of special education.
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:

A. 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

B. Required Doctoral Courses

- EPSY 610 Advanced Educational Psychology
- EPSY 623 Advanced Child Development
- EPSY 630 Statistics II
- EPSY 640 Measurement
- EPSY 750 Research Design

C. Doctoral Electives

Five courses (15 credits) at the 600/700/800 level. These courses may focus on the student’s particular interests and career goals, and be selected from any of the following areas. Note that a majority of the 10 courses listed in B and C should be completed within the division.

- Development
- Learning
- Individual differences and special education
- Measurement and evaluation
- Research methods
- Statistics

D. Scholarly Writing Course (3 credits)

E. Research

At least 15 credits in research must be completed by all students. These credits must be distributed in the following way:

- At least 9 credits for Research Apprenticeships (EPSY 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.

F. Professional Apprenticeship (EPSY 780) - 3 credits

G. Research tool requirement

H. Pre-dissertation research requirement

I. Comprehensive examination

J. 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 (Revised August 2017)

The Institutional Review Board, housed in the Office for Pre Award and Compliance Services 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 online at:

http://www.albany.edu/orrc/irb-training.php

You will see a link at the bottom of the page to the CITI training website (https://about.citiprogram.org/en/homepage/). Follow the steps to create an account/log in and complete the basic certification training for graduate students.

Once the certification training is completed, print the completion record from the CITI website and submit it to the division secretary in ED 233. A copy of this will go in your student file. In addition, you will need to provide copies of this completion report any time you submit an IRB application form to the Office for Pre Award and Compliance Services. Students generally do this when taking EPSY 680 and when completing their dissertation research.

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.

IRB/CITI training is only valid for 5 years after completion. After 5 years students are required to re-certify by taking a refresher course on the same CITI training website as the initial basic course.
Research Tool Requirement
(Revised 9-17-14)

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 EPSY 630 (Statistics II), EPSY 640 (Measurement), or EPSY 750 (Research Design) may NOT 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. Paperwork can be obtained from the division secretary in ED 233.

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETAP 743</td>
<td>Literature review and meta-analysis</td>
</tr>
<tr>
<td>ETAP 777</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td>ETAP 778</td>
<td>Qualitative research field methods</td>
</tr>
<tr>
<td>ERDG 715</td>
<td>Analysis of written discourse</td>
</tr>
<tr>
<td>APSY 614</td>
<td>Meta-analysis</td>
</tr>
<tr>
<td>APSY 723</td>
<td>Behavior-genetic analysis</td>
</tr>
<tr>
<td>APSY 737</td>
<td>Research methods in social and personality psychology</td>
</tr>
<tr>
<td>APSY 753</td>
<td>Psychometric theory and research (HPM 753)</td>
</tr>
<tr>
<td>STA 654</td>
<td>Probability and theory of statistical inference I</td>
</tr>
<tr>
<td>STA 660</td>
<td>Linear models I</td>
</tr>
<tr>
<td>STA 662</td>
<td>Multivariate analysis I</td>
</tr>
<tr>
<td>STA 664</td>
<td>Time series analysis I</td>
</tr>
<tr>
<td>STA 760</td>
<td>Probability theory I</td>
</tr>
<tr>
<td>STA 860</td>
<td>Topics in probability</td>
</tr>
<tr>
<td>STA 862</td>
<td>Seminar in probability</td>
</tr>
<tr>
<td>STA 865</td>
<td>Topics in statistics</td>
</tr>
<tr>
<td>STA 867</td>
<td>Seminar in statistics</td>
</tr>
</tbody>
</table>
Predissertation Research Requirement (Revised 9-17-14)

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. This product should be data based; a position paper or literature review is not sufficient.

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, and includes data and data analysis;
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 should be the sole or first author of the research paper or other product,
but the student's contribution should be substantial.

Note however that regardless of the context in which the predissertation research requirement is satisfied, it must eventuate in a product that is comparable to the EPSY 680 Research Project. i.e. it must include data analysis to investigate an identified research question.

Students must file paperwork with the Predissertation Research Committee to record that they have satisfied the research tool requirement. Paperwork can be obtained from the division secretary in ED 233.

**Comprehensive Examination (Revised 4/16)**

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.

**Purpose of the Comprehensive Exam**

The comprehensive examination is a summative evaluation used to determine if doctoral students are prepared to continue in the program and complete a dissertation. 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.

The comprehensive exam in Educational Psychology and Methodology is composed 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 three 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 cover:
- statistics
- measurement
- research design
- integration of the above areas

**Grading for each section of the exam**
Each of the three essays will be graded on an 8-point scale by at least two (and ordinarily three) examiners who compare and, if necessary, reconsider their ratings until satisfactory inter-rater reliability is achieved.
The student must: 1) pass at least two of the three 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.
**Research Apprenticeship**

The research apprenticeship provides an opportunity for a student to engage in the process of research for a semester by contributing to ongoing research projects(s) of a professor. The student may be involved in any phase of research from problem identification to publication. It is expected that within the sequence of research apprenticeships taken, a student will experience most or all phases of research, and achieve authorship or co-authorship of an article submitted for publication or a presentation at a professional conference.

At the beginning of each research apprenticeship, the student and faculty sponsor should create and sign a written statement outlining the research activities to be undertaken and completed by the student by the end of the semester. The student’s grade (S or U) will depend on completion of the activities listed on the statement.

It is the student’s responsibility to approach faculty members to find a research sponsor. The student may request to complete additional research apprenticeships with the same professor or with another professor.

**Professional Apprenticeship**

Doctoral students are required to complete one semester (3 credits) of an apprenticeship (EPSY 780) relevant to their professional goals. This apprenticeship is usually served as an instructor of an undergraduate course in educational psychology, but may in special circumstances be met in other ways determined by consultation with the advisor and division director. 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.

Students must submit nomination to candidacy paperwork with Grad Studies and the School of Education. Paperwork and assistance for filling out the form can be obtained from the division secretary in ED 233.

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. It can be obtained from the division secretary in ED 233. 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 ‘IRB Protocol Submission form’ (found here: http://www.albany.edu/orrc/irb-forms.php) and any other necessary materials available from the Office for Pre-Award and Compliance Services, Management Services Center Room 100B, 518-437-3850. 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. Each dissertation committee member should complete the Dissertation Rating Scale at this time. 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.

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 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. They will each individually complete a second Dissertation Rating Scale and submit this to the dissertation chair.

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/graduate/dissertation-thesis-submission.php and used when preparing the final 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 and formally approved by the dissertation committee, 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. In addition to the digital
Submission of the dissertation, related documents should be submitted to the Office of Graduate Studies in UAB121. These are (1) the signed “Final Approval of Dissertation” form which can be obtained from the division secretary in ED 233, (2) the ‘Recommendation for Conferral of the Doctoral Degree form which can be obtained from the division secretary in ED 233, (3) the NSF Survey of Earned Doctorates (submitted online via https://sed-ncses.org/GradDateRouter.aspx), 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.

**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, 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.

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/graduate/assets/Carson_Carr_Scholar_Application.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, 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 secretary.

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 member(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/](http://www.aera.net/)
EERA: http://www.eeraonline.org/main/index.cfm

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.

American Psychological Association of Graduate Students (APAGS)
750 First Street
Washington, DC 20002-4242
e-mail address: 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
SRCD publishes Child Development.

University at Albany Graduate Student Association (GSA)

The Graduate Student Association (GSA) 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 GSA 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 GSA at: 

Campus Center 307 and 308
518-300-3621
Website: http://www.albany.edu/gsa/
Email: gs@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
This committee allocates and disburses research and travel grant funds to qualified applicants. The committee operates within the GSA By-Laws and the GSA Financial Guidelines.

Recognized Graduate Student Organization Group (RGSO)
There are over 20 RGSO groups campus-wide and they offer a variety of cultural and educational events. See http://www.albany.edu/gsa/rgsos_list.shtml 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 GSA. 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: 300 prints and 50 copies every two weeks.

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.

GSA entry revised August 8, 2017, HM
Ph.D. Program Checklist

1. Coursework
   A. Foundational Core: 15 Credits at the 500/600 level (distributed as described in the handbook)
   B. Required courses: EPSY 610, EPSY 623, EPSY 630, EPSY 640, EPSY 750
   C. Doctoral Sequence: 15 Credits at the 600/700/800 level (distributed as described in the handbook, with a majority of the 10 courses in B and C completed within the division.)
   D. Scholarly Writing Course (3 credits)
   E. 15 Credits in research: at least 9 credits must come from Research Apprenticeships (EPSY 797). 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.
   F. 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.

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’
UNIVERSITY AT ALBANY, SUNY
DIVISION OF EDUCATIONAL PSYCHOLOGY AND METHODOLOGY

ADVISEMNET RECORD
Doctor of Philosophy in Educational Psychology

Name________________________
Student ID #________________________

Address________________________
Phone__________________________

Advisor________________________

E-mail__________________________
Date of starting program __________

Student Learning Objectives

The primary goal of the program is to prepare research scholars in educational psychology with methodological competence to make contributions to the field. Student learning objectives include:

6. Students will be able to understand current theory and research in human development, learning, research design, measurement, and statistical analysis.
7. Students will be able to demonstrate that they can read and write critically and analytically about theory, research, and practice.
8. Students will be able to design and carry out rigorous and theoretically well-grounded empirical research that addresses important educational and developmental issues and problems.
9. Students will learn how to make significant contributions to the field through professional presentations in national and international forums and conferences, and through publications in high-quality peer-reviewed journals.
10. Students will demonstrate effective teaching skills in higher education, or competence in other relevant professional contexts.

Graduates of the program choose to apply their scholarship in a variety of career paths, including but not limited to becoming tertiary teachers, educational researchers, and/or practitioners in the application of educational psychology to the educational process in state and national agencies. A subset of students is preparing specifically for careers training teachers of special education.
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:

A. 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 one course from five of the six following areas:
- development
- learning
- individual differences and special education
- research methods
- measurement and evaluation
- statistics

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>
</tbody>
</table>

TOTAL CREDITS in Foundational Core: ____________

B. Required Doctoral Courses (15 credits)

- *EPSY 610  Advanced Educational Psychology or equivalent EPSY course
- *EPSY 623  Advanced Developmental Psychology or equivalent EPSY course
- EPSY 630  Statistics II (prerequisite EPSY 530 or equivalent course)
- EPSY 640  Measurement
- EPSY 750  Research Design

*Note: equivalence of courses to be determined by advisor
C. Doctoral Electives of 5 courses (15 credits) at the 600/700/800 level must be completed by all students. These courses may focus on the student's particular interests and career goals, and may be selected from any of the following areas. Note that a majority of the ten courses listed in B and C should be completed within the division:
- development
- learning
- individual differences and special education
- research methods
- measurement and evaluation
- statistics

COURSES COMPLETED AT 600/700/800 level (including approved transfer credits, but not any courses listed in Section A).

<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>
</tbody>
</table>

TOTAL ELECTIVE CREDITS __________

Note: One of the courses in Section C above (if approved by the advisor) may also satisfy the research tool requirement (see Section G below).

D. Scholarly Writing course (3 credits)

___________________________
E. At least 15 credits in Research must be completed by all students. These credits must be distributed in the following way:

1. At least 9 credits for Research Apprenticeships (EPSY 797). List below 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>
</tbody>
</table>

2. The remaining 6 research 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>

F. **Professional Apprenticeship** (EPSY 780) (3 credits)

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

<table>
<thead>
<tr>
<th>list course taken</th>
<th>date form filed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H. **Predissertation research requirement**

Please state the way the requirement was satisfied (EPSY 680, Approved independent study, Thesis)

______________________________________________________________________________

<table>
<thead>
<tr>
<th>date form filed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
I. Comprehensive Examination:
Learning/Development    (Date)________________
Methodology    (Date) ______________________

________ date form filed (indicating that both exams have been passed)

J. 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

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.
COURSES WITHIN THE DIVISION

Human Development
_____ EPSY 521 Development in Childhood
_____ EPSY 522 Adolescent Development
_____ EPSY 524 Lifespan Development
_____ EPSY 623 Advanced Developmental Psychology
_____ EPSY 720 Techniques in Studying Human Behavior
_____ EPSY 721 Comparative Theories of Human Development
_____ EPSY 725 Seminar in Human Development
_____ EPSY 726 Gene-Environment Interplay

Learning
_____ EPSY 502 Educational Psychology
_____ EPSY 610 Advanced Educational Psychology: Learning and Instruction
_____ EPSY 611 Topics in Learning
_____ EPSY 612 Motivation
_____ EPSY 614 Children’s Learning and Cognitive Development
_____ EPSY 713 Self-regulated Learning
_____ EPSY 715 Seminar in Learning

Research Methods
_____ EPSY 550 Educational Research Problems
_____ EPSY 680 Research Project in Educational Psychology
_____ EPSY 732 Single Case Design and Analysis
_____ EPSY 750 Educational Research Design
_____ EPSY 755 Selected Topics in Research Design

Measurement and Evaluation
_____ EPSY 540 Measurement in Education
_____ EPSY 640 Educational and Psychological Measurement
_____ EPSY 645 Item Response Theory
_____ EPSY 740 Seminar in Measurement
_____ EPSY 741 Theoretical Constructs
_____ EPSY 742 Test Construction
_____ EPSY 743 Laboratory in Test Construction
_____ EPSY 744 Theories of Validity and Reliability
_____ EPSY 752 Program Evaluation & Policy Studies

Statistics
_____ EPSY 530 Statistical Methods I
_____ EPSY 630 Statistical Methods II
_____ EPSY 633 Nonparametric and Distribution-Free Statistics
_____ EPSY 731 Experimental Design
Individual Differences and Special Education (Doctoral Courses)

- EPSY 733 Factor Analysis
- EPSY 734 Multivariate Analysis
- EPSY 735 Seminar in Statistics
- EPSY 751 Multivariate Statistics for Applied Researchers

Special Education Courses

- ESPE 560 Introduction to Human Exceptionality
- ESPE 650 Educational Environments for Preparing Students with Disabilities to Meet the Learning Standards; Childhood and Middle Childhood
- ESPE 651 English Language Arts & Social Studies Instruction for Students with Disabilities – Childhood and Middle Childhood
- 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 673 Interagency Collaboration for Working with Students with Emotional & Behavioral Problems
Faculty Biographies

Heidi Goodrich Andrade  Associate Professor
Ed.D (Human Development & Psychology) Harvard University 1996
handrade@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).

Kristie Asaro-Saddler  Assistant Professor
PhD (Educational Psychology) University at Albany 2008
ksaddler@albany.edu

Dr. Asaro-Saddler’s current research interest is writing interventions for students with autism spectrum and other developmental disorders, including the use of technology to support writing and techniques to self-regulate the writing process. She is expanding her research to look at the executive functions and language skills that impact written expression of students with disabilities. She has published her research in outlets such as the Journal of Special Education and Exceptional Children, and has presented her research locally, nationally and internationally to teachers and researchers. She has organized an international research symposium on writing for students with disabilities with researchers from Germany, Spain and Italy at the Conference on Writing Research in Liverpool, United Kingdom.

Erin Baker  Assistant Professor
PhD  Bowling Green University
erbaker@albany.edu

Dr. Baker joined the division of Educational Psychology and Methodology in fall 2016, and graduated in May of 2016 with her Ph.D. in Developmental Psychology from Bowling Green State University, Ohio. Her training there focused on specific aspects of socio-moral behaviors – such as aggression, delinquency, and prosociality – in children and adolescents. In her research, she examines the decision-making process behind these behaviors, paying specific attention to familial experiences, socio-cognitive development, and personal judgments about moral issues. My most recent papers have focused on: gender differences in young children’s perceptions of aggression; the development of inhibitory control and its influence on the forms and functions of
aggression in young children; the effect of direct and indirect exposure to moderate and severe violence on juvenile delinquents; and how parenting factors contribute to depression and delinquency in adolescents.

**Kim Colvin**          **Assistant Professor**  
EdD (Psychometrics) University of Massachusetts, Amherst, 2014  
kcolvin@albany.edu

Dr. Colvin's research focuses on computer-based assessments as well as the use of item response theory in the development and analysis of educational and psychological instruments. A current project addresses the optimal use of score categories in Likert-type items and the effects on an instrument's measurement properties when categories are collapsed. Another focus is on adaptive testing, such as the GRE, with an emphasis on applications to psychological instruments.

**David Yun Dai**          **Professor**  
Ph.D. (Psychological Sciences) Purdue University, West Lafayette, Indiana, 1998  
ydai@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.

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

**Mariola Moeyaert**  
Assistant Professor  
PhD (Educational Sciences-Quantitative Methods) Katholieke Universiteit Leuven, Belgium  
2015  
Post doc Center of Advanced Study in Education, City University of New York  
mmoeyaert@albany.edu

Dr. Mariola Moeyaert joined the faculty of Educational Psychology and Methodology in the Fall of 2015. Her major research interests and publications are in the field of multilevel analysis, meta-analysis and single-case experimental data. She is also interested in Bayesian statistics, bootstrapping, longitudinal data analysis, and international comparative research. The research of Dr. Moeyaert involves the validation, through computer intensive simulation studies, of statistical models to analyze educational data. The purpose is to enhance the research methodology within the field of educational Sciences.

She has (co)authored about 20 international publications, in methodological journals as *Psychological Methods*, *Multivariate Behavior Research*, *Journal of School Psychology*, *Behavior Research Methods*, *School Psychology Quarterly*, etc., reporting about developments in research methodology (including several extensive simulation studies) and about applications of statistical models on educational data. She has organized workshops about meta-analysis and single case data and has consulted in research projects.

In 2016, Dr Moeyaert received the distinguished dissertation award for innovative research in quantitative research methods with her dissertation titled “multilevel analysis of single-subject experimental data”. She is Co-PI in a research project funded by the *Institute of Educational Sciences* titled “Multilevel Modeling of single-subject experimental data: Handling data and design complexities” and another research project about “online learning in community colleges of the State University of New York”.

**Joan Newman**  
Associate Professor and Division Director  
M.A., Dip Ed, University of Melbourne, Australia; Ph.D. (Psychology) U Albany 1976  
jnewman@albany.edu

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 parenting, sibling relationships, 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.

Kevin P. Quinn  Associate Professor and Department Chair
M.Ed. American University; Ed.D (Special Education, Behavior Disorders) Northern Illinois University, DeKalb, 1994
kquinn@albany.edu

Dr. Quinn joined the 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. 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 research interests focus broadly on Positive Behavioral Interventions and Supports with a specific emphasis on students with emotional or behavioral issues. He is a member of the New York State Education Department's Safe Schools Task Force and also on NYSED's Social Emotional Learning Task Force. Currently, he is working with a team of behavior specialists to develop New York State's vetted training on Functional Behavior Assessment and Behavior Intervention Plans. Dr. Quinn recently has been awarded the Office of Special Education Programs (OSEP) Leadership Grant for $1.2 million (2014-2019). Dissemination outlets for findings related to his empirical inquiries have included the Journal of Educational Psychology, Journal of Emotional and Behavioral Disorders, Journal of Child & Family Studies, and Behavioral Disorders.

Bruce Saddler  Associate Professor
B.A. Limestone College; M.A. University of Charleston; Ph.D. University of Maryland
bsaddler@albany.edu

Dr. Saddler joined the faculty of the Division of Educational Psychology and Methodology in the fall of 2002. He is an Associate Professor and the Director of the Division of Special Education. A military veteran and a former elementary and middle school Special Education teacher and teacher of the year, he has taught courses in inclusion, reading, writing, and Learning Disabilities at the master's and doctoral levels. His current primary research interests center on writing disabilities. To support this research he has won the prestigious Early Career Research Award from the Office of Special Education, US Department of Education. He has also presented at over 90 local, regional, national and international research and professional conferences and has published over 40 scholarly articles in national and international journals including Journal of Educational Psychology, Journal of Special Education, Learning Disabilities Quarterly, and Reading and Writing Quarterly. He has also authored two books on writing.
Gabriel Schlomer  Assistant Professor
PhD (Family Studies & Human Development, U Arizona, 2010
Post doc (Human Development & Family Studies) Penn State 2012-2015
gschlomer@albany.edu

Dr. Schlomer joined the faculty as an assistant professor of Educational Psychology and Methodology in the Fall of 2015. He received in Ph.D. from the University of Arizona and worked as a post-doc at Penn State in the Human Development and Family Studies and Biobehavioral Health Departments. He holds a Bachelor’s degree in Psychology from Indiana State University and a Master’s degree in General/Experimental Psychology from Western Illinois University.

Dr. Schlomer studies adolescent externalizing behavior problems such as substance use, aggression, delinquency, and risky sexual behavior. He approaches this research using genetically informed research designs, primarily those that include measured genes. The focus of his current work involves the gPROSPER project, the genetic arm of the larger PROSPER project, which includes over 2000 adolescents who participated in a substance use prevention/intervention and who provided DNA. The data includes multiple repeated measures of externalizing behavior problems spanning from early adolescence to young adulthood. Dr. Schlomer’s research involves examining how genes and the intervention interact to reduce substance use and other externalizing behavior problems. In addition to this work, Dr. Schlomer is involved in several other genetically informed research projects and has an active interest in research on epigenetics.


Zheng Yan  Associate Professor
Ed.D (Human Development & Psychology) Harvard University 2001
zyan@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's research primarily concerns dynamic and complex relations between contemporary technologies and human development. He has been studying three technology-based human behaviors; computer behavior, cyber behavior, and mobile phone behavior. He is the co-editor of International Journal of Cyber Behavior, Psychology and Learning. His current work with students includes journal article publications on cyber security judgment, cybersecurity strategies, multitasking with mobile phones, online formative assessment, and protective factors of Internet addiction.
Dr. Tobias’s recent work has dealt with reviewing the empirical evidence regarding the use of computer games for instruction. He has also studied adapting to change because knowledge is accumulating at such a rapid rate that everyone has to adapt to new developments continually, especially those in research communities and he has developed an experimental procedure to examine adapting to the unexpected. Finally, he originated and is lead editor, with J.D. Fletcher, and D.C. Berliner, of a three volume series titled “Acquired Wisdom. Lessons Learned by Distinguished Researchers.” A book contract for the series was offered and declined because costs for each volume would have exceeded the budgets of most researchers, especially novices. Therefore, the series is disseminated for free over the Internet by Arizona State University. It has been read 3447 times since it went on line at http://edrev.asu.edu/index.php/ER. Dr Tobias leads conversation hours with students and faculty devoted to discussing research.