TheChicagoSchool® of Professional Psychology

Ed.D. Educational Psychology and Technology
2014-2015 Program Guidebook

NOTE:

1) This guidebook is subject to change. If it does, students will be notified via email and will be provided with the revised version.
2) Policies and program information are located in the Student Handbook and Academic Catalog, to access click on the URL: http://catalog.thechicagoschool.edu/

TheChicagoSchool of Professional Psychology

Table of Contents

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Program Overview

Description

The Chicago School of Professional Psychology's Ed.D. in Educational Psychology and Technology is a three year online program that focuses on educating students to be practitioners who apply educational and psychological theories to practice, and conduct research to inform practice. This "Professional Practice Doctoral program" emphasizes preparing students to develop and conduct evidenced-based practice (Kumar & Dawson, 2012, p. 2). There are differences between an Ed.D. and Ph.D program. Ph.D programs prepare students to do research (which includes developing and testing theories) to advance knowledge, while Ed.D.. programs focus on doing research to improve professional practice (Shulman, 2005). In sum, an Ed.D. program's ultimate aim is to bridge the gap between research and practice, which is what the Ed.D. in Educational Psychology and Technology, is all about.

At the end of the program, graduates will be agents of change: not only understanding how people and/or organizations learn but using appropriate technology to improve individual learning outcomes and/or support organizational productivity and sustainability. This rigorously designed and competency based online program seeks to training students to become competent professionals in the field of Educational Psychology and Technology with the ability to:

- Identify and assess teaching and learning related challenges
- Design and implement curriculum
- Use what is available technologically to improving learning
- Assessing the efficacy of a program

Areas of Concentration

In the Ed.D. in Educational Psychology and Technology program, students have the option to choose from one of the three concentrations. They are:

- Organizational Learning and Technology (OLT)
- Higher Education, Learning and Technology (HELT)
- K-12 Education, Learning, and Technology (KELT)

Organizational Learning and Technology (OLT): Learning is an integral part of everyday life including organization sustainability. Technology plays an important role in organizational acquisition, application, and dissemination of information. Technological devices and software have influenced how employees are trained, organizations are structured and institutions respond to external factors related to political, social and economic issues to improve performance and maintain their competiveness and stability. Students of this concentration will evaluate and apply organizational learning theories and models, and explore reciprocal influence of technology and organizational learning, structures and employees' development.

Higher Education Learning and Technology (HELT): The Higher Education Learning and Technology concentration is offered to students who want to be equipped with innovative knowledge and skills in effective technology-supported instruction in Higher Education. At the end, students will be able to develop a post-secondary level curriculum and apply theories and models in an online instructional design.

K-12 Education Learning and Technology (KELT): There is a continuous growth of incorporation of technology in K-12 education. Due to this surge, there is the need for practitioners to examine the effectiveness of new technology and determine appropriate ways of teaching with technology without compromising quality instruction and students' learning outcomes. Students of this concentration will be exposed to the challenges and prospects of technology-supported teaching and learning in K-12 education.

Program Competencies and Program Learning Outcomes

The program curriculum was built around seven program competencies. This competency model is grounded in blending the study of teaching in learning within a technological framework. The program competencies rise from a grounding in forming an Ed.D. program that bridges the gap between research and practice in the science of learning and the scope of technology. They are:

1. Theory (T)
2. Applied Research (AR)
3. Professionalism (P)
4. Exceptionalities and Individual Differences (E&ID)
5. Assessment/Program Evaluation (APE)
6. Consultation and Education (C&E)
7. Technology and Education (T&E)

Theory

Students will be able to formulate theory-based and research-driven strategies for incorporating current technology with what is known about the psychology of learning, teaching and instructional design. Below are Program Learning Outcomes (PLOs) under the 'Theory' competency:

T1. Analyze learning theories as a basis for understanding how the integration of the psychology of learning and technology can improve the environment
T2. Incorporate best practice of instruction into a technological platform at specific level of concentration
T3. Improve the use of powerful technologies to support learning and teaching

Applied Research

Students will be able to design and conduct efficacious and original research to ethically and positively impact and advance the body of knowledge in Educational Psychology

(learning and teaching) and Technology. Below are Program Learning Outcomes (PLOs) under the 'Applied Research' competency:

AR1. Assess and contrast research approaches and techniques in Educational Psychology to design and conduct applied research within an organizational setting

AR2. Demonstrate knowledge of descriptive and inferential statistics, data management, and multiple research methods in Educational Psychology

AR3. Interpret research findings in the psychology of learning leading to new integrated practices

AR4. Engage in research and development of media and technology in support of learning to formulate new strategies for a learning organization based on psychological theory

Professionalism

Students will be able to evaluate individual values, strengths and weaknesses in order to further develop leadership styles and improve leadership effectiveness within multiple learning systems and their use of technology to improve performance. Below are Program Learning Outcomes (PLOs) under the 'Professionalism' competency:

P1. Contribute to shared visions for integration of technology with teaching and learning

P2. Promote and model effective communication and collaboration among stakeholders using digital age tools

P3. Evaluate the effectiveness of current structure, applying psychological theory and recognizing and incorporating the effect of trends

Exceptionalities and Individual Differences

Students will be able to demonstrate reasoned, ethical, decision-making skills, recognizing the social, ethical, and legal issues surrounding technology. They will respond to individual and group differences across racial, ethnic, gender, age, social class, sexual orientation and religious boundaries in the psychological theories of learning and educational backgrounds. Below are Program Learning Outcomes (PLOs) under the 'Exceptionalities and Individual Differences' competency:

E&ID1. Integrate the ethical and legal issues in technology and Educational Psychology with the diversity of today's organizational structures

E&ID2. Develop clear curriculum and applied technology for today's diverse systems

E&ID3. Promote, model and establish policies for safe, legal and ethical use of digital information and technology

Assessment/Program Evaluation

Students will be able to apply psychological theory and technology to facilitate a variety of effective teaching and learning assessment and evaluation strategies. They will

contribute structure in program evaluation to assist in incorporating technology in all learning environments. Below are Program Learning Outcomes (PLOs) under the 'Assessment/Program Evaluation' competency:

APE1. Plan, design and assess effective learning environments and experiences based on psychological theory

APE2. Evaluate technological framework and integration of learning and teaching

APE3. Continuous assessment of learning, teaching and evaluating the use of technical resources

APE4. Evaluate return of investment (ROI) in technology on the improvement of student learning outcomes

Consultation and Education

Students will be able to act as a proactive agent of change to provide guidance at all levels of an organization to integrate the psychology of teaching and learning with technology. Below are Program Learning Outcomes (PLOs) under the 'Consultation and Education' competency:

C&E1. Plan and design learning environments and experiences modeling effective learning environments supported by technology

C&E2. Create clear guidelines for achieving the best use of current technology in educational setting

C&E3. Evaluate current Educational Psychology research and emerging trends regarding effective use of technology

C&E4. Generate an organization specific plan to improve/supplement existing Educational Psychology and Technology program

Technology and Education

Students will be able to effectively implement and instruct innovative application of multimedia technologies in learning environments. Below are Program Learning Outcomes (PLOs) under the 'Technology and Education' competency:

T&E1. Effectively implement multimedia technologies in all learning environments

T&E2. Promote the development and implementation of technology infrastructure, procedures, policies, plans and budgets for all levels of education in all types of organizations

T&E3. Apply technology to enhance and improve personal productivity and professional practice

Statement of Ethical Guidelines

The Chicago School is committed to preparing professionals for work in a multicultural and diverse society. In keeping with this commitment, the content of all courses is informed by knowledge of individual and cultural differences (e.g., age, ethnicity, gender, physical and mental disability, race, religion, sexual orientation, and socioeconomic status), so that students develop the skills to serve individuals of diverse backgrounds and needs. Faculty and students convey attitudes respectful of these individual and cultural differences. The first course in each program is Ethics and Professional Development, indicating the importance of ethical behavior and principles in the Educational Psychology and Technology field.

Advising

The Program Director/Department Chair and faculty serve as academic advisors for the program and each student is assigned to a faculty mentor during the program. Online students are also assigned to a Student Service Advisor who can assist the student throughout the duration of the program. Advisors help with handling general inquiries, monitoring student progress toward graduation requirements, registering students for classes, providing general guidance, support, and self-management assistance. Students are encouraged to reach out to their faculty mentors throughout the program to discuss possible career pathways, find resources for involvement in the community, and explore research opportunities. Students are also encouraged to seek academic writing and methodology support from the National Center for Academic and Dissertation Excellence (NCADE). The Educational Psychology and Technology Department adheres to the grading procedures outlined in the currently published version of the TCSPP Academic Catalog & Student Handbook published on the TCSPP website (http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2001).

Competency Examination

Description

Because this Doctor of Education program focuses on educating students to be practitioners who apply educational and psychological theories to practice, and conduct research to inform practice, the competency exam will assess these abilities. The competency exam process starts with conducting a professional practice project. Students will have the opportunity to apply theories and/or research findings to practice: identify a problem in a 'real-life' educational setting or organization *(usually in their workplace)*, systematically collect and analyze data related to the problem, develop an innovative intervention to address a problem, monitor program activities, and/or assess program effectiveness (Bamberger, Rugh, & Mabry, 2012; Ferrance,

2000). Students will be taking three courses to guide them through this process. The professional practice project is embedded in the following courses:

Proseminar in Technology and Education (EP705): During this course students research and prepare topic ideas for the Action Research project. During Residency 1, students will engage in colloquia to share ideas and themes and provide feedback to each other.

Action Research and Evaluation I (EP715): At the end of this course, students are expected to be able to:

- Identify specific real-life problems related to technology and learning in an educational setting or organization (preferably in their workplace)
- Review existing literature on the problem
- Develop a proposal on how they would collect and analyze data related to the problem

Action Research and Evaluation II (EP716): At the end of this course, students are expected to produce a capstone professional practice project document, which will be their comprehensive exam. Students will present their project in poster form which will include an oral defense during their second residency. The presentation must contain the following elements:

- Collect and analyze data related to the problem identified in the previous course (i.e. Action Research and Evaluation I)
- Solution(s) based on the findings
- Implementation of the data-driven solution(s) or description on how they would implement the solution/intervention
- A brief proposal on how they would evaluate the intervention

Competency Exam Requirements

Students are required to score 80% or above of their competency exam to move to the next stage of their doctoral education. A student who fails the exam is expected to take one credit hour Competency Exam Maintenance course to prepare him/her to retake the competency exam. A student will be allowed two attempts to pass the comprehensive examination. A student who fails the Competency Exam the first time will be placed on an Academic Development Plan (please refer to the Student Handbook (http://catalog.thechicagoschool.edu) for a description of Academic

Development Plans). After two failed attempts, students will be referred to the Student Affairs Committee, which may result in the student being dismissed from the program. Below is the breakdown of the comprehensive exam:

- Professional practice project document (15 to 25 page document excluding references) (50% of total grade)
- Poster of the project displaying significant elements in the project document (25% of total grade)
- Oral presentation of the project (25% of total grade)

Dissertation

Description

Completion of the dissertation is an essential aspect of Educational Psychology and Technology students' academic experience and professional education. It provides the school the opportunity to evaluate the student's ability to apply Educational Psychology and Technology theory and conduct research, and to think critically and creatively about relevant research issues in the profession. All requirements for the Ed.D. program including the dissertation must be completed within five years from the date of first enrollment. Students may petition the Department Chair before the end of the fifth-year period for an extension to complete the dissertation. The Department Chair's decision regarding the request for an extension is final. If an extension is granted, the extended date is firm. No additional extensions will be granted. The Educational Psychology and Technology Department expectations for dissertations are as follows:

1. The dissertation must be contribute to the knowledge in the field of Educational Psychology and Technology
2. Peer-reviewed scholarly journals must be used with an emphasis on Educational Psychology and Technology and related disciplines such as Education, Psychology, Educational Technology, and Instructional Design and Technology. Additional journals may be incorporated at the discretion of your Dissertation Chair.
3. The Dissertation Committee must be composed of a Dissertation Chair and two Readers. Students must submit the appropriate requests to the Department Manager and provide notice immediately if any changes are needed.
4. The dissertation topic and committee members must be approved by the Department Chair, and Dissertation Chair.
5. The Dissertation Committee must approve the dissertation proposal before the student complete his/her IRB application.

Students are required to complete four dissertation courses taken in sequence: EP750, EP751, EP752, and EP753. Below are the details of the course:

***Dissertation Development I: Proposal Development (EP750)*:** Proposal Development. The student formalizes her or his research question and drafts the literature review during this course. This course is taken during Term 9. The instructor for this course becomes the student's dissertation chairperson. The student will be given access to subject matter and methodology consulting through the dissertation chair during the proposal development process.

Dissertation Development II: Proposal Defense/IRB (EP751): The student completes the proposal, obtaining methodology consultation as needed, and defends the dissertation proposal and submits the approved proposal to IRB for approval. To pass this course, the student must successfully defend the dissertation proposal in committee.

Dissertation Development III: Data Collection & Analysis (EP752): Upon receipt of IRB approval, the student may begin data collection and/or analysis.

Dissertation Development IV: Dissertation Completion (EP753): To successfully pass this course, the student must successfully defend and revise (as required) the completed dissertation and submit to copy editing.

Each course and its requirements must be completed in the term/semester in which it is taken. It is solely the student's responsibility to ensure that she/he complete the requirements of each dissertation course so that adherence to the curriculum schedule is maintained. Any failure to complete any one of the courses in sequence will result in the student incurring the cost of retaking the course, delayed graduation, and whatever financial aid implications may occur from a student not being eligible to take a dissertation course at the appropriate time.

Dissertation manuals and guidelines

All students must adhere to the requirements of the Institutional Dissertation Manual found on the TCSPP website (https://my.thechicagoschool.edu/community/academicresource/dissertations/Pages/Institutional-Dissertation-Manual.aspx). Students are expected to familiarize themselves with the range of options for dissertation methodologies and theoretical/conceptual frameworks when selecting a topic. The student chooses a methodology in consultation with their dissertation chair, based on the appropriateness of the methodology to explore the specific research question, and the skill and expertise of the student and committee members.

Requirements to Apply

Formal dissertation coursework begins at the start of the second year in the program. Students are enrolled in the Dissertation Proposal course (EP750) according to their course schedule. The instructor for Dissertation Proposal becomes the chair of the dissertation and the academic advisor for the remainder of the program. Once dissertation work begins, students are required to continue working on it every term/semester until completion.

Requirements for Completion

At the dissertation proposal stage, students are required to complete an oral defense of their dissertation proposal. This should occur during the Proposal Defense/IRB (EP751) course. To successfully complete a dissertation, students are required to complete the second and final oral defense of their dissertation, typically in the final semester. The defense may be held virtually, by video conference, and should be considered a formal professional presentation. The Dissertation Chair determines a student's readiness to schedule a defense date. Students must integrate feedback from the Dissertation Chair and both Readers prior to scheduling the defense. The entire Dissertation Committee must attend the dissertation, and the Dissertation Lead faculty and Department Chair should also be in attendance. Contact the Department Manager for information about requirements and procedures for scheduling a dissertation defense.

Students who receive a failing grade may be removed from the dissertation process and be required to retake the course with a new dissertation chair. This is likely to delay completion of the program. Students who abandon dissertation research and take a Leave of Absence (LOA) may be required to begin the dissertation process over again. Such students start with a new Dissertation Proposal (EP750) course, and must follow all policies and requirements in place at that time for students beginning the dissertation process. Credits earned in the original dissertation class will not count toward graduation requirements.

A student who receives a "NC" in any section of Dissertation must retake that course and then complete all remaining courses in the sequence with passing grades. A student who defends before the final Dissertation course is still required to enroll in and complete all Dissertation courses in the sequence. The majority of students will complete copyediting soon after defending their dissertations, and consequently receive formal conferral of their degree in the semester after the dissertation is completed. However, students who do not complete the copyediting process prior to the deadline for registration for Commencement will be required to register for "Dissertation Maintenance" each semester until copyediting is completed, and must pay all costs resulting from the additional semesters of enrollment.

Grades of “Incomplete” can be awarded for Proposal Development (EP750) only after providing evidence of extenuating circumstances beyond the student’s control, to the Dissertation Chair. Grades of “Incomplete” are not granted in cases where students did not reach course objectives and goals as a result of skill level or behavior. Failure to submit a proposal to IRB, as outlined in the dissertation flowchart, or respond to IRB requirements for revisions in a timely manner are not considered extenuating circumstances. Grades of “Incomplete” must be resolved within the School’s established time requirements, or the “Incomplete” will automatically convert to a non-negotiable grade of “F” or “NC.”

Request for Extension

In exceptional circumstances, students may petition the Department Chair for an extension to complete the dissertation. The Department Chair’s decision on such petitions is final. After consultation with their dissertation chair, a student may submit a formal request to the Department Chair with a detailed plan, including goals and timelines for completion. If the dissertation is not completed by the dissertation due date, or the student does not follow the detailed plan, the student is subject to dismissal from the program.

References

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