

M.A. Educational Psychology

school of social and behavioral sciences



COORDINATOR, GRADUATE PROGRAM IN EDUCATIONAL PSYCHOLOGY

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MISSION AND OBJECTIVES

The Master of Arts in Educational Psychology is designed to explore what we know about learning and to actively practice implementing that knowledge in culturally diverse educational settings.

This program is for provisionally certified teachers and others interested in significant issues currently associated with teaching. The degree may be used by NY State provisionally certified teachers who are in need of a functionally related master's degree to complete the requirements for their permanent NY State certification.

The program seeks to develop an integrating thread among a cluster of related educational foci. This is done by providing a context of theoretical knowledge in life-span development from which students can move to discover ways for linking learning theory to the formulation of applied classroom strategies and methodologies. To assist in this application, students are trained to become reflective practitioners and classroom researchers; that is, they are prepared to draw upon their theoretical knowledge in educational psychology and their practical experience in order to develop and test educational practices appropriate for facilitating learning in today's culturally diverse classroom.

The degree does not lead to provisional teaching certification. Non-certified individuals interested in obtaining provisional teaching certification will need to consider other alternatives.

ADMISSIONS REQUIREMENTS

Admissions Requirements for the MA in Educational Psychology are:

- an earned baccalaureate degree from an accredited university;
- prerequisite courses: Introduction to Psychology and Introductory Statistics;
- strongly recommended: Research Methods in Psychology or the Social Sciences;
- achievement of acceptable scores on the Graduate Record Examination (GRE) General Aptitude Test or on other tests which indicate probable success in a graduate program

NOTE: *Applicants holding a graduate degree from an accredited college or university or a current teaching certificate are not required to take the GRE.*

- two letters of recommendation;
- where applicable, letter of recommendation from school principal;
- an on-campus interview with the program coordinator.

DEGREE REQUIREMENTS

To qualify for the master's degree in educational psychology, a student must:

- complete all requirements no later than five years after matriculation;
- complete a total of 30 credits as prescribed in the curriculum requirements including a final classroom- or education-based research project;
- maintain a 3.0 cumulative grade-point average in graduate courses.

PROGRAM AND CLASS SCHEDULE

The program is designed so that it can be completed by a full-time student in three to four semesters. Part-time students must complete the program within five years. A full-time student attends classes four evenings per week and takes 12 credits per semester. Each course is worth three credits and meets one evening per week.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor, generally the Coordinator of the Graduate Program in Educational Psychology. Students are encouraged to have regular meetings with their faculty advisors for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

A minimum GPA of 3.0 in graduate courses attempted is a requirement for graduation. If at any time the student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student on probation is expected to take immediate steps to raise his or her GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

A student is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the student will be dismissed from the program.

THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

Curriculum Summary

EPSY 505	Educational Psychology: Classroom Instruction & Organization	3 credits
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3 credits
EPSY 605	Psycho-Educational Assessment	3 credits
EPSY 611	Developmental Psychology I: Child & Adolescence	3 credits
EPSY 612	Developmental Psychology II	3 credits
EPSY 660	Interpretation & Evaluation of Educational Research	3 credits
EPSY/PSYG/PSYH (Elective)		3 credits
EPSY 701	Community Systems: Learning in a Culturally Diverse Society I	3 credits
EPSY 702	Community Systems: Learning in a Culturally Diverse Society II: Designing a Classroom Intervention	3 credits
EPSY 703*	Community Systems: Learning in a Culturally Diverse Society III: Applied Research Project	3 credits
TOTAL		30

*A classroom- or school-based research project is required of all students for completion of this program. Students will have the opportunity to develop ideas for their research project from course work throughout the curriculum, but most specifically in EPSY 701 Community Systems: Learning in a Culturally Diverse Society I. Research methodology appropriate for the research project will be covered in EPSY 702 Community Systems: Learning in a Culturally Diverse Society II: Designing a Classroom Intervention. The research project will be implemented and completed during EPSY 703 Community Systems: Learning in a Culturally Diverse Society III: Applied Research Project.

Graduate Courses in Educational Psychology

EPSY 505

Educational Psychology: Classroom Instruction and Organization

3 Credits

Instruction and organization are interdependent in effective classrooms. The orderliness that derives from good management allows learning to occur in the social setting of the classroom, and carefully planned instruction helps students remain engaged in academic work. This course explores the ways order is established and maintained in classrooms across a variety of tasks and groupings to provide instruction that is effective for all students, including those with cultural differences and educational handicaps.

EPSY 510

The Integration of Learning Theory and Teaching Methodologies: Applications to the Classroom

3 Credits

This course has as its main focus the application of psychological principles and research to the learning-teaching process in the classroom. Students will discuss concepts derived from the behavioristic, cognitive, and humanistic perspectives and will develop specific applications to enhance both academic learning and classroom management. Recent research evaluating the effectiveness of applying learning theories in the classroom will also be discussed.

EPSY 605

Psycho-Educational Assessment

3 Credits

This course is designed to help educators develop a fuller understanding of several major questions including: (1) Why do we measure and evaluate students? (2) How can I best evaluate a student's mastery of the curriculum? (3) How do I select an appropriate standardized test? and (4) How can I use information gathered from teacher-made standardized tests to interpret a student's performance and to improve my instructions? There will be an in-depth look at typ-

ical measurement topics such as derived scores, reliability, validity, test construction, standardized tests, mental ability testing, personality assessment, and computer applications. Computer topics will include item analysis, test banking, tailor-made tests, and computerized standardized test scoring and interpretations. The new trends in criteria referenced and minimum competency testing will be examined and the special concerns and debates focusing around biases will be analyzed.

EPSY 611

Developmental Psychology I: Child & Adolescence

3 Credits

The study of changes in human behavior with increased age is accomplished through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations that constitute contemporary developmental psychology. This course provides a life-span perspective on development with a particular emphasis on adolescence as a period in which the foundations of adult decision-making are set down. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur.

Dual Listed as PSYG 611

EPSY 612

Developmental Psychology II: Adulthood & Aging

3 Credits

Life-span development with emphasis on adulthood and aging is the focus of this course. Course material deals with the transition from adolescence to young adulthood and subsequent physical and personality changes as one proceeds through the adult years. Attention is given to non-normative as well as normative events that have been demonstrated to affect adult development.

Current empirical evidence on changes in sensation, perception, learning, memory, and motivation generally associated with increasing age are considered. Social factors such as changes in the family, educational, economic, and social support systems will be examined with reference to their impact on varying cohorts. **Prerequisite:** EPSY 611 or Permission of the Instructor.
Dual Listed as PSYG 612

EPSY 660

Interpretation and Evaluation of Educational Research

3 Credits

Assigned readings and class discussions will include examining “classical” studies, as well as a sampling of contemporary educational research. Students will be asked to apply methodological and statistical knowledge to the evaluation of the quality and/or limitations of the research. The course will specifically include research topics that have direct practical application for developing “Master Teachers.” We will take a look at new areas that are emerging in the educational research area. Students will be encouraged to recognize the importance of the classroom teacher being actively engaged in classroom research.

EPSY 701, 702, 703

Community Systems: Learning in a Culturally Diverse Society (I, II, III)

This is a series of courses, which address the causes of achievement among children. Participants first develop an understanding of the psychological and sociological factors in a culturally diverse society educational system which affect achievement, and then develop and implement an actual school- or classroom-level intervention to enhance the learning of students.

EPSY 701

Community Systems: Learning in a Culturally Diverse Society I

3 Credits

This course utilizes a social system and cultural pluralistic approach to investigate “Why can’t Johnny learn?” The class will

consider factors at the individual, family, classroom, school, and community levels, and their interactive effects on learning. In addition, students will learn the strategies for intervening in the schools to promote systematic changes that will enhance learning. At the end of the course, students will propose a specific intervention, which could be attempted in local schools.

EPSY 702

Community Systems: Learning in a Culturally Diverse Society II: Designing a Classroom Intervention

3 Credits

This course assists the participant-student in developing more fully the innovation researched in the first course with the goal of implementing the cultural pluralistic program in the classroom during the third course in the sequence. Students learn the sequential methods and strategies involved in planning, implementing, evaluating, and disseminating beneficial innovation. By the conclusion of this course participants will have developed a concrete intervention to enhance learning. **Prerequisite:** EPSY 701

EPSY 703

Community Systems: Learning in a Culturally Diverse Society III: Applied Research Project

3 Credits

Building upon the activities during the prior two courses in this sequence, participants will implement an intervention in their classrooms or schools. They will also evaluate the effectiveness of the program and prepare a final report. If the innovation is successful, the student will design a dissemination plan. If it is not successful, the student will suggest modifications to the program based on the experience of implementing the innovation. **Prerequisites:** EPSY 701 & 702