THE GRADUATE SCHOOL AND UNIVERSITY CENTER
OF THE CITY OF NEW YORK
PH.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY

SPRING 2019 COURSE DESCRIPTIONS

Monday

4:15pm-6:15pm  EPSY 71300 – Socio-Emotional & Cultural Factors In Development & Education, A. Bhattacharya, 3 Cr., Rm. TBA
This course will cover research and theory on culture and its relationships with social and emotional development, school achievement, motivation, and individual differences. The processes by which social and cultural variables influence differences within and between cultural groups will be analyzed in relation to learning and achievement in educational settings. Major theoretical orientations and methodological approaches will be examined as a life-span approach to socio-emotional development, peer influences, parenting practices, moral development, motivational development, and gender identity of individuals from diverse cultural groups.

4:15pm-6:15pm  EPSY 83500 – Categorical Data Analysis, J. Verkuilen, 3 Cr., Rm. Pc Lab TBA
Prerequisite: EPSY 70600 or equivalent
This course presents the theory and application of methods for analyzing nominal and ordinal data, including the use of computer programs for performing these analyses. Methods covered include loglinear models, logistic regression, logit models, and latent class analysis.

6:30pm-8:30pm  EPSY 88000 – Special Topics: Educational Policy Analysis Using Large Scale Databases, H. Everson, 3 Cr., Rm. TBA
Prerequisite: 71400, 85000
This course is designed to introduce advanced graduate students to an array of publicly available, high-quality databases that can be used to inform educational policy and practice. The objective of the course is twofold: (1) to increase students' familiarity with, and understanding of, large-scale national and international survey data made available by the U.S. Education Department (e.g., the National Assessment of Educational Progress -- NAEP, the National Educational Longitudinal Study), the Organization for Economic Co-Operation and Development's Programme of International Student Assessment (PISA), and other social science surveys such as those maintained by the Institute for Social Research at the University of Michigan, and other large-scale surveys and assessments; and (2) to introduce students to a variety of quantitative methods applicable for analyzing secondary data, including how to handle missing data, the use of design weights, item response theory, hierarchical linear models, and structural equation models. This course will give students an appreciation of how these databases and quantitative analytic methods are used to address questions of educational policy, and contribute to the knowledge base in the social sciences.

Tuesday

Prerequisite: EPSY 70600 & Be Prepared To Work Hard

4:15pm-6:15pm  EPSY 88000 – Mathematics for Social Scientists, J. Verkuilen, 3 Cr., Rm. Pc Lab TBA
This class will cover mathematics useful for social scientists. The purpose of learning this mathematics is to improve your ability to understand advanced methodological approaches such as structural equation models, hierarchical linear models, categorical data analysis, visualization, or network analysis. While this material is available elsewhere, taking several undergraduate mathematics courses is impractical for most students in a social science Ph.D. program. Examples will all be social science-based and the problems will involve understanding statistical techniques, some of which may not be covered in existing courses. Students intending to do further study, self-study, or who have already taken mathematics courses but do not have a clear application to real problems in social science literature will find this course helpful.

4:15pm-6:15pm  EPSY 71100 – Cognitive Development & Learning Processes in Education, J. Lucariello, 3 Cr., Rm. TBA
The course will survey historical and contemporary theories of both human development and learning. Key learning processes associated with children’s level of development will be considered as well as social and personal learning experiences that lead to higher levels of development. The instructional implications of this reciprocal relationship between learning and development will be discussed.

6:30pm-8:30pm  EPSY 85100 – Advanced Seminar on Technology, Learning, & Development, B. Homer, 3 Cr., Rm. TBA
Prerequisite: 71400, 85000
This course examines how digital technologies affect children’s development, and the implications of this for education. We will overview key theoretical and empirical issues related to digital technology in students’ learning. By the end of the course, students will be familiar with the key theories related to technology and learning, they will know some of the main empirical research in this area, and will have an understanding of the current “state of the art” in both theory and research.
Wednesday
4:15pm-6:15pm **PSYCH 79900 – Seminar and Practicum on the Teaching of Psychology, J. Grose-Fifer**, 3 Cr., Rm. TBA
An important goal of the PhD program in Psychology is to prepare graduate students to teach psychology in university settings. This course will emphasize professional development and the use of innovative student-centered pedagogical methods for undergraduate teaching that focus on active learning. You will read, discuss, and apply research on the science of teaching and learning. You will use a collaborative model of teacher preparation in which you will share your knowledge and resources with peers.

4:15pm-8:30pm **EPSY 70600 – Stat. & Computer Program. II, D. Rindskopf**, 3 Cr., Rm. TBA
**Prerequisite: 70500 or equivalent**
70500 and 70600 form an integrated sequence covering descriptive statistics, point and interval estimation, hypothesis testing, t-tests, analysis of variance, correlation, regression (including elementary matrix algebra), repeated measures designs, cross-classified data, and the use of computer packages for these analyses.

6:30pm-8:30pm **EPSY 73000 – Intro to Psychometrics, K. Markus**, 3 Cr., Rm. TBA
**Prerequisite: EPSY 70600**
The course offers a general introduction to psychometric methods primarily emphasizing classical test theory, test construction and validation, and test use. The emphasis lies with developing a firm understanding of basic psychometric concepts. This course lays a foundation for more advanced courses in specific topics introduced here. The course understands psychometrics and testing as applying broadly, not just to paper and pencil tests but also to performance assessments, behavioral observations, measured variables in experiments and quasi-experiments, surveys, and other forms of behavioral data collection. However, much of the material will emphasize measurement involving multiple indicators of a common construct.

Thursday
4:15pm-6:15pm **EPSY 70700 – Research Methods in Ed. Psych. I, P. Chen**, 3 Cr., Rm. TBA
This course is designed to familiarize students with all aspects of the conduct of research in the field of educational psychology. This includes skills in reading, critiquing, and formulating research studies. Specifically, students will be taught to define problems, to advance hypotheses, to select appropriate research designs and statistical procedures, to choose or devise relevant measures of performance, to analyze and interpret the data and to communicate in writing the results of research.

4:15pm-6:15pm **EPSY 88000 – Key Challenges for K-College Education, J. Lucariello**, 3 Cr., Rm. TBA
This course will highlight some of the key problems and challenges in the K through College educational system in achieving student learning and success. There have been a variety of attempts to address these problems. These approaches fall into the policy arena, attention to best teaching practices, and understanding and assessing student learning. Major aspects of each of these approaches will be discussed and evaluated.

4:15pm-6:15pm **PSYC 80103 – Childhood and Youth Studies: Approaches and Methods, C. Daiute**, 3 Cr, Rm. TBA
This course in Childhood and Youth Studies involves in-depth focus on the interaction of problem, theory and method, with sustained attention to research design in the context of ongoing practices in education, community organizations, museums, social institutions, social crises, and related interventions. The course encompasses sociocultural approaches to childhood/youth, with young people growing up amidst various kinds of challenges, developmental opportunities, community interventions, and policies. Methods and measures addressed include ethnography, participant observation, interview, narrative, interactive digital storytelling, play activities, archive studies, participatory-action research, and survey research across a variety of global settings. Different from most research design courses, this one takes an inductive approach, reading high quality practice-based research articles and examining methods in that way. Students apply their learning about such research approaches and methods to the design of their own studies.