

**PROGRAMS OF STUDY IN EDUCATIONAL PSYCHOLOGY
HANDBOOK**

LOYOLA UNIVERSITY CHICAGO

RESEARCH AND PSYCHOLOGY IN THE SCHOOLS

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DEFINITION OF EDUCATIONAL PSYCHOLOGY

The science and profession of educational psychology is the branch of psychology that is concerned with the development, evaluation, and application of: (a) theories and principles of human learning, development, teaching, and instruction; and (b) theory-derived educational materials, programs, strategies, and techniques that can enhance lifelong educational activities and processes. Sophistication in cognitive psychology (particularly **cognitive, social, and cultural constructivist views of learning and instruction**) and familiarity with **disciplined methods of inquiry** (empirical and arts-based methods of educational research) are considered to be essential for analyzing and interpreting much present and future research in educational psychology. The **three programs of study (Ph.D., M.A., and M.Ed.)** in educational psychology at Loyola University Chicago consists of a **limited core curriculum combined with a wide range of optional courses** directed at certain segments of the marketplace for educational psychologists.

THE CORE CURRICULUM

Although educational psychology is expanding into non-traditional settings, and is undergoing changes in focus and direction, we believe that there are **domains of scholarship and skills** that are essential for the educational psychologist and that they are best represented in the academic subjects of: emerging theoretical frameworks for research on classroom learning; empirical and arts-based postmodern views of educational research methodology and theory; cognitive, social, and cultural constructivist views of learning and instruction; development; diversity; and technology.

In addition to the above “**core**” list, proficiency in a range of additional, and sometimes related areas is encouraged. A sample of such areas includes: instructional design; school, community, and workplace-based consultations; cultural politics and educational research; school reforms; the educational psychology of special populations; teacher preparation and education (research on learning to teach and teacher efficacy, functional analyses of academic performance problems, principles of teaching for successful intelligence); corporate training and development (enhancing learning in training and adult education); mental health programming in schools and communities; the educational psychology of health and wellness; and the educational psychology of literacy.

An effort is made to develop an **active community of learners and researchers**. All students are strongly encouraged to become active participants on a research team. **Research teams** have been established to address some of the following topics: methodology; diversity; violence prevention; social skills training; suicide prevention; curriculum-based and performance-based assessment/measurement; school-based problem solving; inclusion and school policy; mental health programming in schools and communities; instructional interventions; school reform; use of the internet and technology in the classroom; reciprocal teaching; workplace training and adult education; teaching educational psychology; and an arts-based school and public curriculum research project.

Constructing a Knowledge Base for the Teaching Profession

Our focus has been and continues to be on the construction of an “evidence-based” knowledge base for the teaching profession. There continue to be persistent concerns that educational research has too little influence on improving classroom teaching and learning (National Educational Research Policies and Priorities Board, 1999). To improve classroom teaching in a steady, lasting way, the teaching profession needs a knowledge base that grows and improves. In spite of the continuing effects of researchers, archived research knowledge has had little effect on the improvements of practice in the average classroom (Hiebert, Gallimore, and Stigler, 2002).

Robert Sternberg (2001), former Division 15 (Educational Psychology) president and American Psychological Association president-elect, stated the following: "A teacher must know under what circumstances to teach one way, and under what circumstances to teach another. There is no one "right" way of teaching material. How the teacher teaches depends on the students, the material, and the context of teaching."

Efforts to broaden the impact of research for teachers have taken a variety of forms, including government produced summaries of "what works" in the classroom, interpretations of research for schools and districts wishing to improve, and prescriptions for effective teaching. Helpful as some of these efforts have been, educators recognize that translating research into forms useful for teachers is a continuing stubborn problem. Most approaches for bringing research to teachers assume that researcher's knowledge is the best foundation upon which to build a professional knowledge base because of its generalizable and trustworthy (scientific) character. An alternative view is that the knowledge teachers use is of a very different kind than usually

produced by educational researchers. Called "craft knowledge" by some, it is characterized more by its concreteness and contextual richness than its generalizability and context independence. From this point of view, bridging the gap between traditional research knowledge and teacher's practice is an inherently difficult, but not intractable, problem.

In our certification programs of study, we recognize the inherent difficulties of translating traditional research knowledge into forms teachers can use to improve their practices, and we recognize the value of teacher's craft knowledge. During the past two decades the teacher-as-researcher movement (Anderson & Herr, 1999) has oriented teachers to studying their own practices, thereby making them more public and testing their effectiveness. There has been an increased awareness of the richness of teacher's personal knowledge.

Our Core Body of Knowledge and Connections to Other Disciplines

Learning Theory and Teaching. Edward Lee Thorndike dominated educational psychology from the turn of the 20th century until the end of the Second World War. At the outset, American psychology was pragmatic and functional. But partly as a result of Thorndike's influence, educational psychology moved away from the real world of students and teachers toward basic research on generalizable principles of learning and instruction. Investigations during the next period, roughly from 1930 to 1960, tended to depend on laboratory rather than field settings. Around 1960, a new era began with a shift from behaviorism toward cognitive psychology. Educational psychology was at the forefront of significant advances in the study of cognition and motivation, development and individual differences, language and thought, metacognition, discourse structures, strategic instruction, and teacher decision-making. Dramatic changes in conceptual frameworks took place along with a renewed interest in the role of context, diversity, the psychology of school subjects, teaching and instruction, and combinations of quantitative and qualitative disciplined methods of inquiry. The view that prevails today is that methodologists need substantive knowledge, for it is recognized that the substantive questions are the most important aspects of inquiry.

Diversity. Educational psychologists seem to favor a methodological approach to "culture related" educational problems that follow in the tradition of post-hoc, aptitude-treatment interaction (ATI) research. The way educational psychologists have dealt with ethnicity and culture mirrors how psychologists have addressed these issues in general, chiefly as areas outside their primary research concerns. Ethnicity and culture have been treated mainly as control variables in a literature where a focus on race, a pseudoscientific category, has overshadowed the study of culture and led to dubious assumptions for both theory and research. The theories that in the past helped with classroom management, instructional design, or measurement, or that advanced the cause of meaningful learning, have not been able to tackle effectively group-based inequality.

Contemporary educational psychology is subject to two critiques related to diversity issues. First, it has been largely limited to playing a mediating role among the reigning paradigms in psychology and educational practices. These paradigms have tended to be acultural, ethnocentric, or both. Second, educational psychology has not capitalized on its strategic field position in advancing literature concerning ethnicity and culture. It is not focused on the study of teaching and learning as a joint process from a cultural and/or a developmental perspective. An argument can be made for educational psychology to align its mediational role and research priorities in a cultural direction.

Educational psychology emerged in the 20th century in a period that was much less concerned about equity, and it evolved in ways not sensitive to group-based inequality or cultural phenomena in general. From the outset, educational psychology was more concerned with individual differences and the measurement of abilities than with facilitating culturally-based student learning. Does educational psychology have anything to offer? The traditional answer has been mostly negative, because group-based inequality is regarded mainly as a sociopolitical issue. From a critical pedagogical view, educational psychology may be viewed as part of the group-based inequality problem and may be unable to extricate itself sufficiently to be able to address it.

As long as teaching is regarded as separate from learning it may be argued that learning is not different for individuals regardless of origin but rather that teaching is experienced differently. On the other hand, if teaching and learning are regarded as a single unitary process, then it may be argued that the process is, in part, different for students from diverse cultures. An interdisciplinary cultural foundation in educational psychology remains a difficult challenge in a zeitgeist that is marked by research specialization. However, it is precisely through such a foundation that current educational psychology can address group-based inequalities.

A Comparative Psychology of School Subjects. Educational psychology has had an on-again, off-again relationship with subject matter during the past century. The psychology of school subjects was center stage during the first two decades of the 20th century, when it served to define the essential character of the discipline. The early prominence of school subjects for educational

psychology faded by the mid-1920s. During the hey day of psychological theories of learning in the 1930s, 1940s, and 1950s, a vigorous search took place for the most simple and powerful mechanisms of learning. Today, the psychology of school subjects appears to be undergoing a renaissance, but in forms not foreseeable during its earlier incarnation. The assumption is that the conditions of teaching and learning are treated quite differently as a function of how knowledge and knowing are defined in the particular disciplines to be taught and learned.

Our Future

The Science of Learning Moves Mainstream. The term “science of learning”—or the “learning sciences”, as some prefer—is back in vogue. We are now integrating what psychologists learned during the cognitive revolution (1970-1990) with many other areas of psychology, education science, computer science, linguistics, and other disciplines related to learning. Much of this work started in the early 1990s with the creation of the Journal of Learning Science and really took hold with the 1999 publication of a National Research Council report How People Learn (www.nap.edu/catalog/6160.html).

For years, top researchers such as Ann Brown, Joe Campione, David Berliner, Carol Dweck, Jim Greeno, Nora Newcomb, Marcia Linn, Jim Pellegrino, Susan Goldman, and many others have been attempting to move ideas born in the laboratory into classrooms. But their work has been slowed by the small size of traditional research grants, the complexity of the work, and in many cases, the challenges of convincing schools to allow themselves to be used as laboratories.

The National Science Foundation (NSF) is now poised to launch a new program to support a cadre of science of learning centers—several a year at up to \$5 million each year until there is a substantial cohort of centers around the country. With the centers, NSF hopes to enhance knowledge developments in a number of varied and often disconnected disciplines (developmental, social, cognitive science, linguistics, computer science) and core content domain specific disciplines (e.g., biology, chemistry, and mathematics). Focus is given to increasing our understanding of how people learn and the best ways to teach them. The ultimate goal is to focus multidisciplinary research on learning in an effort to strengthen the foundation of “evidence-based” teaching now being pushed by the federal government.

M.ED. PROGRAM OF STUDIES

The Master of Education (M.Ed.) Program in Educational Psychology

This program consists of 10 graduate level courses (30 graduate semester hours) and a comprehensive written examination or portfolio. All courses must be completed at Loyola University.

1. **Required Courses** (12 hours)
 Educational Psychology (CIEP 450)
 Research Methods in the Social Sciences (RTMD 400)
 Philosophy of Education (ELPS 420)
 Sociological Foundations (ELPS 410) OR American Schooling and Social Policy (ELPS 444) OR History of Western Education (ELPS 446)
2. **Major Area** (12 hours)
 Graduate educational psychology courses chosen in consultation with the academic advisor.
3. **Two Elective Courses** (6 hours)
 Selected either from within or outside the School of Education.
4. **Examination**
 A portfolio comprehensive examination in educational psychology is required.

M.A. PROGRAM OF STUDIES

The Master of Arts (M.A.) Program in Educational Psychology

This program consists of eight graduate level courses (24 graduate semester hours), a thesis, and an oral defense of the thesis research project. All courses must be completed at Loyola University.

1. **Required Courses** (6 hours)
Educational Psychology (CIEP 450)
Research Methods in the Social Sciences (RTMD 400)
2. **Major Area of Specialization** (18 hours)
Graduate educational psychology courses chosen in consultation with the advisor.
3. **Thesis and Oral Defense**
A thesis along with an oral defense of the thesis is required.

PH.D. PROGRAM OF STUDIES

The doctoral (Ph.D.) program of studies in educational psychology is designed to prepare specialists in the **theoretical and empirical disciplines which support, interpret, and evaluate educational practices**. Doctoral study in educational psychology is suited to the needs of college teachers and researchers. **Requirements for admission** include a completed application, official transcripts, scores on the Graduate Record Examination, and three letters of recommendation. An interview is required for students meeting other admission criteria. Admissions to the program are made once a year. The deadline for application is December 15

The program includes the following components: completion of 24 graduate level courses (72 semester hours); completion of a research tool requirement; completion of the portfolio; an oral presentation of the dissertation research proposal; completion and final oral defense of the dissertation. All students are required to complete the following 13 courses (39 semester hours): educational psychology (CIEP 450); seminar in educational and school psychology (CIEP 550); four research methods courses; three learning courses; two development courses; and one diversity course. Additional requirements include: the successful completion of two non-credit and non-tuition bearing sections of the proseminar (CIEP 533) taken during the first year of study; a teaching apprenticeship (CIEP 433 or 498); and a research apprenticeship (CIEP 433 or 499). A minimum of 36 hours of graduate level coursework must be completed at Loyola University.

I. Courses Offered in Research Methodology/Disciplined Methods of Inquiry (12 hours required)

- A. **RESEARCH DESIGN/METHODOLOGY** (3 hours required)
RMTD 400 Research Methods in the Social Sciences
- B. **QUANTITATIVE METHODS**
CIEP 494 Survey Research Methods in Education
RMTD 481 Advanced Educational Statistics
RMTD 483 Multivariate Statistics
RMTD 482 Introduction to Linear Models
RMTD 590 Seminar in Advanced Educational Statistics
RMTD 484 Hierarchical Linear Models
RMTD 485 Design of Survey Instruments
RMTD 487 Factor Analysis
RMTD 488 Meta-analysis
- C. **QUALITATIVE METHODS** (Arts-Based, Historical, Philosophic, Ethnographic, and Case Study Methods of Educational Research)
ELPS 403 Qualitative Research Methods in Education
ELPS 402 Comparative Methodology
SOCL 412 Qualitative Methods in Social Research

II. Courses Offered in Content Areas of Study and/or Specialization Areas of Study

- A. LEARNING (9 hours required)**
 CIEP 451 Psychology of Learning
 CIEP 460 Seminar in Educational Psychology: Behavior Modification and the Experimental Analysis of Behavior
 CIEP 556 Seminar in Problem Solving, Thinking, and Creativity
 CIEP 557 Seminar in Learning Theory and Teaching
 CIEP 558 Seminar in Theories of Intelligence
 CIEP 559 Seminar in Theories of Learning
- B. DEVELOPMENT (6 hours required)**
 CPSY 453 Affective Development
 CPSY 454 Human Development: Implications for Education
 CPSY 456 Personality Theory and Education
 CPSY 457 Psychology of Childhood
 CPSY 458 Psychology of Adolescence
 CPSY 464 Psychology of Adulthood: Learning and Development
 CPSY 554 Moral Development
 CPSY 555 Seminar in Human Development
 PSYC 455 Developmental Psychology
 PSYC 473 Social Development
 PSYC 475 Cognitive Development
 PSYC 513 Adolescence
 PSYC 515 Infancy
 PSYC 540 Psychology of Language Development
- C. MEASUREMENT AND EVALUATION**
 CIEP 487 Tests and Measurements
 CPSY 430 Psychological Measurement
 CPSY 488 Theory of Measurement Scaling
 CPSY 590 Seminar in Tests and Measurement
 RTMD 406 Evaluation Research
- D. CURRICULUM AND INSTRUCTION**
 CIEP 440 Curriculum and Instruction
 CIEP 442 Curriculum Development and Implementation
 CIEP 455 Education in Non-traditional Settings
 CIEP 532 Seminar: Essential Curriculum Issues
 CIEP 540 Seminar in Research in Curriculum and Instruction
 CIEP 541 Seminar in Current Issues in Curriculum
 CIEP 542 Seminar on Theories in Curriculum and Instruction
- E. DIVERSITY (3 hours required)**
 CIEP 414 Instructional Strategies for Diverse Populations
 CIEP 421 Reading/Literacy Instruction for Diverse Populations
 CIEP 478 Behavior Interventions: Assessments and Supports
 CIEP 501 Exceptional Lives II
 CIEP 510 Assessing the Curriculum
 CIEP 512 Special Education: The Professional
 CPSY 433 Counseling Special Populations
 CPSY 435 Special Topic: Community Psychology & Multicultural Counseling Applications
 CPSY 452 Educational Implications of Social Psychology
 ELPS 412 Sociological Analysis of Urban Education and Policy
 SOWK 502 Ethnicity, Race, and Culture
 SOCL 425 Inequality and Society
 SOCL 439 Community and Community Change
 SOCL 447 Sociology of Culture
 SOCL 461 Race and Ethnicity in American Society
 PSYC 518 Seminar in Selected Topics: Diversity
- F. COUNSELING PSYCHOLOGY**

- (see CPSY listings for possible electives within this category)
- G. **COMPARATIVE/INTERNATIONAL EDUCATION**
 ELPS 455 Comparative Education
 ELPS 456 Comparative Perspectives on Education and Democratization
- H. **TECHNOLOGY AND INSTRUCTION**
 CIEP 435 Instructional Systems
 CIEP 492 Technology Enhanced Instruction
 CIEP 415 Teaching with Technology
 CIEP 541 Issues: Technology & Assessment
 CIEP 561 Practicum: Technology & Assessment
- I. **WORKPLACE STUDIES**
 PSYC 472 Organizational Psychology
 SOCL 440 Organizations and Organizational Change
 SOCL 446 Sociology of Knowledge, Power, and Expertise
 SOCL 452 Complex Organizations
 (see CORD listings for other possible electives within this category)
- J. **TEACHING APPRENTICESHIP** (required non-credit and non-tuition bearing course)
 CIEP 433 Clerkship or
 CIEP 498 Independent Study
- K. **RESEARCH APPRENTICESHIP** (required non-credit and non-tuition bearing course)
 CIEP 433 Clerkship or
 CIEP 499 Independent Study
- L. **INTERNSHIP**
 CIEP 560

III. **Selection of Two Minors** (minimum of 6 hours each)

One minor area is typically selected from the following areas within the School of Education: research methods/disciplined methods of inquiry; learning; development; measurement and evaluation; curriculum and instruction; administration; supervision; diversity; counseling psychology; comparative/international education; technology and instruction; workplace studies.

The second minor may be chosen from outside the School of Education.

IV. **Teaching and Research Clerkships**

The overall purpose of this one-year clerkship requirement is to provide students with opportunities to receive advanced levels of teaching and research supervision within the context of their program of studies. The supervisors must be a teacher or researcher in his or her specialty area. The clerkships are individually designed in consultation with the student's academic advisor to allow the student to gain on-site teaching and research experience. An effort will be made to design the apprenticeships to ensure that the student will have an applied experience in the field that will provide focus to his or her future teaching and/or research short-term and long-term goals. Within the context of the clerkships, the student will have opportunities to interact with experts within the discipline of educational psychology who will serve as mentors and future colleagues. The teaching and research apprenticeship may take place at Loyola University or within another setting. The student may receive monetary payments for their efforts. Two options (one section of CIEP 498-independent study-for the teaching apprenticeship and one section of CIEP 499-independent research-for the research apprenticeship or two sections of the non-credit and non-tuition bearing-433 clerkship course) are available to denote a descriptor of the experiences on a student's transcript.

V. **Research Tool**

Completion of the research methods sequence and the technology competency requirement (as specified by the department) must be passed successfully before candidacy examinations are taken.

VI. **Candidacy Examinations**

The student must complete the portfolio component as delineated in the handbook and 2 minor areas as agreed upon with their academic advisor.

Formal Presentation and Approval of the Dissertation Research Proposal

A meeting will be held in which the proposal is presented to the prospective committee and subsequently presented for approval.

VII. Dissertation

After written approval of the proposal, the student executes the research project, writes the final document and presents a defense of that research, which is known as the final oral examination. In addition to preparation of the final document, a **30 page manuscript copy** of the dissertation crafted in a form suitable for publication consideration must be presented to the committee prior to the final oral defense. Finally, it should be noted that if a student is not taking any credit-bearing course while he or she is in the process of completing their dissertation research project, the student must register for one section of doctoral study (CIEP 610) or dissertation supervision (CIEP 600) each semester until he or she has sat for and passed their final oral examination.

VIII. Final Oral Defense

A final two-hour oral examination must be sustained.

TYPICAL SCHEDULES OF COURSES AND FIELD-WORK EXPERIENCES FOR STUDENTS PURSUING PH.D. DEGREES (Subject to change in order to meet the student's needs in collaboration with the academic advisor.)

Educational psychology program of studies (summer entry)

Transfer hours: a maximum of 36 hours may be transferred - (indicate transfer hours with a "T" in the required course list presented below)

Summer (First Evening Session) (First Year) (6 hours)

- _____ Educational Psychology (CIEP 450)
- _____ Research Methods in the Social Sciences (RTMD 400)

Summer (Second Day Session) (First Year) (3 hours)

- _____ General Educational Psychology or Research Methodology Elective (3 hours)

Fall (First Year) (9 hours + the proseminar)

- _____ Psychology of Learning (CIEP 451)
- _____ General Educational Psychology and Research Methodology electives (6 hours)
- _____ Proseminar (CIEP 533)

Spring (First Year) (9 hours + the proseminar)

- _____ Seminar in Educational and School Psychology (CIEP 550)
- _____ General Educational Psychology and Research Methodology electives (6 hours)
- _____ Proseminar (CIEP 533)

Summer (First Evening Session) (Second Year) (6 hours)

- _____ General Educational Psychology and Research Methodology electives (6 hours)

Summer (Second Day Session) (Second Year) (3 hours)

- _____ General Educational Psychology or Research Methodology electives (3 hours)

Fall (Second Year) (9 hours)

- _____ Seminar in Learning Theory and Teaching (CIEP 557) OR Seminar in Problem Solving, Thinking, and Creativity (CIEP 556) OR Seminar in Theories of Intelligence (CIEP 558) OR Seminar in Educational Psychology: Behavior Modification and the Experimental Analysis of Behavior (CIEP 460)
- _____ General Educational Psychology and Research Methodology electives (6 hours)

Spring (Second Year) (9 hours)

_____ General Educational Psychology and Research Methodology electives (9 hours)

Summer (Third Year) (6 hours)

_____ General Educational Psychology and Research Methodology electives (6 hours)

Fall and Spring (Third Year) (12 hours)

_____ General Educational Psychology and Research Methodology electives (12 hours)

_____ Completion of research tool requirement

_____ Completion of the teaching and research apprenticeships (2 sections of CIEP 433 or one section of CIEP 498 and one section of CIEP 499)

_____ Completion of the written and/or portfolio and oral candidacy examinations

_____ Presentation and approval of dissertation proposal

Fall (Fourth Year)

_____ Dissertation Research Project (CIEP 600 or 610)

Spring (Fourth Year)

_____ Dissertation Research Project (CIEP 600 or 610)

Educational psychology program of studies (fall entry)

Transfer hours: a maximum of 36 hours may be transferred - (indicate transfer hours with a “T” in the required course list presented below)

Fall (First Year) (9 hours + proseminar)

_____ Educational Psychology (CIEP 450)

_____ Psychology of Learning (CIEP 451)

_____ General Educational Psychology and Research Methodology electives (3 hours)

_____ Proseminar (CIEP 533)

Spring (First Year) (9 hours + proseminar)

_____ Seminar in Educational and School Psychology (CIEP 550)

_____ General Educational Psychology and Research Methodology electives (6 hours)

_____ Proseminar (CIEP 533)

Summer (First Evening Session) (First Year) (6 hours)

_____ Research Methods (CIEP 495)

_____ General Educational Psychology and Research Methodology electives (3 hours)

Summer (Second Day Session) (First Year) (3 hours)

_____ General Educational Psychology and Research Methodology electives (3 hours)

Fall (Second Year) (9 hours)

_____ Seminar in Learning Theory and Teaching (CIEP 557) OR Seminar in Problem Solving, Thinking, and Creativity (CIEP 556) OR Seminar in Theories of Intelligence (CIEP 558) OR Seminar in Educational Psychology: Behavior Modification and the Experimental Analysis of Behavior (CIEP 460)

_____ General Educational Psychology and Research Methodology electives (6 hours)

Spring (Second Year) (9 hours)

_____ General Educational Psychology and Research Methodology electives (9 hours)

Summer (First Evening Session) (Second Year) (6 hours)

_____ General Educational Psychology and Research Methodology electives (6 hours)

Summer (Second Day Session) (Second Year) (6 hours)

_____ General Educational Psychology and Research Methodology electives (6 hours)

Fall and Spring (Third Year) (12 hours)

_____ General Educational Psychology and Research Methodology electives (12 hours)

_____ Completion of research tool requirement

_____ Completion of the teaching and research apprenticeships (2 sections of CIEP 433 or one section of CIEP 498 and one section of CIEP 499)

_____ Completion of written and/or portfolio and oral candidacy examinations

_____ Presentation and approval of dissertation proposal

Summer (First Evening Session) (Third Year) (3 hours)

_____ General Educational Psychology or Research Methodology Elective (3 hours)

Fall (Fourth Year)

_____ Dissertation Research Project (CIEP 600 or 610)

Spring (Fourth Year)

_____ Dissertation Research Project (CIEP 600 or 610)

School Administrative Endorsement

The application procedures and course requirements for Loyola's **administrative endorsement** programs (Type 75 Certificate) are identical in both the School of Education and the Graduate School. To be eligible for certification, all candidates must hold a master's degree, have two years of teaching experience, pass the ISBE basic skills test and content area (administration) examination, and have proof of having passed the constitution examinations. Candidates must also have a set of field-based experiences appropriate to the endorsement and/or meet any specific prior experience requirements. Programs leading to the specific administrative endorsements are organized to meet the academic and field-based requirements of the state, as well as the Affinity Group's concept of graduate study. All courses in the area of administration and supervision have a clinical experience component as part of the course requirements. Certificate program course requirements may be modified only by departmentally approved equivalents. In no case may the administrative endorsement requirements be satisfied with fewer than fifteen semester hours of coursework taken at Loyola University. Refer to the Graduate School of Education Catalog for a complete listing and description of the various administrative endorsement programs offered at Loyola University Chicago.

CLARIFICATION OF SOME RULES**Getting Acquainted**

Whether you take only one course the first semester, or plan to attend full-time, it is recommended that you become acquainted with your advisor, your advisor's graduate assistant, the department secretary, and as many faculty members and students as possible. Now is the time to become active in the department's graduate student organization (GSO) and to participate in the numerous activities offered by the department and the university.

Orientation to the Profession

An effort is made to develop an **active community of learners and researchers**. From the outset, students are encouraged to avail themselves of opportunities to develop an identification with the profession of educational psychology. Student orientation meetings sponsored by the department are designed to acquaint students with the broad outlines of the profession and their academic preparation for it. An ongoing series of colloquium speakers provides opportunities to discuss pressing issues of theory and practice with professionals in the vanguard of the field. Students are encouraged to affiliate with professional organizations such as **APA** (<http://www.apa.org/>), **AERA** (<http://www.aera.net/>) and **MWERA** (etra.cedu.niu.edu/MWERA) to keep abreast of current issues and developments in the profession. In an effort to encourage professional meeting attendance and active participation, some financial assistance is available to students (<http://www.luc.edu/schools/grad/>). Participants in the Proseminar (CIEP 533) course along with

the program assistants arrange for a number of conversations among students, faculty, administrators, and staff related to a number of timely topics selected for discussion

Certain elementary **computer skills** are considered to be essential tools for graduate study and research. These skills include word processing, search of data bases, and the use of graphic interface procedures. Students who do not enter with such skills should plan to develop them during their first semester of study. The library and information technologies staffs regularly offer free or inexpensive short courses to help members of the university community develop these skills. Several required courses within the program teach more specialized computer uses for which the skills named above are considered to be a prerequisite.

Students also have opportunities to learn from the experiences of each other (e.g., through meetings with current and prospective students, and/or by attending the dissertation defenses of students completing their degrees).

Program Plan and Transfer Credit

During the first semester, each student is expected to meet with his/her academic advisor to arrange for the transfer of graduate credits. It should be noted that a minimum of 36 hours of course work must be completed at Loyola University. In addition, this is the time when the student and the student's advisor fill out a program plan that is designed to serve as official documentation for a student's program of study. It is the student's responsibility to update this program plan each semester. **A formal record of advisement prior to registration each semester must be completed by the student,** and signed by the advisor.

Minors

Doctoral students are encouraged early on in their program of studies to choose two specialized areas in which to minor. A minor consists of two or three courses in a specialized content area. Possible minor areas include research methods/disciplined methods of inquiry; learning; development; measurement and evaluation; curriculum and instruction; administration; supervision; diversity; counseling psychology; comparative/international education; technology and instruction; workplace studies. In addition to this list of possibilities, many of Loyola's departments are willing to offer their services to students who wish to broaden their knowledge in other domain-specific content areas.

Student Responsibilities

The Ph.D. program is administered through the office of the Graduate Dean. The student is responsible for staying abreast of all Graduate School requirements and deadlines (<http://www.luc.edu/schools/grad/>). In addition, it is the students' responsibility to see that all program requirements are met and accurately recorded. It is also the students' responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing.

The route of making exceptions is (in writing) from the student to the academic advisor; from the academic advisor to the chairperson of the department; from the chairperson to the Dean of the Graduate School. When considered to be appropriate, the director or coordinator of a program should be petitioned before the request goes to the chair. It should be noted that all students are expected to have a **strong commitment to social justice**, the well-being of others, the cultivation of self-awareness, and a **tolerance for cultural and individual differences**.

Evaluation of Students

The student must remain in good standing with respect to meeting the personal and professional standards set by the program faculty. In addition to maintaining "B or better" performance in all classes, **students' standing within the program is assessed each year by the Affinity Group faculty.**

Research Teams

All students are strongly encouraged to become active participants on a research team. During the first year of study, students should take the educational and school psychology seminar (CIEP 550). This seminar is designed to introduce the student to the research activities that are taking place within the department. The student is expected to align himself or herself to one of the ongoing research teams. Presenting a plan for a program of research is a requirement for completion of CIEP 550. The overall purpose of this research plan is to encourage students to think about their dissertation research project. It should be noted that many former students

have reported that affiliation with a research team has helped them move forward with their dissertation research project in a timely manner.

Changing Academic Advisors

You will be assigned an initial academic advisor when you enter the program. It is always possible to change your academic advisor if you feel that another member of the faculty would be a more appropriate academic advisor for you. To make the change, you put the request in writing and send copies to your current advisor, your new advisor, and the department chairperson. We expect to receive such requests since, when you are first accepted into the program, we don't know you well enough to determine where you best fit. We do try to keep people with similar theoretical and research interests together, and you should also consider this when you decide to change academic advisors.

Date of Admission

The student's **date of admission determines the rules under which program requirements must be met.** It is the student's responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to him or her. If the student's program of studies must be interrupted, a formal leave of absence must be requested in writing to the Graduate Dean.

Assistantships

Typically, each program of studies offers several graduate assistantships to its students each year. Those students receiving awards are expected to be enrolled full-time and perform research, teaching, and administrative duties for their department for 10 to 20 hours per week, dependent on whether they receive a full or a half-time assistantship award.

The normal **deadline** for receipt of all application materials for graduate assistantships is **February 1**. Application forms may be obtained from the Graduate School Office (<http://www.luc.edu/schools/grad/>).

DISSERTATION

The formal process of doing the dissertation begins with the student's selection of a **committee** to advise him/her in the conduct of the research project. The committee must include at least three members of the graduate faculty. Often it is advantageous to add one or more additional members who have a unique knowledge base and/or perspective in the student's research area. Such additional members may be faculty who are not members of the graduate faculty, faculty from other departments, or doctoral level persons from outside the university. (Note: The addition of persons from outside the university requires approval of the Graduate School Dean.)

Next, the student develops a formal proposal. The written proposal is filed with the Graduate School and then distributed to the faculty for evaluation. If the research dissertation project involves human subjects, the proposal must also be approved by the Institutional Review Board (**IRB**) on Human Subjects. The student schedules a 2 hour meeting with his/her committee at which the proposal is orally presented and defended.

When the proposal is formally approved in writing by the student's committee, the student begins the research project. He or she should consult with the chairperson of the committee regularly during the course of the research project and contact the chairperson for advice and direction as needed. When the committee chairperson approves a **reader's copy** draft of the dissertation, it may be filed with the Graduate School as a reader's copy and distributed to the remainder of the committee for evaluation. The various committee members may request that significant changes be made in the manuscript. After the document meets the committee's stated expectations, the student will be allowed to progress to the final oral defense.

APPLICATION FOR GRADUATION

It is the exclusive responsibility of all students to inform the Graduate School of Education or Graduate School Office of their intention to graduate. The student must complete the "Application for Graduation" form (<http://www.luc.edu/schools/education/forms.shtml>; <http://www.luc.edu/schools/grad/current/forms/>) well in advance of the commencement date (consult the calendar in the bulletin of course offerings for the exact date). It should be noted that the last day for filing application to graduate is strictly enforced.

CORE EDUCATIONAL PSYCHOLOGY PROGRAM FACULTY

Martha Ellen Wynne has an extensive knowledge of learning and development with particular emphasis on child variance and survey research methodology. Dr. Wynne's expertise also includes assessment and intervention strategies for working with emotionally disturbed and behavior disordered children and adolescents. She provides school districts with both in-service and consultative services. Dr. Wynne has been engaged in several research projects including: the determination of relationships among attention, impulse control problems, and methylphenidate in children labeled learned disabled and emotionally disturbed; a series of empirical examinations of the processes used to make decisions among psychotherapists; and the development and utilization of psychoeducational techniques to teach children and adolescents to increase their self-control. Dr. Wynne has served as a consultant to many researchers including the social competency component of the multidisciplinary research project at the Loyola Center for Children and Families and a study designed to examine interagency cooperation to serve developmental disabled Asian children and their families. Dr. Wynne's current interests include reducing the illegal "pushout" of at risk students in public schools; alternative forms of assessment and education of severely disturbed adolescents; advocacy for child and parental rights; and school law. In addition, Dr. Wynne has served as a Level I Due Process hearing officer for the Illinois State Board of Education.

EDUCATIONAL PSYCHOLOGY, SCHOOL PSYCHOLOGY, AND RESEARCH METHODOLOGY FACULTY

Pamela Fenning is the director of the Ph.D. program of studies in school psychology. She is a certified school psychologist and a licensed clinical psychologist in Illinois. As a full time faculty member within the School Psychology Program at Loyola University Chicago, her teaching interests focus on cognitive assessments of school-aged children and adults, prevention and intervention strategies for students with disruptive behavior disorders, and school violence issues. She also teaches courses in school-based consultation and the educational needs of exceptional children. Dr. Fenning is currently conducting research related to effective discipline policies and strategies with ethnically and culturally diverse children and adolescents. A related research interest concerns integrating positive behavioral supports into disciplinary practices and procedures. She serves as an ad hoc reviewer for the School Psychology Review.

David P. Prasse is a Professor in the Department of Curriculum, Instruction, and Educational Psychology. He is a licensed psychologist, nationally certified school psychologist, and a fellow in the American Psychological Association. With 25 years of professional experience in school psychology, he has authored or co-authored numerous articles and book chapters. His research and writing focuses on legal issues in school psychology and special education with emphasis on reform of service delivery in school psychology and special education. He has presented at state and national conferences with recent presentations emphasizing environmental assessment systems and applicability of IDEA 1997 to special education reforms. He has consulted extensively with state departments of education and many local school districts on implementing problem-solving methods. His teaching interests focus on professional development and assessment strategies for classroom-based interventions. Prior to his arrival at Loyola University, Dr. Prasse directed the school psychology program at Governors State University.

Appendix A
CIEP Readings 2002-2003
(<http://www.luc.edu/orgs/schpsych/handbooks/cieprdglist.pdf>)

Appendix D
Ph.D. Portfolio Description and Scoring Rubric
([hyperlink under construction](#))

**Loyola University Chicago
Educational Psychology Program of Studies
Portfolio Requirements and Scoring Rubric**

DRAFT (last updated 4-20-06)

Educational Psychology Ph.D. Program of Studies Culminating Portfolio

Each student in the educational psychology program of studies at Loyola is required to prepare a culminating portfolio. In order to start the Educational Psychology Ph.D. Program of Studies Culminating Portfolio process, the student is instructed to contact a program faculty member of their choice to receive a current copy of the requirements related to completion of the culminating portfolio process.

The portfolio must include the following components:

1. The student's vita and transcript(s).
2. A videotape/stream completed during the teaching apprenticeship that demonstrates the student's proficiency in teaching at the college level.
3. One manuscript submitted for publication during the time period in which the student was enrolled in the program. The manuscript may have been published or completed and in search of a publisher.
4. A detailed annotated bibliography that will be considered a work in progress. It is expected that the bibliography will represent a balanced perspective among behavioral/empirical view, a cognitive/rational view, and a situationist/pragmatic-sociohistoric views of educational psychology. It is required that the following areas be covered:
 - a. learning,
 - b. development
 - c. diversity,
 - d. research methodology
 - e. contemporary areas of research. A

A minimum of nine citations should be provided for each area above.
5. A two page papers that relate educational psychological theory to practice in applied settings should be written for **each of the areas** in the annotated bibliography
6. Two 2 page papers on social justice and ethics related to the following questions:
 - a) How do you plan to use the knowledge you have acquired in your educational psychology program of studies in the service of social justice and in understanding the special needs of individuals from diverse backgrounds?
 - b) To what degree, if any, has your view of yourself as an ethical person changed since you began to pursue your program of studies in educational psychology at Loyola University Chicago..
7. A least one conference proposal submitted to regional, state, national, and international conferences and/or presentations made at regional, state, national, and international conferences

Students are encouraged to work closely and collaboratively with their culminating portfolio mentor (a full time Affinity Group faculty member) during the process of creating their portfolio. The portfolio is due **APRIL 1** of the **last year of study** and prior to formally proposing a dissertation research plan. The program faculty reviews and formally evaluates (see scoring rubric-Appendix D) the contents of the culminating portfolio and the results of the review will be available to the student within six weeks of submission.

Comprehensive Examinations in Two Minor Areas of Concentration

In addition to the educational psychology culminating portfolio, students must sit for and pass two minor examinations, one in the area of research methodology-statistics, and the second in a specialty area

(learning, development, measurement and evaluation, curriculum and instruction, diversity, counseling psychology, comparative/international education, technology and instruction, or workplace studies). These two-hour minor examinations are knowledge-based examinations designed to provide students with the opportunity to synthesize and integrate information in two areas of specialized study

TRANSCRIPT

Unofficial transcript(s) from all institutions attended are included (all graduate and undergraduate level transcripts)

Comments:

PASS

NOT PASS

VITA

- Consistent format
- No spelling errors
- At least one page in length
- Headings separated into subjects
- Font size 10-12
- Professional experience included
- Includes list of references
- Includes personal contact information
- Printed on professional quality paper

Comments:

PASS

NO PASS

VIDEOTAPE: APPLIED ACTIVITY

TEACHING

- Demonstrates knowledge of subject matter and an acceptable level of professional skills
- Presentation style is clear and organized
- Videotape length is appropriate for subject matter being demonstrated
- Acceptable picture quality and audio-is clearly interpreted and heard

Comments:

PASS

NO PASS

ANNOTATED BIBLIOGRAPHY

- A detailed annotated bibliography which will cover the following areas:
 - a. learning
 - b. development
 - c. diversity
 - d. research methodology
 - e. contemporary areas of research
- Each area should be dealt with separately with nine citations included for each topic. These citations should be current or seminal articles from peer reviewed journals or book chapters which represent scholarly thought in the area.
- APA format will be used.

Comments:

PASS

NO PASS

SELECTED PAPERS

- Five short (2 page) papers to reflect an integration of the information under each topic area from the annotated bibliography and the impact of these ideas on the practice and or future study of educational psychology
- Knowledge of subject matter is demonstrated
- Paper presents an integrative view of the research reflected in the bibliography
- Content presented in logical manner with application to current or future issues
- Supports ideas with appropriate references
- Utilizes APA format
- Clearly written

Comments:

PASS

NO PASS

PAPER ON SOCIAL JUSTICE AND DIVERSITY

- A thoughtful analysis of issues related to social justice, diversity and one's own development
- Two pages in length
- Good spelling and grammar

Comments:

PASS

NO PASS

PAPER ON SELF AS AN ETHICAL PERSON

- A thoughtful analysis of issues related to ethics and one's own development
- Two pages in length
- Good spelling and grammar

Comments:

PASS

NO PASS

CONFERENCE PRESENTATION

- Documentation of a presentation or poster of a scholarly topic completed.
- Topic should reflect the development of the students professional career

Comments:

PASS

NO PASS

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MANUSCRIPT

- | |
|--|
| <ul style="list-style-type: none">• Documentation and inclusion of a manuscript submitted for publication to a peer reviewed journal.• A scholarly topic which is relevant to the students professional growth• Appropriate journal selection• Well-written: formatted for journal• Letter of submission |
|--|

Comments:

PASS

NO PASS

OVERALL EDUCATIONAL PSYCHOLOGY PHD.PORFOLIO EVALUATION

Comments:

PASS

NO PASS

