

**CUNY GRADUATE CENTER
PH.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY**

**Student Guidelines for the Ph.D. Program in Educational
Psychology**

2008

Students are expected to become familiar with the contents of these guidelines, which contain the working procedures for all aspects of the program.

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1. Program of Study

The student will complete a program of study including a minimum of 60 credits in Educational Psychology and related fields. Four concentrations are offered: **Quantitative Methods in Educational and Psychological Research; Learning, Development, and Instruction; School Psychology, and Educational Policy Analysis.** The concentration in School Psychology leads to a Ph.D. in Educational Psychology (School Psychology), Certification in School Psychology, and eligibility to sit for the New York State Psychology Licensure examination.

A: Core Courses

The core courses are for students in all four concentrations and are foundation courses that prepare students for the First Level examinations.

The core courses are as follows:

70200 Educational Psychology: History and Current Systems, 3 cr
70500 Statistics and Computer Programming I, 30 hours lecture, 30 hours laboratory, 3 cr.
70600 Statistics and Computer Programming II 30 hours lecture, 30 hours laboratory, 3 cr.
70700 Research Methods in Educational Psychology, 3 cr.

TOTAL REQUIRED: 12 credits

All students must take 70200, 70500, 70600 and 70700 during the first two semesters that they are matriculated in the program.

B. Area Courses

In addition to the core courses, there are 18 credits of required area courses. For students **not majoring in School Psychology**, four courses must be chosen from menu (I), and two courses must be chosen from menu (II).

(I) Learning, Development, and Instruction

71100 Cognitive Development and Learning Processes in Education

71300 Social and Motivational Development in Education

71400 Instructional Issues: Individual Differences, Group Processes and School Context

71700 Language and Communicative Development: Research and Education

71900 Theory and Application of Behavioral Techniques in Educational Settings

72000 Developmental Psychopathology Among School Based Populations

TOTAL REQUIRED: 12 credits

(II) Quantitative Methods in Educational and Psychological Research

73000 An Introduction to Psychometrics

73100 Evaluation Research

83300 The General Linear Model

83400 Path Analysis, Factor Analysis, and Structural Equation Models

83500 Qualitative Data Analysis

TOTAL REQUIRED: 6 credits

Students who are majoring in School Psychology are required to take the following courses from Menu I above: 71100, 71300, 71900, 72000. Further, 73000 must be chosen from Menu II.

C. Major Area Courses

Descriptions of the course requirements for each of the four concentration areas is described in “Major Area Concentrations” and is available from the program office. Supervised Research is required as part of the concentration area sequence and as preparation for the dissertation.

D. Student Program of Studies

Incoming students are assigned a faculty advisor. As students progress in the program, they may select a new advisor who more closely matches their research interests. Students should meet with their advisor at the beginning of each semester to plan and record a program of studies. Advisors will approve the choice and number of courses students plan to take in each semester. It is then the students' responsibility to notify their advisor of any intended changes in the program as agreed upon.

E. Registration

Students must obtain prior approval and their PIN number from their advisor before registering for courses each semester. Students must notify their advisor prior to any intended change in their course load during a semester.

Students are classified for registration and tuition purposes according to three levels defined as follows:

First Level Students who have earned no more than 45 credits – including approved advanced standing transfer credits are classified as First Level.

Second Level Following the completion of 45 credits and successful completion of the first level exams, students are classified as Second Level.

Third Level Following the completion of all coursework, successful completion of the second level exams, and approval of a dissertation topic, students are advanced to candidacy and classified as Third Level.

Students continue to register each semester, even after coursework is completed, until they graduate. Students may register as Level III “Maintaining Matriculation” status only when advanced to candidacy. After advancing to candidacy, students register for 90000 each semester until finishing the dissertation.

F. Full-time, Part-time Status

When the student is at Level 1, full-time study is defined as carrying at least 9 credits per semester; a course load of six credits is considered part-time study. All students are expected to register for a minimum of 6 credits per semester. Students who for any reason need to change from full-time to part-time status may do so with prior notification to their advisor.

G. Attendance at Colloquia and Dissertation Seminars

Attendance at departmental colloquia and dissertation proposals is considered to be a critical component of the student’s doctoral studies. It is expected that each student will regularly attend these presentations.

H. Auditing Policy

To audit a course, permission of the instructor is required.

I Incompletes

A student who finds it necessary to take an Incomplete for coursework must obtain prior approval from the course instructor. The student is to inform the instructor in writing of a date for completion of course requirements mutually agreed upon by the student and the instructor. It is the student’s responsibility to inform the advisor of any pending Incompletes. Students are not permitted to request or carry more than two Incompletes at any time during their matriculation. Students should be aware of the Graduate School policy that Incompletes must be resolved

within the next two semesters after the course is taken; after that time the Incomplete is permanent. An Incomplete carried beyond one semester is counted as part of the student's course load the next semester. Students who receive a C+ or lower in a statistics course must retake that course.

K. Course Changes

A student wishing to withdraw from a course without penalty must do so before the end of the third week of the semester.

L. Leave of Absence

Students may petition in writing to the Executive Committee for a leave of absence. Typically, requests for leaves of absence will be granted for up to two (2) semesters. In exceptional cases, students may be granted a maximum of four (4) semesters of leave during their entire period of matriculation. Students should request the leave during the semester preceding the anticipated leave. It is the responsibility of students to check the filing deadline published in the Graduate Center's academic calendar.

2. Credits for Advanced Standing (Transfer Credits)

The transfer of credits from other institutions should be limited to courses that are comparable to those taken in the Educational Psychology Doctoral Program at the City University.

The request for transfer credits **must be initiated by the student** after completion of one semester of study. Transfer credits will be awarded by the student's advisor with the consent of the Executive Officer. When requesting transfer credits, a student must present in writing to the advisor: the names, course numbers, grades, and institutions where the credits were earned, as

well as a course description and syllabus, and transcript showing that the credits have been earned. Requests for advanced standing for more than nine credits must be approved by the Executive Committee.

3. Faculty Review of Student's Progress

At the end of each semester, the faculty meet to review all students' progress in the program. Following the review, each student receives a written notification of the faculty's assessment of progress. Two general categories are used to report student progress: Satisfactory indicates that the student has met program requirements on schedule and has maintained an approved level of performance, i.e., at least a B average. Unsatisfactory means that a student has not maintained satisfactory progress through having one or more Incompletes, by failing to maintain an acceptable grade-point average of 3.0, by not passing First or Second Examinations, or by not making satisfactory progress with respect to dissertation research. Students given an unsatisfactory rating may be placed on Probation. Students placed on probation, will be required to satisfy all deficiencies prior to the end of the following semester. Failure to do so may result in the loss of matriculation status.

4. First Doctoral Examination

The purpose of the first level doctoral exams is to assess whether a student has reached competency in four of the five following areas in Educational Psychology to justify further advancement in the program:

- Statistics,
- Research Methods,
- Cognition and Motivation,
- Instruction and Language Development,
- Behavior Modification and Developmental Psychopathology

All examinations are two hours long with the exception of Statistics and Research Methods which are one and one half hours long. All students take a total of four examinations as explained below.

All students must successfully complete the examinations in Statistics and Research Methods prior to the beginning of the third semester, **AND** all students must complete two additional examinations, that is, School Psychology students must complete an examination in (a) Cognition and Motivation, and (b) Behavior Modification and Developmental Psychopathology; Learning, Development and Instruction students must complete an examination in (a) Cognition and Motivation, and (b) Instruction and Language Development; and Quantitative Methods and Educational Policy students can choose any two additional examinations, that is, (a) Cognition and Motivation, (b) Instruction and Language Development, or (c) Behavior Modification and Developmental Psychopathology. All students must sit for all four examinations prior to beginning their fifth semester. Students must successfully complete all four examinations to remain matriculated in the program.

Any examination that the student fails must be retaken in the following semester, and **may be retaken only once**. Students are urged to discuss any examination failed with the appropriate faculty.

Examinees will be identified only by Banner ID numbers. Where there is disagreement in the judgment of two examiners, a third member of the faculty will participate in judging the examinations. The student will be informed of the membership of the readers and in case of failure, the concentration Area Head will explain the basis of the failure to the student.

Updated reading lists will be available by June 1st. These lists apply to the examinations to be given in August of the current year and January of the following year. The examinations will be given approximately one (1) week prior to the beginning of both the Fall and Spring semesters each year. Students must register for the examination with the Assistant Program Officer by the deadline date on the examination application form.

5. Second Doctoral Examination

The Second Examination will be taken after the completion of the courses indicated in the student's plan of studies. In instances where all courses have been completed except 89000 (Supervised Research), the student may seek permission from the Executive Committee to sit for the second exam. Permission will be granted only if the student has submitted a draft of the final research paper. Permission to take the Second Examinations must be obtained from the students' faculty advisor who must sign the registration form. Students must register for the examination with the Assistant Program Officer **by the deadline date on the examination application form.**

In accord with Graduate School regulations, students are required to complete the Second Examinations prior to beginning their 11th semester in the program. Students who do not successfully complete their Second Examinations within the above time frame will receive an unsatisfactory progress letter from the Registrar. In extraordinary circumstances, students may petition the Executive Committee no less than three weeks prior to the examination date to request to delay their exam until the next scheduled exam period without penalty. Students who register for the exam, but do not show up to take the examination will receive a failure for that examination. Students who fail the examination must retake it during the following semester. Students have only two opportunities to successfully complete the second exam.

The Second Doctoral Examinations are designed to assess the students' knowledge of their area of concentration within Educational Psychology. Students are expected to demonstrate competency, and should be conversant with the empirical research, theories, methodologies, and history of their major area.

An updated reading list will be available by June 1st. These reading lists apply to the examinations given in August of the current year and January of the following year.

The examinations are comprised of **two sections, each section** is given on a separate day. The examinations are given twice a year, approximately one (1) week prior to the beginning of the Fall and Spring semesters.

Examinees will be identified only by banner numbers. Where there is disagreement in the judgment of the two examiners, a third member of the faculty will participate in judging the examinations. In case of failure, the area head will explain the basis of the failure to the student.

If a student fails a section of the examination, the student will be permitted one additional opportunity to pass that section. Both sections of the examination must be passed to maintain matriculation in the Program.

Students who register for the exam, but do not show up to take the examination will receive a failure for that examination. Students who fail the examination must retake it during the following semester. Students have only two opportunities to successfully complete the Second Level exam. Both sections of the examination must be passed to maintain matriculation in the program.

6. Research Tools

An individual's dissertation advisor and committee, with the approval of the Executive Committee, may require a student: (1) to acquire a working knowledge of a foreign language or languages in which there is a substantial body of literature relevant to the student's research; (2) to acquire functional mastery of computer programming; and/or (3) to acquire mastery of advanced statistical techniques. Should the student be required to develop such skills, the Executive Officer must be notified of this requirement, in writing, by the student's mentor.

7. Dissertation Procedures

A. Preparation of the Dissertation Topic

After completing all required coursework and passing the Second Examinations, students begin the process of writing their dissertations. A **full description of this process can be found in Appendix A**. The first step is to develop the dissertation topic in consultation with

an Educational Psychology faculty member who will serve as the chair of the Dissertation Committee. This Dissertation Committee will have three members: the chair, and two other faculty, at least one of whom must be a member of the Educational Psychology Program. We typically satisfy this requirement. However, there would be a problem for example if the original committee contained say a non-CUNY individual, and the two proposed outside readers were also non-CUNY members.

Following is a detailed description of the rules governing the composition of the Dissertation Committee as well as the final examination committee for the Defense of the dissertation.

- (1) The dissertation committee must consist of 3 members.
- (2) The chair of the committee must be a member of the Educational Psychology doctoral faculty.
- (3) At least one of the remaining two committee members must also be a member of the Educational Psychology doctoral faculty.
- (4) For the final dissertation defense, the committee is enlarged by adding two “outside readers”. Note that the use of outside readers is our requirement but is not a Graduate School requirement. Further note that we only require that the outside readers be “qualified scholars” who were not members of the original committee. For example, the outside reader need not have a doctoral degree.
- (5) Note that there is a Graduate School requirement that a minimum of 3 of the members of the final dissertation defense committee be members of the CUNY doctoral faculty.

The completed topic description and the proposed committee members are then submitted to the Executive Committee for approval.

B. Advancement to Candidacy

The student is Advanced to Candidacy (Level III status) when the program requirements are completed and the dissertation topic is approved. Upon advancement to candidacy, a student is eligible to apply for the Master of Philosophy Degree. A notice of advancement, along with an application for-degree form for the Master of Philosophy degree will be forwarded to you by the Registrar. If you do not receive this application form, contact the Registrar directly.

A student is also eligible for an en route master's degree in Psychology upon completion of a minimum of 45 doctoral credits and the completion and approval of a (thesis) paper. The paper must be the equivalent of an M.A. thesis, supervised by the student's advisor in conjunction with a faculty member from the granting institution and approved by the Executive Officer. The en route M.A. is awarded by one of the CUNY Senior Colleges, e.g. City College or Hunter College. Consequently, the student must be actively engaged in scholarly activities with faculty in the department at the granting institution. The student must file an application with the program office.

C. The Dissertation Proposal

When a student has prepared a dissertation proposal, in which the theoretical rationale, the design, and the justification for the study are made explicit, the proposal is presented, with the concurrence of the three members of the dissertation committee, to an ad hoc meeting of the Educational Psychology faculty and students at the Dissertation Proposal Seminar. Copies of the proposal must be distributed to faculty and students of the program through the program office no later than two weeks prior to the seminar date. For more details, see APPENDIX A.

The Dissertation Proposal Seminar will be chaired by the student's dissertation committee chair. Following the presentation at the Dissertation Proposal Seminar, the dissertation committee and Educational Psychology faculty will meet to judge the proposal, and the

Educational Psychology faculty will vote whether to accept with or without changes, or to reject the proposal. The student should prepare the “Approval of Dissertation Proposal” form on page 21 of this document and bring it to the dissertation proposal seminar. The Committee members will certify their decision to approve or reject the proposal.

If the proposal is rejected by the faculty and the student wishes to appeal the decision, the appeal procedure detailed below is followed:

- a. The Executive Officer will seek the recommendation of the student’s dissertation committee. If the sponsor and one other member agree to support the appeal, the Executive Officer will forward the proposal to three scholars in the appropriate academic area. These scholars will be eminent in their field and cannot be personal acquaintances of either the student or the committee members. The Executive Officer will select these readers after consulting with the sponsor, as well as with a faculty member who voted to disapprove the dissertation proposal.
- b. A form will be sent with the proposal that lists criteria to be considered when evaluating the document.
- c. These readers will be financially compensated for their services by the Graduate School.
- d. The recommendations of the readers will be presented to the faculty members of the Executive Committee during the Executive Session; that body will render the final decision on the appeal.

D. The Oral Defense of the Dissertation

When the dissertation study is complete and the final draft of the document is approved by the three members of the dissertation committee, the oral defense may be scheduled. The Executive Officer will, in consultation with the dissertation committee, appoint two outside readers. An outside reader is a qualified scholar who did not serve on the committee. The outside readers are given three weeks to prepare their reactions to the dissertation, which are then discussed at the oral defense. The student’s oral defense takes place with all sponsoring committee and outside readers present. A student must submit the completed dissertation to the Graduate School by the end of April in order to graduate in June.

8. Time to Degree

In accordance with Graduate School regulations students have eight years to complete requirements for their degrees, or seven years if 30 or more transfer credits have been accepted for the student's program. A time extension beyond the eight years is granted only in exceptional circumstances, and only when the dissertation proposal has been approved by the Educational Psychology faculty at the Dissertation Proposal Seminar.

The following time frame and deadlines should also be noted:

- (a) Students must sit for their Second Examinations prior to beginning their 11th semester in the program,
- (b) Following completion of the Second Examination, students are expected to develop and have their dissertation topic approved within two semesters,
- (c) Following approval of the topic, the dissertation proposal must be approved within an additional two semesters,
- (d) Following approval of the proposal, the dissertation must be completed within two semesters.

Failure to meet the dead lines given in (a) – (d) will result in an unsatisfactory progress review.

9. Student Representation

Students are represented by delegates to various committees of the Educational Psychology Program as well as to committees at the Graduate School level. These student delegates are elected by fellow students consistent with Graduate School By-Laws and Program Governance.

1. Students in the School Psychology specialization elect one first year student to serve on the Quality Assurance Committee for the duration of their program. This committee is

composed of one student representative from years 1-4, and this committee meets once each semester with School Psychology faculty.

2. Two student delegates attend the monthly Educational Psychology Executive Committee meetings; they are elected in August for that academic year.
3. The Doctoral Student's Council (DSC) and the Graduate Council are university-wide organizations which represent students' interests. The names of student delegates to these groups are available from the program office. Students having procedural or technical concerns about program/university matters should contact the appropriate delegate(s)

10. Professional Licensing

Students who graduate from the School Psychology area are eligible to sit for the New York State Licensing Examination in Psychology. Students in the other area concentrations should consult "Information for Applicants for Licensing as a Psychologist" which can be obtained by writing to:

The University of the State of New York
The State Education Department
Division of Professional Licensing Services
Cultural Education Center
Albany, New York 12230

11. Appeals

The program follows the Graduate School regulations for disputes and appeals concerning grades and program procedures, as outlined in the Student Handbook, Appeal Policies and Procedures. Students wishing to initiate an appeal should first inform the Executive Officer of such in writing.

APPENDIX - A

DISSERTATION PROCEDURES

THE PH.D. PROGRAM IN

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After you have completed all of your course work and examinations, you are eligible to begin the process of writing your doctoral dissertation. This process involves the following steps:

- (1) You will develop a dissertation topic working with your dissertation chair. The topic is then briefly described in a 2-4 page (double-spaced) document. The topic description should include the following information:
 - (a) Provisional dissertation topic.
 - (b) Brief statement of the problem area including relevant research citations.
 - (c) General statement of the dissertation research focus.
 - (d) List of Committee members and chair (see Student Guidelines for composition of the dissertation Committee).
- (2) Twelve copies of the description of your dissertation topic are submitted to the Executive Officer of the program for approval by the Executive Committee. Note that this committee meets the first Monday of most months. Thus, you should submit your proposal no later than the last week of the month for review at the next meeting.
- (3) After the topic and your dissertation committee membership have been approved by the Executive Committee, you will receive written notification from the department. At this time you are eligible to be advanced to candidacy and become a Level III student with an associated reduced tuition rate. The Assistant Program Officer will submit a form to the Registrar, notifying them that you have advanced to candidacy.
- (4) You now begin the process of writing your dissertation proposal under the supervision of your dissertation chair and your committee. Although each dissertation proposal will be different, they will typically consist of the following sections:
 - (a) An Introduction section which clearly states the goal of the proposed research and its importance to the field of Educational Psychology.
 - (b) A Literature Review section which provides an integrated and comprehensive review of all relevant research. The review should include a clear statement of the relationship for your proposed study to past research.
 - (c) A Methods section, which describes in detail the research questions, and/or hypotheses you will be investigating, and the methods you will be employing. Full descriptions of the following should be included: method of choosing subjects, measures to be administered, experimental or research design, statistical analyses.

- (5) After acceptance of the dissertation proposal by your dissertation committee, you are required to orally defend the proposal. The dissertation proposal seminar will typically consist of a short (maximum of 30 minutes) presentation by the student describing the proposed research followed by questions from the faculty. The following procedures should be noted:
- (a) Except for unusual circumstances, it is expected that the proposal seminar will be scheduled on either a Monday or a Wednesday from AM, 12:00-2:00 PM. Note that on the first Monday of every month, the AM slot is reserved for Executive Committee meetings. It is imperative that you inform the Assistant Program Officer of your scheduled time so that a room may be reserved and the faculty and Provost notified. In addition, it is your responsibility to order any computer/visual equipment from audio/visual services: cdenniston@gc.cuny.edu or 817-7330.
 - (b) No later than two weeks before the date of the presentation the student must provide the Assistant Program Officer with the following documents: Ten copies of the full dissertation proposal to be distributed to the faculty; Thirty copies of the 2-3 page summary of the proposal to be distributed to students in the program.
 - (c) Prior to the proposal seminar, the student should obtain from the Assistant Program Officer an “Approval of Dissertation Proposal” form which should be given to the dissertation chair. (see attached)
- (6) All students involved in research using human subjects must complete the Committee on the “Protection of Human Subject Disposition Form” available in Sponsored Research (Room 8308). Also available from this office is a list of committee’s scheduled meeting dates.
- Please be advised that if you are conducting your research on any of the CUNY campuses, you may submit your proposal directly to the campus’ Institutional Review board and then provide a copy of the protocol, along with the campus’ approval, to the Graduate School’s Committee on the Protection of Human Subjects. For all other non-CUNY institutions, you must complete the institution’s own forms in addition to the Graduate School & University Center’s Human Subjects Protection form.
- (7) For further “Instructions for Preparing the Doctoral Dissertation,” please visit the following Graduate Center website: inside.gc.cuny.edu/studentaffairs/registrar/coeddiss.htm.
- (8) In addition, students should consult the “Student Guidelines” of the Educational Psychology program for other information about the proposal and dissertation, including advancement to candidacy.
- (9) When all research has been completed and the final dissertation has been judged to be acceptable by the student’s doctoral committee, the final oral defense of the dissertation can be scheduled. Educational Psychology regulations require that two “outside” readers be added to the student’s committee for the final defense. These two individuals are chosen by the student’s dissertation chair in consultation with the student. In addition, Graduate School

regulations require that at least 3 of the members of the final examination committee be members of the CUNY doctoral faculty. Copies of the full dissertation are provided to the outside readers prior to the final oral. The following additional procedures should be noted:

- (a) The same procedures used in scheduling the dissertation proposal should be employed in scheduling the final defense (see 5 a).
- (b) The final oral examination follows the same basic format of the dissertation proposal seminar except that it is the completed dissertation, which is being defended.

Please contact this Office for assistance with these procedures.

**THE GRADUATE SCHOOL AND UNIVERSITY CENTER
PH.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY**

APPROVAL OF DISSERTATION PROPOSAL

Student's Name _____

Date of Presentation _____

Title of dissertation Proposal _____

- We certify that the student's Dissertation Proposal has been approved by the Educational Psychology faculty as presented.
- We certify that the student's dissertation Proposal has been approved, after revisions are approved by the Chair.
- we certify that the student's Dissertation Proposal requires revisions. It must be resubmitted for approval by the Chair and two members of the Dissertation Committee.
- We certify that the student's dissertation proposal has not been approved by the Educational Psychology faculty and make the following recommendations:

Committee Members:
