

## STUDENT PROGRESS CHECKLIST

STUDENT NAME \_\_\_\_\_

FACULTY ADVISOR \_\_\_\_\_

The purpose of this checklist is to aid students and faculty advisors in monitoring student progress with respect to the following issues:

- **Completion of First Examinations**
- **Completion of Second Examinations**
- **Advancement to Candidacy (Level III status)**
- **Completion of coursework**

### FIRST EXAMINATIONS

As stated in the current Student Guidelines for the Ph.D Program in Educational Psychology, all students must pass **4** First Examinations. Any examination that the student fails must be retaken in the following semester, and may be retaken only once. Students are urged to discuss any examination failed with the appropriate faculty. All students must sit for the examinations in Statistics and Research Methods. The remaining two examinations differ as a function of the student's specialization area. Note that all students must take the Statistics and Research Methods examinations prior to beginning their third semester. Further, all students are required to sit for all four examinations prior to beginning their fifth semester in the program. Graduate School regulations (Graduate School Bulletin) also state that a student may continue in the doctoral program after completing 45 credits only if he or she has passed this examination.

Below are 3 checklists for recording the successful completion of the First Examination. The first check list is for School Psychology Majors, the second is for LDI majors, and the third is for all other students. **THE ADVISOR SHOULD CHECK EACH COMPLETED EXAMINATION AND SHOULD WRITE IN THE DATE OF COMPLETION.**

School Psychology Majors

- STATISTICS (Date completed:\_\_\_\_\_)
- RESEARCH METHODS (Date completed:\_\_\_\_\_)
- COGNITION AND MOTIVATION (Date completed:\_\_\_\_\_)
- BEHAVIOR MODIFICATION AND DEVELOPMENTAL PSYCHOPATHOLOGY(Date completed:\_\_\_\_\_)

LDI Majors

- STATISTICS (Date completed:\_\_\_\_\_)
- RESEARCH METHODS (Date completed:\_\_\_\_\_)
- COGNITION AND MOTIVATION (Date completed:\_\_\_\_\_)
- INSTRUCTION AND LANGUAGE DEVELOPMENT (Date completed:\_\_\_\_\_)

Students other than School Psychology or LDI

- STATISTICS (Date completed:\_\_\_\_\_)
- RESEARCH METHODS (Date completed:\_\_\_\_\_)

And a choice of 2 of the following 3 examinations:

- COGNITION AND MOTIVATION (Date completed:\_\_\_\_\_)
- BEHAVIOR MODIFICATION AND DEVELOPMENTAL PSYCHOPATHOLOGY(Date completed:\_\_\_\_\_)
- INSTRUCTION AND LANGUAGE DEVELOPMENT (Date completed:\_\_\_\_\_)

**SECOND EXAMINATIONS**

(See the current Student Guidelines for the Ph.D Program in Educational Psychology).

The Second Examination will be taken after the completion of the courses indicated in the student's plan of studies. Note that the Graduate School requires students to sit for the exam prior to beginning their 11<sup>th</sup> semester in the program.

**In instances where all courses have been completed except 89000 (Supervised research), the student may seek permission of the Executive Committee to sit for the second exam.**

Permission will be granted only if the student has submitted a final draft of their research paper. It should be noted that School Psychology majors who have completed all coursework except for the internship, may still sit for the Second Examination.

Permission to take the Second Examinations must be obtained from the student's faculty advisor who must sign the exam registration form. Students must register for the examination with the Assistant Program Officer **by the deadline date on the examination application form.**

The examinations are comprised of **two sections, each section** being given on a separate day. Students will have some choice of questions. The examinations will be given twice a year, approximately one (1) week prior to the beginning of the Fall and Spring semesters. The examinations are prepared primarily by the faculty of each concentration area, with a minimum of two faculty members participating in the preparation and grading of the examinations.

**THE CHECKLIST BELOW SHOULD BE USED TO DENOTE SUCCESSFUL COMPLETION OF THE TWO SECTIONS OF THE SECOND EXAMINATION. ALSO INDICATE THE DATE OF COMPLETION.**

- SECOND EXAMINATION (SECTION I) DATE COMPLETED: \_\_\_\_\_
- SECOND EXAMINATION SECTION II) DATE COMPLETED: \_\_\_\_\_

### **ADVANCEMENT TO CANDIDACY**

The student is Advanced to Candidacy (Level III status) when **the dissertation topic is approved and program requirements are completed.** ( See current Student Guidelines for the Ph.D Program in Educational Psychology, page 15). It is important to note that the term “program requirements” is defined differently for non-School Psychology majors and students majoring in School Psychology.

For non-School Psychology majors, the term “program requirements are completed” means the completion of all coursework and passing the Second Examination. Thus, a non-School Psychology major who has completed all of their coursework, passed their second examinations, and has had their dissertation topic approved, is eligible to Advance to Candidacy.

For School Psychology students, the Graduate School Bulletin: “School Psychology students having completed all program requirements except the **internship**, may still advance to candidacy by having their dissertation topic approved”. Thus, a School Psychology student who has passed their second examination, completed all required coursework, and has had their dissertation topic approved can advance to candidacy even if the year long internship has not been completed. However, such a student cannot deposit their completed dissertation nor graduate until the internship is successfully completed.

The checklist below should be used to record the completion of all coursework, the passing of the second examination, the approval of the dissertation topic, and in the case of School Psychology majors, the completion of the internship.

- ALL COURSEWORK COMPLETED (Date completed: \_\_\_\_\_)
- SECOND EXAMINATION PASSED (Date completed: \_\_\_\_\_)
- DISSERTATION TOPIC APPROVED (Date completed: \_\_\_\_\_)
- School Psychology Internship Completed (Date completed: \_\_\_\_\_)

**Prior to beginning the doctoral dissertation research, students must have their dissertation proposal approved by The Graduate Center’s Committee on the Protection of Human Subjects.** A form describing the procedures that must be followed can be obtained from Kay Powell, IRB Administrator (817-7525, kpowell@gc.cuny.edu).

**COMPLETION OF COURSEWORK**

The checklists provided below are to be used in determining whether a student has completed all required coursework. As previously stated, to be eligible to sit for Second Examinations, students must have completed all coursework. The only exceptions to this statement are the cases where a School Psychology student takes the Second Examinations prior to completing the internship, or a student who receives Executive Committee permission to take the exams while completing the Supervised research (EPSY 89000).

Separate checklists are provided for each of the major areas of the program.

**SPECIAL ATTENTION SHOULD BE PAID TO THE FOLLOWING TWO COURSE ISSUES:**

- (A) With respect to the **Supervised research course (EPSY89000)**, if a student completes this 3 credit course in one semester, they simply receive a grade of “P”. However, as is typically the case, the student will require two semesters to complete the course. When this event occurs, the student will be given a temporary satisfactory progress grade (SP) after one semester of EPSY89000, and will then register the next semester for EPSY 89000 again with 0 credits). When the project is completed during the second semester, the student will receive a grade of “P” for 89000 (3 credits).

Please use the special check list given below to monitor the student’s progress in completing the Supervised research requirement. When this requirement has finally been completed (Final grade of P assigned to 89000 3 credits) it should be checked off on the relevant course list found on the following pages.

EPSY 89000 Supervised research

Semester of registration \_\_\_\_\_ Initial Grade \_\_\_\_\_ Date Submitted \_\_\_\_\_  
Final Grade \_\_\_\_\_ Date Submitted \_\_\_\_\_

- (B) In cases where a student has been given **TRANSFER CREDIT** for a previously taken course and this course is being substituted for a specific EPSY course, the advisor should check off the EPSY course as having been completed.

**School Psychology (non- certificate) Course Completion Checklist**

**Year 1**

First Semester credits

- GC EPSY 70200 Educational Psychology I: History and Current Systems 3
- GC EPSY 70500 Statistics and Computer Programming I 3
- GC EPSY 72100 Ethical and Professional Issues in School Psychology 3
- GC EPSY 71900 Theory and Application of Behavioral Techniques 3  
in Education Settings

Second Semester

- GC EPSY 70600 Statistics and Computer Programming II 3
- GC EPSY 70700 Research Methods in Educational Psychology 3
- GC EPSY 72000 Developmental Psychopathology Among 3  
School Based Populations
- GC EPSY 72200 Theories and Methods of Personality Assessment in 3  
Schools

**Year 2**

First Semester

- QC ECPSP 772 Theory and Practice in Assessment of Intelligence and 4  
Cognitive Functioning I
- QC ECPSP 860 Human Development 3
- QC ECPSP 863 Exceptionality in Human Development 3
- GC EPSY 71100 Cognitive Development and Learning Processes 3  
in Education

Second Semester

- QC ECPSP 773 Theory and Practice in Assessment of Intelligence 4  
and Cognitive Functioning II
- QC ECPSP 774 Theory and Practice of Personality Evaluation I 3
- GC EPSY 71300 Social and Motivational Development in Education 3
- GC EPSY 82100 Theories and Methods of Counseling of School-Aged Youth 3

### Year 3

#### First Semester

- QC ECPSP 779 Multicultural Issues in School Psychology 3
- QC ECPSP 766 Fieldwork in School Psychology 3
- QC ECPSP 775 Theory and Practice of Personality Evaluation II 3
- QC ECPSP 778 Counseling Techniques for School Psychologists 3
- GC EPSY 89501 School Psychology Independent Study I 1

#### Second Semester

- QC ECPSP 777 Practicum in School Psychology 4
- QC ECPSP 867 Consultation in School Psychology 4
- QC ECPSP 868 Advanced Counseling Practicum 2
- GC EPSY 82200 Biological Basis of Behavior: Theory and Research 3
- GC EPSY 89502 School Psychology Independent Study II 1

### Year 4

#### First Semester

- QC ECPSP 771 Professional Issues in School Psychology 3
- GC EPSY 81600 Systems Theory in School and Family Functioning 3
- GCEPSY Statistics Level II Course 3
- GC EPSY 82001 Advanced Practicum in School Psychology I 3

#### Second Semester

- GC EPSY 73000 An Introduction to Psychometrics 3
- GC EPSY 72300 Theories and Principles of Social Psychology  
Applications to School Age Populations 3
- GC EPSY 82002 Advanced Assessment Practicum in School Psychology II 3
- GC EPSY 89000 Supervised research 3

**Year 5 (INTERNSHIP)**

First Semester

- |  |   |
|--|---|
| <input type="checkbox"/> QC ECPSP 768 Internship                       | 3 |
| <input type="checkbox"/> GC EPSY 89801 Internship in School Psychology | 0 |

Second Semester

- |  |   |
|--|---|
| <input type="checkbox"/> QC ECPSP 769 Internship                       | 3 |
| <input type="checkbox"/> GC EPSY 89802 Internship in School Psychology | 0 |

GC Credits	60
QC Credits	48 (including 6 credit internship)

GC and QC total credits: 108

**School Psychology (Certificate) Course Completion Checklist**

Year 1

First Semester

- GC EPSY 70200 Educational Psychology I: History and Current Systems 3
- GC EPSY 70500 Statistics and Computer Programming I 3
- GC EPSY 72100 Ethical and Professional Issues in School Psychology 3

Second Semester

- GC EPSY 70600 Statistics and Computer Programming II 3
- GC EPSY 70700 Research Methods in Educational Psychology 3
- GC EPSY 72000 Developmental Psychopathology Among School Based Populations 3

**Year 2**

First Semester

- GC EPSY 71100 Cognitive Development and Learning Processes In Education 3
- GC EPSY 71900 Theory and Application of Behavioral Techniques In Education Settings 3
- GC EPSY Statistics Level II course 3
- GC EPSY 89501 School Psychology Independent Study I 1

Second Semester

- GC EPSY 71300 Social and Motivational Development in Education 3
- GC EPSY 72200 Theories and Methods of Personality Assessment In Schools 3
- GC EPSY 73000 An Introduction to Psychometrics 3
- GC EPSY 82100 Theories and Methods of Counseling School-Aged Youth 3
- GC EPSY 89502 School Psychology Independent Study II 1

**Year 3**

First Semester

- |                          |   |   |
|--------------------------|---|---|
| <input type="checkbox"/> | GC EPSY 81600 Systems Theory in School and Family Functioning | 3 |
| <input type="checkbox"/> | QC ECPSP 779 Multicultural Issues in School Psychology        | 3 |
|                          | <i>Or</i>   |   |
| <input type="checkbox"/> | QC ECPSP 861 Assessment of Linguistically and Culturally      | 3 |
| <input type="checkbox"/> | Diverse Students  |   |
| <input type="checkbox"/> | GC EPSY 82001 Advanced Practicum in School Psychology I       | 3 |

Second Semester

- |                          |   |   |
|--------------------------|---|---|
| <input type="checkbox"/> | GC EPSY 72300 Theories and Principles of Social Psychology:<br>Applications to School Age Populations | 3 |
| <input type="checkbox"/> | GC EPSY 82200 Biological Basis of Behavior: Theory and Research                                       | 3 |
| <input type="checkbox"/> | GC EPSY 82002 Advanced Assessment Practicum in School Psychology II                                   | 3 |
| <input type="checkbox"/> | GC EPSY 89000 Supervised research   | 3 |

**Year 4**

First Semester

- |                          |   |   |
|--------------------------|---|---|
| <input type="checkbox"/> | GC EPSY 89801 Internship in School Psychology | 0 |
| <input type="checkbox"/> | GC EPSY 90000 Dissertation Supervision        | 1 |

Total Semester Credits 1

Second Semester

- |                          |   |   |
|--------------------------|---|---|
| <input type="checkbox"/> | GC EPSY 89802 Internship in School Psychology | 0 |
|--------------------------|---|---|

Total Credits: 63

**Learning, Development, and Instruction (LDI) Checklist**

**ALL OF THE CORE COURSES LISTED BELOW MUST BE COMPLETED DURING THE STUDENT'S FIRST YEAR OF STUDY.**

**Core Courses**

- |  |   |
|--|---|
| <input type="checkbox"/> 70200-Educational Psychology: History and Current Systems | 3 |
| <input type="checkbox"/> 70500-Statistics and Computer Programming I               | 3 |
| <input type="checkbox"/> 70600-Statistics and Computer Programming II              | 3 |
| <input type="checkbox"/> 70700-Research Methods in Educational Psychology          | 3 |

TOTAL: 12 credits

**Area Courses**

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 (choose 4)

- |   |   |
|---|---|
| <input type="checkbox"/> 71100 Cognitive Development and Learning Processes in Education                        | 3 |
| <input type="checkbox"/> 71300 Social and Motivational Development in Education                                 | 3 |
| <input type="checkbox"/> 71400 Instructional Issues: Individual Differences, Group Processes and School Context | 3 |
| <input type="checkbox"/> 71700 Language and Communicative Development: Research and Education                   | 3 |
| <input type="checkbox"/> 71900 Theory and Application of Behavioral Techniques in Educational Settings          | 3 |
| <input type="checkbox"/> 72000 Developmental Psychopathology Among School Based Populations.                    | 3 |

Quantitative Methods in Educational and Psychological Research (choose 2)

- |   |   |
|---|---|
| <input type="checkbox"/> 73000 An Introduction to Psychometrics                               | 3 |
| <input type="checkbox"/> 73100 Evaluation Research  | 3 |
| <input type="checkbox"/> 83300 The General Linear Model                                       | 3 |
| <input type="checkbox"/> 83400 Path Analysis, Factor Analysis, and Structural Equation Models | 3 |

- |                          |                                  |   |
|--------------------------|----------------------------------|---|
| <input type="checkbox"/> | 83500 Categorical Data Analysis  | 3 |
| <input type="checkbox"/> | 84200 Hierarchical Linear Models | 3 |

Total Area Course Credits18

**Major Courses**

In addition to the four required LDI Area courses (12 credits), students majoring in Learning, Development and Instruction must select a minimum of six courses (18 credits) from the following list. It should be noted that Supervised research (89000) is required.

- |                          |  |   |
|--------------------------|--|---|
| <input type="checkbox"/> | 71100 Cognitive Development and Learning Processes in Education  | 3 |
| <input type="checkbox"/> | 71300 Social and Motivational Development in Education   | 3 |
| <input type="checkbox"/> | 71400 Instructional Issues: Individual Differences, Group Processes and School Context                               | 3 |
| <input type="checkbox"/> | 71500 Educational Problems in Inner City Schools   | 3 |
| <input type="checkbox"/> | 71700 Language and Communicative Development: Research and Education   | 3 |
| <input type="checkbox"/> | 71800 Individual Differences and Instruction   | 3 |
| <input type="checkbox"/> | 71900 Theory and Application of Behavioral Techniques in Educational Settings  | 3 |
| <input type="checkbox"/> | 72000 Developmental Psychopathology Among School Based Populations.  | 3 |
| <input type="checkbox"/> | 75200 Theories and Issues in Learning, Development, Disabilities   | 3 |
| <input type="checkbox"/> | 75300 Theories and Issues in Reading   | 3 |
| <input type="checkbox"/> | 80800 Metacognitive and Cognitive Processes in Learning Disabilities   | 3 |
| <input type="checkbox"/> | 80900 Health Education and Behavior Change   | 3 |
| <input type="checkbox"/> | 81100 Self-Regulation of Academic Learning and Motivation  | 3 |
| <input type="checkbox"/> | 81200 Seminar in Motivation and Social Psychology in Education   | 3 |
| <input type="checkbox"/> | 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement                                    | 3 |
| <input type="checkbox"/> | 85000 Instructional Technology   | 3 |
| <input type="checkbox"/> | 85100 Advanced Instructional Technology  |   |
| <input type="checkbox"/> | 86000 Research in Theories and Issues in Comprehension and Composition: Part I                                       | 3 |
| <input type="checkbox"/> | 86100 Research in Theories and Issues in Comprehension and Composition: Part II                                      | 3 |
| <input type="checkbox"/> | 86200 Theory and Research in Early Literacy: The Pre-School and Early Elementary Years                               | 3 |
| <input type="checkbox"/> | 86300 Theory and Research on Literacy in School Settings: Grades 3 through 123                                       | 3 |
| <input type="checkbox"/> | 86400 Theory and Research on Literacy: Adults  | 3 |
| <input type="checkbox"/> | 87000 Cognitive Structures and Processes and the Development of Understanding in Mathematics in Educational Settings | 3 |

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- |                          |  |   |
|--------------------------|--|---|
| <input type="checkbox"/> | 87100 Research on Learning, Development,<br>and Instruction in Mathematics | 3 |
| <input type="checkbox"/> | 87200 Applied Research Seminar in Problem Solving in Mathematics           | 3 |
| <input type="checkbox"/> | 87300 Research on the Teaching of School Subjects                          | 3 |
| <input type="checkbox"/> | 88000 Seminar in Special Topics  | 3 |
| <input type="checkbox"/> | 89000 Supervised research (required of all students)                       | 3 |

Total Credits: 18 minimum

**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.

Write in by hand any elective and additional major area courses that do not appear in any of the LDI lists given above.

**Quantitative Methods in Educational and Psychological Research**

**ALL OF THE CORE COURSES LISTED BELOW MUST BE COMPLETED DURING THE STUDENT'S FIRST YEAR OF STUDY.**

**Core Courses**

- |  |   |
|--|---|
| <input type="checkbox"/> 70200-Educational Psychology: History and Current Systems | 3 |
| <input type="checkbox"/> 70500-Statistics and Computer Programming I               | 3 |
| <input type="checkbox"/> 70600-Statistics and Computer Programming II              | 3 |
| <input type="checkbox"/> 70700-Research Methods in Educational Psychology          | 3 |

TOTAL: 12 credits

**Area Courses**

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 (choose 4)**

- |   |   |
|---|---|
| <input type="checkbox"/> 71100 Cognitive Development and Learning Processes in Education                        | 3 |
| <input type="checkbox"/> 71300 Social and Motivational Development in Education                                 | 3 |
| <input type="checkbox"/> 71400 Instructional Issues: Individual Differences, Group Processes and School Context | 3 |
| <input type="checkbox"/> 71700 Language and Communicative Development: Research and Education                   | 3 |
| <input type="checkbox"/> 71900 Theory and Application of Behavioral Techniques in Educational Settings          | 3 |
| <input type="checkbox"/> 72000 Developmental Psychopathology Among School Based Populations.                    | 3 |

Quantitative Methods in Educational and Psychological Research (choose 2)

- |   |   |
|---|---|
| <input type="checkbox"/> 73000 An Introduction to Psychometrics                               | 3 |
| <input type="checkbox"/> 73100 Evaluation Research  | 3 |
| <input type="checkbox"/> 83300 The General Linear Model                                       | 3 |
| <input type="checkbox"/> 83400 Path Analysis, Factor Analysis, and Structural Equation Models | 3 |
| <input type="checkbox"/> 83500 Categorical Data Analysis                                      | 3 |
| <input type="checkbox"/> 84200 Hierarchical Linear Models                                     | 3 |

Total Area Course Credits 18

**Major Courses**

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. Note that Supervised research 89000 is required)

- |  |   |
|--|---|
| <input type="checkbox"/> EPSY. 73000 An Introduction to Psychometrics  | 3 |
| <input type="checkbox"/> EPSY. 73100 Evaluation Research   | 3 |
| <input type="checkbox"/> EPSY. 83300 The General Linear Model  | 3 |
| <input type="checkbox"/> EPSY. 83200 Statistical Theories of Mental Testing  | 3 |
| <input type="checkbox"/> EPSY. 83400 Path Analysis, Factor Analysis, and<br>Structural Equation Models                     | 3 |
| <input type="checkbox"/> EPSY. 83500 Categorical Data Analysis   | 3 |
| <input type="checkbox"/> EPSY. 83600 Applications of Bayesian Decision Theory to<br>Educational and Psychological Problems | 3 |
| <input type="checkbox"/> EPSY. 88000 Seminar in Special Topics   | 3 |
| <input type="checkbox"/> Statistics 9715 Probability Foundations of Statistics<br>and Operations Research (Baruch)         | 3 |
| <input type="checkbox"/> Statistics 9719 Foundations of Modern Statistical Theory (Baruch)                                 | 3 |
| <input type="checkbox"/> EPSY 84000 Statistical and Research Design Consulting Seminar                                     | 3 |
| <input type="checkbox"/> EPSY. 84100 Statistical Analysis with Missing Data  | 3 |
| <input type="checkbox"/> EPSY. 84200 Hierarchical Linear Models  | 3 |
| <input type="checkbox"/> EPSY. 89000 Supervised research (required of all students)  | 3 |

TOTAL: 24 credits minimum

**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.

**Educational Policy Analysis**

**ALL OF THE CORE COURSES LISTED BELOW MUST BE COMPLETED DURING THE STUDENT'S FIRST YEAR OF STUDY.**

**Core Courses**

- |  |   |
|--|---|
| <input type="checkbox"/> 70200-Educational Psychology: History and Current Systems | 3 |
| <input type="checkbox"/> 70500-Statistics and Computer Programming I               | 3 |
| <input type="checkbox"/> 70600-Statistics and Computer Programming II              | 3 |
| <input type="checkbox"/> 70700-Research Methods in Educational Psychology          | 3 |

TOTAL: 12 credits

**Area Courses**

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 (choose 4)

- 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.

Quantitative Methods in Educational and Psychological Research (choose 2)

- 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 Area Course Credits 18

### **Major Area Courses**

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

- |   |   |
|---|---|
| <input type="checkbox"/> EPSY 73000 Psychometrics   | 3 |
| <input type="checkbox"/> EPSY 83200 Statistical Theories of Mental Testing                  | 3 |
| <input type="checkbox"/> Statistical Models and Methods for Policy Analysis                 | 3 |
| <input type="checkbox"/> EPSY 73100 Evaluation Research                                     | 3 |
| <input type="checkbox"/> EPSY 83300 General Linear Model                                    | 3 |
| <input type="checkbox"/> EPSY 83400 Path Analysis, Factor Analysis,<br>Structural Equations | 3 |
| <input type="checkbox"/> EPSY 83500 Categorical Data Analysis                               | 3 |
| <input type="checkbox"/> EPSY 83600 Bayesian Decision Theory                                | 3 |
| <input type="checkbox"/> EPSY 84100 Statistical Analysis with Missing Data                  | 3 |
| <input type="checkbox"/> EPSY 84200 Hierarchical Linear Models                              | 3 |

Survey Methodology

- |  |   |
|--|---|
| <input type="checkbox"/> Soc. 72200 Demography and Population Problems   | 3 |
| <input type="checkbox"/> Soc. 71000/71100 Methods of Sociological Research                                       | 3 |
| <input type="checkbox"/> Sta. 971000 Sampling Theory and Practice  | 3 |
| <input type="checkbox"/> Soc. 81900 Selected Topics in Sociological<br>Statistical Analysis of Longitudinal Data | 3 |
| <input type="checkbox"/> Soc. 81902 Selected Topics in Sociological<br>Statistics: Analyzing Large National Data | 3 |

**Policy-Relevant Courses (Choose 5, must include EPSY. 73200,83800)**

- |  |   |
|--|---|
| <input type="checkbox"/> EPSY 73200 Introduction to Educational Policy Analysis                                    | 3 |
| <input type="checkbox"/> EPSY 83800 Advanced Seminar Educational Policy Analysis                                   | 3 |
| <input type="checkbox"/> Soc. 84701 Selected Topics in Inequality  | 3 |
| <input type="checkbox"/> EPSY 81300 Cultural Differences in Social Cognitive Processes<br>and Academic Achievement | 3 |
| <input type="checkbox"/> Soc. 84503 Sociology of Education   | 3 |
| <input type="checkbox"/> Pol. Sci. 73100 Public Administration   | 3 |
| <input type="checkbox"/> Pol. Sci. 73400 Ethics and Decision-Making in Public<br>Policy Analysis                   |   |
| <input type="checkbox"/> Pol. Sci. 73700 Introduction to Policy Process  | 3 |
| <input type="checkbox"/> Pol. Sci. 73800 Policy Analysis   | 3 |
| <input type="checkbox"/> Pol. Sci. 73900 Seminar in Public Policy<br>Formulation and Implementation                | 3 |
| <input type="checkbox"/> Pol. Sci. 7391/9 Selected Topics in Public Policy   | 3 |
| <input type="checkbox"/> Pol. Sci. 74000 Seminar in Public Policy Evaluation                                       | 3 |
| <input type="checkbox"/> Pol. Sci. 8253/9 Selected Topics in   | 3 |

Public Policy and Public Administration

- |  |   |
|--|---|
| <input type="checkbox"/> Pol. Sci. 83300 Public Policy Research Seminar            | 3 |
| <input type="checkbox"/> Pol. Sci. 8351/9 Selected Seminar Topics in Public Policy | 3 |

**Additional Requirements**

- 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.
- All students are required to take 89000, Supervised research. (3 credits)
- 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.