

**The Graduate School & University Center  
of the City University of New York**

**Ph.D. Program in Educational Psychology**

**Description of Major Concentration Areas (Specialization)**

**Fall 2008**

- A. Quantitative Methods in Educational & Psychological Research**
- B. Learning, Development, and Instruction**
- C. School Psychology**
- D. Educational Policy Analysis**

**A. Quantitative Methods in Educational and Psychological Research**

The area of Quantitative Methods in Educational and Psychological Research trains students in the area of research methodology, emphasizing quantitative approaches to solving research problems in educational psychology and in the social sciences generally. Coursework covers the following areas: Psychometrics, the General Linear Model approach to statistical inference, Bayesian Decision Theory, Structural Equation Models, Categorical Data Analysis, Hierarchical Linear Models, Missing Data Analysis, Program Evaluation, and the use of the computer for data analyses. The program prepares students to work as researchers in educational and business settings.

**Program of Study**

The program of study includes a **minimum of 60 credits** in Educational Psychology and related fields. Students may enroll on a part-time or full-time basis.

**Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

70200-Educational Psychology: History and Current Systems, 3 credits

70500-Statistics and Computer Programming I, 3 credits

70600-Statistics and Computer Programming II, 3 credits

70700-Research Methods in Educational Psychology, 3 credits

TOTAL: 12 credits

**Area Courses** (3 credits each)

Students majoring in Quantitative Methods in Educational and Psychological Research choose 4 courses from the Learning, Development and Instruction area, and two courses from the Quantitative Methods in Educational and Psychological Research area (total of 18 credits). The two courses chosen from the Quantitative Methods in Educational and Psychological Research group can be counted toward the major concentration.

Learning, Development, and Instruction

71100 Cognitive Development and Learning Processes in Education

71300 Social and Motivational Development in Education

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

71700 Language and Communicative Development: Research and Education

71900 Theory and Application of Behavioral Techniques in Educational Settings

72000 Developmental Psychopathology Among School Based Populations.

Total Credits: 12

Quantitative Methods in Educational and Psychological Research

73000 An Introduction to Psychometrics

73100 Evaluation Research

83300 The General Linear Model

83400 Path Analysis, Factor Analysis, and Structural Equation Models

83500 Categorical Data Analysis

84200 Hierarchical Linear Models

Total Credits: 6

**Major Courses** (3 credits each)

Students must choose a minimum of 8 courses (24 credits) from the following list of courses. Of these courses, it is highly recommended that students enroll in both Statistics 9715 and 9719.

Ed. Psych. 73000	An Introduction to Psychometrics
Ed. Psych. 73100	Evaluation Research
Ed. Psych. 83300	The General Linear Model
Ed. Psych. 83200	Statistical Theories of Mental Testing
Ed. Psych. 83400	Path Analysis, Factor Analysis, and Structural Equation Models
Ed. Psych. 83500	Categorical Data Analysis
Ed. Psych. 83600	Applications of Bayesian Decision Theory to Educational and Psychological Problems
Ed. Psych. 88000	Seminar in Special Topics
Statistics 9715	Probability Foundations of Statistics and Operations Research (Baruch)
Statistics 9719	Foundations of Modern Statistical Theory (Baruch)
Ed. Psych. 84100	Statistical Analysis with Missing Data
Ed. Psych. 84200	Hierarchical Linear Models
Ed. Psych. 89000	Supervised research (required of all students)

TOTAL: 24 credits

### **Elective and Additional Major Area Courses**

The remaining credits can be satisfied by taking additional major area courses and/or elective courses related to the Quantitative Methods in Educational and Psychological Research area (e.g., computer science, econometrics).

### **Other Area Requirements**

It is highly recommended that students register for 84000 (Statistical and Research Design Consulting Seminar) for at least two semesters. This course provides students with the opportunity to serve as statistical consultants on real life projects.

All students are expected to be proficient in both differential and integral calculus. Normally, a one-year undergraduate calculus sequence will satisfy this requirement. Students who do not have this proficiency will be required to take the necessary courses.

### **Faculty**

Sophia Catsambis, Ph.D., New York University  
Alan Gross, Ph.D., Emeritus, Purdue University  
Keith Markus, Ph.D., The Graduate Center, CUNY  
Philip Ramsey, Ph.D., Hofstra University  
David Rindskopf, Ph.D., (Area Head) Iowa State University  
Charles Scherbaum, Ph.D., Ohio University  
Carol Kehr Tittle, Ph.D., Emerita, University of Chicago  
Jay Verkuilen, Ph.D., University of Illinois

## **B. Learning, Development, and Instruction Major Area**

The concentration in Learning, Development, and Instruction is designed to prepare students to analyze and explain learning and development, in both formal and informal instructional contexts, to develop instructional procedures to enhance learning and development, and to evaluate the effectiveness of the process. Graduates who major in Learning, Development, and Instruction are eligible for a variety of research, teaching and administrative positions in public school systems, agencies devoted to education and evaluation, and universities. Students having completed an undergraduate degree program which involved at least 15 credits of coursework in psychology are eligible to major in Learning, Development, and Instruction. Students with graduate school degrees are also eligible and will be given advanced standing based on the relevance of their coursework to Learning, Development, and Instruction. The curriculum of this major will provide students with the theoretical foundations, research skills, and applied instructional training necessary for the Ph.D. degree. Particular areas of study include: Research on the Acquisition of Literacy and Research on Social Cognition and Self-Regulation.

### **Program of Study**

The program of study includes a **minimum of 60 credits** in Educational Psychology and related fields.

### **Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

70200 Educational Psychology: History and Current Systems, 3 credits

70500 Statistics and Computer Programming I, 3 credits

70600 Statistics and Computer Programming II, 3 credits

70700 Research Methods in Educational Psychology, 3 credits

TOTAL: 12 credits

**Area Courses** (3 credits each)

Students majoring in Learning, Development, and Instruction will choose 4 courses from the Learning, Development and Instruction area, and two courses from the Quantitative Methods in Educational and Psychological Research area (total of 18 credits).

**Learning, Development, and Instruction**

71100 Cognitive Development and Learning Processes in Education

71300 Social and Motivational Development in Education

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

71700 Language and Communicative Development: Research and Education

71900 Theory and Application of Behavioral Techniques in Educational Settings

72000 Developmental Psychopathology Among School Based Populations.

**Total Credits: 12**

**Quantitative Methods in Educational and Psychological Research**

73000 An Introduction to Psychometrics

73100 Evaluation Research

83300 The General Linear Model

83400 Path Analysis, Factor Analysis, and Structural Equation Models

83500 Categorical Data Analysis

84200 Hierarchical Linear Models

Required Courses: 6 credits

**Total Credits: 6**

**Major Courses** (3 credits each)

In addition to the four required Area courses (12 credits), student majoring in Learning, Development and Instruction must select six courses (18 credits) from the following list. It should be noted that Supervised research is required.

- 71100 Cognitive Development and Learning Processes in Education
- 71300 Social and Motivational Development in Education
- 71400 Instructional Issues: Individual Differences, Group Processes and School Context
- 71500 Educational Problems in Inner City Schools
- 71700 Language and Communicative Development: Research and Education
- 71900 Theory and Application of Behavioral Techniques in Educational Settings
- 72000 Developmental Psychopathology Among School Based Populations
- 75200 Theories and Issues in Learning, Development, Disabilities
- 75300 Theories and Issues in Reading
- 80800 Metacognitive and Cognitive Processes in Learning Disabilities
- 80900 Health Education and Behavior Change
- 81100 Self-Regulation of Academic Learning and Motivation
- 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
- 85000 Instructional Technology
- 85100 Advanced Instructional Technology
- 86000 Research in Theories and Issues in Comprehension and Composition: Part I
- 86100 Research in Theories and Issues in Comprehension and Composition: Part II
- 86200 Theory and Research in Early Literacy: The Pre-School and Early Elementary Years
- 86300 Theory and Research on Literacy in School Settings: Grades 3 through 12
- 86400 Theory and- Research on Literacy: Adults
- 86500 Theory and Research on Reading Disabilities
- 87000 Cognitive Structures and Processes and the Development of Understanding in Mathematics in Educational Settings
- 87100 Research on Learning, Development, and Instruction in Mathematics
- 87200 Applied Research Seminar in Problem Solving in Mathematics
- 87300 Research on the Teaching of School Subjects

88000 Seminar in Special Topics

89000 Supervised research (required of all students)

Total Credits: 18

### **Elective and Additional Major Area Courses**

The remaining credits can be satisfied by taking additional major area courses and/or elective courses related to the Learning, Development, and Instruction area.

### **Faculty**

Daisuke Akiba, Ph.D., Brown University

Eleanor Armour-Thomas, Ed.D., Teachers College, Columbia University

Shirley Cohen, Ph.D., Columbia University

Linnea C. Ehri, Ph.D., University of California, Berkeley

Bert Flugman, Ph.D., City University of New York

Dominic Gullo, Ph.D., Indiana University

Penny Hammrich, Ph.D., University of Minnesota

Hope Hartman, Ph.D., Rutgers University

Bruce Homer, Ph.D., University of Toronto

Helen Johnson, Ph.D., University of Wisconsin, Madison

Ellen Mandinach, Ph.D., Stanford University

David Podell, Ph.D., New York University

Marilyn Rousseau, Ph.D., Florida State University

Hollis Scarborough, Ph.D., Brooklyn College

Barry Zimmerman (Area Head), Ph.D., University of Arizona

### **C. School Psychology Major Area**

School Psychology is a professional discipline that seeks to enhance the psychological and educational well being of children, adolescents, adults, and families through the provision of scientifically derived assessment, consultation, and intervention procedures. The philosophical goals of the CUNY Graduate Center - Queens College School Psychology Specialization are to: (a) provide comprehensive coverage of the core areas of psychology with an emphasis on empirically derived precepts and principles, (b) facilitate the development of research skills through course work in statistics, psychometrics, and participation in supervised research courses and through attendance at research-oriented psychological conferences, and (c) to develop clinical competencies through applied training involving psychological assessment, consultation, and intervention skills.

Students can enter the Graduate Center-Queens College School Psychology Specialization either with or without a prior certificate in school psychology. Bachelor or MA/MS-level graduates (who do not hold a certificate in school psychology and who wish to pursue a course of full-time doctoral study in the area of school psychology) will graduate with a Ph.D. in Educational Psychology - Area: School Psychology and a Certificate in School Psychology.

#### **Program of Study**

The program of study for students entering with their certificate in school psychology is 63 credits. For students without certification the program of study is 108 credits.

### Required Core Courses

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

- 70200 Educational Psychology: History and Current Systems, 3 credits
- 70500 Statistics and Computer Programming I, 3 credits
- 70600 Statistics and Computer Programming II, 3 credits
- 70700 Research Methods in Educational Psychology 3 credits

TOTAL: 12 credits

### Area Courses

All students majoring in the School Psychology Area must take the following 4 courses from the Learning, Development and Instruction area:

- 71100 Cognitive Development and Learning Processes in Education
- 71300 Social and Motivational Development in Education
- 71900 Theory and Application of Behavioral Techniques in Educational Settings
- 72000 Developmental Psychopathology Among School Based Populations

Total Credits: 12

### Quantitative Methods in Educational and Psychological Research

- 73000 An Introduction to Psychometrics (Required for School Psychology students)

School Psychology students choose one additional advanced quantitative course from the following four courses:

- 83300 The General Linear Model
- 83400 Path Analysis, Factor Analysis, and Structural Equation Models
- 83500 Categorical Data Analysis: Log Linear Models
- 84200 Hierarchical Linear Models

Total Credits: 6

### Major Area Courses

For students entering without a school psychology certificate, the following courses offered at Queens College are required:

- QC ECP 766 Fieldwork in School Psychology
- QC ECP 768 Internship
- QC ECP 769 Internship
- QC ECP 771 Professional Issues in School Psychology
- QC ECP 772 Theories and Practice in Assessment of Intelligence and Cognitive Functioning I
- QC ECP 773 Theories and Practice in Assessment of Intelligence and Cognitive Functioning II
- QC ECP 774 Theories and Practice of Personality Evaluation I
- QC ECP 775 Theory and Practice of Personality Evaluation II
- QC ECP 777 Practicum in School Psychology
- QC ECP 778 Counseling Techniques for School Psychologists
- QC ECP 779 Multicultural Issues in School Psychology
- QC ECP 860 Human Development
- QC ECP 863 Exceptionality of Human Development
- QC ECP 867 Consultation in School Psychology
- QC ECP 868 Advanced Counseling Practicum

TOTAL: 48 credits

In addition, students entering without prior certification are required to take the following courses:

- 72100 Ethical and Professional Issues in School Psychology
- 72200 Theories and Methods of Personality Assessment in Schools
- 72300 Theories and Principles of Social Psychology: Applications to School Age Populations
- 81600 Systems Theory & Family Functioning
- 82001 Advanced Practicum in School Psychology I
- 82002 Advanced Assessment Practicum in School Psychology II
- 82100 Theories and Methods of Counseling in School-Aged Youth
- 82200 Biological Basis of Behavior: Theory and Research
- 89000 Supervised research
- 89501 School Psychology Independent Study I
- 89502 School Psychology Independent Study II
- 89801 Internship in School Psychology (0 credits)
- 89802 Internship in School Psychology (0 credits)
- 90000 Dissertation Supervision (1 credit)

Students entering with a Certificate are required (in addition to the 12 credits of Required Courses, and the 18 credits of Area Courses) to take the following courses: 72100, 72200, 72300, 82001, 82002, 82100, 82200, 89000, 89501, 89502, 89801, 89802. In addition, Certificate students need to complete a graduate course in the area of Multicultural Issues in School Psychology. This requirement can be satisfied by a previously taken graduate course (must be approved by advisor), or taking one of the following two courses offered at Queens College:

- ECP 779      Multicultural Issues in School Psychology
- ECP 861      Bilingual-Multicultural Assessment in School Psychology

Total Credits: 33

### Faculty

The faculty for the Integrated Graduate Center - Queens college Program is drawn from the graduate faculties at both campuses. Members of the faculty are:

Albert Angrilli, Ph.D., New York University  
Marian Fish, Ph.D., Columbia University  
David Goh, Ph.D., University of Wisconsin-Madison  
Jeffrey Halperin, Ph.D., The City University of New York  
Ida Jeltova, Ph.D. Graduate Center, CUNY  
Mary Kopala, Ph.D., Pennsylvania State University  
Joseph LiPuma, Ph.D., Fordham University  
Emilia Lopez, Ph.D., Fordham University  
Roslyn Ross, Ph.D., New York University  
Lea Theodore, Ph.D., University of Connecticut  
Georgiana Tryon, Ph.D., Kent State University  
Jason Young, Ph.D., University of Minnesota

**D. Educational Policy Analysis**

The increased application of sophisticated research designs and statistical methods to critical educational policy problems is an important recent development. Examples of such problems include: are private schools superior to public schools in producing academic achievement? What have been the effects of integration on student achievement and race attitudes? How bad is the drug problem among students, and which programs to reduce drug use have had an effect?

Researchers who conduct rigorous empirical studies which address these types of issues must be trained in two areas. First, they must have substantive knowledge of the educational, psychological, social and institutional issues which underlie the policy questions. Second, they must possess strong statistical, design, and measurement skills in order to successfully execute complex large scale studies. Coursework in the Educational Policy Analysis major addresses both areas.

**Program of Study**

Preference will be given to students who have an undergraduate major either in a social science field, or in a field with strong mathematical training. Students majoring in Educational Policy Analysis are required to complete a minimum of 60 credits.

**Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

70200 Educational Psychology: History and Current Systems, 3 credits

70500 Statistics and Computer Programming I, 3 credits

70600 Statistics and Computer Programming II, 3 credits

70700 Research Methods in Educational Psychology, 3 credits

TOTAL: 12 credits

**Area Courses** (3 credits each)

Students majoring in Educational Policy Analysis choose 4 courses from the Learning, Development and Instruction area, and two courses from the Quantitative Methods in Educational and Psychological Research area (total of 18 credits).

**Learning, Development, and instruction**

71100 Cognitive Development and Learning Processes in Education

71300 Social and Motivational Development in Education

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

71700 Language and Communicative Development: Research and Education

71900 Theory and Application of Behavioral Techniques in Educational Settings

72000 Developmental Psychopathology Among School Based Populations.

**Total Credits: 12**

**Quantitative Methods in Educational and Psychological Research**

73000 An Introduction to Psychometrics

73100 Evaluation Research

83300 The General Linear Model

83400 Path Analysis, Factor Analysis, and Structural Equation Models

83500 Categorical Data Analysis

84200 Hierarchical Linear Models

**Total Credits: 6**

### **Major Area Courses** (3 credits each)

In addition to the courses taken to satisfy the Area Course requirements (18 credits), the student must take a total of **five** courses in the area of applied statistics and methodology, and **five** policy relevant courses dealing with substantive educational issues. **Two of the five policy-relevant courses must be Introduction to Educational Policy Analysis (73200) and Advanced Seminar in Educational Policy Analysis (83800).**

The particular combination of major area courses in both the applied statistics/methodology and policy relevant areas would be decided by the student, with consultation from and approval by the faculty advisor. In addition to the specific courses listed below, others may be selected from Educational Psychology, Sociology, Psychology, Political Science, Economics, or other areas if they are quantitative in nature and oriented towards empirical research related to policy. The courses are grouped as follows into general areas.

#### **Applied Statistics and Methodology (Choose 5)**

##### Measurement

EdPsy 73000 Psychometrics

EdPsy 83200 Statistical Theories of Mental Testing

##### Statistical Models and Methods for Policy Analysis

EdPsy 73100 Evaluation Research

EdPsy 83300 General Linear Model

EdPsy 83400 Path, Factor, Structural Equations

EdPsy 83500 Categorical Data Analysis

EdPsy 83600 Bayesian Decision Theory

EdPsy 84100 Statistical Analysis with Missing Data

EdPsy 84200 Hierarchical Linear Models

### Survey Methodology

- Soc. 72200 Demography and Population Problems
- Soc. 71000 Methods of Sociological Research
- Sta. 971000 Sampling Theory and Practice
- Soc. 81900 Selected Topics in Sociological Statistics: Analysis of Longitudinal Data
- Soc. 81902 Selected Topics in Sociological Statistics: Analyzing Large National Data Sets

### **Policy-Relevant Courses (Choose 5, must include Ed. Psych. 732,838)**

- EdPsy 73200 Introduction to Educational Policy Analysis
- EdPsy 83800 Advanced Seminar Educational Policy Analysis
- Soc. 84701 Selected Topics in Inequality
- EdPsy 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
- Soc. 84503 Sociology of Education
- Pol. Sci. 73100 Public Administration
- Pol. Sci. 73400 Ethics and Decision-Making in Public Policy Analysis
- Pol. Sci. 73700 Introduction to Policy Process
- Pol. Sci. 73800 Policy Analysis
- Pol. Sci. 73900 Seminar in Public Policy Formulation and Implementation
- Pol. Sci. 7391/9 Selected Topics in Public Policy
- Pol. Sci. 74000 Seminar in Public Policy Evaluation
- Pol. Sci. 8253/9 Selected Topics in Public Policy and Public Administration
- Pol. Sci. 83300 Public Policy Research Seminar
- Pol. Sci. 8351/9 Selected Seminar Topics in Public Policy

**Additional Requirements**

- (A) Students are encouraged to become involved in policy research early in their career, so that by the time they graduate they will have experience (and possibly publications) in several policy projects. Within CUNY, there are opportunities for useful externships. Examples include CUNY's Office of Institutional Research and the Center for Advanced Study in Education.
- (B) All students are required to take 89000, Supervised research. (3 credits)
- (C) It is highly recommended that students register for 84000 (Statistical & Research Design Consulting Seminar) for at least two semesters. This course provides students with the opportunity to serve as statistical consultants on real life projects.

**Faculty**

Bert Flugman, Ph.D., the City University of New York  
Alan Gross, Ph.D., Emeritus, Purdue University  
David Lavin, Ph.D., New York University  
David Rindskopf, Ph.D., Iowa State University  
Irvin Schonfeld, Ph.D., The Graduate School & University Center, CUNY  
David Seeley, Ed.D., Harvard University  
Carol Kehr Tittle, Ph.D., Emerita, University of Chicago  
Jay Verkuilen, Ph.D., University of Illinois  
Barry Zimmerman, Ph.D., University of Arizona