FALL 2017 COURSES STILL AVAILABLE

The University at Albany offers many opportunities for professional and intellectual advancement. Listed here are some School of Education courses available to participants who currently are not enrolled in a degree program (non-degree students). These courses span many subject areas and range from introductory to specialized. Course formats include traditional classroom, fully online, and blended arrangements for flexibility in where and when you learn. These courses can stand alone for professional development or may help you explore the possibility of entering a degree program. Please consider the below course descriptions to see if there is an opportunity suited to your needs.

For those interested in pursuing a graduate program of study in education, the School of Education offers a comprehensive set of master’s and doctoral degrees and certificates, including several degrees and certificates that can be completed entirely online.

Non-degree graduate students must first apply for admission before registering for any of the courses in the School of Education. Minimum requirement to enroll in graduate courses 500-level and above is a bachelor’s degree. There are four important components to remember in applying for non-degree graduate study: online application, application fee, statement of background and goals, and transcript submission. Transcripts DO NOT need to be official in a sealed envelope for non-degree applicants to the Fall 2017 semester. Unofficial transcripts may be uploaded with the application, hand delivered or faxed to the Office of Graduate Admissions at (518) 442-3922 for application review purposes. If admitted, an official transcript will be required after registration. Any late fees will be waived after registration. APPLY NON-DEGREE NOW!

- Non-degree graduate admissions information
- Complete Fall 2017 Academic Calendar including registration dates
- For assistance in registration or to discuss School of Education graduate programs, contact our Pathways Into Education (PIE) Center at 442-3529 and PIECenter@albany.edu

Educational and Counseling Psychology

Educational Psychology and Methodology

EPSY 540 Assessment in Education
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.

(2896) Heidi Andrade
On campus Monday 4:15-7:05pm

**EPSY 630**  
**Statistics II**  
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.

(10651) Mariola Moeyaert
On campus Tuesday 5:45-8:35pm

**Special Education**

**ESPE 653**  
**Managing School- and Classroom-wide Student Behavior to Promote Efficient and Effective Instruction in Secondary Classrooms**  
Presentation of theory, assessment techniques, and planning and teaching procedures for managing school and classroom-wide student behavior. Emphasis on use of evidence-based practices, especially Positive Behavioral Interventions and Supports (PBIS). Satisfactory completion of course includes New York Violence Prevention (SAVE) Training. For more info, email ksaddler@albany.edu.

(9987) Matt LaFave  
Online course offered completely through Blackboard Learning System

**ESPE 655**  
**Assessment of Secondary Students with Disabilities**  
This course provides a foundation for understanding the assessment process for students with special needs, and how to use assessment information for planning instruction and guiding instructional decisions. Course will emphasize evidenced based and best practices in the area of assessment. For more info, email ksaddler@albany.edu.

(8827) Tammy Ellis-Robinson  
Online course offered completely through Blackboard Learning System

**Educational Policy & Leadership**

**EAPS 659**  
**Assessment and Accountability in Higher Education**  
Over the course of the semester, we’ll cover questions of accountability and accreditation, assessment cautions, methods, and practices, and how to make assessment, accreditation, and accountability useful for enhancing institutional effectiveness. This is a “blended” class, which means that we’ll spend some time in a classroom (on some Saturdays 9:15am-12:05pm), and some time electronically, interacting via BlackBoard, VoiceThread, and Skype. With successful completion of this course, you will:

- Be familiar with the issues of and strategies for accountability in higher education
- Recognize the multiple purposes, varieties, and processes of higher education accreditation
- Gain an appreciation for the foundations of assessment in higher education, and the necessary cautions about its use
• Know about major practices in institutional, academic, and student experience assessment in higher education
• Understand how to plan and use the assessment cycle in higher education

(10367) Susan Phillips
Saturday 9:15am-12:05pm (Meeting dates to be determined)

Course offered in blended format.

EAPS 687
Institute in Education - Mindfulness: Philosophy, Research, and Educational Practice
The course explores the potential of mindfulness practices to improve learning and well-being in education. It covers Western and Eastern philosophical origins of the practice, current scientific research, modes of implementation and mindful leadership. For more info, email hmeyer@albany.edu.

(10621) Heinz-Dieter Meyer
On campus Thursday 7:15-10:05pm and Saturday Oct 7 and Oct 28 (10am-5pm)

EAPS 750
Higher Education Finance
A 2017 survey of college and university business officers revealed widespread agreement that we are in the midst of a higher education financial crisis and that the strategy of increasing enrollments and tuition can no longer be relied on to fill shortfall. A casual scan of the media headlines suggests show that increasing numbers of critics say costs are spiraling out of control. Elected officials want greater accountability for how state monies are spent. Families are increasingly concerned about the return on investment.

There is no easy way to understand the complexities of higher education finance; so as an administrator at a college or university, how do we understand the dimensions, role and effects of finance in higher education?

This online graduate course will enable you to advance your understandings of finance and resource allocation relevant to issues and decisions faced by campuses, programs, faculty, students, employers, and public interests. It draws on the logic and concepts of economics – from individual and aggregate demand and supply to investment, risk and uncertainty, and rates of return to third-party funding to production, costs and efficiency – to ground understandings. Among others, the course will look into:

• Distinguishing between campus or program budgets and the resources used in teaching, research, and outreach activities
• Gauging efficiency in higher education
• Pay and tenure contracts as they affect recruitment, retention, mobility, and performance of staff, both faculty and administrative
• Taking into account finance, who pays and who benefits?
• The economics of student loans, for borrowers, higher education institutions, lenders
• Partnerships with and in higher education for teaching, training, research and outreach, through third-party corporate or contract and grant support, or targeted public funding

(10771) Alan Wagner

Online course offered completely through Blackboard Learning System

EAPS 753
Seminar on College Student Persistence
This course is a graduate seminar designed to analyze the issues, theoretical models, research, and practice on student retention and persistence in U.S. higher education. Retention and persistence will
be examined from three perspectives: the individual student perspective, the institutional perspective, and the state and federal policy perspective.

At the conclusion of this course, students will be able to:

- Describe issues of student retention and persistence from the perspectives examined in the course: individual student perspectives, institutional perspectives, and state/federal policy perspectives.
- Explain theoretical models of student retention and persistence (departure) and relevant critiques of these models.
- Describe various ways that colleges and universities approach student retention and critique the effectiveness of these approaches.
- Describe various ways that state and federal policies attempt to address student retention and critique the effectiveness of these approaches.

(9176) Teniell Trolian

On campus Tuesday 4:15-7:05pm

Literacy Teaching and Learning

ELTL 500

Classroom Literacy Instruction

This class introduces instruction and development in literacy including research-based strategies, materials, and assessment practices consistent with state and national standards. The focus is on intentional, critical literacy teaching with topics including: children's learning and thinking, instructional planning, tools and formats for balanced literacy instruction, text complexity, leveled texts, dialogic instruction, engaging families, running records and reading inventories, vocabulary-, syntax- and knowledge building.

(4558) Stephanie Affinito

Online course offered completely through Blackboard Learning System

(6378) Shelley A Fenton

On campus Wednesday 4:15-7:05pm

ELTL 504

Children's Literature

Students read and respond to multiple genres of children's literature, including nonfiction texts, across both print and electronic platforms. Topics include: supporting and appreciating students' complex responses to literature; analyzing the symbiotic relationship of words and pictures in visual texts; using technology to promote literary understanding; and meeting the standards by designing literature instruction informed by critical literacy perspectives.

(4871) Kelly Wissman

On campus Tuesday 4:15-7:05pm