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## EDUCATIONAL PSYCHOLOGY (Ph.D.)

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*Executive Officer:* Professor Mary Kopala

The Graduate Center

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### **FACULTY (AS OF JULY 2009)**

Daisuke Akiba ■ Eleanor Armour-Thomas ■ Sophia Catsambis ■ Peggy P. Chen ■ Robin S. Coddling ■ Shirley Cohen ■ Linnea C. Ehri ■ Marian C. Fish ■ Bert Flugman ■ David S. Goh ■ Dominic F. Gullo ■ Jeffrey M. Halperin ■ Penny L. Hammrich ■ Hope Hartman ■ Bruce D. Homer ■ Ida Jeltova ■ Helen Leos Epstein Johnson ■ Mary Kopala ■ David Lavin ■ Joseph LiPuma ■ Emilia Lopez ■ Keith, A. Markus ■ Manuel Martinez-Pons ■ John Pelliteri ■ Gaoyin Qian ■ Philip H. Ramsey ■ David Rindskopf ■ Roslyn P. Ross ■ Hollis Scarborough ■ Charles A. Scherbaum ■ Irvin S. Schonfeld ■ Lea A. Theodore ■ Georgiana Shick Tryon ■ Jay Verkuilen ■ Jason R. Young ■ Barry J. Zimmerman

*For the most up-to-date faculty listings and specializations, see the program's Web site.*

### **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 instructional 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 Educational 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 Psychological 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 examinations, to demonstrate research ability by independently planning and conducting investigations, 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 students 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 expected 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 statistics. A maximum of 6 credits of these 15 may be in child and/or adolescent development or educational 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.

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*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 and approval of the dissertation topic by the Executive Committee. 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 by having their dissertation topic approved. 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.

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## **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*

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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