



THE UNIVERSITY *of*
NEW MEXICO

COLLEGE *of* EDUCATION

Graduate Handbook

EDUCATIONAL PSYCHOLOGY

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Mission

The primary mission of the Educational Psychology program is to offer programs of study that lead to the Master of Arts and Doctor of Philosophy Degrees by providing the following training and experiences.

- A research-based curriculum covering basic concepts and theories in psychology as they relate to learning and instruction, including cognition, human development, learning, motivation, educational statistics, measurement, assessment, evaluation, and applications to educational policy and practice.
- An integrated sequence of courses and other learning experiences designed to insure the development of a clear basis for understanding the necessary links among teaching, learning, and assessment, including the role of various individual difference and group factors in these processes.
- A rigorous training sequence in statistics and research methodologies that will allow graduates to evaluate and conduct educational research in a variety of contexts.
- A variety of opportunities, such as teaching assistantships and internships, which will prepare doctoral students for their future professional endeavors.

The secondary mission is to provide graduate students from other programs throughout the college and university with an understanding of applications of research methodologies and educational statistics and with an understanding of the psychological and developmental bases for educational processes through course work and programs of studies, including supporting areas and doctoral minors.

Note: The Educational Psychology Program does not offer an undergraduate degree. At the undergraduate level, the Educational Psychology Program works closely with other College of Education Programs including those with the primary function of preparing teachers. There, the Program's mission is to provide undergraduate students with a practical understanding of basic concepts and theories in all areas of psychology as they relate to learning, instruction, and the assessment of learning.

Goals

The Educational Psychology Program focuses on the role of psychological research and theory in fostering and understanding of the individual in the broad context of education. It provides rigorous training in quantitative research methods and educational statistics.

The program prepares students for employment in the field of Educational Psychology. Positions within this field typically include:

- Faculty positions at colleges and universities
- Administrative appointments with federal, state and local educational systems
- Research posts at laboratories and research centers
- Consulting employment

Degrees Offered

The Educational Psychology Program offers the following degree programs:

Masters of Arts Educational Psychology
Doctor of Philosophy Educational Psychology

The Program also offers two formal, 24 credit hour minors:

Minor in Cognitive and Psychological Processes in Education
Minor in Quantitative Methods in Education

The program encourages students from other College of Education or University programs to participate in the program through a minor field of study. Both minors consist of a minimum of 24 credit hours of which no fewer than 18 hours are in Educational Psychology. Required core courses are identical to those required for the Ph.D. major with the exception that internships are not required.

Emphasis On

Application of psychological and developmental research and theory

Domains of inquiry

A research – based foundation

Application of Psychological Research and Theory to Diverse Educational Contexts

The overall focus of the program is designed to give students a broad and critical perspective on the psychological and developmental factors affecting individuals in schools, other educational settings, and learning situations throughout the lifespan. It is also designed to foster a clear sense of how to apply that perspective in understanding and developing effective learning environments, such as:

How to link teaching, learning, and assessment
How to develop problem solving and critical thinking skills in students
How to structure effective instruction in specific content areas
How to increase student motivation in learning
How to manage student behavior
How to adapt instruction for individuals who differ in many ways

Domains of Inquiry

Cognition, Learning & Motivation

This domain of study deals with thought, human learning and motivation. Learning is at the heart of all educational practice and learning is rendered difficult without effective motivation. Specific areas covered in this domain include problem solving, creativity, thinking, memory, social cognition, the impact of culture and community, learning abilities, learning problems, behavioral views, cognitive perspectives, concept learning, learning strategies, social learning theory, constructivist approaches to learning, and individual differences.

Lifespan Human Development

This domain of study deals with human development through the life span, and its effect on a person's ability to comprehend and learn new materials. Specific areas covered in this domain include cognitive development, language development, emotional development, gender role development, aging, and the development of individual differences.

Assessment and Evaluation

This domain of study deals with assessment for a variety of purposes. Specific areas covered in this domain include assessment for instruction/intervention, assessment for selection/admission, evaluation of learning outcomes, evaluation of programs and projects, and evaluation of assessment instruments.

Educational Statistics and Research Design

This domain of study covers quantitative research methods and their application and interpretation, including such methods as: univariate and multivariate analysis of variance and regression, structural equation modeling, factor analysis, item response theory, generalizability theory, differential item functioning, and hierarchical linear modeling. This domain also includes the study of research designs and the impact of design on internal and external validity, especially as they are applied in educational settings.

Foundation: Research Methodology

To be effective in critically evaluating and applying research and theory to educational problems, students must have a clear understanding of how research and theories are developed and tested. In order to conduct appropriate research that will advance our understanding of the role of psychological factors in education, students need to be able to develop and implement research studies as well as apply research and theory. A firm grounding in research methodology forms the basic platform that acts as a unifying theme throughout the program and prepares the students for such activities as:

- Critically reviewing education and psychological literature
- Interpreting educational research findings
- Planning, designing, and conducting educational research
- Analyzing research data
- Developing and using assessment tools effectively

Master of Arts Degree in Educational Psychology

The M.A. degree in Educational Psychology at the University of New Mexico is awarded in two forms:

Plan I - Thesis.

Plan I requires a thesis and 30 credit hours

Plan II - Examination.

Plan II requires an examination and 33 credit hours. The additional 3 credit hours are required in minor or supporting electives.

Both options require:

Establishment of a Committee on Studies (COS)

- When the student is admitted, the program assigns a faculty advisor. As soon as possible after the successful completion of twelve hours of graduate credit, the student should consult with the faculty advisor to form a Committee on Studies (COS).
- The Committee on Studies is composed of three UNM faculty members, at least two of which are from the Educational Psychology Program.
- The Chair of the Committee on Studies must be a primary Educational Psychology Program Faculty member. The Chair is often, though not always, the student's initial advisor.

Development and Approval of a Program of Studies (POS)

- The faculty advisor/Chair of the Committee on Studies helps the student develop and draft a “Program of Studies for: Master’s Degree/Graduate Certificate” form, often referred to as Program of Studies or POS. Copies of the form are available online from the Office of Graduate Studies (OGS) at <http://www.unm.edu/~grad/>.
- A list of the three faculty members comprising the Committee on Studies should be attached to the completed Program of Studies form.
- The program of studies form (POS) and the list of Committee on Studies members comprises the student’s formal program of study.
- After consultation with and approval by the advisor and other Committee on Studies members, the student distributes copies of the POS to all primary Educational Psychology program faculty *at least* one week and preferably two weeks prior to a regularly scheduled faculty program meeting.
- Review for approval of students’ POS forms by the entire faculty occurs at regularly scheduled program meetings.
- The student gives the approved “Program of Studies for: Master’s Degree/Graduate Certificate” form to Department staff, who forward it to the Department Chair for approval and signature.
- Staff ensures that the signed form is forwarded to the University Office of Graduate Studies.
- The Office of Graduate Studies must approve the Program of Studies no later than the semester *before* the student intends to graduate.
- *Courses used for a master’s degree may not be more than 7 years old at the time of graduation.*

Modification of an Approved POS

- Students may modify their Programs of Studies by submitting a petition describing in detail the proposed changes to the Chair of the Committee on Studies committee. He or she, in consultation with the Program Coordinator, decides whether the changes proposed are major or minor in nature.
- Minor changes are reviewed and approved by the Program Coordinator.
- Major changes require program faculty approval.

- If major changes are proposed, the Chair of the Committee on Studies distributes copies of the petition to the Program Coordinator and program faculty members at least one week prior to the next regularly scheduled program faculty meeting.
- After formal approval of major changes to the POS by program faculty, the chair of the Committee on Studies forwards the petition to Department staff for Department Chair approval plus preparation for forwarding to the Office of Graduate Studies. (See next section for form submission due dates.)

Notification of Intent to Graduate

- The POS form must be approved by the Office of Graduate Studies no later than the semester before the student intends to graduate.
- Due dates for submitting the POS to the Department Office (Simpson Hall) are February 15 (summer graduation); May 1 (Fall); and September 15 (Spring).
- The semester before the student intends to graduate, the student must submit the “Notification of Intent to Graduate” form to his or her advisor for signature. The form is on the IFCE Website:

<http://coe.unm.edu/departments/ifce/educational-psychology.html>

- The student gives the signed “Notification of Intent to Graduate” form to the Department Staff who place his or her name on the graduation list.
- Degrees are awarded three times during the academic year (Spring, Summer and Fall), but commencement exercises are held only in May and December.
- Due dates for submitting the “Notification of Intent to Graduate” form to the Department are May 1 (Summer graduation); July 1 (Fall), and December 1 (Spring).

Plan I - Thesis

The thesis option is designed to provide the student with additional applied research experience as part of the Master’s degree.

Thesis Committee

As part of the thesis process, the student must establish a Thesis Committee.

- The Thesis Committee consists of a minimum of three full-time UNM faculty members.
- The Thesis Committee Chair must be a primary Educational Psychology faculty member.
- Two committee members must be Educational Psychology faculty, either primary or affiliated.

Thesis Topic

- Early in the student's program, the student should consult with the faculty advisor or Chair of the Committee on Studies on an appropriate thesis topic and plan.
- The thesis must be an original piece of research conducted by the student and designed in consultation with the Thesis Committee Chair and the Thesis Committee members.

Thesis Proposal

- The student must draft a thesis proposal and submit it to the Thesis Committee Chair for review.
- The student works with the Thesis Committee Chair to determine when the proposal is complete and ready for a proposal hearing.
- When the Thesis Committee Chair considers the proposal ready for review by the committee, the student takes responsibility for arranging a time and date for the proposal hearing.
- Prior to arranging a time and date for the proposal hearing, the student consults with the Thesis Committee Chair as to the anticipated length of the proposal hearing. The hearing is usually scheduled for a two-hour period.
- Once all arrangements for time and date have been completed, the student needs to contact Department staff to schedule a room for the hearing.

Thesis Proposal Hearing

- At the thesis proposal hearing, the student presents plans for the thesis, the committee asks questions and provides input on the plans.
- After the proposal hearing, the Thesis Committee Chair prepares a memorandum describing the thesis study proposal in detail, including revisions required by the committee. The student and all members of the Thesis Committee sign this memorandum.
- The Thesis Committee Chair ensures that a copy of this memorandum is placed in the student's official file in the Department Office.

Thesis Course Enrollment

While working on the thesis, the student must enroll in EDPY 599. A minimum of six hours must be taken and the student must enroll continuously in EDPY 599 every semester after first enrollment in EDPY 599 until the thesis is completed, accepted and filed with the Office of Graduate Studies.

Preparations for the Final Exam for Thesis

- The student will have a final examination of the thesis. The final examination will be a defense or oral examination of the thesis.
- As before, the student consults with the Thesis Committee Chair to determine when the thesis is complete and ready for a Final Exam.
- After the Thesis Committee Chair has reviewed the thesis and considers it ready for review by the full committee, the student consults with the Thesis Committee Chair about possible dates, times and length of the final exam. Usually, the examination is scheduled for two hours.
- The student is responsible for arranging a time and date with the Thesis Committee.
- When the date and time are agreed upon, the student contacts Department staff to schedule a room for the Final Examination.
- At least two weeks prior to the final examination, the student distributes written copies of the thesis to the Thesis Committee members and confirms the date, time and place for the Final Exam.
- Three weeks prior to the final examination, the student must file an Announcement of Examination form through the Department Staff to notify the Office of Graduate Studies of the planned date of the Final Exam.
- The Thesis Committee Chair will notify the Educational Psychology program faculty and students of the final examination at least two weeks prior to its scheduled date.
- The Thesis Committee evaluates the thesis. Each committee member grades the thesis, including the Master's Examination (defense), using one of the following categories: passed with distinction, passed, conditionally passed or failed. The final outcome of the examination is based on the majority vote of the Thesis Committee.
- The student will be notified of the results of the examination immediately following the oral presentation/examination.
- When the examination results in a conditional pass, the student works with the Thesis Committee Chair and possibly other committee members to fulfill expectations.
- When the examination results in failure, the student is required to retake either all or parts of the examination.
- Students are allowed to retake the examination (thesis defense) only once. The Office of Graduate Studies requires that the re-examination occur within one calendar year of the initial examination.

Plan II - Examination

The examination option is designed to provide the student with an opportunity to synthesize learning as part of the Master's degree.

Comprehensive Examination Committee

- As part of the examination process, the student must establish a Comprehensive Examination Committee.
- The Comprehensive Examination Committee consists of a minimum of three full-time UNM faculty members.
- The Comprehensive Examination Committee Chair must be a primary Educational Psychology faculty member.
- Two committee members must be Educational Psychology faculty, either primary or affiliated.

There are two options for Plan II: the candidate may either do a project or a formal examination.

The Project Option

Proposing the Project

- The examination consists of a *project* designed in consultation with the Comprehensive Examination Committee and may consist of activities like a literature review paper, a pilot study, or an analysis or re-analysis of research data.
- The student works with the Comprehensive Examination Committee chair to determine when the proposal is complete and ready for a proposal hearing.

The Proposal Hearing for the Project

- When the Comprehensive Examination Committee chair has read the proposal and considers it ready, the student consults the Comprehensive Examination Committee chair as to the anticipated length of the proposal hearing and possible dates and times. The hearing is usually scheduled for a two-hour period.
- The student then contacts Comprehensive Examination Committee members to set a time and date for the meeting.

- After a date and time have been arranged with the Comprehensive Examination Committee, the student contacts Departmental staff to schedule a room for the proposal hearing.
- At the comprehensive examination project proposal hearing, the student presents plans for the project. The committee revises the plans as needed and the plans are finalized.
- The Comprehensive Examination Committee Chair describes the examination proposal in detail, including revisions required by the committee. The Comprehensive Examination Committee Chair is responsible for sending a copy of this memorandum to the student and all members of the Comprehensive Examination Committee, ensuring that a shared agreement has been reached. The Chair also sees that a copy of the memorandum is sent to the Department office for placement in the student's official file.
- As noted above, the Program of Studies form must be approved by the Office of Graduate Studies no later than the semester before the student intends to graduate.

The Oral Examination on the Project

- After completion of the project, the student will have an oral examination based on the project.
- This examination mirrors a conference presentation in style and substance, although the Comprehensive Examination Committee may also ask questions about issues from the field more broadly.
- The student consults with the Comprehensive Examination Committee Chair as to possible dates, times and anticipated length of the examination. The examination is usually scheduled for a two-hour period.
- The student then works with the Comprehensive Examination Committee members to set a date and time for the examination.
- After the student has arranged a date and time with the Comprehensive Examination Committee and Chair, the student contacts Departmental staff to schedule a room for the Master's Examination.
- At least two weeks prior to the examination, the student distributes any written products to the Comprehensive Examination Committee members and confirms the date, time, and place for the examination.
- At least two weeks prior to the examination, the Comprehensive Examination Committee Chair will notify the Educational Psychology program faculty and students of the Project Presentation (Oral Examination).

- When the project is completed, the Comprehensive Examination Committee evaluates the project. Each committee member grades the project, including the Master's Oral Examination (presentation), using one of the following categories: passed with distinction, passed, conditionally passed or failed. The final outcome of the examination is based on the majority vote of the Comprehensive Examination Committee.
- The student will be notified of the results of the examination immediately following the oral presentation/examination.
- When the examination results in a conditional pass, the student works with the Comprehensive Examination Committee Chair and possibly other committee members to fulfill expectations.
- When the examination results in failure, the student is required to retake either all or parts of the examination.
- Students are allowed to retake the examination only once. The Office of Graduate Studies requires that the re-examination occur within one calendar year of the initial examination.

The Written Formal Examination Option

- Each Comprehensive Examination Committee member writes one or more questions.
- The Comprehensive Examination Committee Chair coordinates the number of questions per committee member and time allowed per question.
- The student writes answers for the examination over 2 or 3 days (3 hours for each committee member's question).
- The Comprehensive Examination Committee Chair is responsible for arranging the date and time of the examination as well as collecting all questions before the examination, making logistical arrangements, making examination questions available to the student and seeing that answers are sent to the Comprehensive Examination Committee members.
- When the written examination is completed, the Comprehensive Examination Committee reads and evaluates the answers.
- An oral examination should be scheduled within two weeks of the written examination. At the advisor's request, the student briefly summarizes his responses to the written questions. (The student should discuss this with the advisor before the oral examination.)
- Members of the Comprehensive Examination Committee ask the student to further clarify answers to questions, as required.
- After the oral presentation/discussion, each committee member grades the examination, including the oral examination, using one of the following categories: passed with distinction, passed, conditionally passed or failed. The final outcome of the examination is based on the majority vote of the Comprehensive Examination Committee.
- The student will be notified of the results of the examination immediately following the oral presentation/examination.

- When the examination results in a conditional pass, the student works with the Comprehensive Examination Committee Chair and possibly other committee members to fulfill expectations.
- When the examination results in failure, the student is required to retake either all or parts of the examination.
- Students are allowed to retake the examination only once. The Office of Graduate Studies requires that the re-examination occur within one calendar year of the initial examination.

Master of Arts Degree in Educational Psychology

Coursework for Plan I – Thesis – 30 credit hours

Required core courses: 15 credit hours
 Minor/supporting electives: 9 hours
 Thesis hours (EDPY 599): 6 hours

Coursework for Plan II – Examination – 33 credit hours

Required core courses: 15 credit hours
 Minor/supporting electives: 12 hours
 Additional EDPY courses: 6 hours

Required Core Courses (Plan I and Plan II)

Domain	No.	Course
Development	503	Principles of Human Development
Cognition, Learning and Motivation	510	Principles of Classroom Learning
Educational Statistics and Research Design	500 or 505	Survey of Research Methods in Education or Conducting Quantitative Educational Research
Assessment and Evaluation	572 or 574	Classroom Assessment or Introduction to Educational & Psychological Measurement
Educational Statistics and Research Design	502 or 511	Survey of Statistics in Education or Introductory Educational Statistics

Notes:

- Each course is 3 credit hours.
- A minimum grade of B- is required in each core course.

Doctor of Philosophy Degree

The Ph.D. degree in Educational Psychology at the University of New Mexico requires students to arrange and complete both a comprehensive examination and a dissertation.

Establishment of a Committee on Studies (COS)

When the student is admitted, the program assigns a faculty advisor. As soon as possible after the successful completion of twelve hours of graduate credit, the student should consult with the faculty advisor to form a Committee on Studies (COS).

- The Committee on Studies is composed of three UNM faculty members.
- At least two of which are from the Educational Psychology Program.
- The Chair of the Committee on Studies must be a primary Educational Psychology Program Faculty member. The Chair is often, though not always, the student's initial advisor.

Development and Approval of a Program of Studies

The faculty advisor/Chair of the Committee on Studies helps the student develop and draft the "Application for Candidacy for the Doctoral or MFA Degree" (AC) form, often referred to as Program of Doctoral Studies or POS. Copies of the form are available online from the Office of Graduate Studies (OGS) at <http://www.unm.edu/~grad/>.

- A list of the three faculty members comprising the Committee on Studies should be attached to the completed Application for Candidacy form. The Application for Candidacy form and the list of Committee on Studies members comprises the student's formal program of doctoral study.
- The program of doctoral studies consists of a major and a supporting area or minor. The major area consists of the required core and elective courses in Educational Psychology. The supporting area of study or minor consists of a minimum of 24 semester hours outside of Educational Psychology in a complementary field.
- After consultation with and approval by the advisor and other Committee on Studies members, the student distributes copies of the Application for Candidacy form to all primary Educational Psychology program faculty *at least one week and preferably two weeks* prior to a regularly scheduled faculty program meeting.
- Review for approval of students' Application for Candidacy forms by the entire faculty occurs at regularly scheduled program meetings.

- The student gives the approved Application for Candidacy form to Department staff, who forwards it to the Department Chair for approval and signature.
- Staff ensures that the signed form is forwarded to the University Office of Graduate Studies.
- The AC form will be submitted to the Office of Graduate Studies when the student passes the Comprehensive Examination. The Office of Graduate Studies must approve the AC Form no later than the semester *before* the student intends to graduate.
- *Courses used for a doctoral degree may not be more than 7 years old at the time of graduation.*

Modification of an Approved POS

Students may modify their Application for Candidacy Form by submitting a petition describing in detail the proposed changes to the Chair of the Committee on Studies committee. He or she, in consultation with the Program Coordinator, decides whether the changes proposed are major or minor in nature.

- Minor changes are reviewed and approved by the Program Coordinator.
- Major changes require program faculty approval.
- If major changes are proposed, the Chair of the Committee on Studies distributes copies of the petition to the Program Coordinator and program faculty members at least one week prior to the next regularly scheduled program faculty meeting.
- After formal approval by program faculty of major changes to the program of doctoral study described in the Application for Candidacy form, the Chair of the Committee on Studies forwards the petition to Department staff for Department Chair approval and preparation for forwarding to the Office of Graduate Studies. (See next section for form submission due dates.)

Notification of Intent to Graduate

The semester before the student intends to graduate the student must submit the “Notification of Intent to Graduate” form to his or her advisor for signature. Office of Graduate Studies Website <http://www.unm.edu/~grad/>

- The student gives the signed “Notification of Intent to Graduate” form to the Department Staff who place his or her name on the graduation list.
- Degrees are awarded three times during the academic year (Spring, Summer and Fall), but commencement exercises are held only in May and December.
- Due dates for submitting the “Notification of Intent to Graduate” form to the Department are May 1 (Summer graduation); July 1 (Fall), and December 1 (Spring).

The Doctoral Comprehensive Examination

All doctoral students will propose and complete a comprehensive examination before they are advanced to candidacy for the Doctor of Philosophy Degree. The student is ready to arrange the comprehensive examination after the Application for Candidacy form has been approved by the program and when the student has completed the specified required core courses and is within 9 hours of completing the coursework in the program of doctoral study described on the AC form.

The student must have a minimum GPA of 3.0 (with at least a B- in all core courses) before taking the comprehensive examination.

Establishing the Doctoral Comprehensive Examination Committee (CEC)

The Comprehensive Examination Committee consists of three full-time UNM faculty members.

- Two committee members must be Educational Psychology faculty members.
- The Chair must be a primary Educational Psychology faculty member.
- Typically, though not always, Committee on Studies (COS) members also serve on the CEC.

There are two options for completing the comprehensive examination requirement: the student may either complete a project or write a formal examination.

The Project Option

Proposing the Project

- The examination consists of a *project* designed in consultation with the Comprehensive Examination Committee and may consist of a literature review paper, a pilot study, or an analysis or re-analysis of research data.
- The project may lead to work on the dissertation, but may not be synonymous with the dissertation itself.
- The student works with the Comprehensive Examination Committee Chair to determine when the proposal is complete and ready for a proposal hearing.
- The proposal hearing should take place no later than the semester following the completion of the coursework specified in the Application for Candidacy form.

The Proposal Hearing for the Project

- When the Comprehensive Examination Committee Chair has read the proposal and considers it ready, the student consults the CEC Chair as to the anticipated length of the proposal hearing and possible dates and times. The hearing is usually scheduled for a two-hour period.
- The student then contacts Comprehensive Examination Committee members to set a time and date for the meeting.
- After a date and time have been arranged with the Comprehensive Examination Committee, the student contacts Departmental staff to schedule a room for the proposal hearing.
- At the comprehensive examination project proposal hearing, the student presents plans for the project. The committee revises the plans as needed and the plans are finalized.
- The Comprehensive Examination Committee Chair describes the examination proposal in detail, including revisions required by the committee and including the signatures of the student and all members of the Comprehensive Examination Committee. The Comprehensive Examination Committee Chair is responsible for sending a copy of this memorandum to the Department office for placement in the student's official file.

The Oral Examination on the Project

- After completion of the project, the student will have an oral examination based on the project.
- This examination mirrors a conference presentation in style and substance, although the Comprehensive Examination Committee may also ask questions about issues from the field more broadly.
- The student consults with the Comprehensive Examination Committee Chair as to possible dates, times and anticipated length of the examination. The examination is usually scheduled for a two-hour period.
- The student then works with the Comprehensive Examination Committee members to set a date and time for the examination.
- After the student has arranged a date and time with the Comprehensive Examination Committee and Chair, the student contacts Departmental staff to schedule a room for the Oral Comprehensive Examination.
- At least two weeks prior to the oral comprehensive examination, the student distributes any written products to the Comprehensive Examination Committee members and confirms the date, time, and place for the examination.

- At least two weeks prior to the examination, the Comprehensive Examination Committee Chair will notify the Educational Psychology program faculty and students of the project presentation (Oral Examination).
- When the examination project is completed, the Comprehensive Examination Committee evaluates the project. Each committee member grades the project, including the Oral Examination (presentation), using one of the following categories: passed with distinction, passed, conditionally passed or failed. The final outcome of the examination is based on the majority vote of the Comprehensive Examination Committee.
- The student will be notified of the results of the examination immediately following the project presentation/oral examination.
- When the project is completed and the examination results in a pass, the student is “advanced to doctoral candidacy.”
- When the examination results in a conditional pass, the student works with the Comprehensive Examination Committee Chair and possibly other committee members to fulfill expectations.
- When the examination results in failure, the student is required to retake either all or parts of the examination.
- Students are allowed to retake the examination only once. The Office of Graduate Studies requires that the re-examination occur within one calendar year of the initial examination.
- The CEC Chair works with the IFCE Department staff to ensure proper processing of the Report of Examination and Application for Candidacy forms.

The Written Formal Examination Option

- Each Comprehensive Examination Committee member writes one or more questions.
- The Comprehensive Examination Committee Chair coordinates the number of questions per committee member and time allowed per question.
- The Comprehensive Examination Committee Chair arranges the date and time of the examination, collects all questions before the examination, makes logistical arrangements, makes examination questions available to the student and sees that answers are sent to the Comprehensive Examination Committee members.
- The student writes answers for the examination over 2 or 3 days (3 hours for each committee member’s question).
- When the written examination is completed, the Comprehensive Examination Committee reads and evaluates the answers.

- An oral comprehensive examination should be scheduled within two weeks of the written examination. At the Chair's request, the student briefly summarizes his responses to the written questions. (The student should discuss this with the Chair before the oral examination.
- Members of the Comprehensive Examination Committee ask the student to further clarify answers to questions, as required.
- After the oral presentation/discussion, each committee member grades the examination, including the oral examination, using one of the following categories: passed with distinction, passed, conditionally passed or failed. The final outcome of the examination is based on the majority vote of the Comprehensive Examination Committee.
- The student will be notified of the results of the examination immediately following the oral presentation/examination.
- When the examination results in a pass, the student is "advanced to doctoral candidacy."
- When the examination results in a conditional pass, the student works with the Comprehensive Examination Committee Chair and possibly other committee members to fulfill expectations.
- When the examination results in failure, the student is required to retake all or parts of the examination.
- Students are allowed to retake the examination only once. The Office of Graduate Studies requires that the re-examination occur within one calendar year of the initial examination.
- The CEC Chair works with the IFCE Department staff to ensure proper processing of the Report of Examination and Application for Candidacy forms.

Dissertation

What is a Dissertation?

The Ph.D. degree in Educational Psychology at the University of New Mexico requires students to arrange and complete both a comprehensive examination and a dissertation. The dissertation thesis is a structured manuscript that follows formal rules of academic and scientific writing. The word "thesis" means hypothesis. Traditionally, the dissertation presents a formal argument in defense of a particular hypothesis, or in response to a central question. Dissertation writing provides training in problem finding, critical thinking and scientific communication. The dissertation will be based on the student's own original research, and should demonstrate that the student has attained a high level of competence as a scholar and educational researcher. The work described in the dissertation should provide a unique and substantive contribution to knowledge in the field. In general, such studies help to fill a gap in the literature and may shed new light on important theoretical or educational questions.

Continuous Enrollment Requirement

After a student has passed the comprehensive examination and has been advanced to candidacy, the student (Doctoral Degree Candidate) must enroll in dissertation hours (EDPY 699).

- The Candidate must be continuously enrolled in EDPY 699 until the dissertation is accepted. Enrollment in EDPY 699 may be for 3, 6, 9, or 12 units per semester, with 9 units being the maximum allowed during the summer session.
- Continuous enrollment in EDPY 699 is expected (excluding summer session) until the dissertation is accepted by the Office of Graduate Studies.
- The student must be enrolled in EDPY 699 during the semester in which degree requirements are completed, including the summer session when appropriate.

The Candidate has five years from the date of Advancement to Candidacy to complete all degree requirements (including the dissertation).

Formation of the Dissertation Committee

During the comprehensive examination semester, in consultation with the advisor, the candidate should develop and articulate the dissertation idea. The student should discuss this idea with program faculty and find a faculty member whose interests match the proposed dissertation study topic and who agrees to serve as Dissertation Chair. In consultation with the Dissertation Chair, the student should form a Dissertation Committee. The Candidate is responsible for forming the Dissertation Committee, which will be composed of at least four faculty members (at least three regular, full time UNM faculty)

- The Chair must be a primary Education Psychology faculty member.
- Two committee members must be Educational Psychology faculty.
- One committee member must be from outside the Educational Psychology Program.

The Dissertation Committee must be approved by the IFCE Department Chair and the Office of Graduate Studies.

The Dissertation Proposal Hearing

The student writes a dissertation proposal in consultation with the Dissertation Committee Chair and other committee members. After the Chair reads and approves a draft of the proposal, the student distributes copies to the other committee members for discussion.

- The student works with committee members to set a time and date for the Dissertation Proposal Hearing. The hearing is usually scheduled for a two-hour period.
- At least three weeks before the hearing, the student notifies IFCE Department staff, who send a formal announcement of the hearing to all College of Education Departments. This announcement must be sent at least two weeks before the date of the hearing.
- At least of two weeks before the hearing, the student distributes final copies of the proposal to all committee members.
- At least two weeks before the hearing, the Dissertation Committee Chair invites Educational Psychology program faculty and graduate students to attend the dissertation proposal hearing.
- The student presents and defends the proposal at the hearing. The Chair of the dissertation committee directs this meeting.
- The committee may accept the proposal as presented, require minor or major revisions, or reject the proposal.

University IRB Proposal Submission Process and Training Requirement

- Only after the Committee has accepted the dissertation research proposal, with whatever revisions were requested, can the student submit a proposal to the University Internal Review Board (IRB).
- All dissertation researchers planning to conduct studies involving humans must complete CITI (Course in the Protection of Human Research Subjects) training prior to submitting research proposals to the University IRB. The Research Ethics and Compliance Services Office website <http://hsc.unm.edu/som/research/HRRC/> provides information about how to secure this training.

The Dissertation

- The Candidate **must not** begin dissertation research until the proposal is formally accepted by the Dissertation Committee members, approved by the Department Chair, and approved by the University Institutional Review Board (IRB).
- The dissertation must be completed in compliance with all guidelines set forth in the Office of Graduate Studies' Thesis and Dissertation Manual.
- All dissertations in the Educational Psychology Program must follow the style set forth in the latest edition of the publication manual of the American Psychological Association.

Notification of Intent to Graduate (See page 16)

The Dissertation Defense (Final Examination for the Doctoral Degree)

Upon completion, in consultation with and with approval from the Dissertation Committee Chair, the Candidate schedules the final examination (dissertation defense). This meeting is a formal, open meeting and represents the culmination of the dissertation research and a demonstration by the candidate of expertise in the area of emphasis.

- The student works with Dissertation Committee members to set a time and date for the defense. The defense is usually scheduled for a two-hour period.
- After a date and time are agreed upon, and at least three weeks before the defense, the student contacts Department staff to schedule a room for the defense.
- At least three weeks prior to the defense, the Candidate works with the Department Administrator (Cynthia Salas) to send an Announcement of Examination form notifying the Office of Graduate Studies of the planned date of the defense. The Candidate sends the dissertation title and the names and affiliations of the Dissertation Committee Chair and Committee Members by email to the Department Administrator (Cynthia Salas, **casalas@unm.edu**).
- Department staff members notify all College of Education Departments of the defense at least two weeks before the meeting.
- At least two weeks prior to the defense, the Candidate distributes written copies of the dissertation to committee members and confirms the date, time and place for the defense.
- Two weeks before the defense, the Dissertation Committee Chair invites Educational Psychology Program faculty and students to the dissertation defense.
- The Candidate consults with the Dissertation Committee Chair to develop a plan for the Dissertation Defense presentation.

After the Dissertation Defense

The Dissertation Committee confers and votes a recommendation. At least three committee members must agree on the recommendation, which will be one of the following:

1. Approved without Change
 2. Approved subject to minor corrections
 3. Revision required prior to acceptance and approval
 4. Not approved
-
- The student must complete all requested revisions before the dissertation is considered complete.
 - The Dissertation Committee Chair works with IFCE Department staff to submit the Report of Examination to the Office of Graduate Studies.
 - Doctoral candidates must complete all degree requirements in order to participate in commencement.
 - Degrees are awarded three times during the academic year (Spring, Summer and Fall), but commencement exercises are held only in May and December.

Doctor of Philosophy Degree in Educational Psychology

The Ph.D. degree in Educational Psychology at the University of New Mexico requires a minimum of 90 credit hours.

Required Core Courses	36 hours
Minor/Supporting Electives	24 hours
Additional Courses	12 hours
Dissertation Units	18 hours

Required Core Courses

Domain	No.	Course
Development	503	Principles of Human Development
Educational Statistics and Research Design	505	Conducting Quantitative Educational Research
Cognition, Learning And Motivation	510	Principles of Classroom Learning
Educational Statistics and Research Design	511	Introductory Educational Statistics
Assessment And Evaluation	574	Introduction to Educational and Psychological Measurement
Educational Statistics And Research Design	603	Applied Statistical Design and Analysis
Educational Statistics And Research Design	604* or 606	Multiple Regression Techniques as Applied to Education or Applied Multivariate Statistics
Cognition, Learning And Motivation	610	Seminar in Classroom Learning
Development	613	Seminar in Human Growth and Development
	696	Internship
EDPY Electives	6 hours	Any courses with EDPY prefix

Notes:

* It is strongly recommended that students complete EDPY 604 before taking EDPY 606. Students should discuss this with their advisor.

- A minimum grade of B- is required in each core course.
- The semester following the completion of 12 hours of coursework, the student, in consultation with the advisor, should select the Committee on Studies and develop a detailed plan (Application for Candidacy) for completing all degree coursework.
- The supporting area of study or minor consists of a maximum of 24 semester hours outside of Educational Psychology in a field complementary to the major.

The Ph. D. Minor

Two 24 credit hour doctoral minor programs of study are offered by the Educational Psychology Program in support of other major fields of study within the College of Education and the University of New Mexico. These minors are

- 1) **Cognitive and Psychological Processes in Education**
- 2) **Quantitative Methods in Education**

Identifying the Minor Advisor

Students planning to minor in Educational Psychology must identify a primary Educational Psychology faculty member (identify a “minor advisor”) early in their Programs of Studies. Elective courses are chosen in consultation with the minor advisor.

The EDPSY Listserv

EDPSY minors are invited to join EDPSY-L, the listserv for program faculty, majors and minors. The list is used to share information about a wide range of topics and opportunities with the EDPSY faculty and students. If you would like to be part of the list, contact the program coordinator (edpsy@unm.edu).

Doctoral Minor in Educational Psychology

Course Requirements

Cognitive and Psychological Processes in Education

Domain	No.	Course
Development	503	Principles of Human Development
Cognition, Learning And Motivation	510	Principles of Classroom Learning
Cognition, Learning And Motivation	610	Seminar in Classroom Learning
Development	613	Seminar in Human Growth and Development
EDPY Electives	6 hours	Any courses with EDPY prefix
Electives	6 hours	Electives (As approved by minor advisor)
Total Credit Hours	24	

Quantitative Methods in Education

Domain	No.	Course
Educational Statistics and Research Design	505	Conducting Quantitative Educational Research
Educational Statistics and Research Design	511	Introductory Educational Statistics
Assessment And Evaluation	574	Introduction to Educational and Psychological Measurement
Educational Statistics And Research Design	603	Applied Statistical Design and Analysis
Educational Statistics And Research Design	604* or 606	Multiple Regression Techniques as Applied to Education or Applied Multivariate Statistics
EDPY Elective	3 hours	Any course with EDPY prefix
Electives	6 hours	Electives (As approved by minor advisor)
Total Credit Hours	24	

Notes:

* It is strongly recommended that students complete EDPY 604 before taking EDPY 606. Students should discuss this with their minor advisor.

- A minimum grade of B- is required in each core course.

Philosophy on Student Progress and Annual Review Process

It is the goal of the Educational Psychology faculty to support students' progress through the program. To accomplish this goal, graduate students partake in an annual review process, which requires preparing and submitting a professional dossier that includes the materials described below. Program faculty members review these materials. After submitting the required materials, which vary based on whether you are in the master's or doctoral program, you will meet with your advisor who will offer comments and suggestions. Additional information on this process, timelines and samples of the personal statement and curriculum vita are available on the EDPY homepage.

Who

All graduate students in the Educational Psychology program admitted for the most recent spring semester or earlier are required to participate in the annual review process. Students who have been in the program for one semester or less are not required to participate in the process, but are welcome to do so.

Why

The results will be used for two major purposes: formative evaluation (of both the student and the program) and student advising. This review process will help us keep in touch with your progress, plans, and goals. A part of the process, you will meet with your faculty advisor for a summary of comments and suggestions offered by other faculty who review your dossier.

What

To accomplish this review, each student must prepare a professional dossier that includes the materials described below. Master's degree students are required to submit a personal statement and vita (1 & 2 below). Doctoral students and candidates need to submit all materials described below (1-7).

1. Personal Statement

It must be typed and not more than 500 words. This statement should describe your accomplishments and any important events affecting your progress during the past calendar year. Include information about your goals for the coming calendar year and your intended career path.

2. Current Curriculum Vita

Each section should start with the present and move to the past. If you need assistance, ask your advisor, or contact the College of Education Graduate Writing Center.

3. Current transcript

An *unofficial* copy of your transcript is required and may be obtained online, or requested from the Registrar's Office on the 2nd floor of Student Services. It is wise to check the transcript for accuracy.

4. “Red-lined” Application For Candidacy for the Doctoral or MFA Degree (AC) form. A completed AC form should be updated using a *red pen* to show grades awarded and any changes that have occurred since the form was originally submitted to the program faculty for approval. AC forms may be downloaded from the Office of Graduate Studies website (<http://www.unm.edu/~grad/>) in PDF or Word format.
5. For Doctoral Students: Submit a copy of the Doctoral Program Sequence Chart on which you have circled *in red* the stage of the process that represents where you are in your studies.
6. If you have completed a research or teaching internship during the year, include a description of the internship.
7. Include evidence of professional activities during the last year in teaching, research, and service (as applicable). For example, you might choose to include a copy of one research article or presentation and/or a summary of teaching evaluations from a class or workshop you have taught.

How

Submit all materials in an envelope labeled “EDPY Graduate Student (year) Annual Review” with your name *and* the name of your faculty advisor. Timely submission is expected and appreciated. See the EDPY homepage for deadline dates.

Note

We realize that students who are relatively new to the program may not have some of the above (e.g. Application for Candidacy form, research/teaching experience). As you progress through the program, your dossier will grow and this will help you see your progress.

Course Descriptions

In the interest of resource conservation and accuracy, current Educational Psychology course descriptions are available online through the

- *UNM Graduate Catalog* - <http://catalog.unm.edu/catalogs/2012-2013/courses/EDPY/index.html>, and the
- Educational Psychology Home Page - <http://coe.unm.edu/departments/ifce/educational-psychology.html>

Procedures and Policy Statement

All policies listed herein comply with the policies and procedures specified in the *University of New Mexico Graduate Catalog*, the *College of Education Policy on Monitoring Doctoral Programs*, and the *UNM Pathfinder*. Students are responsible for being informed about and observing all regulations and procedures required by the University, the Office of Graduate Studies, the College of Education, and the Educational Psychology Program. In all cases ignorance of a rule does not constitute a basis for waiving that rule.

Affirmative Action Policy

The University of New Mexico commits itself to a program of affirmative action to increase access by, and participation of, traditionally underrepresented groups in the University's education programs and work force. It is the policy of the University in the case where a vacant position falls within a job group which is determined to have underutilization, that the hiring official give preference for selection to a finalist who is a member of the underutilized group, provided his/her qualifications and past performance are substantially equal to other finalists.

Equal Education Policy

The University of New Mexico is committed to providing equal education opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, health and insurance services and athletics. In keeping with this policy of equal educational opportunity, the University is committed to creating and maintaining an atmosphere free from all forms of harassment.

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