

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

Ph. D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

SPRING 2009 COURSE LISTING: DESCRIPTIONS

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

Educational Psychology 70600 – Statistics and Computer Programming II

Prerequisite: 70500 or equivalent

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 70700 – Research Methods in Educational Psychology I

This course is designed to familiarize students with all aspects of the conduct of research in the field of educational psychology. This includes skills in reading, critiquing, and formulating research studies. Specifically, students will be taught to define problems, to advance hypotheses, to select appropriate research designs and statistical procedures, to choose or devise relevant measures of performance, to analyze and interpret the data and to communicate in writing the results of research.

Educational Psychology 71300 – Social and Motivational Development in Education.

This course will survey theories of social and motivational development that have made major contributions to the field of education. Social learning experiences that affect children's self-perceptions and motivation to achieve will be considered. Conversely, the effects of such motivational processes as goal setting and outcome attributions on children's willingness, choice of social activities will also be treated. The instructional implications of this bi-directional relationship between children's social development and motivation will be considered.

Educational Psychology 71700 – Language and Communicative Development: Research and Education

This course focuses on contemporary research on language and communicative development and its effects on education. It includes a consideration of empirical research on the following topics: structural and functional development, age and critical period, processes of development, first language development, second language development, language environments, and preschool development.

Educational Psychology 72000 – Developmental Psychopathology Among School Based Populations

This course presents a developmental perspective on psychopathology. Information involving the symptoms, life-course, prevalence, etiology as well as the cognitive, social and motivational factors that pertain to a number of psychiatric disorders that are manifested in childhood and adolescence is presented. Information involving prevention and treatment is also presented.

Educational Psychology 72300 – Theories and Principles of Social Psychology: Applications to School Age Population

This course provides a survey of basic topics in social psychology. These topics include: causal attribution and social cognition; self-concept and self-esteem; altruism and the relationship between attitudes and actions; social behavior and beliefs in culture; social influence; conformity and persuasion including suggestibility in interviews; the social bases of memory and eyewitness testimony; group decision making; interpersonal attraction, conflict; and intimacy; and inter-group conflict and prejudice. Particular emphasis will be afforded to applying basic principles and research finding to school age populations.

Educational Psychology 73000 – An Introduction to Psychometrics

Prerequisite: EPSY 70600

This course will cover the following topics: test theory, test construction, reliability and validity estimation, item analysis, test bias, and introduction to item response theory.

Educational Psychology 82002 – Advanced Assessment Practicum in School Psychology II

This practicum integrates the skills that were learned in prior practica (e.g. assessment, consultation and intervention) as they apply to the practice of school psychology as defined by the American Psychological Association.

Educational Psychology 82100 – Theories and Methods of Counseling in School-Aged Youth

This course presents cognitive-behavioral and behavioral strategies for use counseling children and adolescents in schools. The course focuses on the importance of the relationship between school psychologists and client of consultee and the flexible use of a variety of procedures to ameliorate various disorders. Emphasis is placed on student discussion of cases they encounter in practica and job sites toward the goal of facilitating practice.

Educational Psychology 82200 – Biological Basis of Behavior: Theory and Research

This course will begin with an overview of neural development, from conception onward and will relate post-natal neurological development to normal human cognitive and behavioral development. Subsequently, a variety of development disorders will be reviewed with a primary focus on the hypothesized neural substrates of the various disorders. Topics covered include, but are not limited to, mental retardation, attention-deficit/hyperactivity disorder (ADHD), learning disabilities, and autism. Finally, issues related to clinical neuropsychological assessment of children will be covered.

Educational Psychology 84200 - Hierarchical Linear Models

Prerequisite: EPSY 70600 or equivalent

This course presents the theory and application of methods for analyzing nominal and ordinal data, including the use of computer programs for performing these analyses. Methods covered include loglinear models, logistic regression, logit models, and latent class analysis

Educational Psychology 86500 – Theory and Research on Reading Disabilities

The causes of reading disabilities from childhood through adulthood including dyslexia. Alternative definitions of reading disabilities and ways to assess. Issue of delayed development or abnormal development.

Educational Psychology 88000 - Communication and Cognitive Development

This course will examine the relation between children's communication and cognitive development. Classic and contemporary theories and research will be discussed that explore how, as children learn new communicative routines, it enables new modes of thinking. Particular emphasis will be placed on the domains of language, literacy and digital technologies.

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.