



UNIVERSITY OF
SOUTH DAKOTA

Human Development and Educational Psychology

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USD School of Education
The University of South Dakota
Vermillion, SD 57069

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www.usd.edu/education/counseling-and-psychology-in-education

Contents are subject to change. Please check with the Program Coordinator for the most recent version.

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Information has been taken from the USD Graduate Student Handbook (GSH) and the School of Education Graduate Handbook (SOE).

Introduction

Welcome to the Graduate Programs in Human Development and Educational Psychology at the University of South Dakota. As a graduate student, you may specialize in the fields of *Human Development*, which explores the experiences that shape human growth, *Educational Psychology*, which assesses the complexity of the forces that support learning and motivation, and *Research and Statistics*, which will prepare you to evaluate existing research and to conduct your own studies.

You will have the opportunity to work closely with a small group of Ph.D. faculty who represent each of these areas. We strive to model collaborative and cooperative connections among ourselves, our colleagues in the School of Education, and with our students. As you move through the various programs, you will work closely with your advisor to assure that you meet program requirements and select elective courses that meet your goals. In addition, you will have opportunities beyond the classroom to participate in collaborative activities, including research and teaching projects.

We created this Handbook to make your progress through the programs as smooth as possible. Please read it carefully, and in conjunction with the University Graduate Handbook. Note particularly dates for submission of the forms that mark your progress through your course of study and lead to graduation. It will be your responsibility to contact your advisor to assure that this paperwork gets completed on time.

We are delighted that you have selected Educational Psychology for your graduate degree. Welcome!

_____ Harry Freeman, Ph.D., Adolescent Development

_____ Lisa Newland, Ph.D., Child Development

_____ Bruce Proctor, Ph.D., Research Methods

_____ Amy Schweinle, Ph.D., Statistics, Program Coordinator

Graduate Program Descriptions

Graduate training in Human Development and Educational Psychology at USD has a multidisciplinary focus, designed to develop student competency in three curricular areas: research methodology, cognition and learning, and human development. While students gain a breadth of understanding across these areas, individual specialization within a content area is expected. Students who pursue a Master's degree in HDEP are typically teachers who want to improve their understanding of the learning process in order to enhance and support classroom decision-making. Students who pursue a Specialist's degree in HDEP, in addition to the perspectives developed in the Master's program, gain a better understanding of the role of research in pedagogical decision-making. The Doctoral program in HDEP prepares students for careers involving design, assessment, and evaluation of educational and community-based programs and for teaching and research at the university level. Mentorship in teaching and research is a high priority at all degree levels.

Admission Procedures

Application and Requirements

For USD application requirements and procedures, see page the Graduate Catalog or contact the registrar's office. Specific requirements for the HDEP program include*:

Master's Degree: Three letters of recommendation, two official transcripts, an undergraduate GPA of 3.0 or better (on a 4.0 scale), a minimum 148 Verbal, 147 Quantitative on the GRE General Test (900 combined on previous versions), and an earned Baccalaureate Degree from an accredited university.

Specialist Degree: Three letters of recommendation, two official transcripts, a graduate GPA of 3.0 or better, (on a 4.0 scale), a minimum 148 Verbal, 147 Quantitative on the GRE General Test (900 combined on previous versions), 15 credits of HDEP Master's core coursework, and an earned Master's Degree from an accredited university.

Doctoral Degree: Five letters of recommendation, two official transcripts, a graduate or undergraduate GPA of 3.0 or better, (on a 4.0 scale), a minimum 150 Verbal, 149 Quantitative on the GRE General Test (1000 combined on previous versions).

*Subject to faculty approval, those who do not meet all of the above criteria may be admitted on a provisional basis.

Admission Decisions

See the USD and School of Education handbooks for information on admission decisions.

Provisional admission may be granted to an applicant who does not meet the conditions for full admission but who gives evidence that he/she may be capable of graduate level work. Reasons for provisional admission include, but are not limited to: (1) successful completion of a baccalaureate degree from an institution not having full regional accreditation, (2) an undergraduate cumulative GPA below 2.7, based on a 4.0 scale or graduate cumulative GPA below 3.0 on a 4.0 scale, (3) deficiencies in departmental requirements for undergraduate education or other prerequisites for study toward a graduate degree in that academic program, (4) outstanding admission paperwork including official transcripts conferring undergraduate degree.

In order to gain full admission, the student must demonstrate that he/she is capable of maintaining a grade point average of 3.0 or better during the first semester of study. Once this has been demonstrated, upon recommendation from the department, The Graduate School will notify the student of full acceptance.

School of Education Requirements: See the School of Education Graduate Handbook for application procedures. Students admitted on a provisional basis must complete a trial term (of at least 9 hours) and meet the standards required for full admission. These standards include a GPA of 3.0 and satisfactory faculty evaluations or recommendations. An Ed.S. or PhD candidate writes a preliminary exam. Full admission should take place before completion of 18 hours of coursework. (School of Education Graduate Handbook, pg. 9)

Financial Aid

The Student Financial Aid Office (<http://www.usd.edu/finaid/>) assists students who lack financial resources to support their education. Students may apply for Title IV financial aid by completing the Free Application for

Federal Student Aid (FAFSA, <http://www.fafsa.ed.gov/>). The FAFSA is available beginning in late December or early January for the following academic year.

Graduate assistantships are available to graduate students on campus. Application forms are available online. Once the student completes the form, he/she needs to go to the individual office/department of interest for the assistantship.

Advising

At the time of admission to the graduate program or shortly thereafter, a temporary advisor is assigned to each student. This faculty member will serve as the student's advisor for the first registration or until a permanent advisor or committee chairperson is selected. Students are encouraged to select a permanent advisor who most closely meets their needs and interests with regard to expertise and research interests, as well as with whom a professional relationship may be established.

You and your advisor will work closely together to develop a research project at the masters, specialist, or doctoral level. Your advisor will serve as a mentor who will assist you in advancing your research skills. This is a professional endeavor that requires the collaboration and dedication of student and advisor. Creating a high quality research project (e.g. thesis or dissertation) is the beginning of your professional role as a researcher. As this is a commitment to yourself and to the field, you will be expected to uphold professional and ethical standards. Advisor changes may not be made after the initial research proposal meeting is held unless your advisor leaves USD, or is otherwise unable to continue serving in the advisor role. (Appeals may be considered in extreme circumstances. To make an appeal to the HDEP faculty, contact the program coordinator or other HDEP faculty member.)

An advisory committee consisting of three or more graduate faculty members (see requirements for each degree, below) is to be appointed following admission to a program. This committee must include the student's major advisor and two other graduate faculty members, one of whom must be from another academic discipline outside the candidate's department or division. The advisory committee will approve the student's program of study, administer the written and/or oral examinations, approve the thesis or dissertation where applicable, and certify to the Graduate School that the candidate has satisfactorily met all requirements for an advanced degree. The student works closely with the advisor and chooses who will be on their committee.

Academic Integrity

According to the Graduate Student Catalog, "Academic integrity is a fundamental concept underlying the educational enterprise of the University. As such, the idea of academic integrity must be embraced by all who are members of the university community and must be a guiding principle in all actions of the University. Academic integrity encompasses the values of Honesty, Trust, Fairness, Respect, and Responsibility and is the foundation for the standards of acceptable behavior that apply to all within the university community.

To this end, The University of South Dakota seeks to embrace, promote, and maintain an atmosphere of honesty and integrity that can be summed up in the following simple statement: We are committed to honesty, fairness, trust, respect, and taking responsibility for our actions."

The HDEP faculty have adopted the following definitions taken from the 2008-9 Student Handbook.

A. 1. Dishonesty

Acts of dishonesty, including, but not limited to, the following:

- a. Cheating, which is defined as, but not limited to, the following:
 - i. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
 - ii. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
 - iii. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
- b. Plagiarism, which is defined as, but is not limited to, the following:
 - i. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
 - ii. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

- c. Other forms of dishonesty relating to academic achievement, research results or academically related public service;
- d. Furnishing information known or believed to be false to any institutional official, faculty member or office;
- e. Forgery, fabrication, alteration, misrepresentation or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received;
- f. Tampering with the election of any institutionally-recognized student organization;
- g. Claiming to represent or act in behalf of the institution when not authorized to so represent or so act.

All students should read and be familiar with the BOR Code of Conduct at http://www.sdbor.edu/policy/3-student_affairs/documents/3-4.pdf.

Cases of suspected violations of academic integrity, including but not limited to theses and dissertations, will be addressed by the committee members who will make a recommendation to the HDEP faculty. The faculty will consult with the committee and the student before deciding upon action. Violations of academic integrity could result in expulsion from the program. All cases will be recorded in the student's files with the School of Education and in the Graduate School.

Grievance Procedure

Students with a grievance regarding academic matters should meet first with the faculty member involved. If the matter is not successfully resolved, then the student may meet with the HDEP Coordinator and/or the CPE division chair. If the matter is still not resolved, the student is referred to the Graduate Student Handbook.

Graduate Requirements

Full Time Status

A full-time load is 9 to 12 credit hours during each academic semester, at least five hours of graduate course work during the 8-10-week summer session, or at least three hours of graduate course work during a 4-5-week summer session. Students receiving compensation from graduate assistantships during the summer must register for at least one credit hour.

The HDEP program requires two consecutive years in residence for PhD students, which means that during this time, students must maintain full-time student status, predominantly on campus.

Transfer Credit

According to graduate school policy, a maximum of 9 credit hours from other accredited institutions may be transferred toward a Master's degree. All courses for transfer must have been completed no more than seven years prior to conferment of the Master's Degree.

The HDEP faculty will accept up to 9 hours of transfer credit for the EdS and PhD program. Each course will be considered on a case-by-case basis following review of transcripts and course syllabi. In some cases, students may be asked to demonstrate competency in an area before transfer credit is granted.

The following conditions must be met regarding the courses and institution from where the transfer credit is transferred:

1. The student must have been in good standing,
2. Grades in the courses to transfer are B or better, and
3. The institution is regionally accredited at the master's level.

Other

See the university's graduate handbook for more detailed information on the Graduate School's policies as well as information regarding the following:

1. Residence Requirements
2. Adding/Dropping Courses
3. Change of Major
4. Additional Master's Degrees
5. Double Major Option
6. Confidentiality of Information
7. Academic Standing, Probation, Dismissal
8. Timeline from Admission to Graduation

Academic Progress

According to the Graduate Student Handbook "The graduate student admitted to a graduate program must make satisfactory academic progress each term toward completion of the graduate degree being sought. Students who fail to make satisfactory progress are subject to academic probation. If the cumulative GPA of graduate students receiving assistantships falls below a 3.0, the student will not continue to receive the assistantship without the express approval of the department chair and the Graduate Dean."

Grades

Students must maintain a B average in all work in the program of study with no more than $\frac{1}{3}$ of credit hours with grades of C. All Incompletes must be removed before graduation. Courses with grades of D, F, or other unsatisfactory designations will not be counted toward the degree.

Coursework

- The Master's degree offers two options: Plan A, which requires a thesis and Plan B, a non-thesis alternative that also requires a significant research project. Students following Plan A are required to pass a final oral examination on the thesis; students following Plan B will also be required to present their project to the faculty. For both plans, a final written comprehensive examination is required for graduation.
- For a Specialist degree, the HDEP program requires a minimum of 69 semester hours beyond the Baccalaureate with a minimum of 33 hours beyond the Master's degree.
- For a PhD, we require a minimum of 94 semester hours beyond the Baccalaureate degree.
- EDER 761 must be taken within the first 9 hours (School of Education Handbook)

Teaching Assistant Role

A graduate teaching assistantship is available each year. This is a two-semester position to teach a section of EPSY 302, Undergraduate Educational Psychology. Content includes units on Cognition, Motivation, and Classroom Management. Benefits include a $\frac{2}{3}$ tuition reduction and a monthly stipend. The GTA will also be involved in a teaching mentoring relationship with Dr. Reisetter, who will also teach a section of the course. Talk with your advisor and watch for posted advertisements of the position. Applicants must have completed EPSY 741, Cognitive Approaches to Educational Psychology.

Another graduate teaching assistantship may be available to teach a section of EDER 415, Educational Assessment. Content includes units on the Purpose of Assessment, Assessment Techniques, and Reliability, Validity, and Interpretation of Scores. Benefits include a $\frac{2}{3}$ tuition reduction and a monthly stipend. The GTA will be involved in a teaching mentorship relationship with Dr. Newland, who will also teach a section of the course. Applicants must have completed EDER 711 or EDER 761 or EDER 762, or a comparable course.

Research Assistant Role

Research assistantships are available as budgets will allow. Meet with individual faculty members to discuss possible opportunities. Specific duties of research assistants will vary as a function of the individual research projects. Some duties can include data collection, data entry and analysis, report generation, grant proposal writing, library research, writing for publication, and preparing posters and talks.

MA and EdS Programs

Assessments for MA and EdS

Preliminary Examination

Upon successful completion of the first 9 semester hours of course work, MA, and EdS students will complete a 2 – hour preliminary examination and attach a writing sample of the student’s choice. The writing sample should have been written during the first 9 hours of course work and reflect the sole work of the student. The purpose of preliminary exams is to assess initial progress through the program, writing skills, and the ability to reflect on and synthesize information. Preliminary exams will be offered at the beginning of the semester following completion of 9 hours in the HDEP program, but not in the summer. Students should schedule the exam with their advisor, complete the appropriate registration form indicating that alternate dates and times have been arranged with the advisor, and return the form to the School of Education Student Services Office (ED 114). (GSH)

Post-Preliminary Examination Interview

In order to advise students properly and to ensure appropriate progress through the program, students will meet with program faculty no later than 3 weeks after preliminary examinations. Students’ examination, class work, dispositions, and other performance in the program and as reflected on preliminary examinations will be discussed. Shortly after the interview, the student and advisor will meet to discuss satisfactory and deficient areas.

Comprehensive Examinations

Comprehensive exams are offered twice per year, within the first 3 weeks of the semester, but **not** during the summer. Comprehensive examinations must be completed after a majority of the course work is completed and prior to thesis or project proposal. Students should meet with their advisors to schedule exams and then register in the School of Education Student Services Office (ED 114) indicating that alternate dates/times have been arranged with the advisor.

HDEP’s comprehensive examination is designed to assess your mastery of content within the program. In terms of mastery, we are interested in your ability to apply, critically analyze and integrate content across three major cognate areas, including research methodology and analysis (qualitative and quantitative); human cognition and learning; and human development (infancy through young adulthood). Second, the examination should reflect a level of scientific writing and critical thinking that indicates a readiness to conduct a thesis or research project and pursue a career in human development and/or educational psychology. Although much of the content knowledge you bring to the exam will come from your classroom experiences, you are expected to consult extra-curricular materials to supplement and extend your knowledge beyond your coursework. To guide your preparation for the examination, your advisor can provide our compilation of general study guides within each content area. The evaluation, procedure, and general policies for taking the comprehensive exam are detailed in the compilation. If students fail exams, or a section of the exams, the first time they are taken, faculty may either allow or disallow a second examination, depending upon performance on the exam, in course work, and in interviews. Students who fail or are disallowed the second examination will not be allowed to continue their present program.

General Sequence and Guidelines

	MA	EdS	PhD
Temporary Advisor Assigned	1st semester	1st semester	1st semester
Select Major Advisor	1st/2nd semester	1st/2nd semester	1st/2nd semester
Form Supervisory Committee	2nd semester	2nd semester	2nd semester
Complete and File Program of Study	2nd semester	2nd semester	2nd semester
Preliminary Exam	Within first 3 weeks of 2nd semester/at least 9hours completed	Within first 3 weeks of 2nd semester/at least 9hours completed	Within first 3 weeks of 2nd semester/at least 9hours completed
Preliminary Exam Interview	Within 2 weeks of taking prelims	Within 2 weeks of taking prelims	Within 2 weeks of taking prelims
Mid-Program Interview	At end of 3rd semester (or mid-point)	Mid-point in program as determined by student and advisor	At end of 4th semester
Qualifying Exam and Interview	NA	NA	Continuous PhD students: after completion of the required courses for an MA degree (instead of a master's level comps exam)
Comprehensive Examination	After core coursework completed	After core coursework completed	After core coursework completed
Thesis, Research Project or Dissertation Proposal	After majority of coursework completed	After majority of coursework completed	After passing comprehensive exams
Complete and Defend Thesis, Project or Dissertation	After completion of project and approval of advisor	After completion of project and approval of advisor	After completion of project and approval of advisor
Professional Interview	N/A	In semester of graduation	In semester of graduation
Graduation			

Forms must be completed to formalize each stage.

MA Degree Requirements

See table of Degree Requirements. Also see the USD Graduate Student Handbook.

Thesis/Non-Thesis Options

We currently offer Plan A and Plan B. Students often opt for Plan A to focus on proceeding to a PhD and opt for Plan B for a Master's only. For Plan B, students must complete a Major Area Paper (MAP) requiring thesis hours. For Plan A, thesis must be research oriented, requiring thesis hours.

Thesis Option. The Master's thesis proposal must be approved by the thesis committee consisting of at least 3 members, 2 of which must be HDEP faculty members. Thesis projects include research papers resulting from involvement in research and data analysis. The completed thesis must receive final approval by the committee in both written form and an oral defense, which is open to any interested member of the department, including students.

Non-Thesis Option. Research projects may include major area papers that thoroughly address a relevant topic in human development and/or educational psychology and/or analysis of existing data. Projects must be proposed to and approved by the student's advisor. Upon completion, it must be submitted in writing and defended in an oral presentation to a committee of at least 3 members, including the advisor. The student's advisor will make the final determination of acceptance with feedback from committee members.

For both Plan A and Plan B, students

- may take up to 3 hours of thesis or project prior to proposal;
- should complete the majority of coursework prior to proposal;
- are encouraged to take comprehensive exams in the semester prior to graduation;
- must pass comprehensive exams prior to defense
- must take thesis or project hours in consecutive long semesters.

Required for MA Plan A, MA Plan B

EDER 761 Research Methods In Education
EDER 762 Foundations Of Educational Statistics
EPSY 741 Cognitive Approaches to Educational Psychology

2 of the following

EPSY 522 Adolescent Growth And Development
EPSY 527 Child Growth And Development
EPSY 776 Current Issues In Developmental Psychology

MA Plan A

6 Elective Hours out of area
6 Elective Hours in area
6 Thesis Hours (EDER or EPSY 798)

MA Plan B

6 Elective Hours out of area
9 Elective Hours in area
3 Research Hours (EDER 788)

EdS Requirements

See table for Degree Requirements. Also see page 180 in the USD Graduate Student Handbook.

Prerequisites

EDER 761 Research Methods in Education
EDER 762 Foundations of Educational Statistics
EPSY 741 Cognitive Approaches to Educational Psychology
EPSY 522 Adolescent Growth and Development
EPSY 527 Child Growth and Development

Research Project

Before project hours (in either EDER 791 or EPSY 898S) can be taken, the majority of coursework must be completed. Three project hours may be taken prior to proposal. Project hours must be taken in consecutive long semesters. Prior to defending their projects, students must have passed comprehensive exams. Students are encouraged to take comprehensive exams in the semester prior to graduation.

Research projects may include major area papers that thoroughly address a relevant topic in human development and/or educational psychology, analysis of existing data. Projects include research papers resulting from involvement in research and data analysis. The project must be approved by the student's committee prior to beginning work on it. Upon completion, it must be submitted in writing and defended in an oral presentation.

Course Information

Foundational Courses

EDER 761 Research Methods In Education
EDER 762 Foundations Of Educational Statistics
EPSY 741 Cognitive Approaches to Educational Psychology

2 of the following

EPSY 522 Adolescent Growth And Development
EPSY 527 Child Growth And Development
EPSY 776 Current Issues In Developmental Psychology

Required for EdS

EDER 711 Principles Of Educational Measurement
EDER 763 Qualitative Methods Of Educational Research
EDER 860 Advanced Statistics I
EPSY 721 Research in Early Childhood Psychology
EPSY 743 Current Issues In Adolescent Development
EPSY 842 Research In Human Motivation
LT or TET course

9 Elective Hours
6 Research Project Hours (EDER 888S or EPSY 898S)

PhD Program Guidelines

Assessments

Preliminary Examination

Upon successful completion of the first 9 semester hours of course work, PhD students will complete a preliminary examination. The purpose of preliminary exams is to assess initial progress through the program, writing skills, and the ability to reflect on and synthesize information. Preliminary exams will be offered at the beginning of the fall or spring semester following completion of 9 hours in the HDEP program. Students should schedule the exam with their advisor, complete the appropriate registration form indicating that alternate dates and times have been arranged with the advisor, and return the form to the School of Education Student Services Office (ED 114). (GSH)

Post-Preliminary Examination Interview

In order to advise students properly and to ensure appropriate progress through the program, students will meet with program faculty no later than 3 weeks after preliminary examinations. Students' examination, class work, dispositions, and other performance in the program and as reflected on preliminary examinations will be discussed. Shortly after the interview, the student and advisor will meet to discuss satisfactory and deficient areas.

Qualifying Exam

For students admitted with an earned BA, after completion of the required courses for an MA degree, students will complete qualifying exams. Qualifying exams are offered twice per year, within the first 3 weeks of the semester, but **not** during the summer. The purpose of the exams is to demonstrate competency in the three core areas, competency in research, writing, and goals for the remainder of the PhD program. Students will have one opportunity to retake unsuccessful portions of the exam. If a student fails to pass the entire exam after two attempts, then she/he may not continue in the program. Students should meet with their advisors to schedule exams.

Post-Qual Interviews

After qualifying exams, the student will meet with faculty members or advisor to discuss progress through the program and the manner in which the student addressed deficiencies noted at the post-preliminary examination interview. Additionally, students' progress in teaching, research, and service activities will be addressed in relation to each student's future goals.

Comprehensive Examinations

Comprehensive exams are offered twice per year, within the first 3 weeks of the semester, but **not** during the summer. Comprehensive examinations must be completed after a majority of the course work is completed and prior to thesis or dissertation proposal. Students should schedule the exam with their advisor, complete the appropriate registration form indicating that alternate dates and times have been arranged with the advisor, and return the form to the School of Education Student Services Office (ED 114). All exams are completed electronically. In exceptional circumstances, students may appeal to their advisor to complete the exam by hand.

HDEP's comprehensive examination is designed to assess students' mastery of content within the program and their readiness for pursuing dissertation research and writing. In terms of mastery, we are interested in the ability to apply, critically analyze and integrate content across three major cognate areas, including research methodology and analysis (qualitative and quantitative); human cognition and learning; and human development (infancy through young adulthood). Second, the examination should reflect a level of scientific writing and critical thinking that indicates a readiness to conduct a dissertation. Although much of the content knowledge brought to the exam will come from classroom experiences, students are expected to consult extra-curricular materials to supplement and extend their knowledge beyond your coursework. To guide preparation for the examination, advisors can provide our compilation of general study guides within each content area. The evaluation, procedure, and general policies for taking the comprehensive exam are detailed in the compilation. If students fail exams, or a section of the exams, the first time they are taken, students may be afforded a second attempt. Students who fail the second examination will not be allowed to continue their present program.

Professional Interview Assessment

The purpose of this exit interview for all PhD and EdS students is to demonstrate professional competencies (see below) in the three roles of a higher education professional: Teaching, Research, and Service. Students should develop each of these roles in the HDEP Program. In the semester of graduation, students present their vitas addressing each of the three competencies to the faculty. In a face-to-face interview with the faculty, explain what they did, what they learned, and where/how they will develop each role in the future. Students should be prepared for any questions the faculty members might ask.

Competencies

The graduate program is intended to provide students with a broad knowledge of human development and educational psychology and educational research. The faculty also feels the need to offer students opportunities to acquire skills that will be required on the job market. While some of these skills can be acquired through course work, other skills must be developed through extra-curricular activities through which students are expected to develop competence in teaching, research, and service activities. **Doctoral and Specialist students must complete activities building competence in research, teaching and service.**

Research

Students must develop and maintain the habit of reading and thinking with the goal being to develop their personal knowledge and understanding. Every graduate student should be aware that s/he must develop and maintain this independent, undirected scholarship if they hope for professional success. The fruits of these efforts will be reflected in the ideas shared with faculty. The faculty is eager to help support these efforts, but they cannot instigate them.

By the same token, PhD students are expected to be active researchers and seek research opportunities in the department. Students should be actively involved in efforts to publish this research and take advantage of other opportunities to publish (book chapters, commentaries, book reviews, etc.). Students' advisors will be very helpful in guiding students through this process.

Attending and presenting papers at professional meetings are other aspects of professional activities that will encourage development of research skills and are expected of students. Papers presented at conferences are listed on one's vita and provide evidence of active involvement in the field, speaking skill, etc. that may affect future job prospects. Attendance also affords students the opportunity to learn about the very newest developments in their field and develop professional relationships with people with similar interests.

Teaching

One goal of the PhD program is to prepare students for academic careers. Since many of the graduates will pursue careers in higher education, they must develop the ability to design, deliver, facilitate and assess student learning. Students are expected to seek teaching opportunities within the department and across the campus. Students' advisors will be very helpful in this process.

The program of HDEP has one position for a Teaching Assistant (see below), so most of these experiences will be informal and student initiated. Discuss with your advisor about appropriate activities, including:

- Team teach a course with a professor
- Design, teach and assess a unit in an existing professor's course
- Create, teach and assess a workshop for a selected group (e.g., K-12 faculty/student services)
- With a peer, take responsibility for a major portion of an undergraduate course

These opportunities are listed on one's vita and provide evidence of experience and competence in teaching that may affect future job offers.

Service

Part of any academic's career is service to program, school, university, profession, and community. PhD students are also expected to gain experience in the service arena. Some possibilities for service include:

- Assess a need, develop and implement a program to address the need, and then evaluate the program
- Volunteer for a workshop in staff development
- Work with a faculty development team
- Create online resources
- Create and disseminate a newsletter
- Assist with faculty service projects (e.g., NCATE)
- Provide technology assistance for classes, research, or a program
- Serve on committees
- Provide consulting activities

Discuss with your advisor about appropriate service activities. Demonstration of an understanding of service obligations is important in a job search. These activities can be placed on a vita to provide evidence of such understanding.

Thesis

PhD students must complete a research-based Master's thesis. Students may use existing data, but then must take a significant role in the conceptualization, design, and data collection for their doctoral dissertation.

Request for Waiver of Master's Thesis

Some students entering the program will already have completed a master's thesis. If they completed a research-based master's thesis as part of their previous program, then they may request a waiver of a master's thesis. However, if they did not complete a research-based thesis, then they may not request a waiver. To request a waiver, the following conditions must be met:

1. A research-based master's thesis was completed in educational psychology, psychology, or related field;
2. The project utilized qualitative or quantitative methodology (as opposed to literature review or major area paper);
3. The final document is determined by faculty to be comparable in content and quality to those of our program.

To request a waiver, students should submit a formal letter stating their intent and explaining how their prior thesis meets the requirements stated above. Students should submit this letter with a final copy of their thesis to their major advisor. The entire HDEP faculty will review the documents and decide whether or not to grant the waiver.

Dissertation

Students must complete a research-based dissertation. They may use existing data, but only if they took a significant role in the conceptualization, design, and data collection for their master's thesis.

The dissertation proposal must be approved by the dissertation committee consisting of at least 4 members, two of which must be HDEP faculty members and one must be from outside the School of Education. The committee may approve the project, suggest modifications, or reject the proposal and require a new one. The completed dissertation must receive approval by the committee in an oral defense which is open to any member of the university community and to guests.

Before dissertation hours (in EPSY 898D) can be taken, the student must have completed the following:

- Comprehensive exams passed
- Core coursework completed

No more than 9 hours of dissertation may be taken prior to successfully proposing the dissertation. Students are required to enroll in dissertation hours continuously until the dissertation has been defended successfully during an oral comprehensive examination.

Degree Requirements for entry with a Bachelor's Degree

Students will earn a master's degree en route to a PhD degree. They do not need to re-apply for the PhD program following completion of the master's. Federal Financial Aid will only cover 45 hours of coursework until you earn an MA. If you take more than 45 hours before earning the MA, you will need to submit a justification form with the USD Financial Aid Office.

Required to complete MA

(33 hours)

Learning/Cognition Courses

EPSY 741 Cognitive Approaches to Educational Psychology

Research Courses

EDER 761 Research Methods In Education
EDER 762 Foundations Of Educational Statistics

Development Courses – 2 of the following

EPSY 522 Adolescent Growth And Development
EPSY 527 Child Growth And Development
EPSY 776 Current Issues In Developmental Psychology

12 Elective Hours (from any discipline)

At least 6 hours in emphasis (development or education) area

Up to 6 hours out of emphasis

Thesis in HDEP (6 hours)

The following course sequences are recommended:

Developmental Track: EPSY 522 and EPSY 527 then EPSY 721 and EPSY 743.

Cognitive Track: Students are strongly encouraged to take EPSY 741 early in their program, and EPSY 842 near the end of their program of study.

Research/Statistics Track: EDER 761, EDER 762, and EDER 711 should be taken early in a student's program.

EPSY 721 and EPSY 842 are not offered regularly, so students are encouraged to register for them as soon as they become available. Be sure to note prerequisites. EDER 885 is offered yearly and should be taken early in doctoral coursework.

SPSY 850 should be taken prior to COUN 740

Remaining Coursework

(61 hours in addition to MA)

Learning/Cognition Courses

EPSY 842 Research In Human Motivation^a

Research/Statistics Courses

EDER 711 Principles Of Educational Measurement
EDER 763 Qualitative Methods Of Educational Research
EDER 860 Advanced Statistics I
EDER 861 Advanced Statistics II
EDER 862 Multivariate Analysis and Structural Equation Modeling

Development Courses

EPSY 721 Research in Early Childhood Psychology^a
EPSY 743 Current Issues In Adolescent Development

Other

Any 1 TET or LT course
EDER 885 Dissertation Seminar^b

15 Elective hours (from any discipline)

At least 9 hours in emphasis (development or education) area

Up to 6 hours out of emphasis

Dissertation hours, EPSY 898D (minimum of 15)

Specific Emphases

Educational Psychology Emphasis, choose one of the following:

PSYC 506 Cognitive Psychology

(OR)

SPSY 782 Instructional Strategies, Assessment, and Intervention

Applied Development Emphasis

SPSY 850 Emotional and Behavioral Disorders of Children

Research/Statistics

EDER 890, 891, 893, or 888D (3 hours)

Recommended, not Required

COUN 740 Psychopharmacology for the Nonmedical Mental Health Professional^c

A maximum of 9 transfer credits will be considered on an individual basis by faculty, following evaluation of transcripts and course syllabi. In some cases, students may be required to demonstrate competence before credit is approved.

Degree Requirements for entry with a Master's Degree

Students entering with an earned Master's Degree, see program prerequisites. Course equivalencies will be determined by program faculty.

Prerequisites

Learning/Cognition Courses

EPSY 741 Cognitive Approaches to Educational Psychology

Research Courses

EDER 761 Research Methods In Education
EDER 762 Foundations Of Educational Statistics

Development Courses – 2 of the following

EPSY 522 Adolescent Growth And Development
EPSY 527 Child Growth And Development
EPSY 776 Current Issues In Developmental Psychology

The following course sequences are recommended:

Developmental Track: EPSY 522 and EPSY 527 then EPSY 721 and EPSY 743.

Cognitive Track: Students are strongly encouraged to take EPSY 741 early in their program, and EPSY 842 near the end of their program of study.

Research/Statistics Track: EDER 761, EDER 762, and EDER 711 should be taken early in a student's program.

EPSY 721 and EPSY 842 are not offered regularly, so students are encouraged to register for them as soon as they become available. Be sure to note prerequisites. EDER 885 is offered yearly and should be taken early in doctoral coursework. SPSY 850 should be taken prior to COUN 740

Required Coursework

Learning/Cognition Courses

EPSY 842 Research In Human Motivation^a

Research/Statistics Courses

EDER 711 Principles Of Educational Measurement
EDER 763 Qualitative Methods Of Educational Research
EDER 860 Advanced Statistics I
EDER 861 Advanced Statistics II
EDER 862 Multivariate Analysis and Structural Equation Modeling

Development Courses

EPSY 721 Research in Early Childhood Psychology^a
EPSY 743 Current Issues In Adolescent Development

Other

Any 1 TET or LT course
EDER 885 Dissertation Seminar^b

15 Elective hours (from any discipline)

At least 9 hours in emphasis (development or education) area

Up to 6 hours out of emphasis

Dissertation hours (minimum of 15)

Specific Emphases

Educational Psychology Emphasis, choose one of the following:

PSYC 506 Cognitive Psychology

(OR)

SPSY 782 Instructional Strategies, Assessment, and Intervention

Applied Development Emphasis

SPSY 850 Emotional and Behavioral Disorders of Children

Recommended, not Required

COUN 740 Psychopharmacology for the Nonmedical Mental Health Professional^c

A maximum of 9 transfer credits will be considered on an individual basis by faculty, following evaluation of transcripts and course syllabi. In some cases, students may be required to demonstrate competence before credit is approved.

Elective Courses

Students should meet with their advisors to plan appropriate elective courses. Electives allow students to further develop knowledge in skills in their chosen area of research and expertise, from an interdisciplinary perspective. As such, students are strongly encouraged to take these courses both in and outside the HDEP program area. (This is not a complete list. Consult the schedule of classes for other electives of interest. Students should also check for prerequisites in each of these courses.)

Areas of Emphasis

Most courses with the HPER, KSS, ELED, SEED, or SPED prefix will fit as electives in Learning/Cognition or Human Development emphases or general electives.

Learning/Cognition Emphasis

SPSY 782 Instructional Strategies, Assessment, And Intervention*
AHED 701 Adult-Learning Theory
AHED 710 Sociology And History Of Adult Education
AHED 735 Instructional Strategies For Adult Education
AHED 751 Curricula, Teaching, And Research In Higher Education
EDAD 746 Organization And Administration Of Community Education
PE 747 Curriculum Development In Physical Education
PSYC 504 Seminar: Memory And Information Processing
PSYC 506 Cognitive Psychology
PSYC 509 History And Systems Of Psychology[†]
PSYC 537 Decision Making & Risk Management

Human Development Emphasis

SPSY 772 Applied Neuropsychology & Interventions with School Aged Children*
SPSY 850 Emotional And Behavior Disorders Of Children*
PSYC 523 Research In Aging
SPCM 560 Family Communication
PSYC 779 Child Psychopathology^{††}
SOC 555 Juvenile Delinquency
SOC 581 Sociology Of The Family

Research/Statistics Emphasis

PSYC 577 Psychological Testing And Measurement
PSYC 578 Program Planning & Evaluation
PSYC 777 Seminar In Statistical Topics
PSYC 778 Survey Research Methods

General Electives

AHED 720 Principles Of Postsecondary Education
AHED 710 Sociology And History Of Adult Education
COUN 740 Psychopharmacology For The Nonmedical Mental Health Professional
AHED 750 Current Practices And Problems In Higher Education

PE 744 Sociological Perspectives Of Sports
PSYC 511 Physiological Psychology[†]
PSYC 542 Advanced Social Psychology
PSYC 543 Social Psychology Of Prejudice
SPCM 501 Advanced Interpersonal Communication
SOC 580 Sociology Of Education

Didactic/Professional Development

COUN 736 Appraisal Procedures In Counseling
SPSY 768 Consultation*
SPSY 772 Applied Neuropsychology & Interventions with School Aged Children*
SPSY 782 Instructional Strategies, Assessment, And Intervention*
SPSY 784 Behavioral Collaboration and Intervention*

Educational Foundation Courses

EDFN 575 Human Relations
EDFN 710 History Of Education
EDFN 720 Philosophies Of Education
EDFN 730 Current Issues/Problems In Education
EDFN 735 The Education System And Its Public
EDFN 740 Comparative Education

Technology Courses

LT 711 Teaching & Learning In The Information Age
LT 712 Principles Of Learning For Instructional Technologies
LT 716 Systematic Design Of Instruction
LT 726 Technology In The Curriculum
LT 741 Distance Learning Systems And Design
TET 500 Instructional Computing Skills
TET 535 Internet In The Classroom
TET 540 Internet/Telecommunications
TET 545 Development Of Digital Presentations
TET 701 Technology In The Curriculum
TET 710 Technology In Society
TET 715 Sociological & Philosophical Foundations Of Education In The 21st Century

*Students should get approval from the School Psychology Coordinator prior to taking SPSY courses.

[†] These courses should only be taken if students have little or no prior experience with the topic

^{††} Students should first get approval from the instructor before enrolling.

Faculty Listing

Harry Freeman, PhD 1996, The University of Wisconsin. Interests include: child and adolescent close relationships, attachment relationships & styles, influences of the child's emotional support and closeness to parents and interactional effects with peers. Expertise in the areas of emotional development of children and adolescents, developmental research methods, situated cognition, attachment theory and attachment disorders.

Lisa Newland, PhD 2000, Utah State University. Interests include: parent-child social relationships, fathering and parent involvement, language and literacy development in infancy and early childhood, infant play and cognition, and early intervention services. Expertise in the areas of child development, educational measurement, developmental research designs, children's social and emotional development, attachment, and language acquisition theories.

Bruce Proctor, PhD 1989, Purdue University. Interests include: Research design, psychoeducational assessment, tests and measurement, self-esteem and perceived competence, grade advancement, ability testing

Amy Schweinle, PhD 2001, The University of Texas at Arlington; postdoctoral work at University of Notre Dame. Interests include: research design, statistics, student motivation to learn within the classroom setting, and cognitive development in infancy. Expertise in cognitive development, academic motivation, research design, statistics.