

THE GRADUATE SCHOOL AND UNIVERSITY CENTER
OF THE CITY OF NEW YORK

Ph. D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

FALL 2009 COURSE LISTING: DESCRIPTIONS

UNLESS OTHERWISE STATED, ALL COURSES ARE 30 HOURS, 3 CREDITS.

Educational Psychology 70200 – Educational Psychology: History and Current Systems

This course will provide a historical overview of theories and systems of educational psychology from the birth of the field to contemporary formulations. These include models drawn from learning, cognitive development, instructional theory, individual differences and human motivation areas. Attention will be directed to the historical context and underlying assumptions of each view and its educational implications.

Educational Psychology 70500 – Statistics and Computer Programming I

Introduction to the basic principles underlying data exploration, description, and analysis, statistical inference and the use of computer packages for data analysis. 70500 and 70600 form an integrated sequence covering descriptive statistics, point and interval estimation, hypothesis testing, t-tests, analysis of variance, correlation, regression (including elementary matrix algebra), repeated measures designs, cross-classified data, and the use of computer packages for these analyses.

Educational Psychology 71100 – Cognitive Development and Learning Processes in Education

The course will survey historical and contemporary theories of both human development and learning. Key learning processes associated with children's level of development will be considered as well as social and personal learning experiences that lead to higher levels of development. The instructional implications of this reciprocal relationship between learning and development will be discussed.

Educational Psychology 71400 – Instructional Issues: Individual Differences, Group Processes and School Context

This course includes the study of theories of acquisition of skill and competence and of instructional processes; design of conditions for learning, analyses of task domains, instructional methods variables, and assessment of learning outcomes. Presentation of current issues in instruction, such as compensatory education, learning from text, problem solving, self-regulated learning, instructional technology and others.

Educational Psychology 71900 – Theory and Application of Behavioral Techniques in Education Settings

This course surveys contemporary research and development in behavior modification principles and their application to educational settings. Traditional topics will be covered, such as

contingent uses of reinforcement and punishment as well as current procedures in modeling, desensitization and behavioral self-control. Students will conduct an applied project.

Educational Psychology 72100 – Ethical and Professional Issues in School Psychology

This course represents ethical standards, service-delivery guidelines, and laws for school psychologists as provided by the National Association of School Psychologists (NASP), the American Psychological Association (APA), New York State, and the federal government. Topics covered include ethics and laws governing privacy, informed consent, confidentiality, assessment, counseling, consultation, and research as well as regulations and guidelines for training, certification, and licensure with particular reference to the need of school psychologists.

Educational Psychology 81600 – Systems Theory in School and Family Functioning

This course covers the basic assumptions and principles of the major theories of the family; these include systems, behavioral, and ecological models. The application of these theories to assessment, intervention and prevention in the schools and other educational settings will be examined.

Educational Psychology 82001 – Advanced Assessment Practicum in School Psychology I

This practicum provides students with experience in pre-school settings. The practicum will cover assessment, consultation and intervention. Students will be placed in a preschool setting, one day per week serving the children who are developmentally delayed. In addition, students are required to visit and observe one other selected preschool. Supervision will be provided on site by field supervisors for a minimum of one hour per week. Students will also meet at the University every other week for two hours of supervision and instruction.

Educational Psychology 83300 – The General Linear Model

Prerequisite: EPSY 70600

This course presents a general statistical procedure (the General Linear Model) for analyzing relations between a set of dependent and independent variables. Problems such as experimental designs with unequal cell frequencies, analysis of covariance, and multivariate analyses with multiple dependent variables are considered within this framework.

Educational Psychology 83800 – Advanced Seminar in Educational Policy Analysis

This course will use a problem-based format by addressing two or three selected current educational issues in depth, such as educational inequality or school reform, by reviewing existing policies and their history, as well as proposed/debated policy alternatives. For each issue students will conduct case studies of the policy process in a specific educational institutional setting and carry out analyses on existing data sets.

Educational Psychology 84000 - Statistical and Research Design Consulting Seminar

Each week a “client”, typically a student or faculty member at the GSUC, will come with a methodological problem for which they need advice. Students will be able to see how the faculty diagnose and solve these problems, and will also have the opportunity to participate themselves as statistical consultants.

Educational Psychology 86200 – Theory and Research in Early Literacy: The Preschool and Early Elementary Years.

Students study theory and research on initial processes in learning to read and spell extending from the preschool years in second grade. Two stages are distinguished: an emergent literacy or preparatory stage, and an initial decoding stage when independent reading gets underway. Precursors of literacy to be considered include learner competencies such as language, intelligence, phonemic awareness, and knowledge about print, and experiential factors such as print exposure, story listening, adult-child interactions, and other home influences. Acquisition of reading processes such as letter recognition, sight word reading, decoding, knowledge about the writing system and oral reading of text are explored. Also, considered are the influence of different writing systems, the reading-writing relationship, the contribution of spelling to reading, the influence of print on spoken language and the relationship between reading processes and methods of instruction.

Educational Psychology 88000 – Seminar in Special Topics: Theory and Research on Motivation and Self-Regulated Learning

This course addresses the role of students' motivational beliefs and feelings in initiating and sustaining self-regulated efforts to learn. Its primary objectives are to discuss diverse theoretical accounts, recent empirical evidence, and detailed applications of these sources of motivation to self-regulate in educational contexts.

Educational Psychology 89801/89802 – Internship in School Psychology

Students will have a one-year full-time internship in an approved setting. This training for competent professional functioning will include but not be limited to experiences in psycho-educational assessment and intervention. It may encompass direct and indirect service delivery as well as research and evaluation. Students will be expected to accept responsibility for major professional functions in the context of appropriate supervisory support both on-site and at the university. This experience is essential preparation for functioning as an independent professional. The internship will be supervised by a member of the doctoral faculty in the area of School Psychology.