

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

STUDENT GUIDELINES

2021-22

STUDENTS ARE EXPECTED TO BECOME FAMILIAR WITH THE CONTENTS OF THESE GUIDELINES, WHICH CONTAIN THE WORKING PROCEDURES FOR ALL ASPECTS OF THE PROGRAM.

Table of Contents

	Page
1. General Requirements for the Program of Study	2
A. Core Courses	2
B. Area Courses	2
C. Major Area Courses	3
D. Student Program of Studies	3
E. Registration	3
F. Full-Time Enrollment / Status	4
G. Attendance at Colloquia and Dissertation Seminars	4
H. Auditing Policy	4
I. Incompletes	4
J. Course Changes	5
K. Leave of Absence	5
L. Accommodations	5
2. Credits for Advanced Standing (Transfer Credits)	5
3. Faculty Review of Student’s Progress	6
4. First Doctoral Examination	6
5. Second Doctoral Examination	8
A. Quantitative Methods in Educational and Psychological Research: Statistics, Measurement, Evaluation, and Policy Analysis	8
B. Learning, Development, and Instruction	10
6. Dissertation Procedures	11
A. Preparation of the Dissertation Topic	11
B. Advancement to Candidacy	12
C. The Dissertation Proposal	12
D. The Oral Defense of the Dissertation	13
7. Time To Degree	13
8. Student Representation	14
9. Appeals	14
Appendix A: Dissertation Procedures	15
A. Dissertation Topic Proposal	16
B. Writing the Dissertation Proposal	16
C. The Final Dissertation and Oral Defense	17

1. General Requirements for the Program of Study

Students will complete a program of study including a minimum of 60 credits in Educational Psychology and related fields. Two specializations are offered: **Quantitative Methods in Educational and Psychological Research: Statistics, Measurement, Evaluation, and Policy Analysis; Learning, Development, and Instruction.**

A. Core Courses

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

The core courses are as follows:

- 70200 Overview of Educational Psychology: Foundations and Contemporary Issues, 3 cr.
- 70500 Statistics and Computer Programming I, 30 hours lecture, 30 hours laboratory, 3 cr.
- 70600 Statistics and Computer Programming II - 30 hours lecture, 30 hours laboratory, 3 cr.
- 70700 Research Methods in Educational Psychology, 3 cr.

TOTAL REQUIRED: 12 credits

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

B. Area Courses

In addition to the core courses, there are 18 credits of required area courses. All four courses from menu (I) must be taken, and two courses must be chosen from menu (II).

(I) Learning, Development, and Instruction

- 71100 Cognitive Development and Learning Processes in Education
- 71300 Socio-Emotional & Cultural Factors & Development & Education
- 71400 Instructional Issues: Individual and Cultural Factors
- 71700 Language and Communicative Development: Research and Education

TOTAL REQUIRED: 12 credits

(II) Quantitative Methods in Educational and Psychological Research: Statistics, Measurement, Evaluation, and Policy Analysis

73000 An Introduction to Psychometrics

73100 Evaluation Research

83300 The General Linear Model

83400 Path Analysis, Factor Analysis, and Structural Equation Models

83500 Categorical Data Analysis

84200 Hierarchical Linear Models

TOTAL REQUIRED: 6 credits

C. Major Area Courses

Descriptions of the course requirements for each of the three concentration areas are described in “Major Area Concentrations” and are available from the Educational Psychology webpage or from the Assistant Program Officer. Supervised Research (89000) is required as part of the concentration area sequence and as preparation for the dissertation. Customarily, students can register for up to two semesters of Supervised Research. The first semester students register for three credits; the second semester they register for zero credits.

D. Student Program of Studies

Incoming students are assigned a faculty advisor. As students’ progress in the program, they may select a new advisor who more closely matches their research interests. Students must meet with their advisor before the beginning of each semester to plan and record a program of studies. Advisors will approve the choice and number of courses students plan to take in each semester. At this time, their personal PIN number to register online will be released to them. It is the students’ responsibility to request their advisor’s approval of any intended changes in the program.

E. Registration

Students must obtain prior approval and be cleared to register by their advisor before registering for courses each semester. Students must obtain approval of their advisor prior to any changes in their intended course load during the semester.

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

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

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

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

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

F. Full-time Enrollment / Status

When the student is at Level 1 or 2, full-time study is defined as carrying at least 7 credits or more per semester. Level 1 students are expected to maintain at least 3 courses per semester unless an exception is granted from their advisor. For level 2 students, full-time study is defined as carrying at least 7 credits or more in classes or 7 credits and WIUs. Level 3 students must register for 90000 Dissertation Supervision in order to be considered full-time. All students are expected to maintain full-time status.

G. Attendance at Colloquia and Dissertation Seminars

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

H. Auditing Policy

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

I. Incompletes

A student who finds it necessary to take an Incomplete for coursework must obtain *prior* approval from the course instructor. The student is to inform the instructor *in writing* of a date for completion of course requirements mutually agreed upon by the student and the instructor. It is the student’s responsibility to inform the advisor of any pending Incompletes. Students are not permitted to request or carry more than two Incompletes at any time during their matriculation. Students should be aware of the Graduate School policy that Incompletes must be resolved within the next two semesters after the course is taken; after that time, the Incomplete is permanent. An Incomplete carried beyond one semester is counted as part of the student’s course load the next semester. Having Incompletes can result in a student being determined as not making satisfactory academic progress, which can negatively affect fellowships and financial aid.

J. Course Changes

A student wishing to withdraw from a course without penalty must do so before the end of the third week of the semester. Please check the Graduate Center's academic calendar for the exact date.

K. Leave of Absence

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

Fellowship Deferral: Students who request a Leave of Absence and who currently have a fellowship are required to complete the [Fellowship Deferment form](#).

Note: Parental leave is not considered an official leave of absence. Please see the GC [Student Handbook](#) for more details.

L. Accommodations

It is Graduate Center and CUNY policy to provide appropriate accommodations to students with disabilities. Any student with a disability who may need accommodations for comprehensive exams and courses is advised to speak directly to the manager of Student Disability Services well in advance of any exams. All discussions regarding disability will remain confidential. Reasons for accommodations are not limited to permanent conditions but may also include temporary ones. Student Disability Services will work with the program faculty and staff to arrange and implement appropriate accommodations. For contact information, see the [Student Disability Services web page](#).

2. Credits for Advanced Standing (Transfer Credits)

The transfer of credits from other institutions should be limited to courses that are comparable to those given in the Educational Psychology Doctoral Program at the City University. The request for transfer credits *must be initiated by the student* after completion of one semester of study. Transfer credits will be awarded by the student's advisor with the consent of the Executive Officer. When requesting transfer credits, a student must present in writing to the advisor: the names, course numbers, grades, and institutions where the credits were earned, as well as a course description

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

3. Faculty Review of Student's Progress

At the end of each semester, the faculty meet to review all students' progress in the program. Following the review, each student receives a written notification of the faculty's assessment of progress. Two general categories are used to report student progress: *Satisfactory*, indicating that a student has met program requirements on schedule and has maintained an approved level of performance (i.e., at least a B average), and *Unsatisfactory*, meaning a student has not maintained satisfactory progress through having one or more Incompletes, by failing to maintain an acceptable grade-point average of 3.0, by not passing First or Second Examinations, or by not making satisfactory progress with respect to dissertation research.

Students who are given an unsatisfactory rating are placed on *probation*. Students on probation will be required to satisfy all deficiencies prior to the end of the following semester. Failure to do so will result in the student continuing to be on probation for a second semester and being on probation for two semesters (consecutive or non-consecutive) may result in the loss of matriculation status.

Students who receive a C+ or lower in any course may be required by the Executive Committee to retake the course. Typically, students will be required to complete all coursework, however, it should be noted that the initial grade will not be changed.

4. First Doctoral Examination

The purpose of the first level doctoral examinations is to assess whether a student has reached competency in certain core areas of educational psychology. Students are required to successfully complete their first-level exams to continue their study in the program. There are two pairs of first-level exams.

In the first of these pairs, student knowledge in the following two exam areas is assessed:

1. Statistics
2. Research Methods

In an additional pair of first-level exams, four core areas of *Learning, Development, and Instruction* are assessed, with each student assessed on ***any two of these four*** exam areas of their choosing:

1. Cognition and Learning
2. Socio-Emotional & Cultural Factors in Development and Education

3. Instructional Issues

4. Language Development

Exam Administration. The Statistics and Research Methods exams are typically administered on the same day, with a break between them. Each exam is 90 minutes in length. Students will be required to take these exams after their first year of study in the program and before they begin their second year of study. Typically, this is in the month of August. For each exam, students have a choice of questions (usually three) from which they would typically be requested to select **two** to answer. Hence students typically will be answering two questions in total for each exam and four in total for this pair of exams.

For the second first-level exam pair (in the area of Learning, Development, and Instruction), **students will select only two of the four exams within which to answer questions.** Students will make this selection well in advance of the exam so that they can limit their preparation to just the two areas. Students will have the option to take these exams, typically administered on the same day with a break in between, midway through their second year of study in the program (typically this would be in January) or after completing their second year and before beginning their third year (typically this would be in August). **Students will be required to answer a total of two questions chosen as follows. For each of the two exams the student has opted to take, students will have a choice of questions to select one to answer.** Students will be provided 90 mins per exam to provide their answer.

Exam Grading. Each exam is graded blindly by the faculty. Examinee exams will be identified only by ID numbers. Each exam will be graded by two faculty graders working independently of each other. In cases of agreement across the two graders on an exam, the exam grade will be the agreed upon grade. Where there is disagreement in grading an exam across the two faculty graders, a third member of the faculty will participate in judging that area question.

Any exam that the student fails must be retested in the following semester. Students are permitted **only one retake per exam.** In the case of failure, students are urged to discuss any exam failed with their academic advisor and appropriate faculty. The student will be informed of the identity of the faculty graders so that, in case of exam failure, the appropriate faculty will explain the basis of their grade to the student.

Failure to pass any exam on the second attempt will result in dismissal from the program.

Updated reading lists will be available for all first and second level examinations. Students must register for the examination with the Assistant Program Officer by the deadline date on the examination application form.

5. Second Doctoral Examination

A. *Quantitative Methods in Educational and Psychological Research: Statistics, Measurement, Evaluation, and Policy Analysis*

The second level comprehensive examination provides students with an opportunity to integrate their knowledge across different courses and provides the program with an assessment milestone in which students demonstrate competencies that students are expected to develop during their coursework. The examination focuses on topics related to core courses but is not limited to material specifically covered in related course offerings.

Eligibility: Students are eligible to take the second level examination when they have completed all coursework, with the possible exception of Supervised Research, which must be judged by the advisor to be close to finished. Students must take the second-level examination within nine months of finishing coursework. The advisor's approval is required to register.

Administration Procedure: The second level examination will be a three-day take-home examination. The Assistant Program Officer (APO) will give students the examination material. The examination is due three days (i.e., 72 hours) after the examination is released. The APO will state the exact time and date that the examination is due in the email message distributing the examination materials. Students should submit a pdf file, only identified by their student ID number, via email to the APO, who will distribute the pdf files to the readers. (See Answer Format section below for additional files.)

The examination questions and any necessary data or other documents will be provided in electronic format. Data will be provided as text (e.g., comma separated values) suitable for importation into any statistics package.

Students should not discuss the examination content with anyone but may ask the Quantitative Track director (or the director's designee should he or she be unavailable) for clarification. Any clarifications will be provided to all students taking the examination during the examination period.

Answer Format: Answers should be identified only by student ID number in the document name, and will be blind to the readers. Students should include the ID number on the first page of their examination paper.

If a question has multiple parts, students should use headings to clearly indicate which parts of the answer respond to which parts of the question. Answers should be written in APA format. Each question's main response should be no longer than five pages (double spaced in a font comparable to Times New Roman

12) and have no more than two tables and two figures. Tables should be in APA format and figures should be appropriately captioned and have labeled axes. In addition, properly documented analytic code should be submitted as an appendix to each answer. Tables, figures, and code do not count toward the page limit on the length of the answer. Code should also be submitted in format suitable for execution by the appropriate computing environment, in a plain text file.

For purposes of the examination, proper documentation of computer code includes each of the following: (a) every script should begin with a header comment that identifies the purpose of the script and briefly delineates its contents. This should also include the student's ID number. (b) Each distinct section of the script should begin with one or more comments identifying the goal of that section. (c) Explanatory comments should accompany each line of the script that introduces a new variable (or named object) and each line that reads from an external file.

Examination Content: Examination content will include a mixture of statistical/psychometric theory, data analysis, data simulation, and analysis interpretation.

Topics: Students will be presented four questions and must answer three of the four. The content will be drawn from the following topics (It is possible for more than one question to draw from the same topic, and for one question to draw from two or more topics):

Linear Models (General linear model including OLS regression and ANOVA)

Categorical Data Analysis (non-parametric statistics, generalized linear models, and latent class models)

Introductory Psychometrics (test construction, classical and modern test theory)

Hierarchical Linear Models (a.k.a., multi-level models, random effects models)

Structural Equation Models (including path analysis, confirmatory factor analysis, and Pearl's Structural Causal Model)

Grading: Each question will be graded on a scale of 0-3 by two readers, whose scores will be summed. If readers disagree on the score for an answer to a question by more than one point, a third reader will be employed, in which case the two highest scores will be used. Readers will assign scores using the following rubric:

0: The question is fundamentally incorrect or not attempted.

1: The question demonstrates some understanding but contains confusing or incorrect reasoning or is incomplete in an important fashion.

2: The question is basically solid and well written.

3: The question demonstrates a thorough and superior understanding of the question.

Decision Rule: Students must earn at least a 1 from each grader on each of the three questions attempted. Scores on all questions will be added to obtain a numeric score on the complete examination. Grades correspond to four pass/fail categories as follows:

Failure: 0-9 (or any one question with a 0 from either grader)

Low Pass: 10-11

Pass: 12-14

High Pass: 15-18

Retakes: If the examination is failed, the student must retake the examination at the next opportunity to sit for it. A student who fails the examination twice will be dropped from the program.

B. Learning, Development, and Instruction

The second level exam for *Learning, Development and Instruction* students is an oral defense of their pilot study, which is carried out as part of Supervised Research (EPSY 89000). The pilot study will consist of an empirical study with data collection, a meta-analysis, or secondary analyses of a significant data set, such as the *Child Language Data Exchange System (CHILDES)*; or the *National Institute of Child Health and Human Development Study of Early Child Care and Youth Development (NICHD-SECCYD)*. The study will be designed with the potential to be published or to be presented at a scholarly conference. The study will be evaluated on its quality, not on the significance of its results. In the case of a meta-analysis, a preliminary analysis is acceptable. Once the written report for the pilot study has been written and approved by the advisor, the advisor and student will select a second committee member from the faculty in Educational Psychology (or another scholar who would be considered appropriate to serve on a dissertation committee) to review the student's pilot study report and recommend revisions. Once the revisions are completed, the written report will be evaluated by the two-member committee as pass or fail.

Once the report has received a pass from the committee, the student will register for the second level oral presentation with the Assistant Program Officer. The student is responsible for scheduling a time for the presentation and reserving a room for at least one hour. All faculty and students in the Educational Psychology program will be invited to attend by email at least two weeks ahead of the targeted date. The invitation will include the title, an abstract, the date, time, and location of the presentation. Also, an announcement will be posted in the student room. The presentation may be scheduled at any time during either semester of the academic year.

For the pilot defense, the student will prepare a presentation (e.g., with PowerPoint or similar software) consisting of no more than 30 slides and lasting 30 minutes with an additional 20-30 minutes for questions

and discussion. The student's pilot study faculty committee will attend the presentation and then evaluate the work to decide whether the student passes or fails the second level requirement.

Evaluation of the oral defense will be based on presentation of sufficient background and rationale for the study, accurate and appropriate analyses and interpretation of the results, and meaningful discussion of the study's contribution to the literature and to a dissertation. The committee will complete a sign-off sheet reporting their evaluation. If during the oral presentation, suggestions arise necessitating further revision of the pilot study written report, the committee will identify these and ask the student to make the revisions. Once revisions are completed, the committee will make a final decision as to whether the student passes or fails the exam. Once the oral presentation has occurred and all necessary revisions of the written report have been completed and approved by the student's committee, the report will be filed with the Program Officer.

If the pilot study committee decides that the student has failed the exam, then the committee will decide what must be done in order to satisfy the requirement (e.g., redo current study; conduct a new pilot study). The necessary steps must be taken within a year following the oral presentation.

6. Dissertation Procedures

A. Preparation of the Dissertation Topic

After completing all required coursework and passing the Second Examinations, students begin the process of writing their dissertations. A **full description of this process can be found in Appendix A**. The first step is to develop the dissertation topic in consultation with an Educational Psychology faculty member who will serve as the chair of the Dissertation Committee. This Dissertation Committee will have three members: the chair, and two other faculty, at least one of whom must be a member of the Educational Psychology Program.

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

- i. The dissertation committee must consist of 3 members.
- ii. The chair of the committee must be a member of the Educational Psychology doctoral faculty, or, if a student chooses to have a chair from outside the program, then the dissertation must be co-chaired by a faculty member from Educational Psychology.
- iii. At least one of the remaining two committee members must also be a member of the Educational Psychology doctoral faculty.
- iv. For the final dissertation defense, the committee is enlarged by adding two "outside readers". Note that the use of outside readers is our requirement but is not a

Graduate School requirement. Further note that we only require that the outside readers be “qualified scholars” who were not members of the original committee. For example, the outside reader need not have a doctoral degree. Outside readers are chosen by the student’s dissertation chair and must be approved by the Executive Officer.

The Graduate School requires that a minimum of 3 of the members of the final dissertation defense committee be members of the CUNY doctoral faculty.

The completed topic description and the proposed committee members are then submitted to the Executive Committee for approval. To be taken to our Dissertation Topic Proposal form [click here](#).

B. Advancement to Candidacy

The student is Advanced to Candidacy (Level III status) when all coursework is completed and the second exams have been passed. Upon advancement to candidacy, a student is eligible to apply for the en-route Master of Philosophy Degree. A notice of advancement, along with an application for the Master of Philosophy degree will be forwarded to you by the Registrar. If you do not receive this application form, contact the Registrar directly.

C. The Dissertation Proposal

After the topic proposal has been approved, the student will prepare a dissertation proposal, which is the theoretical rationale, the design, and the justification for the dissertation. The presentation of the proposal is scheduled with the permission of their advisor and the concurrence of the committee members. Committee membership requires advisor approval. *Email* copies of the proposal must be distributed to faculty and students of the program through the program office no later than two weeks prior to the presentation date. The student should ask the committee members if they require a hard copy as well. For more details, see APPENDIX A.

The Dissertation Proposal Defense will be chaired by the student’s dissertation committee chair. Following the presentation at the Dissertation Proposal Defense the dissertation committee will meet to discuss the proposal, and the committee will vote whether to accept the proposal with or without changes, or to reject the proposal. The student should prepare the “[Approval of Dissertation Proposal](#)” form and bring it to the dissertation proposal defense. The Committee members will certify their decision to approve or reject the proposal.

If the proposal is rejected and the student appeals the decision, the appeal procedure detailed below is followed:

- (a) The Executive Officer will seek the recommendation of the student's dissertation committee. If the sponsor and one other member agree to support the appeal, the Executive Officer will forward the proposal to three scholars in the appropriate academic area, but who are not members of the Educational Psychology Executive Committee. These scholars will be eminent in their field and cannot be personal acquaintances of either the student or the committee members. The Executive Officer will select these readers after consulting with the sponsor, as well as with a faculty member who voted to disapprove the dissertation proposal.
- (b) A list of criteria to be considered when evaluating the scientific rigor and merit of the proposal.
- (c) The recommendations of the readers will be presented to the faculty members of the Executive Committee during the Closed Session; that body will render the final decision on the appeal.

D. The Oral Defense of the Dissertation

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

7. Time to Degree

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

The following time frame and deadlines should also be noted:

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

- iv. Following approval of the proposal, the dissertation must be completed within two semesters. Failure to meet the deadlines given in (a) – (d) will result in an unsatisfactory progress review.

8. Student Representation

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

- (1) Two student delegates who are elected in August for that academic year attend the monthly Educational Psychology Executive Committee meetings. If possible, this will consist of one incoming, first year student and one student who is in second or higher year.
- (2) The Doctoral Student's Council (DSC) and the Graduate Council are university-wide organizations which represent students' interests. The names of student delegates to these groups are available from the Program office. Students having procedural or technical concerns about program/university matters should contact the appropriate delegate(s)

9. Appeals

The program follows the Graduate School regulations for disputes and appeals concerning grades and program procedures, as outlined in the [Graduate School Student Handbook](#), Appeal Policies and Procedures.

APPENDIX A

DISSERTATION PROCEDURES

FOR THE

Ph.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

A. Dissertation Topic Proposal

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

A dissertation topic proposal form can be found on our website. [Click here](#) to download the form.

The first step in the process is to develop a dissertation topic proposal with your dissertation chair. The topic is briefly described in a maximum of 500 words. The topic description should include the following information:

- (a) Project description.
- (b) A summary of research aims.
- (c) Research questions and implications
- (d) Specification of anticipated data sources
- (e) At most 5 works cited
- (f) List of Committee members and chair (see Student Guidelines for composition of the dissertation Committee).

After all coursework is completed and the second exams have been passed, you are eligible to be advanced to candidacy and become a Level III student with an associated reduced tuition rate. The Assistant Program Officer submits a form to the Registrar, notifying them that you have advanced to candidacy.

B. Writing the Dissertation Proposal

You now begin the process of writing your dissertation proposal under the supervision of your dissertation chair and your committee. Although each dissertation proposal will be different, they will typically consist of the following sections:

- (a) An Introduction section which clearly states the goal of the proposed research and its importance to the field of Educational Psychology.
- (b) A Literature Review section which provides an integrated and comprehensive review of all relevant research. The review should include a clear statement of the relationship for your proposed study to past research.

(c) A Methods section, which describes in detail the research questions, and/or hypotheses you will be investigating, and the methods you will be employing. Full descriptions of the following should be included: method of choosing subjects, measures to be administered, experimental or research design, statistical analyses.

After acceptance of the dissertation proposal by your dissertation committee, you are required to orally defend the proposal. The dissertation proposal seminar will typically consist of a short (maximum of 30 minutes) presentation by the student describing the proposed research followed by questions from the faculty. The following procedures should be noted:

(a) It is imperative that you inform the Assistant Program Officer of your scheduled time so that a room may be reserved and the faculty and Provost notified. Note that the first Monday of each month is reserved for Executive Committee meetings.

(b) No later than two weeks before the date of the presentation the student must complete a "[Milestone Presentation Announcement Form](#)". The form will capture all of the necessary information needed to make a formal announcement about the upcoming presentation.

(c) Prior to the proposal seminar, the student should obtain an "[Approval of Dissertation Proposal](#)" form which should be given to the dissertation chair.

(d) All students involved in research using human subjects must obtain approval from [Human Subjects Research Protection Program \(HRPP\)](#).

C. The Final Dissertation and Oral Defense

For "Instructions for Preparing the Doctoral Dissertation," please visit:

<http://libguides.gc.cuny.edu/dissertations>

When all research has been completed and the final dissertation has been judged to be acceptable by the student's doctoral committee, the final oral defense of the dissertation can be scheduled. Educational Psychology regulations require that two "outside" readers be added to the student's committee for the final defense. These two individuals are chosen by the student's dissertation chair in consultation with the student. In addition, Graduate School regulations require that at least 3 of the members of the final examination committee be members of the CUNY doctoral faculty. Email and hard copies of the full dissertation are provided to the outside readers at least three weeks prior to the final oral. The following additional procedures should be noted:

(a) The student's advisor must submit a [Report of Final Examination form](#) which should include the dissertation committee's concurrence on the final determination.

(b) The final oral examination follows the same basic format of the dissertation proposal seminar except that it is the completed dissertation that is being defended and the full 5-member committee votes to approve the dissertation. For the student to pass, at least four of the five members must agree that the student has passed the exam.

Please contact the Assistant Program Office for assistance with any of these procedures.