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 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 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 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 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 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 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 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.