Department of Educational and Psychological Studies

COGNATE STUDIES IN EDUCATIONAL PSYCHOLOGY

The Educational Psychology program within the Educational and Psychological Studies Department invites doctoral students from program areas within and outside the College of Education to consider pursuing cognate studies in the area of Educational Psychology. Our faculty members have strong research credentials, have been recognized nationally and internationally, and are eager to work with graduate students who are interested in developing or further refining their research and scholarship competencies through cognate coursework. Visit the College of Education website for additional courses and updates to this information: www.coedu.usf.edu/main/departments/psf/EP.

To complete a cognate in Educational Psychology, doctoral students need to complete a minimum of 12 semester hours of coursework at the 7000 level. The courses that meet the criteria for inclusion in the cognate are listed below. However, students may petition the Educational Psychology program coordinator to include an alternative course or a directed study as part of their cognate. For example, the Educational Psychology faculty may offer new or experimental courses periodically, or a student who has completed one of the courses below with a faculty member may obtain that faculty member's consent to deepen his or her knowledge and research competence in that area by completing a Directed Research project with that faculty member. In those cases, the student should obtain the signed approval of the Program Coordinator of Educational Psychology before he or she enrolls for the class.

In addition to cognate studies, there is a Ph.D. specialization in Education Psychology that is offered in the College of Education. It is also possible to combine a specialization in Educational Psychology with the college's Interdisciplinary Ph.D. Program, as well as other programs in the college. Our courses each have research competencies embedded within them.

EDF 7138 ADOLESCENT DEVELOPMENT (4 credits)

This course examines adolescent development in the physical, cognitive, social, and motivational domains. Academic achievement, social and cultural contexts, developmental theory, methodology, and educational practices and policies are discussed.

Taught by Dr. Kiefer, Offered: Fall

EDF 7145 COGNITIVE ISSUES IN INSTRUCTION (4 credits)

Selected cognitive models of intelligence, memory, problem solving, thinking, and motivation applied to instructional strategies.

Taught by: Dr. DeMarie, Offered: Spring

EDF 7265 THE PSYCHOLOGY OF ORAL AND WRITTEN LANGUAGE DEVELOPMENT (4 credits)

Theoretical and empirical perspectives on monolingual and bilingual language and literacy development and their implications for language and literacy instruction.

Taught by Dr. Lopez, Offered: Spring of every other year

EDF 7357 APPLICATIONS OF DEVELOPMENTAL THEORIES (4 credits)

An introductory course that helps students to understand various theories of development that have implications for curriculum design, student learning, and other educational and mental health practices. This course is offered via distance learning periodically.

Taught by Dr. DeMarie, Offered: Fall

EDF 7359 RESILIENCE IN HUMAN DEVELOPMENT (4 credits)

Theoretical and empirical examination of how and why some individuals manage to overcome adversities and serious threats to optimal develoment without significant psychological scars. Resilience will be examined from a developmental perspective — with attention to social and cultural influences — addressing such questions as "What are the primary risk and protective factors at different stages of human development?" and "What are the intervention and prevention strategies that can be used to facilitate resilience?"

Taught by Dr. Tan, Offered: Fall

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PROGRAM AREA FACULTY

Sarah Kiefer, Ph.D. (University of Illinois)
Associate Professor & Program Coordinator for Educational Psychology

Teaching Interests: Human development and learning; adolescent development; motivation; innovative thinking.
Research Interests: Academic and social motivation, how it develops over time, and how it impacts early adolescents' adjustment in elementary and middle school; the role of peers and contextual influences on adolescent motivation; help-seeking beliefs and behaviors in the classroom.

Contact: 974-0155; kiefer@usf.edu

Darlene DeMarie, Ph.D. (University of Florida)
Associate Professor. Fulbright Scholar to South Africa in 2007-2008 and 2008-2009

Teaching Interests: Child development; theories of development; early childhood development; cognitive development; memory.
Research Interests: Memory development; children's photography as a way to represent experiences through their own eyes; schools' missions and achievement reflected in children's photographs; early childhood curriculum, the impact of a preschool music program on children's cognitive development, child care.

Contact: 813-474-7846; demarie@usf.edu

Lisa M. López, Ph.D. (University of Miami)
Associate Professor

Teaching Interests: Child development; language and literacy development; second language acquisition; theories of development; research methodology.
Research Interests: Bilingual language and literacy development in young children; phonological awareness and cross-language transfer; school readiness development in young Latino children; parent involvement in young children's education; cultural factors in the attitudes and expectations of immigrant parents towards education; home and classroom experiences on academic achievement in Head Start.

Contact: 974-1260; lmlopez@usf.edu

Kofi Marfo, Ph.D. (University of Alberta)
Professor Emeritus

Teaching Interests: Cognition, learning, and instruction; development and learning in the early years; atypical development.
Research Interests: Contextual influences on early development and education; processes and efficacy of early intervention; children's cognitive strategies and school learning; parent-child interaction; instructional processes in inclusive classrooms; student perceptions of learning environments.

Contact: 974-0439; marfo@usf.edu

Tony Xing Tan, Ed.D. (Harvard University)
Full Professor

Teaching Interests: Human development and personality theories; resilience in human development; childhood trauma and development.
Research Interests: The post-adoption social and emotional adjustment of children adopted from China; the development of ethnic identity of Chinese adoptees.

Contact: 974-6496; tan@usf.edu

For additional information, please call or e-mail:

Dr. Sarah Kiefer
Associate Professor, Program Coordinator

Educational Psychology
University of South Florida
4202 East Fowler Avenue EDU105
Tampa, Florida 33620-5650
813-974-0155

Program office: EDU380
E-mail: edpsych.usf.edu
Website: www.coedu.usf.edu/main/departments/psf/EP

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