RECOMMENDED SPRING 2015 COURSES

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 attached 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 (http://www.albany.edu/education/degrees_kind.php), three Certificates of Graduate Study—one in Teacher Leadership, one in English as a Foreign Language and a Certificate in Online Learning and Teaching (COLT)—(www.albany.edu/education/certificate_of_graduate_study.php), and several master’s degrees that can be completed entirely online—one in Curriculum Development and Instructional Technology, one in Early Childhood or Childhood Education, and one in Reading—(www.albany.edu/education/online_degrees.php).

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 Spring 2015 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!

All non-degree graduate admissions information can be obtained by visiting http://www.albany.edu/graduate/info_for_nondegree_applicants.php. Students considering taking courses will find the complete Spring 2015 Academic Calendar including registration dates at http://www.albany.edu/registrar/spring-2015-academic-calendar.php.

For assistance in registration or to discuss our graduate programs, you can contact our Pathways Into Education (PIE) Center at 442-3529, and PIECenter@albany.edu.

Online courses (see descriptions below)

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EAPS 609  
**Cradle to Career Education Systems**  
This seminar describes, explains, and evaluates cradle-to-career educational reform. Special emphasis is accorded to leadership for new systems that connect early education programs, K-12 school systems, and postsecondary education, including policy leadership.  
(6315) Hal Lawson  
Tuesday 4:15-7:05 p.m.  
Blended course (online and in-person)

EAPS 687  
**Introduction to International Education Management**  
This course is intended to provide a broad overview of international education, with its primary focus on higher education internationalization and its management. The course content will be useful for anyone interested in educational leadership and administration, as well as for those intending to professional focus on international education. Institutions of higher education operate in a globalized context and now must manage a multitude of international activities. These activities involve many functional areas of the institution, and require both generalist and specialized skills to achieve the mission. This course will examine the key challenges faced by international education managers in contemporary higher education, including: strategic planning; leadership and constituencies; curricular internationalization; cross-border delivery; partnerships, linkages and collaborations; international branch campuses; student mobility; marketing and recruitment; outcomes and assessment; and risk management and crisis management.  
(9739) Mitch Leventhal  
Wednesday 4:15-7:05 p.m.

EAPS 671  
**Current Research on Educational Leadership & School Reform**  
This course explores school reform and educational policy by investigating current school improvement models and education initiatives focusing on their relation to educational leadership and instructional practice.  
(10596) Lynn Lisy-Macan  
Wednesday 4:15-7:05 p.m.  
Blended course (online and in-person)

EAPS 762  
**Analysis of Complex Data Sets for Educational Leadership**  
This course is designed as a second or intermediate course in analysis of quantitative data with an emphasis on practical issues concerning data management and applications of multivariate statistical procedures. Class sessions will consist of a mixture of discussions concerning featured procedures or issues and hands-on exercises using statistical software to manipulate and analyze provided data sets. SPSS will be the preferred software package, but students may also use other statistical packages such as SAS or STATA, although technical assistance may be limited. During the semester, students will also work individually or in small groups on producing a research paper or policy report utilizing an approved complex data set. Prerequisite: Basic skills in quantitative data analysis & inferential statistics.  
(9744) Kathryn Schiller  
Tuesday 4:15-7:05 p.m.
EAPS 764
Computer Applications in EAPS
This class will focus on the trend towards virtual environments in higher education. Web-based distance learning, MOOCs and badges are quickly growing within higher education. This course will address the theories, design, implementation and management of e-learning, as well as the social differences between face-to-face and virtual learning. Permission of Instructor.
(9746) Gina Giuliano
Thursday 4:15-7:05 p.m.
Blended course (online and in-person)

Educational and Counseling Psychology

Educational Psychology and Methodology

EPSY 502
Educational Psychology
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.
(3031) David Yun Dai
Monday 4:15-7:05 p.m.

EPSY 522
Adolescent Development
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.
(9770) Gina Cosgrove
Wednesday 4:15-7:05 p.m.

EPSY 612
Motivation
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.
(9771) David Yun Dai
Tuesday 4:15-7:05 p.m.

EPSY 614
Children's Learning
This course exposes students to theoretical models and relevant research concerned with the cognitive bases of learning. It is divided into four major units: the concept of intelligence; perceptual development; memory and attentional processes; and language. Information processing models of perception and cognition are the foundation of the course and a developmental perspective is adopted.
(9772) Frank Vellutino
Thursday 5:45-8:35 p.m.
**EPSY 700**  
*History & Systems of Psychology*
This course is primarily for doctoral students in psychology. It focuses on intellectual history of ideas that have led to the present discipline; topics may include changing views of the process of learning, intelligence, personality and individual differences.
(7293) Robert Hubbell
Thursday 4:15-7:05 p.m.

**EPSY 751**  
*Multivariate Methods for Research*
This course focuses on selected topics dealing with the selection, interpretation, and communication of findings that result from using multivariate methods in applied research and evaluation. There is emphasis on determining appropriate methods of analysis, documenting and communication these needs, and interpreting the analyses in client/lay language. Pre-requisite: EPsy 630 or equivalent; and EPsy 750 (either prior to or concurrently) or equivalent.
(6248) Kimberly Colvin
Monday 4:15-7:05 p.m.

**Educational Theory and Practice**

**ETAP 512**  
*Teachers in Context*
This course is an examination of the influence of sociological, cultural, and historical factors on the place of teachers in society and the professional practice of teaching with an emphasis on representative countries.
(10757) Seema Rivera
*Online course offered completely through Blackboard Learning System*

**ETAP 635**  
*Teaching Methodology for LEP Children*
This is an advanced TESOL methods course for students seeking NYS certification/extension in TESOL and students in related fields. Topics include NYS standards, assessments, and teaching language through content and content through language. Students will gain expertise in state regulations, and working with parents, school boards, mainstream teachers and administrators, as well as in practical pedagogy for Limited English Proficient (LEP) children K-12. This course will provide students with specific ESL teaching methods and literacy strategies for LEP students, and it will address policy related to teaching ESL in New York State.
(3936) Gretchen Oliver, Karen Gregory
*Online course offered completely through Blackboard Learning System*

**ETAP 687**  
*Education for Civic Engagement*
What can educational programs do to foster the civic and political engagement of young people? What types of civic engagement should educators seek to develop? What have researchers learned about practices and experiences that support youth engagement in community, civic, and political affairs? Through readings, discussions, multimedia, and projects, we will address those questions. This course is for graduate students and educators interested in how young people become actively engaged in civic issues. We will examine various practices, curricula, research, and theory related to
civic engagement, including perspectives from several fields, including education, political science, sociology, psychology, and environmental studies. See Department for Permission of Instructor.

(10276) Brett Levy
Monday 4:15-7:05 p.m.
Blended course (online and in-person)

**ETAP 687**
**Cultural and Linguistic Diversity in Schools: Current Issues, Theory, and Research**
What do you know about the latest theories about diversity and learning? How can educators differentiate what and how they teach to meet the needs of diverse learners? This seminar explores current issues around cultural and linguistic diversity in schools. Discussion of these issues will focus on the characteristics of the contexts (e.g. classrooms, schools) in which diverse students engage in academic work. It will include a focus on theoretical frameworks of import to researchers including socioecological (or social ecological), activity theory, language socialization theory, and practice theory. It will also explore how researchers investigate these issues using such approaches as case study, narrative inquiry, and discourse analysis.

(9127) Kristen Wilcox
Wednesday 4:15-7:05 p.m.
Blended course (online and in-person)

**Literacy Teaching and Learning**

**ERDG 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. See Department for Permission of Instructor.

(10781) Stephanie Affinito
*Online course offered completely through Blackboard Learning System*

**ERDG 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.

(3070) Kelly Wissman
Wednesday 4:15-7:05 p.m.