



TEXAS TECH UNIVERSITY

College of Education™

## Educational Psychology

### *Doctor of Philosophy Program Handbook*

College of Education  
Graduate Education and Research  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071  
(806) 742-1997  
Fax (806) 742-2179  
[www.educ.ttu.edu](http://www.educ.ttu.edu)

## Program Overview

The purpose of the doctoral program in Educational Psychology is to equip students with a comprehensive knowledge of learning, motivation, development, and cultural foundations of education and quantitative and qualitative abilities to generate new research information as independent research in the field in a manner that promotes change while valuing the diversity of others. The program emphasizes research and teaching and is designed to prepare students for career positions in higher education or as researchers in government agencies.

Doctoral-level work in educational psychology is conducted in the Department of Educational Psychology and Leadership. This department is part of the College of Education. The Educational Psychology program is one of several programs in the Department of Educational Psychology and Leadership. Students must meet the requirements of the Graduate School, the College of Education, and the Educational Psychology (EPSY) program to receive a doctoral degree.

## Graduate Faculty

Hansel Burley Associate Professor <a href="mailto:hansel.burley@ttu.edu">hansel.burley@ttu.edu</a>	Ph.D. Curriculum and Instruction  1993 Texas A&M University	College remediation; Achievement testing; Community colleges, Diversity
Lee S. Duemer Associate Professor <a href="mailto:lee.duemer@ttu.edu">lee.duemer@ttu.edu</a>	Ph.D. Social, Historical, and Philosophical Foundations of Education  1996 University of Pittsburgh	History of education; Relationship between armed forces and society; Educational desegregation
William Lan Professor <a href="mailto:william.lan@ttu.edu">william.lan@ttu.edu</a>	Ph.D. Educational Psychology  1990 University of Iowa	Learning and motivation; Self- regulation in education
Loretta Rudd Assistant Professor <a href="mailto:loretta.rudd@ttu.edu">loretta.rudd@ttu.edu</a>	Ph.D. Educational Psychology  2003 Baylor University	Didactic interaction; Training of early childhood educators
Kamau Siwatu Assistant Professor <a href="mailto:kamau.siwatu@ttu.edu">kamau.siwatu@ttu.edu</a>	Ph.D. Educational Psychology  2005 University of Nebraska	Teaching, learning, and diversity teacher self-efficacy; Culturally responsive teaching
Tara Stevens Associate Professor and Program Coordinator <a href="mailto:tara.stevens@ttu.edu">tara.stevens@ttu.edu</a>	Ed.D. Educational Psychology  2000 Texas Tech University	The influence of self- perspectives on educational outcomes

Mary Tallent-Runnels Professor <a href="mailto:mary.runnels@ttu.edu">mary.runnels@ttu.edu</a>	Ph.D. Educational Psychology 1985 Texas A&M University	Aspects of giftedness; Cross-cultural studies; Online learning
Eugene Wang Assistant Professor <a href="mailto:eugene.wang@ttu.edu">eugene.wang@ttu.edu</a>	Ph.D. Educational Psychology 1998 Texas A&M-Commerce	Violence risk; Disruptive behavioral disorders; Univariate and multivariate statistics; Educational and psychological measurement
Amanda Williams Instructor <a href="mailto:Awilliams157@suddenlink.net">Awilliams157@suddenlink.net</a>	Ed.D. Educational Psychology 2000 Texas Tech University	Patterns of communication between advisors and students; Personality; Univariate and multivariate statistics; Research methodology

## Admissions and Advisement Procedures

A. Apply through the Office of Graduate Admissions online <http://www.depts.ttu.edu/gradschool/> for “General Admission” to the Graduate School. Read the *Graduate Catalog* of the University for admission requirements. Applicants may obtain a copy of the *Graduate Catalog* at: <http://www.depts.ttu.edu/officialpublications/catalog/ViewCat.html>

B. Complete the Graduate Record Examination (GRE). Applications may be obtained from the Testing and Evaluation Center in West Hall on the campus or other authorized testing centers. The phone number to the Texas Tech Center is (806)742-3671. Additionally, international applicants must take the Test of English as a Foreign Language (TOEFL).

The Graduate School has two admission statuses, described briefly here. Official descriptions are in the current graduate catalog. The graduate admissions categories are: (1) Full admission to the doctoral program in Educational Psychology and (2) Graduate temporary (GTMP). Students may enroll as a “Graduate Temporary” (GTMP) graduate student for one semester (or two summer sessions in the same summer) while awaiting the test results.

- C. The standards for admission to the Educational Psychology program go beyond those for admission to the Graduate School. The materials you need are located in this handbook. Applicants must submit
- a. an application cover sheet,
  - b. three (3) recommendation forms with three (3) letters of recommendation attached,
  - c. a statement of purpose,
  - d. any supporting materials (e.g., publications), and
  - e. a current curriculum vita.

To be considered for enrollment in the upcoming semester all application materials must be completed by the following deadlines: March 1st for Summer, June 1st for Fall semester, and October 1st for Spring semester.

D. The College of Education has established a holistic approach to the admission process. No minimum GRE scores or GPAs are used as automatic cutoff points. The EPSY program will review the applicant’s individual profile, academic record, and GRE scores to identify strengths and the overall potential of the applicant to

successfully complete doctoral studies in the Educational Psychology program. This review process may include a student interview with the Educational Psychology program coordinator and/or application committee. The program will provide a recommendation to the Graduate School regarding the admission of the applicant to the Educational Psychology doctoral program.

*We **strongly** encourage applicants to contact program faculty about their interests and aspirations prior to applying for admission. All program faculty can be reached by dialing 806-742-1997 or by e-mail. We also **strongly** encourage students to visit our campus and meet with our faculty. Please contact the Educational Psychology program coordinator to express your interest in a campus visit. We can arrange a tour of our College and our campus.*

**Notification of acceptance.** You will be notified by letter from the Office of Graduate Admissions and the College of Education Associate Dean of Graduate Education and Research of the decision regarding your acceptance into the Educational Psychology program. Students can be fully accepted, conditionally accepted, or rejected. If a conditionally admitted student does not gain full admission within one semester, he or she will not be permitted to register for the second semester. Applicants who are rejected may appeal (refer to the College of Education handbook for information concerning the appeals process).

### **Degree Plan and Doctoral Committee**

After acceptance, the program coordinator will assign a temporary advisor to the student. Within the first 18 hours of completed coursework, the student will select a chairperson of the dissertation committee. This person will serve as the major advisor for the remaining part of the degree program. The committee is established with a minimum of three members (two from the educational psychology faculty, including the chairperson, and one from the minor area, if there is one).

The doctoral advisory committee will assist the student in the establishment of a degree program leading to the doctorate. Further, the committee will advise the student in other matters such as selection of a dissertation topic and qualifying examination. A meeting of the student and the committee will result in the preparation and filing of the "Doctoral Proposal and Report of Preliminary Examination" with the Graduate School. Graduate work acquired elsewhere may be counted on the major and/or minor fields as deemed appropriate by the advisory committee and approved by the Graduate School.

After the student's departmental degree plan is approved by the preliminary examination committee, division chair, Dean of COE Graduate Education and Research, and by the Graduate School, the student is expected to follow it as the basis of all subsequent enrollments.

**Transfer credit.** Work completed in the doctoral program of another recognized graduate school will be considered on the recommendation of the student's doctoral advisory committee, but no assurance can be given that such work will reduce the course or residence requirements at Texas Tech University. In no case can transfer credit reduce the minimum residence. (Information concerning residence requirements is available in the current TTU graduate catalog.)

### **Continuation of Enrollment**

Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Educational Psychology Program and the Graduate School, may be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

## Program of Studies

Applicants with a bachelor's or previous master's degree are eligible to apply to the program. A minimum of **91** semester hours of course work, internship, and dissertation research, including credits taken at Texas Tech or other Higher Education institutions, is required for the granting of a Degree of Philosophy in Educational Psychology. However, whether credits taken prior to the admission of the Doctoral program in Educational Psychology are accepted is determined by advisors of the students *based on the appropriateness of the courses to the field of Educational Psychology*. Transfer hours must be at least a grade B. As a rule, students with a previous master's degree will need a minimum of 61 hours to complete the program, and Texas Tech EPSY master's degree holders will need a minimum of 55 hours.

The program of study is based around 4 key areas of educational psychology: Cognition and Motivation, Cultural and Historical Foundations, Human Development in Education, and Research Measurement and Applied Statistics. The student may also choose an individualized area of emphasis. For more information regarding course descriptions, please refer to the current graduate catalog. Please note that courses listed as EPSY 6349 may still be under development.

### A. Core Curriculum (24 Hours)

#### 1. College Requirement (18 Hours)

EPSY 5380 Introduction to Educational Statistics  
EPSY 5381 Intermediate Educational Statistics

Choose **four** of the following courses:

EPSY 5382 Qualitative Research in Education  
EPSY 5383 Data Analysis with Statistical Software  
EPSY 5385 Foundations of Educational Research  
EPSY 6301 Advanced Data Analysis  
EPSY 6302 Survey Research in Education  
EPSY 6303 Educational Measurement  
EPSY 6304 Qualitative Research Methods  
EPSY 6305 Qualitative Data Analysis in Education

#### 2. Foundations Requirement (6 hours)

Choose **two** of the following courses:

EPSY 5310 Philosophy of Education  
EPSY 5314 History of Education  
EPSY 5323 Cultural Foundations of Education

### B. Content Core Curriculum (28 Hours)

#### 1. Educational Psychology Requirements

EPSY 5330 Motivation in Educational Settings  
EPSY 5331 Human Development in Education  
EPSY 5356 Principles of Educational and Psychological Measurement  
EPSY 5393 Internship in Education  
EPSY 6100 Professional Seminar in Educational Psychology (1 hr)  
EPSY 6349 Doctoral Seminar in Educational Psychology (Cognition and Instruction)  
EPSY 6332 Advanced Educational Psychology  
EPSY 7000 Research (9 hrs)

**C. Areas of Emphasis (Choose 15 hours from one area)**

**1. Cognition and Motivation**

EPSY 6349 Doctoral Seminar in Educational Psychology (Theories & Identification of Intelligence)  
EPSY 6349 Doctoral Seminar in Educational Psychology (Advanced Topics in Culture & Cognition)  
EPSY 6349 Doctoral Seminar in Educational Psychology (Self-Efficacy in Academic Settings)  
EPSY 6349 Doctoral Seminar in Educational Psychology (Advanced Study in Human Motivation)  
PSY 5326 Human Motivation: A Social Psychological Approach

**2. Human Development in Education**

EDEC 5310 Application of Studies in Maturation and Learning to Early Childhood Education  
EDHE 5334 College Student Development  
EPSY 5333 Adolescent Learners  
EPSY 6349 Doctoral Seminar in Educational Psychology (Self & Educational Outcomes)  
EPSY 6349 Doctoral Seminar in Educational Psychology (Developmental Topics in Education)

**3. Research, Measurement, & Applied Statistics**

EPSY 5383 Data Analysis with Statistical Software  
EPSY 6301 Advanced Data Analysis  
EPSY 6302 Survey Research in Education  
EPSY 6303 Educational Measurement  
EPSY 6349 Doctoral Seminar in Educational Psychology (Meta-Analysis of Educational Studies)  
EPSY 6349 Doctoral Seminar in Educational Psychology (Mixed Methods)

**4. Individualized Area of Emphasis**

Student will develop an individualized plan with an advisor (e.g., Gifted Education, Nursing Education, Sports Psychology, Developmental Education, or other combinations of areas of emphasis).

**D. Electives in Educational Psychology (12 hrs)**

Choose **four** of the following courses.

EPSY 5349 Seminar in Educational Psychology (Curriculum Differentiation for Gifted Learners)  
EDSP 5310 Gifted and Talented Children and Youth  
EDSP 5312 Creativity and the Gifted and Talented  
EPSY 5333 Adolescent Learners  
EPSY 5379 Introduction to Educational Research  
EPSY 5356 Principles of Educational and Psychological Measurement  
EPSY 5389 Individual Intelligence Testing  
EDEC 5310 Application of Studies in Maturation and Learning to Early Childhood Education  
EDEC 5311 Analysis and Design of Programs in Early Childhood Education  
EDCI 5333 Improving the Teaching of Thinking  
EDSP 5301 Educational Appraisal of Exceptional Children  
PSY 5347 Advanced Correlational Methods and Factor Analysis  
PSY 5352 Seminar in Learning Theory  
PSY 5354 Seminar in Perception: Theories and Applications  
PSY 5356 Seminar in Cognition  
PSY 5357 Seminar in Psycholinguistics  
PSY 5385 Life Span Development: Psychobiological and Cognitive Processes in Aging  
HDFS 5310 Theories of Human Development  
HDFS 5313 Psychosocial Development  
HDFS 5317 Adolescent Development  
HDFS 5319 Development in Adulthood

HIST 5305 Historiography  
PHIL 5321 Social and Political Philosophy  
PHIL 5301 Studies in Greek Philosophy

Note: *Additional courses may substitute with doctoral committee approval.*

**E. Minor or related field — minimum of 15 semester hours (optional)**

In addition to the core requirement, the Doctor of Philosophy degree program allows a minimum of 15 hours in a minor or related field. The doctoral student is allowed to have a selection of courses that permits him or her to have more flexibility in their major area of emphasis. If there is no minor or related field, 15 hours are added to the major.

**F. Dissertation (12 hours)**

**G. Leveling Work**

Other leveling work may be required as deemed necessary by the program.

## Additional Information

### Residency Requirement

One year of residency is required for the doctorate in Educational Psychology. In general, this requires registration as a full-time student for two consecutive fall and spring semesters with at least 12 semester hours during each term. The residency requirement can also be met through one of the following options:

- a. Three consecutive full summers of at least 9 weeks each while earning at least 9 semester hours of graduate credit during each summer.
- b. A full summer term of 12 weeks, earning 12 semester hours of graduate credit plus the completion of at least 12 semester hours of graduate credit during the adjacent spring or fall semester.
- c. For students holding half-time graduate assistantships, or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms and at least 6 semester hours in the preceding or subsequent summer.

### Adherence to Timeline

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, internship, and dissertation in a timely manner. A timeline for completing the major steps in the doctoral program is provided in Attachment 1. Continual contact should be maintained with the major professor and members of the doctoral advisory committee. Also, the doctoral student should be thoroughly familiar with the information presented in the College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research

### Doctoral Internship

The internship in education requires students to engage in a professional activity related to their goals in educational psychology for at least one semester. This internship requires approximately 100 hours, which includes at least 45 direct contact hours. This advanced internship helps prepare the doctoral student for work in the field of educational psychology. In the past, students have served as teaching interns with program faculty, taught at local community and four-year colleges, served as data analysts for College faculty and students, and volunteered services to local schools and day care centers. Students must receive approval for the internship site and description from their doctoral committee.

### Qualifying Examination

The qualifying examination requires synthesis and application of knowledge acquired during the course of study for the doctoral degree in educational psychology. Satisfactory performance in course work does not necessarily guarantee successful performance on the qualifying examination. A student may take this examination after

receiving approval of the degree plan from the Dean of the Graduate School and completing most of the course work prescribed by the degree plan.

Reasonable accommodations will be made to allow students with disabilities to take the qualifying examination. The student should discuss individual needs with the chair of the advisory committee to arrange needed accommodations.

The qualifying examination is judged on a pass/fail basis by the student's advisory committee. At the discretion of the advisory committee, the student may be asked to complete an oral examination to provide additional evidence of the ability to synthesize and apply knowledge of educational psychology and/or the minor or related field. If a student fails, the qualifying examination can be repeated one time after a lapse of at least four months. Once the qualifying examination is passed, the student is admitted to candidacy on recommendation of the advisory committee.

### **Application for Candidacy**

A recommendation for candidacy is forwarded to the Graduate School by the chairperson of the advisory committee after the student passes the qualifying examination. The student will have four years to complete the dissertation after admission to candidacy by the Graduate Council.

### **Dissertation and Oral Defense**

After successfully passing the doctoral qualifying examination, the student is eligible to present a formal proposal for the dissertation research to the doctoral advisory committee and other interested faculty. When the proposal is approved, the student may begin the dissertation process by enrolling in EPSY 8000. A minimum of 12 semester hours of registration is required. When the Chairperson and student believe the research has been completed and is ready for presentation, an oral defense of the dissertation is scheduled.

### **Statement of Intention to Graduate and Graduation Fees**

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Texas Tech Graduate School for additional information.

### **Graduate Assistantships**

The College of Education provides a number of graduate assistantships that are available on a competitive basis. The application deadline for these assistantships is March 15.

### **Financial Aid**

In addition, a number of University Fellowships, scholarships, work study, and other awards are available. The deadlines for these awards vary from year to year. Information concerning financial aid is available from the Office of the Associate Dean for Graduate Education and Research at

College of Education  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071      Phone: 806-742-2344

### **Additional Information & Suggestions**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog*, *College of Education Doctoral Student Handbook*, and the *Education Student Handbook*.

## Application Checklist

### Steps in Application Process

- Contact one of the program faculty for advisement in the doctoral degree admissions process
- Submit the Application for Admission to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall)
- Submit Graduate Records Exam (Qualitative, Verbal and Analytical) scores to the Graduate School
- International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- Submit official transcripts of all college work to the Graduate School
- Submit the program application form, with attached resume and statement of purpose, to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- Send 3 recommendations (see attached form) to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Doctoral Degree (degree plan) with your faculty advisor, who will also advise you on course selection and registration.
- IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-1998 x 436 (Ed., Room 106A) for advisement regarding the admissions appeals process.

### Application Criteria

1. Individual profile
  - a. Professional goals as articulated in the statement of purpose
  - b. Communication skills (writing and speaking) as demonstrated in statement of purpose
  - c. Reflective abilities as demonstrated in the statement of purpose
2. Academic Record  
Undergraduate and graduate GPA
3. GRE Scores  
Percentile rank of the GRE verbal, quantitative, and analytical scores



**Doctor of Philosophy Degree in Educational Psychology**  
**Texas Tech University**  
**Recommendation Form**

**To the applicant:** Complete the information requested below and give this form to the person serving as a reference along with a stamped envelope addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential.

Applicant's Name: \_\_\_\_\_  
Last First Middle

Recommender's Name: \_\_\_\_\_  
Last First Middle

**I waive my rights to ever see this form and any supplementary notes or letters.**

\_\_\_\_\_

**Signature** **Date**

**Applicant: Do Not Write Below This Line**

**To the recommender:** The person named above is applying for admission to the graduate program in Educational Psychology at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for graduate work. Please respond on this form and attach an additional letter if desired. Thank you for your assistance.

1. How long have you known the applicant?     less than one year         more than one year
2. How well do you know the applicant?         casually     fairly well     very well
3. In what capacity have you known the applicant? \_\_\_\_\_

4. Please rate the applicant on the characteristics shown below, by marking an X along the line to indicate your assessment.  
 Indicate below to whom you are comparing the applicant.

undergraduates         master's level students         doctoral level students

	Weak	Strong	Can't Judge
	0	100	
a. Intellectual Ability	0	100	_____
b. Creativity	0	100	_____
c. Research Ability	0	100	_____
d. Motivation	0	100	_____
e. Interpersonal Relations	0	100	_____
f. Ethical Behavior	0	100	_____

5. If you were to predict the quality of performance you would expect from the applicant if she/he were to attend a good state university graduate program, where would she/he rank?
- Top 1%
  - Top 10%
  - Top 25%
  - Top 50%
  - Lower 50%
  - Cannot say
6. Do you believe the applicant would successfully complete the degree they are applying for?
- Absolutely yes
  - Yes, with reservations
  - Probably not
  - No
7. Please submit a brief letter of recommendation that includes a discussion of the applicant's strengths and weaknesses.

**Please return the completed recommendation form promptly.  
The application will not be reviewed until all recommendations are received.**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Thank you for your assistance.**

Please return this form in the envelope provided to:  
Associate Dean for Graduate Education and Research  
College of Education  
Box 41071  
Lubbock, Texas 79409-1071

