

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

Ph. D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

OFFICIAL COURSE LISTING: DESCRIPTIONS

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

Required Courses

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 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 89000 – Supervised Research

Supervised research, under the direction of a staff member: Review of research, developing a hypotheses, data collection, data analysis and report of study. All students in the doctoral program are required to enroll.

ELECTIVE COURSES

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 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 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 71500 – Educational Problems in Inner City Schools

The framework for study in this course will be a comparison of modes of understanding educational problems in inner city schools and an examination of potential consequences of various choices for generating investigations of cognitive development, motivation, and social behavior. The focus of study will be on definitions of problems. Variables in psychological research will be considered from two sets of perspectives. The context within which problems have been interpreted and the point of view of participants in the schools. For the former, educational, psychological, sociological, and political descriptions will be evaluated. For the latter, observations will be made of learning and instruction events, in a search for perceptions of these activities by pupils, teachers, and administrators.

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 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 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 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 72200 – Theories and Methods of Personality Assessment in Schools

This course presents theories of personality and behavioral assessment of children and adolescents as well as specific assessment methods. Topics covered include ethical and measurement issues, behavioral observation, self-report inventories, self-monitoring, adaptive behavior scales, teacher ratings and peer-referenced techniques, family assessment, psychophysiological assessment, structured interviewing, integrating information, and report writing.

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 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 73200 – Introduction to Educational Policy Analysis

This course will introduce students to the area of educational policy analysis and to contemporary educational policy issues, as well as to the application of quantitative methods to their study. Topics include policy issues in areas such as school reform, organizational decision-making, comparative education, educational leadership, social inequality, and national and state standards and assessments, as well as the politics of the policy process. Methodological topics include research, large-scale data bases (HSB, NELS, Census, e.g.), construction and interpretation of social indicators, demography and survey design. Students will read classic and current policy materials, such as the Equal Educational Opportunity Survey, The American High School Today, and the recently published What Matters Most: Teaching for America's Future.

Educational Psychology 75200 – Theories and Instructional Issues in Learning Disabilities

This course surveys historical developments in the field of learning disabilities. Major theoretical positions will be compared, and methods of assessment and diagnosis of learning disabilities will be considered as well as cognitive, neurological and psychological issues. Particular attention will be given to the issue of how professionals in school can identify and assist these students.

Educational Psychology 75300 – Theories and Issues in Reading

Examination of reading as a cognitive and linguistic activity. Contributions of psycholinguistics, information-processing and cognitive psychology to theories and models of reading. Discussion of the structure of writing systems, reading comprehension as information-processing, theories of instruction and assessment.

Educational Psychology 80800 – Metacognitive and Cognitive Processes in Learning and Instruction

Recent research and theory on the origins and development of students' metacognitive processes and knowledge is examined. Theoretical analyses of meta-processes and strategy use in such areas as memory, language acquisition, and text comprehension will be considered. Instructional interventions based on this research, especially with children with attention deficits, learning disabilities, and underachievement problems, will be discussed.

Educational Psychology 80900 – Health Education and Behavior Change

This course focuses on theory and research in medicine, nutrition, health, and physical exercise indicating that (a) acute and chronic diseases can be prevented or minimized and (b) health, fitness, and athletic proficiency can be enhanced by the adoption of optimal health beliefs, self-regulatory processes, and behavior practices. Prominent models of cognition, self-regulation, and behavioral functioning will be discussed. In addition, attention will be devoted to the role of interpersonal and sociocultural influences in schools and other instructional settings.

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 81300 – Cultural Differences in Social Cognitive Processes and Academic Achievement

This advanced course focuses on differences within and between cultural groups in social cognitive processes that are related to children's achievement in school. Prominent theories of children's socialization are considered with particular emphasis given to the role of parents. Cultural group differences in academic achievement will be discussed in relation to distinctive patterns of socialization within the family. Key social cognitive processes that mediate parents' socialization practices with children are discussed in terms of the youngsters' transition to academic self-direction.

Educational Psychology 81500 – Current Issues in School Psychology

This course will examine important issues and recent developments in school psychology. It will address a number of areas including professional functioning, assessment, intervention and the theoretical foundations of school psychology.

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 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 83200 – Statistical Theories of Mental Testing

Prerequisite: EPSY 73000

In recent years the traditional or classical methods of constructing and evaluating psychological tests have been replaced by more sophisticated statistical approaches. The general term for these newer methods is Item Response Theory (IRT). This course will examine the theory of these models as well as their application to real life test construction and validation problems. The course will include practice in the use of computer programs for data analysis, such as BILOG, and (if available) MULTILOG and TESTFACT.

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 83400 – Path Analysis, Factor Analysis and Structural Equation Models

Prerequisite: EPSY 70600 or equivalent

This course teaches the theory and application of structural equation models, as developed by Karl Joreskog. These models include factor analysis, path analysis with errors in equations and errors of measurement in variable, multivariate analysis of variance, longitudinal data analysis, and time series designs as special cases of the general case. The use of Joreskog's LISREL (or similar) computer program will be taught as part of the course.

Educational Psychology 83500 – Categorical Data Analysis

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 83600 – Applications of Bayesian Decision Theory to Educational and Psychological Problems

Prerequisite: EPSY 70600

An analysis of the theoretical foundations of Bayesian inference; the specification of the prior distribution and the construction of the posterior distribution. Use of statistical software for Bayesian computation. The application of the general theory to various social science problems will be considered.

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 84100 - Statistical Analysis with Missing Data

Prerequisite: EPSY 70600 and at least 1 advanced statistics course.

Social scientists face the problem of missing data due to refusal of subjects to cooperate, equipment failure, longitudinal studies where people cannot be located for follow-up, to name a few out of many reasons. Usually data are not missing at random, causing problems for statistical analysis. This course deals with new statistical methods for analysis with missing data, including applications to continuous data, categorical data, nonexperimental studies, latent variable models, and variance component models.

Educational Psychology 84200 – Hierarchical Linear Models

Prerequisite: EPSY 70600 or equivalent

Data often structured in hierarchies. Examples include students within classrooms, classrooms within schools; employees within departments within organizations within industries. The behavior of individuals is often affected by characteristics of the higher-level units; such effects are also called contextual effects by some researchers. New statistical methods allow the hierarchical structure of data to be included in the modeling process. Multilevel models include related areas such as variance component models, contextual models, empirical Bayes models, aggregation bias, and unit-of-analysis problems. This course will teach the history and current theory of such models, as well as their application using computer packages.

Educational Psychology 85000 – Instructional Technology

Prerequisite: 71400

This is the second course in the curriculum sequence on instruction. It provides an introduction to the theories and use of complex instructional technology in educational efforts.

Educational Psychology 85100 – Advanced Instructional Technology

Prerequisite: 71400, 85000

This course provides training for advanced students in the use of instructional technology in a field setting. It requires students to translate their understanding of fundamental concepts acquired in earlier courses in the sequence into the development and evaluation of a variable instructional model using the latest technology.

Educational Psychology 86000 - Research on Theories and Issues in Comprehension and Composition: Part 1

This course will focus on theory and research on the acquisition of writing during the elementary grades from cognitive, psycholinguistic and pedagogical perspectives. The writing processes will include spelling, handwriting, sentence construction, and text composition. The contribution of several factors to writing acquisition will be considered such as communicative purpose, spoken language competence, metalinguistic knowledge of grammatical structure, background knowledge of the world, reading skills and habits, and text genre. Alternative instructional approaches and their impact will be examined. Sources of difficulty in learning to write will be studied.

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 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 86400 – Theory and Research on Literacy: Adults

Prerequisite: 86200 or Master's level course in theories of literacy acquisition, including cognitive processes of written work recognition and comprehension.

This course examines theories, research studies and issues pertaining to the acquisition of literacy by adults. Discussion topics include: definitions of adult literacy; the comparison of adults' and children's acquisition of literacy; analysis of functional adult literacy practices; research into instruction including educational technology, assessment issues and learning disabilities in adult literacy students.

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 87000 – Cognitive Structures and Processes and the Development of Understanding in Mathematics in Educational Settings

Study of evolution toward mastery within the discipline of mathematics from the perspectives of the formal and functional aspects of cognitive development. Emphasis is on the analysis of alternative research conceptualizations used in investigating significant current problems in descriptions and causal explanations of the development of reasoning in educational settings. Examples will be selected from number, arithmetic, two- and three-dimensional space, probability, logic, algebra, and calculus. Attention will be given to the acquisition of the language of mathematics. Effects of the interaction of cognitive and motivational factors will be considered.

Educational Psychology 87100 – Research on Learning and Instruction in Mathematics

Prerequisite: 87000 or permission of the instructor

The course provides an overview of research in mathematics learning and instruction, including historical perspectives and current theoretical frameworks. Emphasis is on an analysis of research on learning and instruction in major content areas of mathematics in elementary and secondary schools. Research on evaluation of mathematics learning in classrooms will also be analyzed.

Educational Psychology 87200 – Applied Research Seminar in Problem Solving in Mathematics

Concepts of problem solving in mathematics. Analysis of alternative research conceptualizations used in the study of problem solving in mathematics. Focus on current research in cognitive, metacognitive, cognitive, and social factors in problem solving in mathematics. Students are expected to devise and complete a research study in problem solving in mathematics as part of the seminar requirements.

Educational Psychology 87300 – Research on the Teaching of School Subjects

Prerequisite: Permission of instructor

This course is devoted to the study of research on the teaching of school subjects.. General models developed for the study of classroom teaching are examined as a background for understanding research on the teaching of mathematics and other school subjects., such as reading and history. Emphasis will be placed on studying the current and emerging directions in research on teaching that are based on application of cognitive theory. Interpretive research involving field-based studies of teaching will also be examined.

EDUCATIONAL PSYCHOLOGY 88000 – SEMINAR IN SPECIAL TOPICS, EXAMPLES OF RECENT OFFERING ARE GIVEN BELOW

Educational Psychology 88000 – Ethical and Professional Issues in School Psychology

This course presents 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.

Educational Psychology 88000 – Advanced Behavioral Techniques

This course surveys research on the history, etiology, formal classifications and epidemiology of childhood anxiety disorders. Attention will be directed toward the assessment of anxiety through self-report inventories, self-monitoring, behavioral avoidance test, physiological measures as well as cognitive and academic measures. The efficacy of interventions in academic and clinical settings will be considered. Ethical, legal, and practical concerns will also be addressed.

Educational Psychology 88000 – Seminar in Research Methods

The seminar provides opportunities to examine selected methods used currently in research in educational psychology. Selected topics will be examined from the perspective of their application to the design of a study. Topics include procedures for meta-analysis, and methods of observational research. Students with methodological interests should contact the instructor for their inclusion in the seminar.

Educational Psychology 88000 – Analysis of “Messy” Data Sets

Prerequisite: 70500, 70600, 83300 and permission of one of the instructors.

No audits without permission.

This course covers a set of methods for dealing with some common problematic types of data in the social sciences. These include selection bias, censored and truncated variables, and missing data. Students will be given experience in the use of special computer programs for the analysis of these data sets.

Educational Psychology 88000 – Advanced Seminar in Self Regulated Learning

This course focuses on theories dealing with student self-regulated learning and academic achievement. Included will be the following approaches: phenomenological, radical behaviorist, information processing, volitional, social learning, Vygotskian, and cognitive constructivist. In addition to studying the assumptions and structure of each theory, the class will consider the heuristic and instructional implications. Particular attention will be devoted to the development of measures of key subprocesses in self-regulated learning.

Educational Psychology 88000 – Social Processes in Learning and Instruction

This course examines theories and research on social influences on learning and instruction. A variety of intervening psychological processes will be considered including: expectancy effects, self-perceptions of ability, cognitive conflict, perceptions of efficacy, perceptions of control, cognitive developmental stage, covert speech, and personal attributions. Current methods for investigating these processes will be studied ranging from controlled laboratory studies to ecological analyses of naturally occurring interaction in classroom settings.

Educational Psychology 88000 – Sports Psychology & Instructions

This course will focus on theory and research regarding athletic learning and instruction. Particular attention will be devoted to the issue of how athletes learn to self-regulate their athletic performance using processes such as goal setting, strategy use, self-monitoring, and self-reflection. Various models of athletic self-regulation will be discussed and recent research on self-regulatory subprocesses that differentiate sport experts and novices will

be analyzed and discussed. The relative roles of innate physical abilities and acquired competence from deliberate practice will be studied. Finally, we will consider how coaching and practice experiences can be integrated to produce peak athletic performance.

Educational Psychology 89500 – Independent Educational Psychology Research

This course is an in-depth study of selected topics with an individual faculty member. A contract for the research is agreed upon with the student and faculty member.

Educational Psychology 890501 – School Psychology Independent Study I

15 hours, 1 credit

Students will investigate the literature in an area of interest, identify a potential research topic, and prepare a review of the published work in this area.

Educational Psychology 890502 – School Psychology Independent Study II

15 hours, 1 credit

Continuing the work begun in EDPSY 89501, students will prepare a preliminary thesis proposal that draws from the earlier literature review.

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.

Educational Psychology 90000 – Dissertation Supervision 1 credit

5/16/2007