The Graduate School & University Center of the City University of New York

Ph.D. Program in Educational Psychology

Description of Major Concentration Areas (Specializations)

Fall 2012

A. Quantitative Methods in Educational & Psychological Research
B. Learning, Development, and Instruction
C. School Psychology
D. Educational Policy Analysis

¹The doctoral specialization in School Psychology is fully accredited by the Department of Education of the State of New York and the American Psychological Association. Information regarding APA accreditation can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 Phone: 202-336-5979.
A. **Quantitative Methods in Educational and Psychological Research**

The area of Quantitative Methods in Educational and Psychological Research trains students in the area of research methodology, emphasizing quantitative approaches to solving research problems in educational psychology and in the social sciences generally. Coursework covers the following areas: Psychometrics, the General Linear Model approach to statistical inference, Bayesian Decision Theory, Structural Equation Models, Categorical Data Analysis, Hierarchical Linear Models, Missing Data Analysis, Program Evaluation, and the use of the computer for data analyses. The program prepares students to work as researchers in educational and business settings.

**Program of Study**

The program of study includes a **minimum of 60 credits** in Educational Psychology and related fields. Students may enroll on a part-time or full-time basis.

**Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

70200  Educational Psychology: History and Current Systems,  3 credits  
70500  Statistics and Computer Programming I, 3 credits  
70600  Statistics and Computer Programming II, 3 credits  
70700  Research Methods in Educational Psychology, 3 credits

**TOTAL:** 12 credits
Area Courses (3 credits each)

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
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.

Total Credits: 12

Quantitative Methods in Educational and Psychological Research
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 Credits: 6
Major Courses (3 credits each)

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. Psych. 73000</td>
<td>An Introduction to Psychometrics</td>
</tr>
<tr>
<td>Ed. Psych. 73100</td>
<td>Evaluation Research</td>
</tr>
<tr>
<td>Ed. Psych. 83300</td>
<td>The General Linear Model</td>
</tr>
<tr>
<td>Ed. Psych. 83200</td>
<td>Statistical Theories of Mental Testing</td>
</tr>
<tr>
<td>Ed. Psych. 83400</td>
<td>Path Analysis, Factor Analysis, and Structural Equation Models</td>
</tr>
<tr>
<td>Ed. Psych. 83500</td>
<td>Categorial Data Analysis</td>
</tr>
<tr>
<td>Ed. Psych. 83600</td>
<td>Applications of Bayesian Decision Theory to Educational and Psychological Problems</td>
</tr>
<tr>
<td>Ed. Psych. 88000</td>
<td>Seminar in Special Topics</td>
</tr>
<tr>
<td>Statistics 9715</td>
<td>Probability Foundations of Statistics and Operations Research (Baruch)</td>
</tr>
<tr>
<td>Statistics 9719</td>
<td>Foundations of Modern Statistical Theory (Baruch)</td>
</tr>
<tr>
<td>Ed. Psych. 84100</td>
<td>Statistical Analysis with Missing Data</td>
</tr>
<tr>
<td>Ed. Psych. 84200</td>
<td>Hierarchical Linear Models</td>
</tr>
<tr>
<td>Ed. Psych. 89000</td>
<td>Supervised research (required of all students)</td>
</tr>
</tbody>
</table>

**TOTAL:** 24 credits
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.

Faculty

Sophia Catsambis, Ph.D., New York University
Alan L. Gross, Ph.D., Emeritus, Purdue University
Keith Markus, Ph.D., The Graduate Center, CUNY
Philip Ramsey, Ph.D., Hofstra University
David Rindskopf, Ph.D., (Area Head) Iowa State University
Charles Scherbaum, Ph.D., Ohio University
Carol Kehr Tittle, Ph.D., Emerita, University of Chicago
Jay Verkuilen, Ph.D., University of Illinois
B. **Learning, Development, and Instruction Major Area**

The concentration in Learning, Development, and Instruction is designed to prepare students to analyze and explain learning and development, in both formal and informal instructional contexts, to develop instructional procedures to enhance learning and development, and to evaluate the effectiveness of the process. Graduates who major in Learning, Development, and Instruction are eligible for a variety of research, teaching and administrative positions in public school systems, agencies devoted to education and evaluation, and universities. Students having completed an undergraduate degree program which involved at least 15 credits of coursework in psychology are eligible to major in Learning, Development, and Instruction. Students with graduate school degrees are also eligible and will be given advanced standing based on the relevance of their coursework to Learning, Development, and Instruction. The curriculum of this major will provide students with the theoretical foundations, research skills, and applied instructional training necessary for the Ph.D. degree. Particular areas of study include: Research on the Acquisition of Literacy and Research on Social Cognition and Self-Regulation.

**Program of Study**

The program of study includes a **minimum of 60 credits** in Educational Psychology and related fields.

**Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

- 70200 Educational Psychology: History and Current Systems, 3 credits
- 70500 Statistics and Computer Programming I, 3 credits
- 70600 Statistics and Computer Programming II, 3 credits
- 70700 Research Methods in Educational Psychology, 3 credits
Major Area Concentrations, Fall 2012

**TOTAL:** 12 credits

### Area Courses (3 credits each)

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**

- 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.

**Total Credits: 12**

**Quantitative Methods in Educational and Psychological Research**

- 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

**Required Courses: 6 credits**

**Total Credits: 6**
**Major Courses** (3 credits each)

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

- 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
- 71500 Educational Problems in Inner City Schools
- 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
- 75200 Theories and Issues in Learning, Development, Disabilities
- 75300 Theories and Issues in Reading
- 80800 Metacognitive and Cognitive Processes in Learning Disabilities
- 80900 Health Education and Behavior Change
- 81100 Self-Regulation of Academic Learning and Motivation
- 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
- 85000 Instructional Technology
- 85100 Advanced Instructional Technology
- 86000 Research in Theories and Issues in Comprehension and Composition: Part I
- 86000 Research in Theories and Issues in Comprehension and Composition: Part II
- 86200 Theory and Research in Early Literacy: The Pre-School and Early Elementary Years
- 86300 Theory and Research on Literacy in School Settings: Grades 3 through 12
- 86400 Theory and Research on Literacy: Adults
- 86500 Theory and Research on Reading Disabilities
Major Area Concentrations, Fall 2012

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<thead>
<tr>
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<tr>
<td>87000</td>
<td>Cognitive Structures and Processes and the Development of Understanding in Mathematics in Educational Settings</td>
</tr>
<tr>
<td>87100</td>
<td>Research on Learning, Development, and Instruction in Mathematics</td>
</tr>
<tr>
<td>87200</td>
<td>Applied Research Seminar in Problem Solving in Mathematics</td>
</tr>
<tr>
<td>87300</td>
<td>Research on the Teaching of School Subjects</td>
</tr>
<tr>
<td>88000</td>
<td>Seminar in Special Topics</td>
</tr>
<tr>
<td>89000</td>
<td>Supervised research (required of all students)</td>
</tr>
</tbody>
</table>

Total Credits: 18

**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.

**Faculty**

Daisuke Akiba, Ph.D., Brown University  
Eleanor Armour-Thomas, Ed.D., Teachers College, Columbia University  
Peggy Chen, Ph.D., CUNY Graduate Center  
Linnea C. Ehri, Ph.D., University of California, Berkeley  
Penny Hammrich, Ph.D., University of Minnesota  
Hope Hartman, Ph.D., Rutgers University  
Bruce Homer, Ph.D., University of Toronto  
Helen Johnson, Ph.D., University of Wisconsin, Madison  
Mario Kelly, Ed.D., University of Rochester  
Ellen Mandinach, Ph.D., Stanford University  
David Podell, Ph.D., New York University  
Gaoyin Qian, Ph.D., University of Georgia  
Marilyn Rousseau, Ph.D., Florida State University  
Hollis Scarborough, Ph.D., Brooklyn College  
Barry Zimmerman (Area Head), Ph.D., University of Arizona
C. **School Psychology Major Area**

School Psychology is a professional discipline that seeks to enhance the psychological and educational well-being of children, adolescents, adults, and families through the provision of scientifically derived assessment, consultation, and intervention procedures. The philosophical goals of the CUNY Graduate Center - Queens College School Psychology Specialization are to: (a) provide comprehensive coverage of the core areas of psychology with an emphasis on empirically derived precepts and principles, (b) facilitate the development of research skills through course work in statistics, psychometrics, and participation in supervised research courses and through attendance at research-oriented psychological conferences, and (c) to develop clinical competencies through applied training involving psychological assessment, consultation, and intervention skills.

Students can enter the Graduate Center-Queens College School Psychology Specialization either with or without a prior certificate in school psychology. Bachelor or MA/MS-level graduates (who do not hold a certificate in school psychology and who wish to pursue a course of full-time doctoral study in the area of school psychology) will graduate with a Ph.D. in Educational Psychology - Area: School Psychology and a Certificate in School Psychology.

**Program of Study**

The program of study for students entering with their certificate in school psychology is 60 credits. For students without certification the program of study is 105 credits.
Major Area Concentrations, Fall 2012

**Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

- 70200 Educational Psychology: History and Current Systems, 3 credits
- 70500 Statistics and Computer Programming I, 3 credits
- 70600 Statistics and Computer Programming II, 3 credits
- 70700 Research Methods in Educational Psychology 3 credits

**TOTAL:** 12 credits

**Area Courses**

All students majoring in the School Psychology Area must take the following 4 courses from the Learning, Development and Instruction area:

- 71100 Cognitive Development and Learning Processes in Education
- 71300 Social and Motivational Development in Education
- 71900 Theory and Application of Behavioral Techniques in Educational Settings
- 72000 Developmental Psychopathology Among School Based Populations

**Total Credits: 12**

**Quantitative Methods in Educational and Psychological Research**

- 73000 An Introduction to Psychometrics (Required for School Psychology students)

School Psychology students choose one additional advanced quantitative course from the following four courses:

- 83300 The General Linear Model
- 83400 Path Analysis, Factor Analysis, and Structural Equation Models
- 83500 Categorical Data Analysis: Log Linear Models
- 84200 Hierarchical Linear Models

**Total Credits: 6**
**Major Area Courses**

For students entering without a school psychology certificate, the following courses offered at Queens College are required:

QC ECP 766  Fieldwork in School Psychology  
QC ECP 768  Internship  
QC ECP 769  Internship  
QC ECP 771  Professional Issues in School Psychology  
QC ECP 772  Theories and Practice in Assessment of Intelligence and Cognitive Functioning I  
QC ECP 773  Theories and Practice in Assessment of Intelligence and Cognitive Functioning II  
QC ECP 774  Theories and Practice of Personality Evaluation I  
QC ECP 775  Theory and Practice of Personality Evaluation II  
QC ECP 777  Practicum in School Psychology  
QC ECP 778  Counseling Techniques for School Psychologists  
QC ECP 779  Multicultural Issues in School Psychology  
QC ECP 860  Human Development  
QC ECP 863  Exceptionality of Human Development  
QC ECP 867  Consultation in School Psychology  
QC ECP 868  Advanced Counseling Practicum  

**TOTAL:** 48 credits
In addition, students entering without prior certification are required to take the following courses:

- 72100 Ethical and Professional Issues in School Psychology
- 72300 Theories and Principles of Social Psychology: Applications to School Age Populations
- 81600 Systems Theory & Family Functioning
- 82001 Advanced Practicum in School Psychology I
- 82002 Advanced Assessment Practicum in School Psychology II
- 82100 Theories and Methods of Counseling in School-Aged Youth
- 82200 Biological Basis of Behavior: Theory and Research
- 89000 Supervised research
- 89501 School Psychology Independent Study I
- 89502 School Psychology Independent Study II
- 89801 Internship in School Psychology (0 credits)
- 89802 Internship in School Psychology (0 credits)
- 90000 Dissertation Supervision (1 credit)

Students entering with a Certificate are required (in addition to the 12 credits of Required Courses, and the 18 credits of Area Courses) to take the following courses: 72100, 72300, 82001, 82002, 82100, 82200, 89000, 89501, 89502, 89801, 89802. In addition, Certificate students need to complete a graduate course in the area of Multicultural Issues in School Psychology. This requirement can be satisfied by a previously taken graduate course (must be approved by advisor), or taking one of the following two courses offered at Queens College:

- ECP 779 Multicultural Issues in School Psychology
- ECP 861 Bilingual-Multicultural Assessment in School Psychology

Total Credits: 30
Faculty

The core faculty for the Integrated Graduate Center - Queens College Program is drawn from the graduate faculties at both campuses. In addition faculty from other institutions may also contribute to the program.

Erin Ax, Ph.D, University of South Florida
Marian Fish, Ph.D., Columbia University
David Goh, Ph.D., University of Wisconsin-Madison
Mary Kopala, Ph.D., Pennsylvania State University
Emilia Lopez, Ph.D., Fordham University
Roslyn Ross, Ph.D., New York University
Georgiana Tryon, Ph.D., Kent State University
D. **Educational Policy Analysis**

The increased application of sophisticated research designs and statistical methods to critical educational policy problems is an important recent development. Examples of such problems include: are private schools superior to public schools in producing academic achievement? What have been the effects of integration on student achievement and race attitudes? How bad is the drug problem among students, and which programs to reduce drug use have had an effect?

Researchers who conduct rigorous empirical studies which address these types of issues must be trained in two areas. First, they must have substantive knowledge of the educational, psychological, social and institutional issues which underlie the policy questions. Second, they must possess strong statistical, design, and measurement skills in order to successfully execute complex large scale studies. Coursework in the Educational Policy Analysis major addresses both areas.

**Program of Study**

Preference will be given to students who have an undergraduate major either in a social science field, or in a field with strong mathematical training. Students majoring in Educational Policy Analysis are required to complete a minimum of 60 credits.

**Required Core Courses**

The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

- 70200 Educational Psychology: History and Current Systems, 3 credits
- 70500 Statistics and Computer Programming I, 3 credits
- 70600 Statistics and Computer Programming II, 3 credits
- 70700 Research Methods in Educational Psychology, 3 credits

**TOTAL:** 12 credits
Major Area Concentrations, Fall 2012

**Area Courses** (3 credits each)

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**

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.

**Total Credits: 12**

**Quantitative Methods in Educational and Psychological Research**

73000  An Introduction to Psychometrics  
73100  Evaluation Research  
83300  The General Linear Model  
83400  Path Analysis, Factor Analysis, and Structural Equation Models  
83500  Categorial Data Analysis  
84200  Hierarchical Linear Models

**Total Credits: 6**
Major Area Courses (3 credits each)

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

- EdPsy 73000  Psychometrics
- EdPsy 83200  Statistical Theories of Mental Testing

Statistical Models and Methods for Policy Analysis

- EdPsy 73100  Evaluation Research
- EdPsy 83300  General Linear Model
- EdPsy 83400  Path, Factor, Structural Equations
- EdPsy 83500  Categorica Data Analysis
- EdPsy 83600  Bayesian Decision Theory
- EdPsy 84100  Statistical Analysis with Missing Data
- EdPsy 84200  Hierarchical Linear Models
Major Area Concentrations, Fall 2012

Survey Methodology

Soc. 72200 Demography and Population Problems
Soc. 71000 Methods of Sociological Research
Sta. 971000 Sampling Theory and Practice
Soc. 81900 Selected Topics in Sociological Statistics: Analysis of Longitudinal Data
Soc. 81902 Selected Topics in Sociological Statistics: Analyzing Large National Data Sets

Policy-Relevant Courses (Choose 5, must include Ed. Psych. 732,838)

EdPsy 73200 Introduction to Educational Policy Analysis
EdPsy 83800 Advanced Seminar Educational Policy Analysis
Soc. 84701 Selected Topics in Inequality
EdPsy 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
Soc. 84503 Sociology of Education
Pol. Sci. 73100 Public Administration
Pol. Sci. 73400 Ethics and Decision-Making in Public Policy Analysis
Pol. Sci. 73700 Introduction to Policy Process
Pol. Sci. 73800 Policy Analysis
Pol. Sci. 73900 Seminar in Public Policy Formulation and Implementation
Pol. Sci. 7391/9 Selected Topics in Public Policy
Pol. Sci. 74000 Seminar in Public Policy Evaluation
Pol. Sci. 8253/9 Selected Topics in Public Policy and Public Administration
Pol. Sci. 83300 Public Policy Research Seminar
Pol. Sci. 8351/9 Selected Seminar Topics in Public Policy
Additional Requirements

(A) 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.

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

(C) 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.

Faculty

David Rindskopf, Ph.D., Iowa State University
Irvin Schonfeld, Ph.D., The Graduate School & University Center, CUNY
Carol Kehr Tittle, Ph.D., Emerita, University of Chicago
Jay Verkuilen, Ph.D., University of Illinois
Barry Zimmerman, Ph.D., University of Arizona