EDUCATIONAL PSYCHOLOGY (Ph.D.)

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THE PROGRAM
The Ph.D. Program in Educational Psychology is designed to educate students to conduct basic
and applied research, to analyze critically the process of education, to develop and evaluate in-
structional methods and techniques, and to formulate educational policies and programs.

The program prepares students for teaching, research, and consultative positions in
higher education, as well as for positions in city, state, and national departments of education,
in curriculum development programs, and in research development centers in education. Major
areas are offered in Learning, Development, and Instruction; Quantitative Methods in Educa-
tional and Psychological Research; Educational Policy Analysis; and School Psychology.

The School Psychology specialization, in conjunction with Queens College, leads to the
Ph.D. in Educational Psychology–Area: School Psychology and to New York State Certification
in School Psychology. The School Psychology specialization is accredited by the American Psy-
chological Association.

Students in the program are expected to demonstrate knowledge of the basic fields of
educational psychology (and of related areas in psychology and education) through written ex-
aminations, to demonstrate research ability by independently planning and conducting investi-
gations, and to show mastery of the particular methods, principles, and procedures in their
selected major area. In addition, School Psychology students must complete an approved one-
year internship.

Special research and training facilities are located at the Graduate Center, including the
Center for Advanced Study in Education, which provides financial support to many students
through its research facilities. A variety of basic and applied projects in education provide stu-
dents with a wide range of work experience. Students in the program also have the opportunity
to work with the diverse student population of the New York City public schools.

SPECIAL REQUIREMENTS FOR ADMISSION
In addition to meeting the general University requirements, applicants for admission are ex-
pected to have received an average grade of B in their total undergraduate courses and in their
areas of specialization.

Applicants should have completed at least 15 credits in undergraduate psychology
courses, including one laboratory course in experimental psychology and one course in statist-
ics. A maximum of 6 credits of these 15 may be in child and/or adolescent development or edu-
cational psychology courses completed in an education sequence. A student may be admitted
conditionally with a 6-credit deficiency; these credits are to be made up, without credit toward
the doctoral degree, within the first year of matriculation. The student is expected to have received at least a B in any graduate courses used for advanced standing. The applicant may be requested to appear for an interview.

It is expected that each student in the program will have had or will acquire teaching experience in the nursery to 12th-grade range. A student may be admitted without such experience but will be required to enroll in the Instructional Practicum, without credit, to acquire teaching experience.

Although a part-time program is available, priority will be given to applicants who can be full-time students in the program.

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY
The following requirements are in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

Course of Study A minimum of 60 credits of approved course work is required for a Ph.D. in educational psychology. The student must complete four core courses, which include statistics, research design, and educational psychology. In addition, six courses are required, two each from the Quantitative Methods course area and four courses from the Learning, Development, and Instruction course area. Twenty-four credits are required in the area of concentration.

Courses may be taken in electives either from the program or from other disciplines. A minimum of 60 credits are required. A full description of all requirements and procedures is found in the Student Guidelines for the program. Courses are chosen in consultation with the student’s adviser.

First Examination Students are required to take all parts of the First Examination before they begin their third year of study. Students are reminded that “a student may continue in the doctoral program after completing 45 credits only if he or she has passed this examination.” This written examination is designed to determine the student’s capability to pursue advanced doctoral studies and research and is based on knowledge of and readings in the defined areas of educational psychology.

Foreign Language and Research Techniques An individual’s dissertation adviser and committee, with the approval of the Executive Committee, may require a student: (1) to acquire a working knowledge of a foreign language or languages in which there is a substantial body of literature relevant to the student’s research; (2) to acquire functional mastery of computer programming; and/or (3) to acquire mastery of advanced statistical techniques. Should the student be required to develop such skills, the Executive Officer must be notified of this requirement, in writing, by the student’s mentor.

Second Examination Upon completion of course requirements, the student is required to take the Second Examination, a comprehensive examination in the student’s major area within educational psychology.

School Psychology Students are required to complete a two-hour course using the New York State-mandated curriculum in the “Identification and Reporting of Child Abuse” prior to graduation from the program.

Dissertation The student is advanced to candidacy upon completion of the program requirements. The dissertation must be approved by a sponsoring committee of three members and must be successfully defended by the student in an oral examination.

School Psychology students, having completed all program requirements except the internship, may still advance to candidacy. However, the dissertation cannot be deposited and the degree will not be awarded until the internship is successfully completed. During the internship period, students are required to maintain matriculation.

Courses
No more than 9 credits in courses numbered 60000 may be credited toward the Ph.D. degree in educational psychology. These courses are listed in the individual college catalogs. Students will select these courses in consultation with their adviser. Unless otherwise stated, all courses are 30 hours, 3 credits.
Required Courses
EPSY 70200 Educational Psychology: History and Current Systems
EPSY 70500 Statistics and Computer Programming I
30 hours lecture, 30 hours laboratory, 3 credits
EPSY 70600 Statistics and Computer Programming II
30 hours lecture, 30 hours laboratory, 3 credits
EPSY 70700 Research Methods in Educational Psychology I
EPSY 89000 Supervised Research
0-3 credits
Supervised research under the direction of a staff member. All students in the doctoral program are required to enroll.

Elective Courses
EPSY 71100 Cognitive Development and Learning Processes in Education
EPSY 71300 Social and Motivational Development in Education
EPSY 71400 Instructional Issues: Individual Differences, Group Processes and School Context
EPSY 71500 Educational Problems in Inner City Schools
EPSY 71700 Language and Communicative Development: Research and Education
EPSY 71900 Theory and Application of Behavioral Techniques in Education Settings
30 hours plus conferences, 3 credits
EPSY 72000 Developmental Psychopathology Among School-Based Populations
EPSY 72100 Ethical and Professional Issues in School Psychology
EPSY 72300 Theories and Principles of Social Psychology: Applications to School Age Populations
EPSY 73000 An Introduction to Psychometrics
Prerequisite: EPSY 70600
EPSY 73100 Evaluation Research
Prerequisite: EPSY 70600
EPSY 73200 Introduction to Educational Policy Analysis
EPSY 75200 Theories and Instructional Issues in Learning Disabilities
EPSY 75300 Theories and Issues in Reading
EPSY 80800 Metacognitive and Cognitive Processes in Learning and Instruction
EPSY 80900 Health Education and Behavior Change
EPSY 81100 Self-Regulation of Academic Learning and Motivation
EPSY 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
EPSY 81600 Systems Theory in School and Family Functioning
EPSY 82001 Advanced Practicum in School Psychology I
45 hours, 3 credits
EPSY 82002 Advanced Assessment Practicum in School Psychology II
45 hours, 3 credits
EPSY 82100 Theories and Methods of Counseling School-Aged Youth
EPSY 82200 Biological Basis of Behavior: Theory and Research
EPSY 83200 Statistical Theories of Mental Testing
Prerequisite: EPSY 73000
EPSY 83300 The General Linear Model
Prerequisite: EPSY 70600
EPSY 83400 Path Analysis, Factor Analysis, and Structural Equation Models
Prerequisite: EPSY 70600 or equivalent
EPSY 83500 Categorical Data Analysis
Prerequisite: EPSY 70600 or equivalent
EPSY 83600 Applications of Bayesian Decision Theory to Educational and Psychological Problems
Prerequisite: EPSY 70600
EPSY 83800 Advanced Seminar in Educational Policy Analysis
EPSY 84000 Statistical and Research Design Consulting Seminar
EPSY 84100 Statistical Analysis with Missing Data
Prerequisite: EPSY 70600
EPSY 84200 Hierarchical Linear Models  
*Prerequisite: EPSY 70600 or equivalent*

EPSY 85000 Instructional Technology  
*Prerequisite: EPSY 71400*

EPSY 85100 Advanced Instructional Technology  
*Prerequisites: EPSY 71400, EPSY 85000*

EPSY 86000 Research in Theories and Issues in Comprehension and Composition: Part I

EPSY 86100 Research in Theories and Issues in Comprehension and Composition: Part II

EPSY 86200 Theory and Research in Early Literacy: The Pre-School and Early Elementary Years

EPSY 86300 Theory and Research on Literacy in School Settings: Grades 3 through 12

EPSY 86400 Theory and Research on Literacy: Adults

EPSY 86500 Theory and Research on Reading Disabilities  
45 hours, 3 credits

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

EPSY 87100 Research on Learning and Instruction in Mathematics

EPSY 87200 Applied Research Seminar in Problem Solving in Mathematics

EPSY 87300 Research on the Teaching of School Subjects

EPSY 88000 Seminars in Special Topics  
3 credits each

EPSY 89500 Independent Educational Psychology Research  
3 credits

EPSY 89501 School Psychology Independent Study I  
15 hours, 1 credit

EPSY 89502 School Psychology Independent Study II  
15 hours, 1 credit

EPSY 89801, 89802 Internship in School Psychology  
1 year, no credit

EPSY 90000 Dissertation Supervision  
1 credit

*offered infrequently*