

PENNSSTATE



COLLEGE *of* EDUCATION

APPLICATION INFORMATION

Application Information for the

Graduate Program
in
Educational Psychology

**The Pennsylvania State University
Department of Educational and
School Psychology and Special Education
125F CEDAR Building
University Park, PA 16802-3109
(814) 863-2286
Fax: (814) 865-7066
Email: edpsy@psu.edu**

Visit our website: <http://espse.ed.psu.edu/edpsych>



Department of Educational and School Psychology
and Special Education

The Pennsylvania State University
125 CEDAR Building
University Park, PA 16802-3108

Department: 814-865-6072
Fax: 814-865-7066

Educational Psychology: 814-863-2286
School Psychology: 814-865-1881
Special Education: 814-863-2287

Dear Interested Student:

As Professor-in-Charge of the graduate program in Educational Psychology, I am happy to make available some material that describes opportunities for graduate study in Educational Psychology at Penn State. This material will, I hope, familiarize you with our program, our faculty, financial aid possibilities, and other aspects of graduate study.

One of the things that might be helpful for me to do in this introductory letter is to put the study of Educational Psychology in the context of the overall field of *psychology*. One of the definitions of *psychology* is the study of behavior. Educational Psychology is really a subset within Psychology that focuses primarily on human behavior, especially as it relates to learning and teaching in instructional settings and situations, whether those settings are classroom or computer environments. For example, Educational Psychologists might be involved in the strategic planning of the design of new instructional material to incorporate sound learning principles or may develop testing instruments to measure a wide variety of human behaviors. Of course, just as in other areas of Psychology, Educational Psychologists need a strong background in research methodology to apply to their content specialty area.

Since it is not possible to anticipate every question you might have, I would encourage you to write or call me directly about unanswered areas of concern you have. If, on the other hand, you would like to write to one of the faculty members listed in the material, feel free to do that instead. All of us would be happy to assist you in finding out more about our program. We believe that our program, faculty and resources provide excellent opportunities for graduate study in Education Psychology. Our goal is to find those students whose interest and aptitude match the program we have to offer.

Sincerely yours,

Rayne A. Sperling, Ph.D.
Associate Professor of Education
Professor-in-Charge of Educational Psychology
232 CEDAR Building
email: rsd7@psu.edu
(814) 863-2261

RAS:ljl
Enclosures

GRADUATE EDUCATION IN EDUCATIONAL PSYCHOLOGY AT THE PENNSYLVANIA STATE UNIVERSITY

The program in Educational Psychology (EDPSY) offers a wide range of opportunities for studying human behavior in education and related settings. The doctoral program in Educational Psychology emphasizes preparation in human learning, measurement and research design, and also offers the opportunity to learn about individual assessment, counseling, computer applications, learning dysfunctions, behavior management, reading, and test development. The program consists of (a) a core of courses to insure a breadth of knowledge in the basic areas of Educational Psychology, (b) methodology courses to insure an in-depth understanding of behavioral research, (c) elective courses from other departments and colleges for purposes of obtaining specialization or further program breadth, (d) research experience to acquaint the student with various aspects of doing research, and, if desired, (e) internship experiences in industrial training settings.

In the doctoral program, each student has the opportunity to define a unique program of course work, research, and practicum experiences. At the master's level, the course work is more prescribed, but a number of options are still available.

Doctoral Program

Students at the doctoral level can specialize in the following areas:

Applied Cognitive Studies in Instruction and School Learning

This area of study encompasses applications of cognitive psychology to education, instruction, and school learning. Preparation is for teaching and research in colleges and universities, public schools, state departments of education and industrial, military, and other educational and training settings. Courses of study are oriented toward developing a foundation in psychological theories and principles related to cognition, thinking and higher mental processes. Depending on the student's interest, preparation will include related courses on developmental processes, social processes or other areas of studies, including instructional systems. Although the primary emphasis is on cognitive studies, there are opportunities for including a behavioral emphasis by planning a program around specific courses in other departments of the University. In planning an individual program the student enjoys an excellent working relationship with other departments of Penn State, in which course work, research experience, and teaching experience related to his/her planned program of study may be pursued.

The student's program of study will typically include foundation course work in Educational Psychology linked with additional study in the Departments of Psychology, Human Development and Family Studies, and/or Curriculum and Instruction. Participation in activities and symposia sponsored by various centers on campus is advised for all students in the program. A minor in a related area of specialization is typically a part of the student's planning with his/her adviser and committee. Past graduates, for example, have planned programs around such areas as instructional design and educational (computer assisted instruction, individualized program of instruction, and the like), cognitive skills in thinking and learning, the psychology of reading and writing (the psychological and linguistic understanding underlying school learning and instruction), and developmental, social, and/or personality (the study of developmental psychology as it relates to assessing and adapting to individual differences, and to management of the classroom).

Graduates have taken positions in universities, colleges, schools of medicine, state boards of education, industrial training settings, public school research units, and regional educational research laboratories.

Educational and Psychological Measurement

The faculty in Educational Psychology also offers a specialization in research methodology with an emphasis in educational and psychological measurement focusing on test design, instrument construction, scale analysis, and measurement theory. Persons working in this area typically have strong interests in supporting areas of statistics, research design, and mathematics to succeed in this field but students need to use math without fearing its applications.

Postgraduate employment for measurement specialists has been in testing organizations (e.g., Educational Testing Service, American College Testing program, and Psychological Corporation); certification testing agencies (e.g., National Board of Medical Examiners); state education agency testing program units (constructing, administering, and interpreting data); and, more traditionally, as professors in institutions of higher education offering courses and researching in measurement and methodology applications.

Doctoral programs for all students are developed individually by the student working together with a faculty adviser and doctoral committee. Beyond meeting the requirements of the Graduate School, a program is expected to reflect a student's background and career interests. The major steps in a doctoral program include (a) a candidacy examination after about one year of course work, (b) appointment of the doctoral committee, (c) program planning meeting with the doctoral committee, (d) comprehensive examinations after course work has been completed, (e) a dissertation proposal meeting, and (f) the final oral defense of the dissertation.

Students who enter the doctoral program with a master's degree can begin the doctoral program directly if the master's degree was in Educational Psychology or a closely related area and included a thesis. If the master's degree was not in Educational Psychology or a closely related area, the student may be required to take basic course work at the master's level and/or complete a thesis. Any student who has not completed a thesis in Educational Psychology or a closely related area will be required to complete the equivalent of a pre-dissertation research exercise.

The orientation of the doctoral program in Educational Psychology at Penn State is toward the preparation of college or university teachers, researchers in educational research units, program evaluators or specialists in educational development settings such as state boards of education. Students interested in working as a clinician in a public school or other educational setting should apply to School Psychology, <http://espse.educ.psu.edu/schoolpsych/index.php>. Those students who are interested in becoming school counselors or student personnel specialists should apply to the program in Counselor Education, <http://www.ed.psu.edu/educ/cecprs>. Students interested in working with exceptional children should apply to the Special Education program, <http://espse.educ.psu.edu/sped/index.php>.

Master's Programs

We offer two different master's degree programs. The MS program with thesis is primarily for students who will continue on through the doctoral program. The alternative without a thesis requirement is intended for students who plan to terminate their graduate study after obtaining an MS degree.

General MS with Thesis

This program requires a core of basic courses and research experience, which is considered as a foundation for the doctoral program. The core courses include statistics, measurement, research methodology and learning. Also required are breadth courses (i.e., one course in each of the following four areas: individual differences, cognitive-affective bases of behavior, social bases of behavior, and biological bases of behavior). A formal thesis based on empirical research culminates a program of a minimum of 30 graduate credits. The thesis is made available to the public through the University library.

MS without Thesis

This program may be designed to prepare you in (a) research and evaluation methods used in the social and behavioral sciences; (b) in classroom learning, behavior management, and other behavioral change processes; or (c) to explore opportunities in educational psychology. An extended scholarly paper is required in lieu of a thesis. In consultation with a faculty adviser, the plan of study is tailored to student goals. The MS without thesis may be completed by taking a course load of 30 credits.

MS without Thesis (*emphasis in Educational Measurement*)

This program is specifically designed as a terminal MS to focus on applied issues in measurement and psychometrics. The goal is to prepare individuals to work in the design and implementation of testing programs in the public and private sector. The program involves 30 credits of course work and a final project. The course work includes foundation courses in educational psychology, psychometric courses, and statistics courses. The final project involves the development and analysis of an assessment procedure, or an in-depth analysis of an existing measure.

Professional Opportunities for Educational Psychologists

The most probable areas of professional employment for program graduates are (a) colleges and universities, (b) testing organizations, (c) state and federal government agencies, (d) private research and development organizations, and (e) public schools. Within colleges and universities, professional activities would be primarily in teaching and research or in association with an educational research organization within the institution. Graduates of Penn State's doctoral program are employed at Arizona State University, Florida State University, Fordham University, University of California (Riverside), University of Georgia, Purdue University, Syracuse University, State University of New York at Buffalo, West Virginia University, and many other colleges and universities. Others are in positions with Educational Testing Service, Psychological Corporation, American Guidance Services, American Nurses Association and several are in state education agencies and the Education Department in Washington, DC.

In government agencies, responsibilities might include the evaluation of agency programs, test development, and the design of educational programs. Private research and development organizations are contracted to carry out research, evaluation, or educational projects for governmental agencies, public schools, or private businesses. Several of our program graduates are employed with such private organizations as project directors, researchers, and evaluators.

Some of our program graduates are also employed in public schools and directors of research or test development. Responsibilities often involve designing and evaluating special projects, developing and monitoring the testing program in the school district, or carrying out research related to pertinent educational issues.

Current Orientation of Penn State's Program in Educational Psychology

The program is strongly committed to the view that graduate study is an activity requiring the full energies of the student. Students who attempt to combine graduate study with work (other than the experiences which contribute directly to their program, such as graduate assistantships) limit their opportunities to benefit from the program. The EDPSY Admissions Committee, therefore, gives preference to students who can devote full time to the completion of their courses and related experiences in teaching and research. Under normal circumstances, it is expected that a student entering the Educational Psychology program with a bachelor's degree will require at least 4 years to earn the doctorate.

Experience in teaching or research before entering the program is desirable, but not a prerequisite. Most previous students have come to the program with a relatively limited amount of work experience; many have recently completed their undergraduate work. Most past and present graduate students expect to obtain the PhD, but terminating graduate study with an MS is also possible.

Although the program is oriented toward the preparation of college and university professors; there is an equal emphasis on professional employment with testing services, government agencies, and private research organizations. Opportunities for employment in the government and private sector are increasingly available and there are now more opportunities for employment for master's level graduates.

The PhD program will be based on strong foundations in research and theory but emphasizes the preparation of applied educational psychologists both at the master's and doctoral level.

In general, it is the policy of the program to provide financial support for as many of the graduate students who request it as possible. Students presently receiving assistantships are supported financially by teaching and research assistantships. (See the separate section on financial assistance for more detailed information.)

The activities associated with the financial activity are designed to provide experiences relevant to the professional development of the student. Some of the assistantships involve teaching and instructional support within the Educational Psychology program, and other assistantships are with laboratories and centers outside the program.

The program encourages the student to engage in a variety of experiences, which contribute to the development of knowledge about relevant professional organizations. Graduate students, including those in their first year of study, are encouraged to attend the annual meetings of the American Psychological Association and/or the American Educational Research Association, as well as regional and local meetings of relevant professional and scientific groups.

The goal of the program is to have an enrollment of 15-20 full-time graduate students with 4-7 new students admitted each year.

Sources of Financial Assistance

It is anticipated that as many students as possible will be provided with some form of financial aid. Graduate students may obtain assistance from any of the following sources:

Graduate Work-Study Program

The Graduate Work-Study Program is a part-time employment program awarded to graduate students who show a documented financial need. Responsibilities and assignments are similar to those associated with graduate assistantships. This type of aid is rarely available to a student who accepts a graduate assistantship because of the difficulty of holding two jobs concurrently and the potential for a student's total aid resources to exceed his or her documented financial need. Any prospective or current graduate degree candidate who is a U.S. citizen or permanent resident may seek aid from the federally funded loan and employment programs directly through the Office of Student Aid, 314 Shields Building (<http://www.psu.edu/studentaid>). To be considered for these aid programs, a prospective graduate student must do the following:

1. File by **February 15th** an on-line Free Application for Federal Student Aid (FAFSA - <http://www.fafsa.ed.gov/>), students who complete the aid application process are considered for federal, state, and University student financial aid programs. Private scholarships and some Penn State scholarships do require separate applications. Other areas for financial aid information would be FinAid: The Financial Aid Information Page (<http://www.finaid.org>) or the Department of Education's Student Guide (<http://www.ed.gov/finaid.html>).

On-time applications receive first consideration. Because funds are limited, applications filed after the deadlines are considered only as funds permit. Aid is never automatically awarded for subsequent years. Students must reapply each year for funds. Students planning to attend during the summer must file separate applications.

Graduate Assistantships

Most graduate assistantships with program faculty require quarter-time service. Graduate assistants typically assist on research projects or in classroom or laboratory instruction. The conditions of the assistantship vary as follows:

Quarter-time: The student must schedule 9-14 credits per semester, receives a stipend plus a Grant-in-Aid which covers tuition, and is required to give 10 hours of service per week for 18 weeks.

Half-time: The student may schedule 9-12 credits per semester, receives a stipend plus a grant-in-aid which covers tuition, and is required to give 20 hours of service per week for 18 weeks.

The conditions described above are for each semester; appointments for graduate assistantships are typically for the academic year. Students beginning graduate study who receive assistantships will usually receive stipends at the low end of the range.

Half-time assistantships are often available to assist our program's undergraduate teaching mission. Knowledge of course content and computer use increases likelihood of placement.

Bunton-Waller Graduate Awards are available to assist Penn State in creating a more diverse population. Factors such as economic disadvantage, geographic diversity, and ethnic/racial underrepresentation at Penn State place high-achieving students under consideration for these awards. The graduate admission application serves as the Bunton-Waller Graduate Awards application. Applicants and current students must be nominated by their program for consideration within their college. The Bunton-Waller Graduate Awards Program competition is open to incoming graduate degree candidates who are U.S. citizens or permanent residents. Applications will be evaluated on scholarly promise and upon receiving a commitment from the student's graduate major program to support the student.

The following link will further explain graduate assistantships, medical insurance and dental insurance: <http://www.gradsch.psu.edu/current/infoga.html>.

Graduate School Fellowship

A very limited number of fellowships are available to new graduate students each academic year and are awarded on the basis of University-wide competition. The fellowships available are described in the [Graduate Degree Programs Bulletin](#). If you are interested in a fellowship administered by the University, indicate this at the appropriate place on the application. Depending on the qualifications of the student and the available number of fellowships, the faculty will nominate applicants for these fellowships. The deadline for these fellowships is February 1 to be considered for the following year. To be eligible for these fellowships, The Educational Psychology and Graduate School applications **must** be completed and received by that date. GRE verbal and quantitative test scores are required and, most years, they must total more than 1,250 (written scoring) to receive an award.

The College of Education has streamlined the scholarship application process for Education students who will be enrolled at the University Park campus. The scholarship application form is available at <http://www.ed.psu.edu/educ/current-students/undergraduate/current-students/financial-aid>. Students must complete this form to be considered for Scholarship support.

For more information on graduate student funding, please visit the following sites:

<http://gradsch.psu.edu/fellowships/index.html>

<http://www.psu.edu/studentaid/index.shtml>

EDUCATIONAL PSYCHOLOGY (EDPSY)

- 400 INTRODUCTION TO STATISTICS IN EDUCATIONAL RESEARCH (3) The foundations of statistical techniques used in educational research; distributions, central tendency, variability, correlation, regression, probability, sampling, hypothesis testing.
- 406 APPLIED STATISTICAL INFERENCE FOR THE BEHAVIORAL SCIENCES (3) Common techniques (parametric) are covered through two-factor analysis of variance (independent samples). Hypothesis testing, confidence intervals, power, robustness; MINITAB frequently used. Laboratory. Prerequisite: EDPSY 400 or STAT 200.*
- 421 LEARNING PROCESSES IN RELATION TO EDUCATIONAL PRACTICES (3) An introduction to the empirical study of variables and conditions that influence school learning. Prerequisite: PSY 213 or EDPSY 014.*
- 450 (PSY) PRINCIPLES OF MEASUREMENT (3) Scale transformation, norms, standardization, validation procedures, estimation of reliability. Prerequisites: EDPSY 400, PSY 015, or PSY 002; STAT 200.*
- 475 INTRODUCTION TO EDUCATIONAL RESEARCH (3) Scientific method; classes of variables in educational research; the measurement of classroom behavior; survey, predictive, and experimental studies. Prerequisite: EDPSY 400.*
- 506 ADVANCED TECHNIQUES FOR ANALYZING EDUCATIONAL EXPERIMENTS (3) Analytical and experimental control considerations for designs involving nested and/or crossed subjects. Analysis of variance and multiple comparison via computers. Prerequisite: EDPSY 406 or PSY 415.
- 507 MULTIVARIATE PROCEDURES IN EDUCATIONAL RESEARCH (3) Introduction to matrix algebra, computer programming, multiple regression analysis, multiple and canonical correlation, multiple discriminant analysis, classification procedures, factor analysis. Prerequisite: EDPSY 406 or PSY 415.
- 512 GROUP PROCESSES IN THE CLASSROOM (2) Basic concepts and perspectives in the study of group processes; instructional group interaction; analysis of classroom behavior.
- 513 INDIVIDUAL AND GROUP DIFFERENCES (3) Description, causes, and interpretation of individual variation over the life span, with application to school and institutional practices. Prerequisite: EDPSY 400 or 450.
- 523 CONCEPT LEARNING AND PROBLEM SOLVING (3-4) Theoretical-empirical trends in concept learning, problem solving, and creativity related to instructional psychology. Prerequisite: EDPSY 421.
- 524 THEORIES OF LEARNING AND INSTRUCTION (3) Study of major classical theories of learning and recent developments in learning and instructional theory. Prerequisite EDPSY 421.
- 526 (LLED) THE PSYCHOLOGY OF READING (3) Psychological principles underlying the process of reading and comprehending, with application to instruction. Prerequisite: EDPSY 421.
- 527 PSYCHOLOGY OF ADULTS AS LEARNERS (3) Psychological principles related to learning by adults, with application to instruction and other educational practices. Prerequisite: EDPSY 421.
- 528 INSTRUCTIONAL PSYCHOLOGY (3) Application to instructional design of current developments in research on human development, information processing, learning strategies, memory structures, instructional processes. Prerequisite: EDPSY 421.
- 550 DESIGN AND CONSTRUCTION OF PSYCHOLOGICAL MEASURES (3) Lecture-practicum involving planning, construction, administration, and analysis of a psychological test; lectures stress construct validity, item analysis, and predictive validity. Prerequisite: EDPSY 450.
- 554 THEORIES OF PSYCHOLOGICAL MEASUREMENT (3) Basic true-score and error models; their extensions to test reliability and test validity; problems of item analysis and weighing. Prerequisite: EDPSY 450.
- 555 VALIDITY OF ASSESSMENT RESULTS (3) Concepts, issues, and methods of validation of educational and psychological assessment including models and approaches to validation, bias, and utility. Prerequisite: EDPSY 406,
- 560 CONTEMPORARY ISSUES IN THE EVALUATION OF EDUCATIONAL PROGRAMS (3) Practical and theoretical issues in the planning, execution, and interpretation of program evaluations. Prerequisites: EDPSY 450, 475.
- 575 SEMINAR IN EDUCATIONAL PSYCHOLOGY (3-9) A seminar dealing with specific topics in educational psychology. Open to advanced students in the behavioral sciences.
- 596 INDIVIDUAL STUDIES (1-9)
- 597 SPECIAL TOPICS (1-9)
Periodically seminars are offered on motivation, progress for at-risk students, discourse analysis, epistemology, advanced topics in measurement, advanced multivariate analysis, structural equation modeling, and item response theory.

- 600 THESIS RESEARCH (1-15)
- 601 THESIS PREPARATION (0) Full-time
- 602 SUPERVISED EXPERIENCE IN COLLEGE TEACHING (1-3 per semester, maximum of 6).
- 611 THESIS PREPARATION (0) Part-time

* Incoming students may substitute an equivalent course.
* Course offerings are subject to change each year.

**A Summary of Faculty Research and Related Activities
in
The Graduate Program in Educational Psychology**

Robert L. Hale

Professor of Education
PhD, 1979
University of Nebraska

Dr. Hale's teaching and research interests are (a) the use and development of statistical decision making processes in the classification and remediation of learning and emotional difficulties in school-age children, (b) the facilitation of the use of professional research from psychology as it applies to the educational planning for school children, and (c) microcomputer usage in college teaching. Dr. Hale has published numerous articles, chapters, and books in these areas. He is currently working on a multimedia textbook for teaching introductory statistics.

Jonna M. Kulikowich

Professor of Educational Psychology
PhD, 1990
Texas A&M University

Dr. Kulikowich's teaching and research interests are in the areas of measurement and quantitative research methodology. Her primary research interests are related to the development of instruments designed to assess strategic processing of texts and reading comprehension for the domains of mathematics and statistics. Dr. Kulikowich serves as an editorial board member for the *Journal of Educational Psychology* and *Contemporary Educational Psychology* and has co-authored several publications in journals such as the *American Educational Research Journal*, *Educational and Psychological Measurement*, *Educational Psychologist*, *Reading Research Quarterly*, and *Review of Educational Research*.

Pui-Wa Lei

Associate Professor of Education
PhD, 2001
University of Iowa

Dr. Lei's teaching and research interests are in the areas of advanced statistical methods and measurement theories. Her research has focused on applications of item response theory and methodological issues of multivariate statistical analyses. Currently, she is studying technical issues in structural equation modeling (SEM) and is exploring its applications in educational, psychological and behavioral research, and beyond. Her research has been presented at scholarly meetings and will appear in professional journals of measurement.

Bonnie J. F. Meyer

Professor of Educational Psychology
PhD, 1974
Cornell University

Dr. Meyer's research and teaching interests are in the areas of reading comprehension, discourse analysis and processing, comprehension strategies, problem solving and decision-making, and variations in such processes over the life span. Funding for her research projects on comprehension of prose by young, middle-aged, and older adults has come from grants provided by the National Institute on Aging and the National Institute of Mental Health. Her current grant, funded by NIA, is entitled "Minimizing Age Differences in Reading: How and Why." Dr. Meyer has two books on theoretical and applied aspects of text structure and reading comprehension and over 20 chapters in books on reading or aging as well as numerous journal articles. Dr. Meyer serves on a number of editorial boards and is a Fellow in APA and APS.

P. Karen Murphy

Professor of Education
PhD, 1998
University of Maryland

Dr. Murphy's teaching and research interests focus on the processes underpinning students' learning, and how cognition and motivation impact these processes. Her current research projects pertain to the impact of students' and teachers' knowledge, beliefs, and interest on learning, the influence of epistemology, achievement goals, and self-efficacy on academic performance, the impact of technology in text-based comprehension, and the linking of philosophy and psychology in educational psychology. Dr. Murphy serves on several editorial boards and has authored or co-authored numerous publications in outlets like the *Journal of Educational Psychology*, *contemporary Educational Psychology*, and the *Educational Researcher*.

Rayne A. Sperling

Associate Professor of Education, Professor-in-Charge
PhD, 1994
University of Nebraska-Lincoln

Dr. Sperling's teaching and research interests are in the areas of self-regulation, the design of effective learning materials, and learners' problem solving and reading strategies. Currently, her focus is on the development and measurement of metacognitive monitoring and self-control of cognitive processes, and on teaching regulatory strategies to learners in elementary, secondary, and post-secondary settings. She has co-authored publications and presented several papers on the development and measurement of metacognition, strategy use, and learner regulation.

Robert J. Stevens

Associate Professor of Educational Psychology
PhD, 1983
University of Illinois

Dr. Stevens' teaching and research interests include cognitive psychology and instruction, reading comprehension, comprehension strategies, effective instruction in reading and writing, and cooperative learning. Currently, he is studying the impact of using strategy instruction and cooperative learning processes in reading and writing instruction with disadvantaged middle school students. He has also studied effective elementary instruction for at-risk students and effective instructional strategies for mainstreaming special education students. He has published a number of articles in technical and professional journals. He has edited a book entitled Teaching in American Schools and is the co-author of chapters in the Handbook of Research on Teaching and The Handbook of Reading Research.

Hoi K. Suen

Professor of Educational Psychology
Distinguished Professor of Education
EdD, 1983
Northern Illinois University

Dr. Suen's teaching and research interests are in the areas of educational test theories and educational assessment. His primary research activities have been in the areas of direct behavioral observation methods, performance and other alternative assessments, the application of generalizability theory, and conceptual and technical issues of item response theory. Dr. Suen is the author of two books on test theories and assessment, several book chapters, and numerous articles in technical and professional journals. He is on the editorial board and/or serves as a reviewer for Behavioral Assessment, Psychometrika, Journal of Educational Statistics, Psychological Bulletin, and Educational Research Quarterly, among others. Currently, he is writing two new books on educational assessment and on health behavior assessment.

Peggy Van Meter

Associate Professor of Education
PhD, 1995
University of Maryland

Dr. Van Meter's teaching and research interests are in the areas of learning, cognition, psychological processes of reading and effective instructional practices. At the National Reading Research Center at the University of Maryland, she was involved in the implementation of an experimental, integrated reading focused on determining characteristics of contexts that are supportive of elementary school students' reading processes and comprehension strategies. She has co-authored several book chapters and journal articles addressing the issues of students' strategic processes in learning settings.

Admission Requirements and Application Procedures

The program in Educational Psychology admits students to graduate study on the basis of the following requirements:

1. For applicants with no prior graduate training, an above-average record of undergraduate scholastic work is required. Applicants with a master's degree are required to show evidence of successful graduate study.
2. Applicants must secure letters of recommendation from two or more professors, preferably psychologists, who are familiar with their previous academic work at either the undergraduate or graduate level.

Exceptions to these requirements are made only in unusual circumstances. In general, an exception is granted only when an applicant presents strong compensating evidence of ability or achievement.

The program in Educational Psychology does not require undergraduate preparation in any specific content area. However, the faculty regards courses in education, psychology, and mathematics as particularly appropriate to graduate study in Educational Psychology, and therefore gives special attention to the applicant's achievement in these areas.

The principal qualification for admission is evidence of strong potential for advanced graduate study and research. Such evidence is obtained from your academic record, letters of reference, scores on the Graduate Record Examination (GRE), and your statements of academic interest and vocational plans. You should take the following steps to secure admissions:

1. To apply to The Graduate School and The Graduate Program in Educational Psychology, visit <http://espse.ed.psu.edu/edpsych/35>.

Upon reviewing the admission requirements for The Graduate Program in Educational Psychology and having read all of the instructions for The Graduate School's Electronic Application, you may proceed with completing the electronic application. Once the electronic application is submitted to The Graduate School, The Graduate Program in Educational Psychology will be immediately notified.

2. Arrange to have two official copies of the transcripts of your academic records sent to the Educational Psychology Admissions Committee, 125F CEDAR Building, The Pennsylvania State University, University Park, PA 16802.
3. Give the enclosed evaluation forms to three persons who can evaluate your qualifications for graduate study in this program. Try to give the forms to three faculty members who are familiar with your work, preferably psychologists. Have them send the completed form and a letter of recommendation to the Educational Psychology Admissions Committee, 125F CEDAR Building, The Pennsylvania State University, University Park, PA 16802
4. The applicant is **required** to submit the Graduate Record Examination (GRE) test scores as part of their application materials. Students for whom English is a second language must submit their scores from the Test of English as a Foreign Language (TOEFL) or International English Testing System (IELTS) with their application materials. Score requirements can be found at <http://www.gradsch.psu.edu/prospective/apply.html>.
5. Foreign students should send their VISA application and appropriate documentation of financial support or fellowships to the Educational Psychology Admissions Committee. We will forward it to the University's International Student Services office where those materials will be evaluated and processed. This information can be found at http://www.international.psu.edu/iss/financial_requirements_g.html.

Most offers of admission are made on or about April 1 for the following Fall Semester. *To be considered for fellowships and financial assistance, your complete application should be received on or before January 15.*

International Applicants

Due to recent changes in Graduate School admissions and immigration procedures, international applicants **MUST** submit the *complete* Educational Psychology Graduate Program *and* Graduate School application materials at least **FOUR months** before the beginning of the semester being applied for.

For more information about international application procedures and deadlines, please refer to: http://www.international.psu.edu/about_office/iss.htm.

There are advantages to beginning in the Fall Semester, but students may begin their work at the start of any semester. We hope that the materials we are sending you will provide the information you need to begin your application. If you have any additional questions, please contact the Educational Psychology Program by email: edpsy@psu.edu or phone: (814) 863-2286.

RETURN TO:

Applicant Data Sheet

Educational Psychology Admissions Committee
Penn State University
125F CEDAR Building
University Park, PA 16802

Student ID# _____
(ID # issued from Graduate School)

**APPLICANT DATA SHEET FOR GRADUATE
STUDY IN EDUCATIONAL PSYCHOLOGY**

MS _____ PhD _____ Year _____
Fall _____ Spring _____ Summer _____

01
Last Name _____ First _____ Middle _____

02
Present Address: No./Street _____ City _____ State _____ Zip _____ Country _____ Until Mo./Day/Yr. _____

03
Permanent Address: No./Street _____ City _____ State _____ Zip _____ Country _____ Until Mo./Day/Yr. _____

04 Telephone (Preferred) _____ (Cell/Other) _____ 05 E-Mail _____

06 REGISTRATION STATUS (Check One in Each Column) <input type="checkbox"/> New <input type="checkbox"/> Full - Time <input type="checkbox"/> Returning <input type="checkbox"/> Part - Time <input type="checkbox"/> Continuing	07 CUMULATIVE UNDERGRADUATE GRADE POINT AVG./(GPA)	08 JR/SR GPA	09 UNDERGRADUATE GPA IN MAJOR
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10 FOREIGN LANGUAGES (INDICATE LEVEL OF READING AND SPEAKING ABILITY)

Language	Reading Ability	Speaking Ability

11a **ACADEMIC HONORS SUCH AS PRIZES, ELECTION TO HONORARY SOCIETIES, DISTINCTIONS, SCHOLARSHIPS, FELLOWSHIPS, PROFESSIONAL SOCIETY MEMBERSHIPS**

11b **ACADEMIC PRESENTATIONS AND PUBLICATIONS (if applicable)**

12 EMPLOYMENT AND VOLUNTEER EXPERIENCE				
POSITION, TITLE AND DESCRIPTION	LOCATION	PHONE	PAID OR VOLUNTEER	LENGTH OF TIME
1.				
2.				
3.				
4.				
5.				

13 SPECIAL QUALIFICATIONS:

14 REFERENCES: List the names, titles, addresses and phone numbers of persons acquainted with your academic and professional work whom you have already asked to provide (at least three are required)

Name	Title	Address	Phone
1.			
2.			
3.			
4.			

15 Do you have any disabilities at the present time that will require specific consideration during your residency?

16 Do you consider your grades an accurate index of your ability? If not please explain. (use separate sheet if necessary)

17 Yes/No I could afford to enroll without financial support from the University for _____ semesters.

18 I hope to obtain a

- _____ “grant-in-aid” for tuition.
- _____ graduate “work study” position.
- _____ graduate assistantship (which includes tuition).
- _____ University fellowship (which includes tuition).
- _____ job as a residence hall counselor (which includes tuition).
- _____ Specify other arrangements (non-University fellowship, loan, etc.).

- 19 Please provide a writing sample such as a term paper or publication.
- 20 Estimated years full-time _____ part-time _____ it will take to complete degree. Do you expect to enroll continuously until degree is earned?
- 21 Are you available for an interview?
- 22 The program in Educational Psychology asks that all applicants for admission to graduate study submit a statement, one or two pages in length, about their objectives in taking graduate work. To the extent permitted by the present development of your plans, the statement should cover (a) the kind of position you hope to obtain after your graduate work is completed, and your preference among alternative kinds of positions; (b) the specialized interests you intend to pursue in such a position; (c) your reasons for selecting the vocational plans described under a and b; and (d) what you consider to be your special needs and previous training. Wherever you have not clearly decided on any of these points, you should, if possible, indicate the major alternatives you have in mind and the probably basis for future selection among them.
- 23 In addition to this statement, the program invites you to discuss other facets of your background, present status, or future plans which may help us to get a clearer picture of you as an individual. These statements should be attached to this application form.

NOTE TO THE APPLICANT:

The three forms that follow are evaluation forms and should be given to three persons who can evaluate your qualifications for graduate study in this program. Try to give the forms to three faculty members who are familiar with your work, preferably psychologists. Be sure to print your own name and the name of the respondent at the top of the form. An evaluation form is more likely to reach us here if you include a stamped envelope with the following address:

Educational Psychology Admissions Committee
The Pennsylvania State University
125F CEDAR Building
University Park, PA 16802-3109

To the Applicant: You are to fill in the information requested in this box. After this is completed, submit this form to your respondent who will mail it directly to the Educational Psychology Program.

Name of Applicant:	_____	Field of Application:	_____
	(first) (initial) (last)		
Name of Respondent:	_____	Title of Respondent:	_____
	(first) (initial) (last)	Institution/Organization:	_____

To the Respondent: In the rating scales, please describe the applicant by checking the box that most nearly represents your opinion of him/her. Compare the applicant, on each **characteristic**, with a representative group of students whom you have known during your professional career who have approximately the same **level** of training and experience as the applicant.

I have known him/her as: Undergraduate student Graduate student Research assistant Teaching assistant Other

I have known him/her for the period of: _____ Years Last contact: _____

I served as his/her: Research adviser Teacher in two or more classes Department chair Employer
 Major adviser Teacher in only one class Other (specify) _____

Educational level of representative group with whom I am comparing the applicant:

College seniors Beginning graduate students Advanced graduate students
 Other (specify) _____

NOTE

A typical group of 100 students at his/her present educational level might be expected to divide about as indicated at the right

	Below Average 40%	Average 20%	Above Average 15%	Good 15%	Un-usual 5%	Out-standing 3%	Truly Exceptional 1%	Did not Observe
1. Mastery of the fundamental knowledge in his/her major field:								
2. Knowledge of, and ability to use basic research techniques:								
3. A fertile imagination and originality in his/her field:								
4. Self-reliance and independence in scholarly work:								
5. Motivation toward productive scholarly career:								
6. Emotional stability and maturity:								
7. How do you rate him/her in all-around scholarly ability:								

8. Among the _____ students at his/her educational level whom I have know in the past _____ years, I would rank this applicant about _____ from the top in overall scholarly ability.

9. How does the candidate stand when compared with the better students currently in your department?

10. Would you accept this applicant for admission in your own institution? Definitely Probably No

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THIS PUBLICATION IS AVAILABLE IN ALTERNATIVE MEDIA ON REQUEST.

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