

## **Ph. D. PROGRAM IN EDUCATIONAL PSYCHOLOGY FALL 2008 COURSE 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 73100 – Evaluation Research**

Prerequisite: EPSY 70600

This course will examine approaches to evaluation and methods to evaluate the effectiveness of programs and projects providing educational services. Topics will include how to plan an evaluation, methods of collecting data, design and testing issues, data analysis, and the politics and use of evaluations. Techniques will be drawn from Anthropology, Economics, Psychology, Sociology and Statistics.

**Educational Psychology 81100 – Self-Regulation of Academic Learning and Motivation**

This advanced course focuses on theories and research on students' self-regulation of their learning and performance. The various subprocesses in self-regulation of learning emphasized by each theoretical approach are considered in terms of their impact on students' self-motivation and academic achievement. Particular attention will be devoted to the development of self-regulatory skills with students who are at academic risk.

**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 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 86300 – Theory and Research on Literacy in School Settings; Grades 3 through 12**

Students study theory and research on the processes involved in becoming a proficient reader and the influence of instruction on processes. Two stages of reading are distinguished: a stage for developing fluency, and a stage for using reading to acquire new knowledge. Factors important for studying fluency include word recognition speed and automaticity, reading practice, and text difficulty. Aspects of reading comprehension processes to be studied include: problems of assessment, types of text, ways to improve comprehension, the relationship between reading and listening comprehension during development; the role of background knowledge, the contribution of metacognitive strategies. The causes and ways of remediating dyslexia and poor reading will be examined. Vocabulary acquisition and the development of spelling proficiency will be studied also.

**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.