

DIVISION OF EDUCATIONAL PSYCHOLOGY AND METHODOLOGY

Three graduate programs are offered within the Division of Educational Psychology and Methodology: a doctoral program with concentrations in learning-instruction, developmental, methodology, special education, and school learning in mathematics, science, or foreign language education (in conjunction with faculty from the Division of Educational Theory and Practice); a master's program in educational psychology and methodology; and a 60-credit certificate program to prepare educational research specialists. Information is available on the Web at www.albany.edu/educational_psychology

Program Leading to the Degree of Doctor of Philosophy in Educational Psychology

Professional training in educational psychology relates human behavior, cognition, and development to the educational process as it occurs in the home, in peer groups, in schools, and in the workplace. This is a research-based program of study where students are trained to conceptualize research problems, design research strategies, and conduct studies within the broad framework of educational psychology. This training is accomplished through a course of study that provides a foundation in psychological theories of learning, human development, statistics, measurement and evaluation, individual differences and special education, and research methods. Graduates of this program are prepared to assume positions as college and university teachers, research scholars, and practitioners for a wide variety of professional careers in state and national agencies that deal with policy development and practices. This program is approved by the New York State Division of Education, although it is not a licensure qualifying program.

Requirements for Admission

In addition to the general University requirements for admission to graduate study, for admission to graduate work *without deficiencies* in the Division of Educational Psychology and Methodology, candidates must present a minimum of 12 credits of undergraduate or graduate coursework in psychology, educational psychology, education, or related fields. Typical requisites for admissions include:

A. At least one of the following:

- A 3.0 cumulative average in the applicant's last 60 hours of undergraduate course work.
- A 3.2 cumulative average in a master's degree program
- A 3.5 cumulative average in 9 hours of graduate study taken before admission

B. Acceptable scores on the Graduate Record Examination (Verbal and Quantitative Tests)

C. A well-written personal statement that reflects the applicant's knowledge of and interest in doctoral study in educational psychology, and reveals a match between the applicant's goals and the program offerings.

D. Three letters of recommendation, including at least 2 letters from instructors or professors familiar with the applicant's previous academic work.

Diversity among student backgrounds and views is desired. To this end, the admissions committee also considers applicants' accomplishments and personal qualities as reflected in their application statements and recommendations.

Application

Applications should be received in the Office of Graduate Admissions by January 15th, Successful applicants normally commence their doctoral studies in the subsequent fall semester. The Division of Educational Psychology and Methodology welcomes applications from qualified overseas students. Applicants whose native language is not English are required to submit scores on the Test of English as Foreign Language (TOEFL) administered by the Educational Testing Service. (The university requires a minimum score of 213 on the TOEFL test.)

Program of Study (72 credits minimum)

Candidates in this program of study and research must complete at least 72 credits of graduate coursework, approved by their faculty advisor, that satisfy the following requirements:

1. E Psy 630 Statistical Methods II
2. A foundational core of 5 courses (15 credits) at the 500/600 level must be completed by all students. At least 3 of these courses must be completed within the division. This core includes one course from five of the six following areas:
 - Development
 - Learning
 - Individual differences and special education
 - Research methods

- Measurement and evaluation
 - Statistics
3. In addition to this core, a doctoral sequence of courses (27 credits) at the 600/700 level must be completed by all students. A majority of these courses should be completed within the division. The doctoral sequence must be coherent with respect to student interests and goals, with that coherence consistent with educational psychology as a scientific discipline. This sequence includes at least one course from five of the six following areas:
 - Development
 - Learning
 - Individual differences and special education
 - Measurement and evaluation
 - Research methods
 - Statistics
 4. At least 24 credits in research must be completed by all students. These credits must be distributed in the following way:
 - At least 12 credits for a masters thesis (E Psy 699) or Research Apprenticeship (E Psy 797)
 - No more than 6 dissertation credits (E Psy 899) may be applied to the 72 credit degree total. These must be completed over a minimum of two semesters.
 - The remaining credits may be satisfied by research based independent study(ies), or by additional Research Apprenticeship credits.
 5. Professional Apprenticeship (E Psy 780) – 3 credits
 6. Research tool requirement
 7. Pre-dissertation research requirement
 8. Comprehensive examination
 9. Dissertation

Pre-Dissertation Research Requirement

The purpose of the pre-dissertation research requirement is to ensure that students engage in the research process prior to the initiation of the dissertation process. The proposed model for implementation embodies an apprenticeship or mentoring perspective; that is, students are provided opportunities to engage in research activities in collaboration with or supervised by faculty. Most students satisfy this requirement in the context of a research apprenticeship (EPSY 797).

Specific objectives include:

1. Development of knowledge and skills relevant to the conduct of psychological and educational research, through active participation in independent (supervised) or collaborative research activities.
2. Supervised experience in the conduct of research, optimally including participation in all phases of the research process from question/hypothesis formulation to preparing a written report for professional publication or presentation.
3. Provision of opportunities to develop professional credentials through professional publications and presentations.

To satisfy this requirement, there must be a product of the research experience, such as a research report, poster, a conference presentation, or a paper submitted for publication.

Because they include such products, the following research experiences satisfy the predissertation research experience, without specific approval by the Predissertation Research Committee:

1. The “special project” for EPSY 680 (Research Project in Educational Psychology).
 1. The “culminating project” for the CAS.
 2. EPSY 890 (Research and Independent Study) if it had been approved as satisfying the “special project” requirement for the masters degree.
 3. A masters thesis done within the division.

Whether the following types of research experiences satisfy the predissertation research criteria is considered less clear-cut:

1. EPSY 697 (Independent Study in Educational Psychology).
2. EPSY 797 (Research Apprenticeship).
3. EPSY 890 (Research and Independent Study) completed for purposes other than to satisfy the “special project” requirement for the masters degree.
4. Research products (papers, conference presentations, posters) that were co-authored.
5. Research done in affiliation with one or more faculty members.
6. A masters thesis done at another institution or outside of the division.

In these less clear-cut situations, students are to submit their product to the Predissertation Research Committee, together with a written statement of their own contribution to the research project. The faculty supervisor is to provide a written confirmation of the student’s role. It is not required that the student be the sole or first author of the research paper or other product.

Comprehensive Examinations

Two formats for the comprehensive exam are available.

- A. Review paper and research proposal, or
- B. Two take-home exams:
 - (1) Learning/Development, usually offered in January, and
 - (2) Methodology, usually offered in summer.

Students should select a format after consultation with their advisor.

Research Tool Requirement

To fulfill the research tool requirement, three options are available to students:

1. A student, with the advice and consent of the advisor, should take and pass (with a grade of B or higher, B minus is not acceptable) at least one course (minimum of 3

- hours) covering an area of research methodology appropriate to the student's research focus. It is incumbent on the student to present a supporting rationale to the advisor. A list of divisionally approved courses, which will be reviewed and revised periodically, will be made available to faculty and students. If the student wishes to take a course not on the current list, he or she may petition the Research Tool Committee for approval.
2. Students may make a proposal and carry out a specific project, or series of projects, on aspects of research methodology. The proposal must spell out in some detail the research competencies he or she anticipates will ensue from this work. Such work will often entail demonstrating ability to use the computer to carry out various data analyses. Satisfactory interpretation of results will be part of this requirement. The Research Tool Committee will deal with each student who chooses this option on a case by case basis.
 3. Students may choose to author (or in some cases) to co-author an article on some aspect of either statistics or research methodology. The paper should be written as if to be published, and will generally entail close supervision by one or more faculty. This proposal is to be submitted to the Research Tool Committee for approval.

Professional Apprenticeship

Doctoral students are required to complete one semester (3 credits) of an apprenticeship relevant to their professional goals. This apprenticeship is ordinarily served as an instructor of an undergraduate course in educational psychology. Other apprenticeships may be served as test and measurement consultants in the Test Library, or as academic advisors to masters students. Apprenticeships are closely mentored by faculty, and there is a regular seminar for apprentice instructors.

Full Time Study in Residence

Students are not required to meet this requirement.

Admission to Candidacy

A student is admitted to candidacy for the degree of Doctor of Philosophy in educational psychology upon the following:

1. Satisfactory record in course and seminar study; at least a B (3.0) average in all resident graduate courses applicable to the degree;
2. Satisfactory completion of research tool requirement with at least a B grade (B minus is not acceptable);
3. Satisfactory completion of the comprehensive qualifying examination;
4. Satisfactory completion of the pre-dissertation requirement;
5. Final approval of the dissertation proposal.

Dissertation

In general, the Ph.D. dissertation serves multiple purposes, which might be broadly classified as follows:

1. A substantive and original contribution to knowledge, grounded in the discipline of Psychology, with application to Education.

2. A demonstration of mastery of a body of techniques and methods which render one's conclusions defensible on methodological grounds.

Master of Science in Educational Psychology and Methodology

This degree program is designed for students seeking a broad foundation in educational psychology. It is valuable to students with specific interests across the areas of human development, learning, individual differences and special education, measurement and evaluation, and research methods. For students wishing to make their provisional New York State teaching certificate permanent, this degree will provide the appropriate coursework. (Note: New York State also requires two years of professional teaching experience for permanent certification.) Students are advised that NY State certification requirements are changing in 2004, and that the MS degree in Educational Psychology and Methodology has been modified to meet the new certification needs.

In 2004 and subsequently, applicants must specify if their purpose in completing the MS degree is to gain teacher certification. There are special admission requirements for such applicants, and the course selections are more narrowly specified, as described below.

Admission Requirements

A. Prior coursework: In addition to the general University requirements for admission to graduate study, for admission to graduate work in the Division of Educational Psychology and Methodology without deficiencies, candidates must present a minimum of 12 credits of undergraduate work or graduate work in psychology, educational psychology, education, or related fields.

B. At least **one** of the following:

- a 3.0 (out of 4.0) cumulative average in the applicant's last 60 hours of undergraduate coursework, or
- a 3.5 cumulative average in 9 hours of graduate study taken before admission, or
- acceptable scores on the Graduate Record Examination (Verbal and Quantitative).

C. Personal statement: A well-written essay that reflects the applicant's knowledge of and interest in educational psychology and methodology, and reveals a match between the applicant's goals and the program offerings.

D. Letters of recommendation: Three letters of recommendation, including at least two letters from instructors or professors familiar with the applicant's previous academic work.

E. Resume: Optional

Diversity among student backgrounds and views is desired. To this end, the admissions committee also considers applicants' accomplishments and personal qualities as reflected in their application statements and recommendations.

Additional Requirement for Applicants Who Seek Professional Teaching Certification

Because of changes in New York State in 2004 regarding teacher certification, applicants who seek to use the MS degree to gain Professional Teaching Certification must submit evidence that they have an Initial Teaching Certificate at the Childhood Education and/or at the Middle Childhood Education Level.

Application

Applications for the MS program will be accepted in the Office of Graduate Admissions throughout the year but applicants are advised that they must apply by the dates given below to be assured that their application materials will be processed in time for program commencement at the beginning of the semester indicated.

For a summer semester or fall semester start date: March 1st application deadline.

For a spring semester start date: October 15th application deadline.

Applicants are also advised that their chances of receiving financial assistance are greater if they apply early and commence their studies in the fall semester.

Applicants who do not apply in time for consideration for their preferred start date may be advised to apply for non-degree study in the interim. Satisfactory and suitable work in such non-degree study may be transferred into their masters program *provided that the admissions committee admits the student into the masters program.*

The Division of Educational Psychology and Methodology welcomes applications from qualified overseas students. Applicants whose primary language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The university requires a minimum score of 213 on the TOEFL test.

Program of Study

Candidates for the degree must complete a minimum of 30 hours of graduate credit as approved by their faculty advisor that satisfies the requirements listed below.

A. A foundational core of 6 courses (18 credits) at the 500/600 level must be completed by all students. At least 3 of these courses must be completed within the division. This core includes one course in each of the following areas:

Development

Learning
Individual differences and special education
Research methods
Measurement and evaluation
Statistics

B. Of the remaining 12 credits, 3 courses (9 credits) should be taken within the division (at least 6 hours of these at the 600 or above level), and 1 course (3 credits) outside the division.

C. Within the 30 credits, the student should complete a special project. This may be satisfied by completing EPSY 680 (Research Project in Educational Psychology). Students may also fulfill this requirement by completing EPSY 697 (Independent Study in Educational Psychology), or EPSY 699 (Master's Thesis), if 697 or 699 are equivalent in scope to the special project of 680.

Student Goals

The particular courses selected within the above general degree structure will vary according to whether the student is seeking a broad introduction to the field of educational psychology or is seeking teacher certification.

Students who have Initial Teaching Certification and are seeking to gain Professional Teaching Certification must take specified courses within the general degree structure above, whereas other students may (with the guidance of their advisor) exercise a greater choice of courses.

Students seeking teacher certification must include the following courses in their program of study:

Research Methods – EPSY 680 Research Project in Educational Psychology.

Measurement and Evaluation – EPSY 540 Assessment in Education.

Statistics – EPSY 531 Understanding & Teaching Scientific Inquiry & Basic Data Analysis.

Elective 1 Within Division – EPSY 615 Application of Cognitive Theories to Language Arts & Social Studies.

Elective 2 Within Division – EPSY 616 Application of Cognitive Theories to Math, Science and Technology.

Certificate of Advanced Study in Educational Research

This graduate program is designed for students seeking professional level skills in inquiry (i.e., evaluation, measurement, research, and statistics). It requires at least 60 credits of graduate coursework. This degree qualifies graduates for responsible positions in federal, state, and local

agencies, regional laboratories, and public and private schools as policy development and evaluation specialists or researchers. Students should note that NY State does not recognize the CAS for certification purposes.

Requirements for Admission

In addition to the general University requirements for admission to graduate study, for admission to graduate work without deficiencies, candidates must present a minimum of 12 credits of undergraduate coursework in psychology, educational psychology, education, or related fields. Typical requisites for admission include at least **one** of the following:

- a 3.0 cumulative average in the applicant's last 60 hours of undergraduate course work
- a 3.5 cumulative average in 9 hours of graduate study taken before admission
- acceptable scores on the Graduate Record Examination (Verbal and Quantitative)

Diversity among student backgrounds and views is desired. To this end, the admissions committee also considers applicants' accomplishments and personal qualities as reflected in their application statements and recommendations.

*Admission and program guidelines depend upon the student's preparatory program, as follows:

*Ph.D. students in Educational Psychology need not apply in advance for the CAS. They may count any Ph.D. coursework for the CAS, provided it meets CAS requirements.

*All other students (MS students in Educational Psychology, and students from other programs outside of the Division of Educational Psychology and Methodology) must apply for admission to the CAS program. Such students require at least 21 credits unique to the CAS degree (i.e., not counting towards any other degrees).

*Students who have completed the MS degree in Educational Psychology may count the 30 credits for this degree towards the CAS, provided they meet CAS requirements.

Note that university policy requires that at least half of the 60 credits needed must be completed at the University at Albany (rather than transferred from another institution).

Application

Applications will be accepted in the Office of Graduate Admissions throughout the year. However, opportunities for assistantships may be greater for students who apply by January 15th.

Program of Study (60 credits minimum)

A minimum of 60 credits, distributed as described below, is needed to graduate.

1. A foundation core of 6 courses (18 credits) at the 500/600 level. At least 3 of these courses must be completed **within** the division. This core includes one course in each of the following six areas:
 - Development (3 credits)
 - Learning (3 credits)
 - Individual differences and Special education (3 credits)
 - Research Methods (3 credits)
 - Measurement and Evaluation (3 credits)
 - Statistics (3 credits)
2. An additional six courses (18 credits at 600 level or above) in Evaluation, Measurement, Research, or Statistics. At least three of these courses (9 credits) must be taken within the division.
3. Four courses (12 credits) in a concentrated area of study (e.g. learning/development, instruction, evaluation, educational leadership, reading, statistics, etc.). Include approved transfer courses. This area should be approved by the advisor.
4. 12 credits of Practicum, Field Experience, or Internship in Educational Research, as approved by advisor. This should be completed after admission to the CAS.

Note: Within the 60 credits, the student is required to complete a culminating project. Ordinarily this would be completed as part of the experiences associated with #4, above.

Courses in Educational Psychology

E Psy 501 Behavioral Adaptation to School and Society (3)

Methods of studying behavior; modifiability of attitude, conflict, and emotion; constructive measures for aiding pupils to adjust to complex situations.

E Psy 502 Educational Psychology (3)

This course focuses on the core principles and theories of learning and instruction which have evolved through research in the fields of education and psychology. Major topics include: current theories of learning and cognitive development, academic motivation, social and emotional development, instruction in the content areas, and assessment. Prerequisite: None. Not open to students with credit in E Psy 200.

E Psy 521 Development in Childhood (3)

This course focuses on the young child (birth through age 11), especially the development of cognition and social-emotional characteristics. Emphasis will be placed on major developmental

theories, methods of studying child development, and the implications of child characteristics for instruction, assessment, and the attainment of the NYS Learning Standards. Prerequisite: None .

E Psy 522 Adolescent Development (3)

This course focuses on development during middle childhood and adolescence (ages 10 through 18) with emphasis on the interaction of biological, psychological, and school forces. Topics include individual and group differences, their implications for teaching and advising students, general theories of adolescent development, and a variety of issues facing adolescents.

E Psy 530 Statistical Methods: I (3)

Descriptive statistics including measures of central tendency and variability, correlation and regression. Introduction to statistical inference, including sampling distributions, significance tests, confidence intervals, and power of tests of significance.

E Psy 531 Understanding and Teaching Scientific Inquiry and Basic Data Analysis (3)

Introduction for teachers to methods for collection, summarization, analysis and presentation of quantitative and qualitative data. Topics include the role of bias, random selection, stratification, hypothesis testing, models and design for scientific inquiry, and probabilistic models for inference. Includes methods to teach these concepts in accordance with NYS Learning Standards. Prerequisite: None.

E Psy 540 Assessment in Education (3)

Theory and practice of assessment for teachers and other professionals. Emphasis on classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Assessments used for improving student performance and teaching practice. Prerequisite: None.

E Psy 550 Educational Research Problems (3)

Principles and procedures of educational research; interpretation of educational statistics; organization and presentation of research reports.

E Psy 606 Field Experience in Educational Research (2-4)

Supervised field experience in educational research. Open only to graduate students in educational psychology and methodology.

E Psy 610 Advanced Educational Psychology: Learning and Instruction (3)

Theories of learning; educational practices in light of research on learning. Prerequisite: E Psy 502 or E Psy 521 or ETAP 519. (Learning in the Academic Disciplines) or equivalent.

E Psy 611 Advanced Topics in Learning (3)

Topics emphasized in this course will build upon those taught in E Psy 610, allowing students to more intensely focus on selected learning theories. Specific topics may include, but are not limited to, the development of self-regulation, cognitive strategy instruction, cooperative learning, problem solving, learning for transfer and guided participation. Prerequisite: EPSY 610 or equivalent.

E Psy 612 Motivation (3)

This course will examine theories and research on motivation as applied to school learning and behavior. Emphasis will be placed on cognitively-based theories of motivation. Prerequisite: E Psy502 or course in learning; and a course in research methodology such as E Psy 530 or E Psy 531.

E Psy 614 Children's Learning (3)

Readings and discussion of theoretical and research literature on children's developmental learning processes, with emphasis on contributions of experimental psychology. Literature review on a selected research topic and development of a research proposal.

E Psy 615 Application of Cognitive Theories to English Language Arts and Social Studies (3)

The Elementary and Intermediate New York State Learning Standards in English Language Arts and Social Studies will serve to focus reading and discussion of research on how cognitive theories of learning can be applied in the pursuit of educational goals for these domains. Prerequisites: E Psy 502 or E Psy 521 or ETAP 519 or equivalent.

E Psy 616 Application of Cognitive Theories to Math, Science, and Technology (3)

The Elementary and Intermediate New York State Learning Standards in Math, Science, and Technology will serve to focus reading and discussion of research on how cognitive theories of learning can be applied in the pursuit of educational goals for these domains. Prerequisites: E Psy 502 or E Psy 521 or ETAP 519 or equivalent.

E Psy 620 Advanced Adolescent Development (3)

This course will examine research and theory relating to intellectual, social, physical, and emotional development during adolescent years. Contrasting theoretical approaches and issues, as well as some applied concerns, will be addressed. Students will be required to do a theoretical paper and a paper on an applied topic. Prerequisite: Graduate course in child development or permission of instructor.

E Psy 623 Advanced Developmental Psychology (3)

Emphasis on human development research and theory for children in the school years. Students will be expected: (1) to analyze critically selected developmental research; (2) to compare research methods within developmental psychology; and (3) to participate in ongoing developmental research.

E Psy 630 Statistical Methods: II (3)

Emphasis is on statistical inference. Topics include one- and two-way analysis of variance, multiple comparison tests, correlation and regression techniques, chi square, and nonparametric statistics. Prerequisite: EPsy 530 or equivalent.

E Psy 633 Nonparametric and Distribution-Free Statistics (3)

Designed to familiarize the student with nonparametric and distribution-free statistics. Methods and techniques that have broad utility for social science research (i.e., education, sociology, and psychology.) Application, particularly, to binomial or related distributions. Prerequisite: E Psy 530 or its equivalent.

E Psy 640 Educational and Psychological Measurement (3)

Principles and concepts of measurement; validity and reliability of tests; norms; standardized tests of aptitude and achievement; measures of interests and other personality traits. Prerequisite: E Psy 530 or equivalent.

E Psy 642 Social Issues in Testing (3)

A study of social issues related to the use of tests for critical employment, admissions, and competency decisions. Consideration is given to legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Research project is required.

E Psy 660 Psychological Factors in Educating Emotionally Disturbed and Minimally Neurologically Impaired (3)

Nature of severe emotional disturbance, social maladjustment, and subtle neurological dysfunctioning; effect of such problems on school behavior and learning; methods of classroom management; use of other professionals.

E Psy 670 Mental Retardation: Nature and Consequence (3)

In-depth investigation of psychological and education sequel of mental retardation as a developmental disability. Emphasis on etiology, theory, learning, and adaptive characteristics and approaches of educational and sociological systems in providing services to retarded individuals.

E Psy 680 Research Project in Educational Psychology (3)

Methods for designing and conducting quantitative and qualitative educational and psychological studies, and for summarizing and interpreting newly collected or already existing data. Students will complete an appropriate special project in their area of expertise or interest. Prerequisite: E Psy 530, E Psy 531, or equivalent.

E Psy 687 Institute in Education (2-9)

Special course, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. Available for division use and subject to division approval.

E Psy 697 Independent Study in Educational Psychology (2-6)

Student will complete a special project under faculty supervision. Prerequisite: Consent of Instructor.

E Psy 699 Master's Thesis (2-6)

E Psy 700 History and Systems of Educational Psychology (3)

Primarily for educational psychology graduate students. Intellectual history of ideas that have led to the present discipline; changing views of the process of education, learning, memory, intelligence, and individual differences.

E Psy 715 Seminar in Learning (3-6)

Selected topics and issues in school and human learning. Prerequisite(s): Two courses in learning and/or motivation and consent of division.

E Psy 716 Seminar in Social Psychology Applied to School Behavior (3)

Role of the school in socialization of the individual; relationship between social cognition and academic achievement. Emphasis on interpretation of relevant research and formation of testable hypotheses.

E Psy 720 Techniques in Studying Human Development (3)

Techniques of developmental analysis appropriate for school practice.

E Psy 721 Comparative Theories of Human Development (3)

Selected theories of child and adolescent development. Implications for education.

E Psy 725 Seminar in Human Development (3-6)

Examination of selected topics and issues in developmental psychology.

E Psy 731 Experimental Design (3)

Review of statistical inference, sampling distributions, and basic inferential tests; multiple comparisons, higher order analysis of variance, analysis of covariance, and randomization theory; logical and statistical principles of experimental design. Prerequisite: Psy 630.

E Psy 733 Factor Analysis (3)

Matrix algebra and vector theory, multiple and canonical correlation. Emphasis on contemporary methods for factor analysis and their antecedents. Prerequisite: E Psy 630.

E Psy 734 Multivariate Analysis with Computer Applications (4)

Selected methods of multivariate analysis will be considered theoretically and in relation to computer analysis. Topics include binary data matrix, multimode factor analysis, and multiple regression techniques. Prerequisite: E Psy 733.

E Psy 735 Seminar in Selected Topics in Statistics (3-6)

Examination of selected topics and issues in statistics.

E Psy 740 Seminar in Topics of Measurement (3-6)

Topics such as decision making with tests, prediction, item analysis, social desirability and response set, assessment of partial knowledge, the criterion problem. Required of all students specializing in measurement and statistics.

E Psy 741 Theoretical Constructs (3)

Consideration of various psychological constructs which are measured in psychology and education (e.g., intelligence, attitudes, personality traits or characteristics). Emphasis on construct validity. Prerequisite: E Psy 640.

E Psy 742 Test Construction (3)

Planning tests, writing and editing test items; analysis and selection of items; problems in scoring; try-out and standardization of tests estimating validity and reliability. Prerequisite: E Psy 640.

E Psy 743 Laboratory in Test Construction (3)

Preparation and try-out of tests and contact with agencies where test construction is done.

E Psy 744 Theories of Validity and Reliability (3)

A Historical and contemporary formulation of the concepts of validity and reliability. Crucial examination of existing theories.

E Psy 750 Educational Research Design (3)

Development and design of behavior research. Topics include selection and development of statements of problems; theory, constructs, and hypotheses; sampling, research designs; types of research; observation and collection of data; analysis and interpretation of data. Prerequisite: E Psy 530 or equivalent.

E Psy 751 Multivariate Methods for Applied Researchers and Evaluators (3)

Selected topics dealing with the selection, interpretation, and communication of findings that result from using multivariate methods in applied research and evaluation. Emphasis on determining appropriate methods of analysis, documenting and communicating these needs, and interpreting the analyses in client/lay language. Pre-requisite: E Psy 630 or equivalent; and E Psy 750 (either prior to or concurrently) or equivalent.

E Psy 752 Program Evaluation and Policy Studies in Education and Human Services (3)

Survey of program evaluation and policy study methods as used in education and human service domains. Included selection of appropriate methodology, utilization of information, and standards of practice. Emphasis on use by policy makers, program administrators, and service providers.

E Psy 755 Selected Topics in Research Design (3-6)

Examination of Selected topics and issues in research design.

E Psy 756 Seminar in Research in Educational Psychology II (3-6)

Selected topics dealing with current research and theory in educational psychology.

E Psy 761 History and Issues in Special Education (3)

Examination of the historical and current literature on special education issues centered in schools. Examples of topics to be discussed might include: assessment, problems with overidentification, inclusion and its effectiveness, and teacher preparation issues.

E Psy 762 History and Issues in Special Education: Society (3)

Examination of the historical and current literature on special education issues centered in society. Examples of topics to be discussed might include: deinstitutionalization, ethical issues, behavior change issues, and community living issues.

E Psy 763 Seminar on Students with Severe and Multiple Handicaps (3)

Examination of the education of students with severe and multiple handicaps from a historical, theoretical and empirical perspective. Topics to be discussed might include: theories about etiology; developmental, behavioral, and learning characteristics, and content on assessment, educational programming, living alternatives and other issues concerning individuals with severe and multiple disabilities.

E Psy 764 Seminar on Early Childhood Special Education (3)

Examination of the provision of special education and related services to young children with disabilities from a historical, theoretical and empirical perspective. Topics to be discussed might include: identification, program models, and the efficacy of early intervention for children at risk or with identified disabilities.

E Psy 765 Seminar on Learning Disabilities (3)

Examination of the concept of specific learning disabilities from a historical, theoretical, and empirical perspective. Topics to be discussed might include: theories about etiology, developmental and behavioral characteristics of children with learning disabilities, and issues in the identification and treatment of children with learning disabilities. Prerequisite: E Spe 666 or permission of instructor.

E Psy 766 Seminar on Emotional & Behavioral Disorders (3)

Examination of emotional and behavioral disorders in children and youth from historical, theoretical, and empirical perspectives. Topics to be discussed might include: definitions, prevalence, theories of etiology and various approaches to assessment and intervention of emotional and behavioral disorders in children and youth. Prerequisite: E Psy 660 or permission of the instructor.

E Psy 780 Seminar in the Profession of Educational Psychology (3)

Designed for doctoral students who plan to be educational psychologists and who have a professional assignment (e.g., teaching, supervision) in the University. Topics may include preparation of professionals in education, professional ethics, models of teaching and instruction; and evaluation. Prerequisite: Consent of division.

E Psy 797 Research Apprenticeship (3-12)

Student and instructor will participate in a joint research endeavor. With scaffolding provided by the instructor, the student will contribute to the majority of phases of research: conceptualization, design, implementation, data gathering, report writing, and presentation.

E Psy 887 Institute in Education (1-9)

A special course, not part of the pattern of regular offerings, designed to meet non-recurring needs.

E Psy 890 Research and Independent Study in Educational Psychology (2-6)

Designed to meet the need of students in the advanced program. Prerequisite: Consent of division.

E Psy 895 The Internship in Educational Psychology (4-8)

Participation in planned experiences which emphasize the student's professional objective. Includes a seminar. (Registration for a minimum of 4 credits for one session or 6 credits per year.)

E Psy 899 Doctoral Dissertation (1-12)

Required of all candidates completing the degree of Doctor of Philosophy.

Division of Educational Psychology and Methodology Faculty

Professors

Donald Biggs, Ed.D., University of California at Los Angeles

Adolescent Development and Urban Youth

Deborah May, Ed.D., Columbia University

School Readiness Issues, the Use of Technology with Students with Severe Disabilities, and Current Issues Related to the Education of Students with Special Needs and the Preparation of Special Education Teachers

Robert McMorris, Ph.D., Syracuse University

Answer Changing in Multiple-Choice Tests, Underachievement, Teacher Testing, Standard Setting, and Humor in Testing

Robert Pruzek, Ph.D., University of Wisconsin

Psychometrics and multivariate analysis, especially structural analysis and prediction. Current work focuses on methods that ‘borrow strength’ or use statistical smoothing to enhance predictions; also, propensity score analysis, to support causal inferences in analyses of observational data.

Frank Vellutino, Ph.D., Catholic University

Memory and language processes, causes and correlates of early reading difficulties, the cognitive and linguistic foundations of reading ability, and effective interventions to facilitate the acquisition of functional reading skills.

Associate Professors

Lynn Gelzheiser, Ed.D., Columbia University

School Reform, Inclusionary Practices and Effective Instruction for Learning Disabled Students

Deborah Kundert, Ph.D., University of Wisconsin

Learning and Psychoeducational Assessment

Dianna Newman, Ph.D., University of Nebraska at Lincoln

Improvement of Evaluation Utilization in Educational Settings, Including the Relationship of Interpersonal Influence Factors

Joan Newman, Ph.D., University at Albany, SUNY

Effects of environmental toxins on children’s development; Children’s use of after-school time and pressures placed upon them.

Kevin Quinn, Ph.D., Northern Illinois University

Academic and Community-Based Programming for At-Risk Youth with Emotional or Behavioral Disorders

Assistant Professors

Heidi Andrade, Ed.D., Harvard University

The relationship between learning, high level thinking, and student assessment.

David Yun Dai, Ph.D., Purdue University

Intelligence and intellectual functioning, achievement motivation, instructional/learning theory.

Bruce Saddler, Ph.D., University of Maryland

Instructional strategies for students with writing difficulties.

Zheng Yan, Ed.D., Harvard University

Cognitive development and learning, psychology of the Internet, and longitudinal research methodology.

Lecturer

Michael Green, Ph.D., Syracuse University

Applications of Microcomputers to Education and Educational Research and Use of

Microcomputers in Developing Countries

Research Professor

Ronald Ley, Ph.D., Syracuse University

Psychophysiology, conditioning breathing, and the relationship between respiration, physiology and cognition.