



Educational Psychology  
Division of Theoretical and  
Behavioral Foundations  
College of Education  
Detroit, MI 48202  
Phone: (313) 577-1614  
Fax: (313) 577-5235

**Doctor of Philosophy (Ph.D.) Program**  
**Educational Psychology**  
*Learning and Instruction Sciences Concentration*

The concentration in Learning and Instruction Sciences is targeted for those who are oriented toward careers in college/university teaching, research, instructional practices, and data management (e.g., in school systems, corporations, etc.). The focus of the program will be on training students to understand and integrate major theories in the field of Educational Psychology and key instructional approaches, and apply that knowledge to research and evaluation practices.

The program subscribes to the scientist-practitioner model and has a strong emphasis on theory, research, and evidence-based practices. The program strives to train students to draw on empirical literature and scholarly inquiries. The program includes the study of educational psychology, which includes in depth coverage of psychology and education, especially different aspects of human development, motivation, learning processes, and human diversity. Students are also trained in the areas of research design, methodology, and analyses so that the process of scientific inquiries are clearly understood. Complementing this knowledge and skill base is an additional emphasis on instructional technology. With a strong foundation in the theoretical and empirical research literature in this combination of areas, and skills in conducting research and evaluation in general, students are prepared for a number of careers and in a variety of settings, as noted above. This program does not lead to certification as a school psychologist or licensing as a Licensed Psychologist in the professional practice of psychology.

Graduates of the Ph.D. program in Learning and Instruction Sciences will be able to demonstrate the following competencies:

1. Students will be able to conduct research related to human learning and performance, and instruction and evaluation, and interpret this research to other practitioners.
2. Students will be able to apply the principles of educational psychology to problems and issues in various educational and community environments.
3. Students will develop competency as instructors of Educational Psychology in the college and university settings.

***ADMISSION***

The faculty of Educational Psychology is pleased to note your interest in the program leading to the Doctor of Philosophy degree in Educational Psychology with a concentration in Learning and Instruction Sciences. The faculty is committed to training highly competitive practitioners.

Consequently, the competition for admission to the program is high and only a limited number of applicants can be accepted.

The Doctor of Philosophy in Educational Psychology – Learning and Instruction Sciences concentration offers three options for admission: (1) application for direct admission to the Ph.D. Program from undergraduate studies, or (2) application to the Ph.D. Program after the first year enrolled in the M.A. in School and Community Psychology, Counseling Psychology, or the M.Ed. in Educational Psychology, or their equivalent, or (3) application after completion of a master's degree. Students who are admitted to the Ph.D. Program prior to receiving an M.A. or M.Ed. degree will be expected to complete the requirements of the applicable M.A. or M.Ed. Program in Educational Psychology at Wayne State University during their doctoral study.

Application materials must be submitted to the director of the Learning and Instruction Science concentration:

Barry S. Markman, Ph.D.  
Doctoral Program Director—Learning and Instruction Sciences concentration  
Wayne State University  
335 College of Education  
5425 Gullen Mall  
Detroit, MI 48202

1. All applicants for admission to the LIS Ph.D. program typically have a combined Verbal and Quantitative score on the Graduate Record Examination of at least 1000. Applicants applying with a completed master's degree in the above stated areas must also have a graduate GPA of at least 3.50 on a 4 point scale. Applicants for direct admission with only a completed bachelor's degree must also have a minimum 15 semester hours of coursework in psychology with grades of B+ or better. These applicants should preferably have graduated with a psychology major, but majors in closely fields will be considered. The applicants should also have an overall undergraduate GPA of at least 3.25 on a 4 point scale. Applicants with 1-2 years of completed graduate work in an educational psychology, psychology or related masters program, must have a minimum GPA of 3.50 on a 4 point scale and be in good standing in their program. All applicants are required to complete the Personal Statement, provide the work sample and three letters of recommendation as specified below.
2. If this is your first **application** for admission to the Graduate Division of Wayne State University, apply online at <http://gradadmissions.wayne.edu/apply.php>. **When you complete on-line application, you MUST select "Education Psychology-PhD" under Planned Course of Study and "Learning and Instruction Sciences" under Concentration.** Graduate Admissions is located in The Welcome Center, 42 W. Warren, Detroit, MI 48202. Graduate Admissions can be contacted at (313) 577-3577.

Graduate students, already admitted and in good standing with the Wayne State University Graduate Division, should file doctoral applications (also known as Change of Major applications) with the College of Education Academic Services Office (489 Education, Detroit, MI 48202, 313-577-1605). In this instance, you do **not** need to pay the application fee.

3. The following application materials should be sent to the Program Director of the Learning and Instruction Sciences concentration, Dr. Barry Markman, at the address provided above.
  - a) Request two sets of official **transcripts** of your undergraduate and graduate work from all institutions of higher education previously attended. One set is to be sent directly to the Program Director. The other set must be submitted with your application to Graduate Admissions or to the College of Education Academic Services Office for those applicants who are currently graduate students at Wayne State University.
  - b) A **Personal Statement** using the attached form and questions.
  - c) A **Work Sample** that demonstrates your writing skills in an area of psychology. This may be a research paper from an undergraduate/graduate class, an undergraduate thesis, a scholarly paper presented at a conference, a published manuscript, or a concise case presentation. Please attach a brief introduction and explanation to the sample.
  - d) **Three letters of recommendation.** One of the letters of recommendation should be written by a person who has supervised your professional activities (if you have worked in psychology or a related field) and the other two should be persons familiar with your academic skills and performance. Each letter of recommendation must be accompanied by the Evaluation Form (also downloaded from: <http://coe.wayne.edu/tbf/edp/phd> and mailed directly by the author to the Doctoral Program Director: School Psychology concentration.
  - e) The **Personal Information Form** attached to this brochure.
4. Candidates with competitive applications will be invited for an interview with the Ph.D. Admissions Committee.
5. All admission materials must be received by the program concentration no later than **February 14**. If you have any questions, contact the program area secretary at (313) 577-1614.
6. Applicants will be notified, in writing, of the Learning and Instruction Sciences Admissions Committee's decision regarding their acceptance into the program no later than May 1, prior to the beginning of the academic year in which successful applicants will begin doctoral study. Applicants who are not admitted may request in writing that their application be held for the following year. Applicants who have been denied admission to the program twice will not be considered again.

### *Academic Requirements*

Academic requirements for the Ph.D. have been established by the faculty of Educational Psychology, and are consistent with, but often exceed, the threshold established by the Graduate School and the College of Education. They are stated below.

1. At an early date following acceptance into the program, a major advisor should be selected, contingent upon a mutual agreement between the student and the faculty member. The naming of the remaining members of the student's doctoral committee will be made in collaboration between the student and the major advisor.
2. The Plan of Work reflects a systematic and organized series of courses, seminars, field experiences, etc., designed to provide advanced academic experiences consistent with the student's academic objectives. It should be planned with the counseling and guidance of the major advisor and completed as early as possible following acceptance into the program.
3. The Learning and Instruction Sciences concentration requires at least 84 graduate semester hours in addition to the dissertation following the baccalaureate degree for the Ph.D. Included in the Plan of Work is the 10 hour credit cognate requirement in the liberal arts psychology program. An additional 30 semester hours are required for the dissertation. The 30 dissertation hours must be taken at the rate of 7.5 credits per semester over four consecutive semesters (spring/summer optional). While taking the dissertation hours, the student has full-time graduate student status. Students will find that a program of study consistent with their professional goals may require an amount of graduate credit beyond the minimum requirement.
4. All students entering the Ph.D. program with an advanced degree will have their transcripts evaluated by the faculty to determine the extent to which their degree satisfies the requirements of this program.
5. All students admitted to the program will be expected to take the three doctoral seminars (EDP 7350 doctoral section, EDP 8230, and EDP 8250) during their first year of study.

#### 6. Research Skills

Because of the research requirement of the program, students are to substitute 15 semester hours of courses in statistics and research design for the language requirement. The courses are listed below:

EER 7630, Fundamental of Statistics (3 cr)  
EER 8800, Variance & Covariance Analysis (4 cr)  
EER 8820, Multivariate Analysis (4 cr)  
EER 8992, Research & Experimental Design (4 cr)

#### 7. Scientific and Professional Ethics and Standards

Students are expected to complete Professional Ethics and Standards for Psychologists (EDP 7520) or its equivalent in their master's degree; otherwise, it is required in the Ph.D.

#### 8. Full-Time/Residence Requirement

The Ph.D. in Educational Psychology with a concentration in Learning and Instructional Sciences requires a minimum of two academic years of full-time graduate study (eight credits or more in two successive semesters) at Wayne State University, one of which can fulfill the one year residence requirement (six graduate credits in coursework, exclusive of dissertation, in each of two successive semesters). For those applicants with a master's degree

from Wayne State University, one year of full-time study in the master's program will be augmented by one year of full-time study for the Ph.D. in Educational Psychology, totaling two years of full-time study.

#### 9. Experiences for Residence Requirement

As stated above, there is a one year residence requirement (six graduate credits in coursework, exclusive of dissertation, in each of two successive semesters). A student "in residence" is expected to devote much of his or her time and energy to graduate studies on campus under the direction of the major advisor and the doctoral committee. Students must be in residence for at least one academic year before taking the qualifying examination.

The residence requirement is to ensure that the student has an opportunity to be a part of a community of scholars and to get involved in research, teaching and services and to take advantage of a university environment such as the library resources, laboratory, and other physical facilities on campus. It is important that students become acquainted with the faculty and other students on a professional basis. The residence requirement also ensures the faculty the opportunity to evaluate the student's scholarly development and professional growth, to direct his/her studies, and to determine competency. Specific minimum residence requirements in *Research, Teaching, and Service Activities* will be determined by the faculty in conjunction with the student and their academic and career goals.

#### 10. Time Limit

Students have seven years from the date of admission into the Ph.D. program to complete their program.

#### 11. Grading Policy

Any student receiving two grades of "C+" or below in either his/her major area courses (including the various statistics and research courses), or in the minor area courses will be dropped from the program.

#### 12. Degree awarded

The Ph.D. is awarded in Educational Psychology. Transcripts will indicate "Ph.D." as the awarded degree and Educational Psychology as the major with a concentration in Learning and Instruction Sciences.

**Doctor of Philosophy in Educational Psychology  
Learning and Instruction Sciences Concentration**

**Plan of Work**

* Required Course	Dept.	Course Number	Credits Hours	Course Title	University	Semester. /yr.	Course Equivalency
-------------------------	-------	------------------	------------------	--------------	------------	-------------------	-----------------------

***Psychological Foundations (30 hours required)***

**Individual Differences/Development (18 hours required)**

*	EDP	5450	3	Child Psychology			
*	EDP	5480	3	Adolescent Psychology			
*	EDP	8230	3	Fund. Studies in EDP II: Growth and Dev.			
*	EDP	7370	3	Adult Psychopathology			
*	EDP	6210	3	Foundations of Educ Psych			
*	EDP	8250	3	Fund. Studies in EDP IV: Topical Seminar			

**Biological Bases of Behavior (3 hours required)**

*	PSY	7120	3	Biological Bases of Behavior			
---	-----	------	---	------------------------------	--	--	--

**Cognitive – Affective Bases of Behavior (11 hours required)**

*	EDP	7350	3	The Learning Process (doctoral section)			
*	EDP	7420	4	Intro to Behav. Psych.			
*	EDP	7430	4	App. I: Behav. Psych and Soc. Learning			

**Social Bases of Behavior (3 hours required)**

*	EDP	7400	3	Foundations of Social Psychology			
---	-----	------	---	----------------------------------	--	--	--

***Statistics and Research Design (21 hours required)***

**Individual Differences/Development (14 hours required)**

*	ED	7999	3	Terminal Masters Project/Essay			
*	EER	7630	3	Fund. of Statistics			
*	EER	8800	4	Variance and Covariance			
*	EER	8820	4	Multivariate Analysis			
*	EER	8992	4	Research and Expt. Design			
*	EER	8760	3	Advanced Measurement I			

***Instructional Sciences and/or Educational Evaluation & Research (12 hours required)***

*\*\*required for certificate in online teaching*

	IT	6110	4**	Found. Of Instr. Sys. Design			
	IT	7115	3	Understanding the Adult Learner			
	IT	7210	3**	Foundations of Distance Ed.			
	IT	7130	3**	Facilitation of Online and Face to Face Learning			
	IT	7140	3**	Web-based Courseware Dev			
	IT	7240	3	Apps. Of New Technologies			
	IT	7220	3**	Multimedia for Instruction			
	IT	8120	3**	Practicum in Instructional Technology			

* Required Course	Dept.	Course Number	Credits Hours	Course Title	University	Semester. /yr.	Course Equivalency
	EER	8720	3	Advanced Quantitative Program Evaluation: Theory and Research			
	EER	7870	3	Fundamentals of Qualitative Research			
	EER	8700	3	Advanced Qualitative Research			
	EER	8900	3	Qualitative Design for School Research			
	EER	8840	4	Structural Equation Modeling			

**Professional Ethics (3 hours required)**

	EDP	7300	4	Ethics, Standards & the Practice of Psychology			
	EDP	7520	3	Prof Ethics and Stand for Psych.			

**Cognate (10 hours required)**

*	PSY	7000 or above	10	Electives including <b>PSY 7120</b> <i>Students planning to teach at the College/University level should also take: <b>PSY 7891 (1 credit)</b>- Preparing the Future Professional: Teaching Methods in Psychology</i>			
---	-----	---------------------	----	---	--	--	--

**Dissertation (30 hours required)**

*	ED	9991	7.5	Doct Cand Status I: Dissertation Research & Direction			
*	ED	9992	7.5	Doct Cand Status II:Diss R & D			
*	ED	9993	7.5	Doct Cand Status III:Diss R & D			
*	ED	9994	7.5	Doct Cand Status IV:Diss R & D			

**EDP: Educational Psychology    PSY: Psychology    EER: Educational Evaluation and Research    ED: Education    CED: Counseling**

**WAYNE STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**Personal Information Form for Admission to the  
Doctoral Program in Educational Psychology  
Learning & Instruction Sciences Concentration**

NAME: \_\_\_\_\_ WSU ID: \_\_\_\_\_ DOB: \_\_\_\_\_

PRESENT ADDRESS: \_\_\_\_\_  
Number-Street City State Zip

HOME & CELL PH.: \_\_\_\_\_ WORK PH.: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

YOUR PRESENT OCCUPATION: \_\_\_\_\_

**EDUCATION**

High School Name and City	Last Grade Completed	Date of Completion	Age at That Time	check one <input type="checkbox"/> Diploma <input type="checkbox"/> GED
------------------------------	-------------------------	-----------------------	---------------------	--

\_\_\_\_\_

Vocational School(s) Name and City	Type of Course or Major	Last Grade Completed	Date of Completion	Age at That Time	Certificate Granted
---------------------------------------	----------------------------	-------------------------	-----------------------	---------------------	------------------------

\_\_\_\_\_

Undergraduate Universities/College(s) Name and City	Type of Course or Major	Last Grade Completed	Date of Completion	Age at That Time	Degree Granted
--	----------------------------	-------------------------	-----------------------	---------------------	-------------------

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Graduate/Professional Univ/College(s) Name and City	Type of Course or Major	Last Grade Completed	Date of Completion	Age at That Time	Degree Granted
--	----------------------------	-------------------------	-----------------------	---------------------	-------------------

Other courses or workshops: \_\_\_\_\_

Date Graduate Record Exam (GRE) Taken or Scheduled: \_\_\_\_\_

### WORK EXPERIENCE

List your present or most recent job first.

Name of Employer and Location: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Why did you leave? \_\_\_\_\_

Description of Job: \_\_\_\_\_

Name of Employer and Location: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Why did you leave? \_\_\_\_\_

Description of Job: \_\_\_\_\_

Name of Employer and Location: \_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_ Why did you leave? \_\_\_\_\_

Description of Job: \_\_\_\_\_

Which of the above jobs did you like best? \_\_\_\_\_

Why? \_\_\_\_\_

Have you any health problems that would affect the type of work you can do? \_\_\_\_\_

Is your general health as good as that of most people? \_\_\_\_\_

### INTERESTS

What do you do in your spare time? (Sports, music, etc.) \_\_\_\_\_

Which do you like most? \_\_\_\_\_

To what clubs or organizations do you belong? \_\_\_\_\_

In which of these have you been or are you an officer? \_\_\_\_\_

If you had the time and money, what other things would you like to do in your spare time? \_\_\_\_\_

What books and articles have you read recently? \_\_\_\_\_

What newspaper and magazines do you read most frequently? \_\_\_\_\_

In what subjects are you especially interested? \_\_\_\_\_

How do you spend your evening during an average week? \_\_\_\_\_

**CONVICTION/REVOCAION INFORMATION:**

	YES	NO
1. Have you ever been convicted of a felony? (Check one)	_____	_____
2. Have you ever been convicted of a misdemeanor involving a minor? (Check one)	_____	_____
3. Have you ever been convicted of a misdemeanor punishable by imprisonment for a maximum term of 2 years (Check one)	_____	_____
4. Have you ever been convicted of a misdemeanor involving the illegal delivery, possession, or use of alcohol or a controlled substance (including motor vehicle violations)? (Check one)	_____	_____
5. Have you been treated for substance abuse in the past 2 years? (Check one)	_____	_____
6. Have you had 3 more malpractice settlement, awards, or judgments in any consecutive 5 year period? (Check one)	_____	_____
7. Have you had one or more malpractice settlements, awards, or judgments totaling \$200,000 or more in any consecutive 5 year period? (Check one)	_____	_____

## PERSONAL STATEMENT

The program application must include a personal statement outlining your interests and professional goals. The statement will be used in our admission decision, but also used to ensure a good fit between the students accepted and faculty interests. Your personal statement should be typed, double-spaced, and up to five pages in length. The statement should be written in narrative style, addressing the following areas:

- (1) Describe your long-term goals and the kinds of psychological work you see yourself doing after receiving your degree. How will graduate study in our department help you attain these goals?
- (2) Briefly describe any participation in applied psychology or employment that might be relevant to your application. Make sure to describe the specific nature of your participation (e.g. specific responsibilities, population you worked with, other professionals you worked with, and the type and level of supervision)
- (3) Have you ever conducted psychological research? If so, what exactly was your contribution?
- (4) What are the specific problems in your area of specialization that interest you most at this point? Describe one or two major areas of research you are interested in pursuing as part of your doctoral training. Please be as specific as possible.
- (5) Please describe characteristics, experiences, and competencies that speak of your strengths or that will contribute to your success as a graduate student in the program.
- (6) What specific factors led you to apply to our doctoral program? Is there anything else that would help us to understand you and your goals?

WAYNE STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Division of Theoretical and Behavioral Foundations  
EVALUATION FORM FOR APPLICANTS TO THE  
PH.D. PROGRAM IN  
EDUCATIONAL PSYCHOLOGY

1. Applicant Name: \_\_\_\_\_

Student Waiver Certification: TO THE STUDENT: You may voluntarily waive your right to have access to a specific Letter of Recommendation/Evaluation written about you in accordance with The Federal Family Education Rights and Privacy Act of 1974 by signing and dating this certificate.

I waive, relinquish and disclaim all my rights to have access to the Letter of Recommendation/Evaluation described in this form.

Student's Signature/Date: \_\_\_\_\_

2. Program Area Major: \_\_\_\_\_

3. Ability to Conceptualize:  
Upper 5% \_\_\_\_\_ 10% \_\_\_\_\_ 25% \_\_\_\_\_ 50% \_\_\_\_\_ Lower 50% \_\_\_\_\_ of graduate students you have known.

4. Intellectual Curiosity:  
Upper 5% \_\_\_\_\_ 10% \_\_\_\_\_ 25% \_\_\_\_\_ 50% \_\_\_\_\_ Lower 50% \_\_\_\_\_ of graduate students you have known.

5. Knowledge of Major Subject Area:  
Upper 5% \_\_\_\_\_ 10% \_\_\_\_\_ 25% \_\_\_\_\_ 50% \_\_\_\_\_ Lower 50% \_\_\_\_\_ of graduate students you have known.

6. Verbal Expression:  
Upper 5% \_\_\_\_\_ 10% \_\_\_\_\_ 25% \_\_\_\_\_ 50% \_\_\_\_\_ Lower 50% \_\_\_\_\_ of graduate students you have known.

7. Written Expression:  
Upper 5% \_\_\_\_\_ 10% \_\_\_\_\_ 25% \_\_\_\_\_ 50% \_\_\_\_\_ Lower 50% \_\_\_\_\_ of graduate students you have known.

8. Intellectual Ability:  
Upper 5% \_\_\_\_\_ 10% \_\_\_\_\_ 25% \_\_\_\_\_ 50% \_\_\_\_\_ Lower 50% \_\_\_\_\_ of graduate students you have known.

9. Would you accept this person as a doctoral advisee if his/her dissertation was in your area of expertise?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Name of Respondent: \_\_\_\_\_ Date: \_\_\_\_\_

Position and Department: \_\_\_\_\_

Institution: \_\_\_\_\_

Address of Institution: \_\_\_\_\_

Signature of Respondent: \_\_\_\_\_

**Wayne State University  
Educational Psychology Department  
Faculty Profiles**

**Stephen B. Hillman, Ph.D.**

Professor  
Program Coordinator: Educational Psychology  
*Contact Information:*  
(313) 577-1614  
343 Education  
s.b.hillman@wayne.edu  
*Educational History:*  
B.A., University of Connecticut, 1965  
Ph.D., Indiana University, 1972  
*Teaching Preferences/Courses:*  
Research Readings in School Psychology  
Terminal Masters Project  
Behavior Therapy  
Doctoral Seminar in Developmental Psychology  
*Research Interest:*  
Adolescence  
1. Substance use and abuse: risk taking behavior  
2. Self-concept and stigmatization theory

**Alan Hoffman, Ed.D.**

Professor  
*Contact Information:*  
(313) 577-1618  
339 Education  
alanhoffman@wayne.edu  
*Educational History:*  
B.S.Ed., Ohio University, 1963  
M.S.Ed., Ohio University, 1966  
Ed.D., Pennsylvania State University, 1972  
*Teaching Preferences/Courses:*  
Marriage and Family Therapy  
Internships  
Psychotherapy with Adults  
*Research Interest:*  
Self determination for children, adolescents, and adults

**Barry S. Markman, Ph.D.**

Professor  
Director: Ph.D. Program Learning and Instruction Sciences Concentration  
*Contact Information:*  
(313) 577-1806  
333 Education  
b.markman@wayne.edu  
*Educational History:*  
B.S., University of Maryland, 1966  
M.A., Hollins College, 1967  
Ph.D., Emory University, 1969  
*Teaching Preferences/Courses:*  
Doctoral Seminar in Learning Theory  
Statistics  
Research Design  
Cognitive/Behavioral Applications  
*Research Interest:*  
Assessing ADHD using continuous Performance tasks  
ADHD in adults  
Test anxiety  
Statistical applications  
Anosognosia

**Francesca M. Pernice-Duca, Ph.D.**

Associate Professor  
Director: Counseling Psychology M.A. Program  
*Contact Information:*  
(313) 577-1718  
337 Education  
perniceduca@wayne.edu  
*Educational History:*  
B.A., Oakland University, 1995  
M.S., Eastern Michigan University, 1997  
Ph.D., Michigan State University, 2005  
*Teaching Preferences/Courses:*  
Adult Psychopathology  
Foundations of Educational Psychology  
*Research Interest:*  
Family & child ecology/family Systems/marital & family therapy  
Youth & adult mental health services Research  
Psychosocial programs/mental health recovery

**Amanda K. Sommerfeld, Ph.D.**

Assistant Professor  
*Contact Information:*  
(313) 577-6674  
331 Education  
amanda.sommerfeld@wayne.edu  
*Educational History:*  
B.S., Allegheny College, 2001  
Ed.M., Teachers College, Columbia University, 2003  
Ph.D., University of Wisconsin – Madison, 2009  
*Teaching Preferences/Courses:*  
Educational Psychology  
Personality Assessment  
*Research Interest:*  
Non-academic factors in college student persistence  
The role of capital in educational and occupational access  
Interplay of culture and education

**Cheryl L. Somers, Ph.D.**

Associate Professor  
Director: School and Community Psychology M.A. Program  
*Contact Information:*  
(313) 577-1670  
345 Education  
c.somers@wayne.edu  
*Educational History:*  
B.S., Michigan State University, 1992  
M.A., Ball State University, 1993  
Ph.D., Ball State University, 1997  
*Teaching Preferences/Courses:*  
Adolescent Psychology  
Educational Psychology  
Ethics, Standards, and the Practice of Psychology  
School-Based Consultation and Intervention  
*Research Interest:*  
Adolescent sexual development  
Risk taking behavior in adolescents and young adults  
Teen pregnancy prevention  
Academic success/drop-out prevention  
Parenting/parent-adolescent relationships  
Other contextual predictors of risk and resilience

**Jina Yoon, Ph.D.**

Associate Professor  
Director: Ph.D. Program School Psychology Concentration  
*Contact Information:*  
(313) 577-1427  
335 Education  
jyoon@wayne.edu  
*Educational History:*  
B.A., Chonnam University-South Korea, 1990  
M.A., University of Texas-Austin, 1992  
Ph.D., Texas A & M University, 1998  
*Teaching Preferences/Courses:*  
Educational Psychology  
Child Psychology  
Child and Adolescent Psychopathology  
Multisystematic Prevention and Intervention  
*Research Interest:*  
Childhood aggression and peer relationship  
Bullying and victimization  
Teacher student relationship  
School climate  
Teacher-student relationship

**For information concerning EDP Programs – see <http://coe.wayne.edu/tbf/edp> or contact the department secretary at (313) 577-1614. Department fax: (313) 577-5235.**