



The Educational Psychology PhD program is internationally known for its esteemed faculty and commitment to urban education. Our program prepares PhD candidates to conduct research on psychological processes as they affect student learning and successful teaching in urban settings. Graduates become research experts and innovators in one of four focus areas—cognition and instruction; early childhood education; measurement, evaluation, statistics, and assessment; or social and moral development.

PROGRAM FACULTY

- Theresa A. Thorkildsen**, Professor and Program Coordinator, PhD, Purdue University
- Joseph J. Becker**, Associate Professor, PhD, London University
- Artin Göncü**, Professor and Department Chair, PhD, University of Houston
- Donald Hellison**, Professor, PhD, Ohio State University
- Stacey Horn**, Associate Professor, PhD, University of Maryland
- Marisha Humphries**, Assistant Professor, PhD, University of Illinois at Chicago
- George Karabatsos**, Associate Professor, PhD, University of Chicago
- Kimberly Lawless**, Professor, PhD, University of Connecticut
- Catherine Main**, Clinical Instructor, MEd, University of Illinois at Chicago
- Carol Myford**, Associate Professor, PhD, University of Chicago
- Everett V. Smith**, Associate Professor, PhD, University of Connecticut
- Yue Yin**, Assistant Professor, PhD, Stanford University

PROGRAM REQUIREMENTS

Candidates for the PhD in educational psychology take a range of courses that focus on research and an area of specialization. A total of 96 credit hours beyond a bachelor's degree or 64 hours beyond a master's will include courses such as Philosophical Foundations of Educational Inquiry, Data and Interpretation in Educational Inquiry, Essentials of Qualitative Inquiry in Education, and Essentials of Quantitative Inquiry in Education. Candidates are also required to complete a research project, take an examination with written and oral components, and develop a dissertation based on original research.

SPECIAL PROGRAM FEATURES

Our program prepares PhD candidates with knowledge of assessment, cognitive functioning, and cultural and familial factors in educational technology, measurement, motivation, moral functioning, parent-child relations, peer relations, program evaluation, social and emotional competence, statistical methodology, student development, and teacher-student interactions. Our deep understanding of this work within the context of urban settings gives students a unique prospective and a strong foundation for their future work.

RESULTS

In addition to accepting traditional academic research positions, our graduates work for corporations with educational goals, national and state certification boards, school districts, and testing companies. They contribute to advancing and disseminating knowledge about how students' ethnicity, culture, class, and gender impact their development and learning and also contribute to the development and application of fair approaches to measurement, statistics, and evaluation to support such efforts.

CONTACT INFO

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