Ph.D. in Educational Psychology - Course Sequence

First Semester - Summer

- EDUC 700: Online Orientation (0 credits)
- EFND 705A: Residency (2 credits)
- UNIV LIB: Information, Research, and Resources (0 credits)
- EFND 706 Christian Worldview for Educators (3 credits)

Year 1 - Fall

- EFND 702: Research Design & Analysis (3 credits)
- EFND 707: Advanced Study of Worldview (3 credits)

Year 1 - Spring

- EFND 701: Advanced Human Learning & Motivational Development (3 credits)
- EFND 722: Educational Statistics (3 credits)

Year 1 - Summer

- EADM 703: Advanced Theory & Practice of Leadership & Organizations (3 credits)
- EADM 705: Effective Communication & Conflict Resolution (3 credits)
- EFND 705B: Residency (2 credits)

Year 2 - Fall

- EFND 724: Advanced Study of Theories in Learning and Development (3)
- EPSY 850: Advanced Study in Educational Psychology (3)

Year 2 - Spring

- EPSY 870: Advanced Study of Brain Research (3 credits)
- EDCO 800: Qualitative Data Analysis (3 credits)

Year 2 - Summer

- EFND 705C: Residency (2 credits)
- EFND 790 Independent Study (if needed)
- ESPC 730 Meta-Analysis in Social Sciences (3 credits)
- EPSY 820: Advanced Research Review in Educational Psychology (3)
Year 3 – Fall

- EDCO 801 Strategic Planning & Program Evaluation (3 credits)
- EFND 790 Independent Research Study with Dissertation Chair (3)

Year 3 – Spring

- EDCO 802 Analysis of Variance (1 credit)
- EDCO 803 Regression & Correlation (1 credit)
- EDCO 804 Structure & Reliability Analysis (1 credit)
- EHEA 805 Advanced Research Design and Analysis (3 credits)
- Comprehensive Exams*

* Comprehensive Exams are required during the last semester of coursework. Students who pass comprehensive exams will continue on to the dissertation phase of the program with EFND 906A.

Year 3 – Summer

- EFND 906A: Dissertation (5 credits)

Year 4 - Fall

- EFND 906B: Dissertation (5 credits)

Year 4 – Spring

- EFND 906C: Dissertation (5 credits)

Dissertation Continuation

- EFND 907: Dissertation Continuation (3 credits)*

*If a student has not defended their dissertation after completing EFND 906A, B & C, they will enroll into this class each term until they defend or their program time limit is up. EFND 907 Dissertation Continuation (3 credits)

Total Hours: 72*

*Course sequence may be modified due to necessary adjustments determined by cognate chair.

Ph.D. in Educational Psychology - Course Descriptions
EADM 703 Advanced Theory & Practice of Leadership & Organizations (3) A critical examination of leadership and organizational theories and their corresponding practices within the context of educational systems. Critical assessment and practical application and exploration of effective and ethical leadership practices, systems theory, culture, and change processes as they relate to individuals and organizations.

EADM 705 Effective Communication & Conflict Resolution (3) The key to healthy organizations is productive communication and conflict resolution. Provides a communication-based perspective for organizations and leadership in a diverse society. Review and translate into practice research on team process management, consensus building and negotiation skills. Apply the particular communication skills into your respective contexts as evidenced by video role-play, case study analysis and/or feedback from peers, faculty and supervisors.

EDCO 800: Qualitative Data Analysis (3) Theory and practice in analyzing qualitative data. Topics include coding, meaning generation, and validation.

EDCO 801 Strategic Planning & Program Evaluation (3) Examines strategic planning and the role of program evaluation in the planning-implementation-evaluation cycle to include the curriculum planning process. Topics include various theoretical and philosophical perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization. The goal is to help educators become active collaborators in the evaluation process and to give them the tools to judge the value of an evaluation. Whether the task is designing an internal evaluation of a local program, contracting for an external evaluation at the district level, or critically reviewing an evaluation report as a basis for making an administrative decision, this course offers important leadership preparation. Each student will prepare an evaluability assessment related to a self-selected educational program in his/her area of concentration. Prerequisite: a graduate level research course. Cross-listed with EDCO 501.

EDCO 802 Analysis of Variance (1) Examine various ANOVA statistical procedures as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations. Covers factorial ANOVA to include mixed designs, analysis of covariance and multivariate variations. SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics Course.

EDCO 803 Regression & Correlation (1) Covers the statistical procedures that are most frequently encountered in doctoral-level correlation research with emphasis on understanding the research context, assumptions, notations and interpretations. Major topics include multiple regression and correlation, logistic regression and discriminate analysis. Covers both hypotheses of association and prediction. SPSS will be used for all statistical calculation. Prerequisites: EFND 702 and Educational Statistics Course.

EDCO 804 Structure & Reliability Analysis (1) Covers statistical procedures used for structure and reliability analysis as applied to educational research with emphasis on understanding the research context, assumptions, notations and interpretations associated with each statistical procedures. Major topics include factor analysis, an introduction to structural equation modeling and reliability analysis to include alternate
form reliability, test-retest reliability, inter-tester reliability and internal consistency (i.e. split-half to include use of the Spearman-Brown prophecy formula, Kuder-Richardson formulas and Cronbach’s coefficient alpha). SPSS will be used for all statistical calculations. Prerequisites: EFND 702 and Educational Statistics.

**EDUC 700 Online Orientation (0)** Required during the first semester of enrollment in some programs; acclimates students to Blackboard, the platform off which online classes are launched.

**EFND 701 Advanced Human Learning & Motivational Development (3)** Study of human learning and motivational development theories that offers the opportunity to investigate several major theories in developmental psychology with a comparative analysis from biblically-informed perspectives. Designed to provide an ethos for emergent doctors to apply a working knowledge of human development genres in an academic setting and from a Christian perspective. Applies human development perspectives in ascertaining and solving various problems within an academy. Work in collaborative learning groups; utilize electronic resources and conduct and present research and thinking. Fosters a working knowledge of a doctoral-level scholarly inquiry, writing and doctoral demeanor.

**EFND 702 Research Design & Analysis (3)** Overview of scholarly research and methods to evaluate research. Presents the basic concepts of quantitative and qualitative research methods and the diverse approaches to scholarly inquiry and reflective practice.

**EFND 705A Residency – Year One (2)** One-week orientation to the Ed.D program; meet professors and classmates, and attend helpful sessions. Activities include classes in preparation for doctoral writing, library research and Blackboard training. Faculty will address your questions, concerns and challenges for the upcoming year.

**EFND 705B Residency – Year Two (2)** After completing your first year in the Ed.D program meet individually with your cognate advisor to design a schedule for cognate courses. Also meet in classes, participate in a research workshop and attend other residency activities.

**EFND 705C Residency – Year Three (2)** After completing two years in the Ed.D. program.

**EFND 706 Christian World View for Educators (3)** Provides essential understandings and competencies regarding the biblically inspired role of Christians in education with a particular focus on Regent University’s mission to equip Christian leaders to impact the world for Christ. A foundation is laid in this course for investigating and interpreting other worldviews.

**EFND 707 Advanced Study of Worldview (3)** Centers around issues of competing epistemologies to the historic Christian faith and tradition such as: postmodernism, Marxism, secular positivism, non-theistic evolution and other philosophies that hold a dominant position of discourse and debate in the academy. The aim is to compare and contrast these ideologies to our historic faith traditions. A beginning knowledge of worldview is expected of students prior to taking this course. Cross-listed with EFND 607.

**EFND 722 Educational Statistics (3)** Basic understanding of statistical methods, particularly as they pertain to research in education. Focuses on conceptual rather than mathematical and applied rather than
theoretical—understand why a particular statistical technique is appropriate and how to make sense of the results obtained from its utilization rather than to understand the full mathematical underpinnings of the statistic. SPSS will be used as a productivity tool to perform all statistical procedures. Specific topics include descriptive statistics, visual representation of data, hypothesis testing, regression and correlation.

**EFND 724 Advanced Study of Theories in Learning & Development (3)** Provides some of the major conjecture and theories used to meet the learning and development needs of adults, and an overview of learning theories, their design and applications for the adult learner in various settings. Investigates topics to include self-directed learning, constructivism, autonomous learning, creative environments conducive to adult learning, designing and implementing training programs and instructional design techniques.

**EFND 898 Comprehensive Examination Continuation (6)** In order for doctoral students to remain active in the program after an unsuccessful attempt to complete the comprehensive writing assessment, they must register for EFND 898. During the registered semester, students should review course material to attempt to successfully complete the writing assessment at a later date.

**EFND 899 Comprehensive Examination Extension (0)** Doctoral students who have been granted approval to take the comprehensive writing assessment later than the summer of their second year must register for this course in order to remain active in the program.

**EFND 906A Dissertation (5)** Doctoral candidates will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 6 credit segments over 3 consecutive semesters.

**EFND 906B Dissertation (5)** Doctoral candidates will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 6 credit segments over 3 consecutive semesters.

**EFND 906C Dissertation (5)** Doctoral candidates will work with their dissertation committee to defend their proposal, collect data, write and defend five chapters of their dissertation. Each candidate must register for a minimum of 15 dissertation credits. The credits will be equally distributed into 6 credit segments over 3 consecutive semesters.

**EFND 907 Dissertation Continuation (3)** This course is designed for doctoral candidates who have not successfully defended their dissertation within 3 semesters, as required by the School of Education doctoral program. Students will enroll in this course each semester and work closely with their dissertation committee until they have successfully defended their dissertation as required by the program.

**EHEA 805 Advanced Research Design and Analysis (3)** This course is designed to provide advanced skills and knowledge to doctoral students for them to design and carry out and evaluate sophisticated research studies. As an advanced course it provides an in-depth examination of the issues and problems facing the educational researcher as he/she
organizes a research study or a program evaluation. The course is not bound to any one paradigm, but examines educational research from various perspectives. The course focuses on the theory behind the methodology, advanced research design techniques and associated statistical procedures, internal and external validity, mixed methodology, and qualitative research tools common to the practice of education.

Prerequisite – EFND 702 & EFND 722

**EPSY 820 Advanced Research Review in Educational Psychology (3)** Analytic review of Educational Psychology research and the processes for conducting research.

**EPSY 821 Problem-based Project in Research & Evaluation (3)** Given a real challenge that requires the utilization of qualitative and/or quantitative research, provide advisor-approved recommendations for addressing the problem. The project may include methodologies from various disciplines (e.g. education, counseling, psychology, sociology, and business) Requires an advisor-approved culminating project.

**EPSY 850 Advanced Study in Educational Psychology (3)** Advanced survey of the latest topics, lines of research and disciplinary foci currently being addressed in the field of Educational Psychology. Gain in-depth knowledge and understanding of the field, and apply this to your personal career interests.

**EPSY 870 Advanced Study of Brain Research (3)** Neuropsychological theories, research, and their application to educational settings

**ESPC 730 Meta-Analysis in the Social Sciences (3)** Advanced course in understanding and executing meta-analyses in special education or other social sciences. Study of the history of meta-analysis, its major functions and limitations, and the successful completion of a meta-analysis in a social science area.

Prerequisite: Permission of instructor; prior completion of core courses in statistics and research design (e.g., EFND 702 & 722 or equivalent).

**UNIV LIB Information Research & Resources (0)** Teaches basic competencies in the use of computer and related information technology research and resources, including use of the library. Enroll in the course in the first semester. Required for graduation. Pass/No Pass.