The PhD program in educational psychology is directed toward increasing the candidate's competence in educational inquiry. In general, the domain of inquiry encompasses human learning and development in the context of education. Courses are offered in the areas of: statistics, measurement, evaluation, and research methodology; and human learning, cognition, and development. The program prepares individuals to conduct basic and applied research and evaluation in public and private educational settings and provide instruction and consultation appropriate for all educational levels.

The Ph.D. program provides rigorous knowledge and expertise in the areas with two specializations, 1) Learning and Development; 2) Measurement, Statistics, and Evaluation (MSE).

In order to be accepted for the MSE specialization, students must have a dissertation topic on a MSE topic, an advisor in the MSE area, and a faculty approved cognate plan in MSE courses (see cognate area for specialization).

Required Core Courses*
All doctoral students entering Fall 2011 and later will be required to take the courses listed below. There will be a minimum total of 33 credits required for these core courses. Students will need to receive a grade of no lower than B (B- will not be acceptable) in each of these courses.

Introductory Courses (6 credits)
- EDEP 608: Introduction to Educational Research (3)
- EDEP 611: Introduction to Educational Psychology (3)

Learning and Development (12 credits)
- EDEP 661: Learning and Development (3)
- EDEP 662: Social Context of Learning (3)
- EDEP 663: Models of Cognitive Learning (3)
- One seminar EDEP 768B (General) OR EDEP 768C (Learning) (3)

Measurement, Statistics, and Evaluation (12 credits)
(Prerequisite of EDEP 601, PSY 610, EDEA 629, or an introductory statistics course at the masters level)
- EDEP 604: Applied Regression and Analysis of Variance
- EDEP 616: Measurement in Education and Social Sciences
- Two of the following advanced courses:
  - EDEP 605: Structural Equation Modeling
  - EDEP 606: Multivariate Methods
  - EDEP 612: Multilevel Modeling for Cross-Sectional and Longitudinal Data
  - EDEP 626: Advanced Psychometrics
  - EDEP 768D: Seminar in Educational Psychology (Measurement)
  - EDEP 768E: Seminar in Educational Psychology (Statistics)
  - EDEP 768G: Seminar in Educational Psychology (Educational Evaluation)
Required Core Courses cont.

Qualitative Research Methods (3 credits)
• One of the following qualitative courses:
  EDEA 604: Qualitative Research Methods in Educational Organizations
  EDCS 632: Qualitative Research Methods
  EDEP 768H: Seminar in Educational Psychology (Research Methodology)

*Students who entered prior to Fall 2011 may have slightly different required core courses.

Substitution of Core Courses
• Students should discuss with their advisor any prospective and retrospective substitutions for core courses.
• Substitution for core courses should be based on a student having taken another similar course.
• Students should have taken the course within the past 7 years.
• Students should have received a grade of B or better in the proposed course.
• Directed reading courses are generally not acceptable as substitutions for core courses.
• Students should submit a memo to the graduate chair via their advisor describing the rationale for the substitution. They should include the syllabus of the course that they are proposing to substitute for a required course.
• Once faculty approval is obtained, students should submit the Graduate Division’s Petition to Substitute or Waive Courses form, attaching previously approved documents.
Overview of PhD Degree Requirements beyond Core Courses

Cognate Area for Specialization
Nine credits of graduate course work in cognate area (interdisciplinary specialization) consisting of 3 courses designed to enhance the student’s knowledge for his/her dissertation. Courses cross-listed with our department do not fulfill this requirement.

Learning and Development Specialization
- The interdisciplinary specialization consists of three thematically linked courses in a cognate area outside of educational psychology. The courses do not have to be from the same department.
- Prior to taking the courses, students should submit a brief memo for approval via their advisor to the Graduate Chair describing the focus of their interdisciplinary specialization, a description of the 3 proposed courses, how they are thematically linked to comprise the cognate area, and how the theme will enhance their knowledge for the dissertation.
- Generally, a directed reading course is not acceptable toward the interdisciplinary specialization; however, under special circumstances or when a graduate course is not available, students can propose why a directed reading course is necessary.

Measurement, Statistics, and Evaluation (MSE) Specialization
- The cognate courses in MSE include doctoral level courses in measurement, statistics, and evaluation offered in Departments of Educational Psychology, Psychology, Nursing, Public Health, Sociology, Second Language Studies, etc.
- Prior to taking the courses, students should submit a brief memo for approval via their advisor to the Graduate Chair describing the focus of their interdisciplinary specialization, a description of the 3 proposed courses, how they are thematically linked to comprise the cognate area, and how the theme will enhance their knowledge for the dissertation. The dissertation chair must be a faculty member specializing in quantitative methods.
- Generally, a course other than MSE courses is not acceptable; however, under special circumstances or when a course is essential for their dissertation, students can request permission with a memo explaining the necessity in the context of dissertation topics. This cannot exceed three credits.

Required End-of-Semester Reflection Session
In order to maintain a close working relationship between the students and the faculty, students are required to undertake self-assessment activities every semester. After responding in writing to written questions, students meet with the EDEP faculty at the end of each semester to review and direct progress toward their degrees. Students who have successfully defended their dissertation proposals and are making good progress are not required to attend these meetings.
College Teaching Experience
In conjunction with one or more faculty members

- All students are required to have a significant role in the planning and instruction of a college-level course as a teaching assistant, co-teaching, or independently.
- If teaching outside of Educational Psychology, prior to teaching, students should submit a proposal to the Graduate Chair indicating what they are going to teach, who their supervising faculty member will be, and the student’s role in the planning and instruction.
- After teaching, all students should submit a memo to the Graduate Chair, via their supervising faculty member, describing their role in planning and instruction of the course. Students should also describe the strengths and weaknesses of their instruction and their professional growth in this process.
- Students may enroll in EDEP 711 if they want course credit for this experience.

Documentation of directed research experiences
Contact individual faculty for EDEP 699 Directed Reading and Research. These credits are for working with a faculty member or members on an individualized course of study which may or may not be related to their dissertation work. Student should submit a plan of study (e.g., readings, written products, other experiences) that is developed in conjunction with the 699 instructor, and a plan for a culminating product. EDEP 699 is repeatable.

Minimum residency of three semesters of full-time work or the equivalent in credits at UH Mānoa
Dissertation Prospectus

The development of a dissertation prospectus is done in conjunction with the identification of the dissertation committee chair. The prospectus is a 10-15 page description (exclusive of references) of the proposed dissertation that is developed in consultation with a prospective chair and submitted to the faculty. The prospectus includes the statement of the problem, its relevance to educational psychology, the design of the investigation, and analysis.

A copy of the prospectus is circulated to each member of the faculty. The prospectus must be submitted by the 15th of each month in order to be considered at the first faculty meeting of the following month. For example, February 15 would be the deadline to submit a prospectus to be considered at the first faculty meeting in March. April 15 would, therefore, be the deadline for prospectuses to be considered in the Spring semester. Prospectuses submitted thereafter would be considered in the Fall (the first meeting in September). In the Fall semester, prospectuses submitted by September 15 would be considered at the first meeting in October. The last day to submit a prospectus for consideration in the Fall semester would be November 15. Prospectuses submitted thereafter would be considered at the second meeting in January.

Faculty members will meet to discuss the prospectus. The student's prospective dissertation chair will communicate to the student the results of the meeting. If there are concerns regarding the prospectus, the student may be asked to attend a faculty meeting to discuss and respond to these concerns, or the student may be asked to meet with faculty members individually. Once the student has responded to faculty concerns and resubmitted the prospectus, the faculty will meet again to consider the prospectus and its revisions. The deadline for resubmission follows the same schedule as outlined above. This in no way should discourage other interactions between faculty and the student regarding the prospectus. Students are also advised that no single faculty member has veto power over a prospectus.

Assuming that there are no major objections to this prospectus from the faculty as a whole, the student forms a five-member dissertation committee through mutual interest. The chair of the dissertation committee must be a member of the graduate faculty in educational psychology (including cooperating graduate faculty). A majority of the members must be "inside" the graduate field of educational psychology. The University Representative committee member, formerly known as the “outside” member, must not be a member of the Educational Psychology graduate faculty and must be tenured. Students should check on the Graduate Division’s website, http://manoa.hawaii.edu/graduate/content/select-committee-member to make sure that potential outside members are eligible. Dissertation committee formation generally is intertwined with the comprehensive examination and proposal development. This is followed by defense of the comprehensive exam and approval or exemption from Committee on Human Subjects for those working with human subjects. See the Graduate Division website for more information regarding committee members, http://manoa.hawaii.edu/graduate/content/committee-composition-potential-members
Comprehensive Examination

The comprehensive examination is taken after the prospectus is approved and before the proposal defense. Committee members typically formulate two or three questions that may focus on literature review, methods, theory, or research design and related to the student’s proposal but may be broader in scope. Students may provide feedback/input to the Committee via the Chair regarding the questions. The Committee and Chair will decide how they will respond to students’ feedback. Students’ written answers to the two or three questions should be between 20 – 35 double-spaced, APA formatted pages (total excluding references). Once the questions are set, students will typically be given two to four weeks to complete the written comprehensive exam; however each committee determines the exact timeline. Students for whom English is their second language may use the UH Mānoa Writing Center. When turning in their answers to their Dissertation Chair, such students should provide the version they turned in to the Writing Center for assistance, in addition to the final version. Students should also submit an agreement form signed by both the student and editor. An oral defense will be scheduled after the written answers are turned in. The Committee will have at least two weeks to read the written answers before the oral defense. A student who fails any portion of the comprehensive examination twice will be dismissed from both the graduate program and the Graduate Division, unless recommended otherwise by the Graduate Chair.

Dissertation Proposal

Upon passing the comprehensive examination, the student develops a dissertation proposal in consultation with the dissertation committee. The dissertation proposal includes a literature review that contextualizes the question(s) within existing research and theory. The proposal also includes a description of the proposed research methods, including how the data will be analyzed. Students should work with their Dissertation Chair to develop their proposals and refer to the Proposal Literature Review Rubric and the Proposal Method Section Rubric. A formal oral defense of the proposal is made by the student to the doctoral committee in order to confirm approval of the proposed research. When students pass the comprehensive exam and the dissertation proposal is successfully defended, the Doctorate – Advance to Candidacy (Form II) will be submitted to the Graduate Division. Student may enroll in dissertation research (EDEP 800) at the beginning of the next academic semester. Students must register for at least one EDEP 800 credit during the semester in which they graduate and apply for graduation (Graduate Application for Degree) by the appropriate deadline.

Committee on Human Subjects

Students whose dissertations involve human participants should receive approval from the University’s Committee on Human Studies (CHS) for their project. Students work with their advisors to develop their Human Studies applications and refer to the CHS application guidelines at http://www.hawaii.edu/irb/html/howtoApply.php. All students should complete the online CITI course (basic) and file their certificate in their EDEP file. Many students will need to complete other CITI modules depending on their topics and types of proposals.
Students who plan to conduct research or research-evaluation, including collecting data from the Hawai‘i Department of Education (i.e. surveys, interviews, focus groups, assessment, implementing an intervention for research purposes, or using DOE databases) must have approval from both the UH Committee on Human Studies and the Department of Education Systems Accountability Office, Office of the Superintendent.

Completion of the Program

The dissertation is a single-authored manuscript written by the student and describing the student’s original research. The dissertation typically includes:

- An introduction that includes a literature review contextualizing the research question(s) within existing research and theory;
- A method section describing the research methods, including how the data were analyzed;
- A results section presenting what was found, and
- A discussion section that interprets the results and suggests implications for theory, research, and practice.

It is the responsibility of the student to keep all members of the Dissertation Committee informed of the scope, plan and progress of the dissertation research. Students work with their dissertation chair to develop the dissertation and apply the writing style and conventions described in the current edition of the Publication Manual of the American Psychological Association. Students should refer to the Dissertation Literature Review Rubric and the Dissertation Method Section Rubric. It is also the student’s responsibility to edit and prepare a final manuscript that meets the Graduate Division’s format requirements. The Style and Policy Manual for Theses and Dissertations by the Graduate Division provide general guidelines on the physical format of the manuscript. See the Graduate Division website for more information regarding the style policy for manuscript, http://manoa.hawaii.edu/graduate/content/style-policy.

After consultation with the dissertation chair, copies of the completed dissertation must be submitted to the committee members at least two weeks prior to the date of the dissertation defense.

Dissertation Defense

The dissertation defense is an oral examination open to the public, during which the candidate demonstrates satisfactory command of all aspects of the work presented and other related subjects, if applicable. The defense must be one hour or more in length. It may be scheduled between 8:00 am to 4:30 pm on any workday, during both instructional and non-instructional periods. Submit announcement (Final Oral Examination for Doctoral Dissertation Defense and Master's Plan C) to the Office of Graduate Student Services no later than two weeks prior to the defense.
The examination typically begins with the student’s research presentation, a brief summary of the research questions, related literature, results and implications. Students work with their Dissertation Chair to develop their research presentations and should refer to the Research Presentation Assessment Rubric. After the presentation, the candidate answers questions posed by the Dissertation Committee and if time allows, questions from the audience.

Upon successful defense of the dissertation, the Doctorate – Dissertation Evaluation (Form III) is submitted to the Graduate Division. When the final edited document is submitted to Graduate Division, the Doctorate – Dissertation Submission (Form IV) should be submitted at the same time.

**Dissertation**

It is the student’s responsibility to edit and prepare a final manuscript that meets the Graduate Division’s format requirements. Students should submit their manuscript in digital format, typically as a PDF document saved on a CD. The dissertation is due at the Office of Graduate Student Services by the deadline indicated in the “Calendar.” A printed copy of the title page, abstract, and Form IV are to be submitted along with the manuscript. Students who plan to publish through ProQuest need to submit additional items. For more information, see the Graduate Division website, [http://manoa.hawaii.edu/graduate/content/submission-publication](http://manoa.hawaii.edu/graduate/content/submission-publication).

A copy of the manuscript in PDF version must be provided to the Department. A copy of the manuscript should also be provided to the Dissertation Chair. The student should discuss with their chair whether he/she prefers a paper or PDF version of the manuscript.