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

Ph. D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

FALL 2015 COURSE LISTING: DESCRIPTIONS

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

**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 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 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 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 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 84200 – Hierarchical Linear Models
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 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 88000—Education Policy Analysis Using Large Data Bases

The course introduces advanced graduate students to an array of publicly available, high-quality databases that can be used to inform educational policy and practice. The objective is to: (1) increase students' familiarity with, and understanding of, large-scale national and international survey data made available by the U.S. Education Department and other large-scale surveys and assessments; and (2) introduce students to a variety of quantitative methods applicable for analyzing secondary data, including how to handle missing data, the use of design weights, item response theory, hierarchical linear models, and structural equation models.

Educational Psychology 89801 – 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.