RECOMMENDED FALL 2013 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 [Literacy], 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 Fall 2013 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. Students can register until August 26; late registration runs from August 27 through September 10. 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 Fall 2013 Academic Calendar including registration dates at http://www.albany.edu/registrar/fall-2013-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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ETAP 623 Systematic Design of Instruction
ETAP 638 Media Literacy
ETAP 652M Teaching Mathematics in the Secondary School
ETAP 683 Seminar in Instructional Technology

Introductory courses (see descriptions below)

EPSY 502 Educational Psychology
EPSY 522 Adolescent Development
EPSY 530 Statistical Methods I

Educational Administration and Policy Studies

EPHL 606 Ethics and Education
This course studies relationships of ethical theories to education. Consideration given to absolutist and relativist ethical positions, the possibility of teaching people to be ethical, and contemporary theories of social justice.
(9653) Heinz Dieter Meyer
Wed, 7:15-10:05pm

EAPS 602 Economics of Education
The usefulness of economic analysis in the study of education and educational policy, including methods of economic analysis, determinants of economic and educational success, effects of education on equality, equity, and allocative efficiency, public vs. private production of education in a democratic society.
(9654) R. Hamilton Lankford
Mon, 7:15-10:05pm

EAPS 605 Microsociology of Education & Educational Leadership
This course looks at concepts and theories from sociology and social psychology selected for their relevance to organizational behavior. It stresses the relations between research findings and application to organizational problems. Topics include individual differences, attitude formation and change, perception, motivation, influence processes, and group formation as they affect both individuals and educational organizations.
(9655) Kathryn Schiller
Mon, 4:15-7:05pm

EAPS 618 Family & Community Partnerships
This course is an analysis of school improvement-oriented partnerships with families, community organizations, and neighborhood associations with special emphasis on health and social service agencies, youth development organizations, and local coalitions.
(7471) Hal Lawson
Wed, 4:15-7:05pm

EAPS 630 Financial & Human Resources in Education
This course looks at the fundamental concepts of management of financial and human resources, as applied to schools and school districts. It stresses the application of principles of budgeting, human resource deployment, and the utilization of facilities. Topics include planning, budget development and administration, recruitment, appointment and assignment of staff, and regulations concerning
personnel administration.
(3156) Daralene Jewell
Thurs, 4:15-7:05pm

**EAPS 649**
**Administration of Athletics in Higher Education**
This course is an introduction to the theory and practice of athletics administration in U.S. higher education. It includes history and current context, regulations, ethical issues, and relationship to academic programs.
(7358) Lee McElroy
Wed, 7:15-10:05pm

**EAPS 656**
**Sociology of Higher Education**
This course focuses on application of the methods and findings of sociology to universities and other institutions of higher education. There is special emphasis on the social and intellectual consequences of forms of academic organization and the social backgrounds and cultures of students and faculty.
(9760) Manuel Alguero
Tues, 7:15-10:05pm

**EAPS 666**
**Comparative Education**
This course is a study of the forces influencing the development of education in modern industrialized nations. There is special emphasis on comparative methodology in research dealing with the social, economic, and political causes and consequences of the structure of education systems.
(6779) Aaron Benavot
Tues, 7:15-10:05pm

**EAPS 670**
**Analysis for Educational Policy & Leadership**
This course examines production and use of analysis to inform educational decisions and policies. Acquaint students with the nature and methods of applied inquiry in education and to help them develop skills for conceptualizing fundamental educational problems, frame problems for analysis, develop recommendations for action, forecast potential consequences of implementing such recommendations.
(9899) Gilbert Valverde
Mon, 4:15-7:05pm

**EAPS 673**
**Advanced Human Resource Policies in Education**
This course focuses on the definition and determination of staff needs; policies for recruitment, selection, assignment, salary planning, promotion, grievances, professional development, evaluation, benefits, and services. It looks at concepts and practice of labor-management relations and collective bargaining in education, with attention to legal and social context, bargaining process, and relation of bargaining to leadership and governance.
(9876) Daralene Jewell
ARR

**EAPS 718**
**Interprofessional Leadership for School, Family, and Community**
Analysis of leadership for school, family, and community partnerships with special emphasis on how schools can leverage and strengthen family and community resources for learning, success in school, and healthy development. Topics include interprofessional and community collaboration, parent empowerment, school-linked services, after school programs, and community development strategies.
(6785) Hal Lawson
Mon, 4:15-7:05pm, Cross Listed with R SSW 730
EAPS 750
Higher Education Finance
Analysis of higher education in the United States. Investment nature of higher education decisions, the
definition and estimation of benefits and costs, and the alternative private and public means of
financing. Prerequisite: APS 602 or consent of instructor.
(9656) Alan Wagner
Mon, 7:15-10:05pm

EAPS 762
Advanced Research Methods in Educational Leadership: Causal Inference in Education and Social
Science Research
Many of the most pressing questions in education are, at their core, about understanding causal relationships.
Does attending a high-quality pre-school program cause children to do better in elementary school? What is the
effect of being in a small class? Does having a teacher with a master’s degree cause students to learn more in
high school science classes? This course introduces students to eight quasi-experimental techniques for
estimating the causal impact of education interventions and policies. Methods include: difference-in-difference,
interrupted time series, instrumental variables, strict and fuzzy regression discontinuity, propensity-score
matching, fixed-effects estimators. Students will gain an understanding of these methods and how they compare
to experimental designs. The goals of the course are that students acquire (i) the knowledge needed to critically
evaluate quantitative research that claims to identify causal impacts of educational interventions and (ii) the
basic foundation needed to apply these analytic strategies in the analysis of policy questions. Prerequisite:
Students enrolling in this course need to have a good understanding of basic statistics, statistical inference
(hypothesis testing, t-statistics, confidence intervals) and multivariate regression analysis.
(9758) R. Hamilton Lankford
Tues, 4:15-7:05pm

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.
(3221) David Yun Dai
Thurs, 4:15-7:05pm

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.
(3223) Zheng Yan
Tues, 4:15-7:05pm

EPSY 530
Statistical Methods I
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.
(3224) Jason M. Bryer
Mon &Wed, 4:15-5:35pm
EPSY 540
Assessment in Education
This course focuses on 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.
(3225) Heidi L. Andrade
Thurs, 4:15-7:05pm

EPSY 610
Advanced Educational Psychology: Learning & Instruction
This course examines theories of learning; educational practices in light of research on learning. Prerequisite: EPSY 502 or EPSY 521 or ETAP 519. (Learning in the Academic Disciplines) or equivalent.
(6655) David Yun Dai
Tues, 4:15-7:05pm

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.
(7825) Frank R. Vellutino
Mon, 4:15-7:05pm

EPSY 615
Application of Cognitive Theories to Content Area Instruction
The Common Core and NYS Learning Standards will serve to focus reading and discussion of research on how cognitive theories of learning and development can be applied in the pursuit of educational goals for the content in the learning standard domains across the K-12 grade span.
(4053) Jane H. Domaracki
Thurs, 4:15-7:05pm

EPSY 623
Advanced Developmental Psychology
This course is an 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.
(3229) Joan Newman
Tues, 1:15-4:05pm

EPSY 640
Educational & Psychological Measurement
This course covers 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: EPSY 530 or equivalent.
(5357) Deborah A. Chapin
Wed, 5:45-8:35pm

EPSY 725
Seminar in Human Development
This course provides an in-depth analysis of divergent theoretical viewpoints as to the relationship between linguistic and cognitive development. The role accorded language in Jean Piaget's and Lev Vygotsky's developmental theories are contrasted with Noam Chomsky's preformationist view of language, and the relative contributions of each theory, to our understanding of language and cognition, are the central focus of the course. The respective viewpoints of other prominent researchers such as J.A. Fodor, B.F. Skinner, and A. Karmiloff-Smith are also discussed and both the professor and the students take their turn at summarizing a text and
leading discussions centering on the work of one or another protagonist. Discussions are based on assigned readings, but each student is also responsible for independent reading of an introductory text focusing on relevant topics in psycholinguistics. A brief review of this text is also required. Permission of instructor.

(3247) Frank R. Vellutino
Thurs, 5:45-8:35pm

**EPSY 750**
**Educational Research Design**
This course examines 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: EPSY 530 or equivalent.

(3248) Deborah A. Chapin
Mon, 9:20am-12:10pm

**EPSY 765**
**Seminar on Learning Disabilities**
This course is an 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: ESPE 666 or permission of instructor.

(9872) Lynn M. Gelzheiser
Thurs, 4:15-7:05pm

**School Psychology**

**ESPY 671**
**Individual Differences in Human Behavior**
This course has an emphasis on multiple theoretical perspectives and research in understanding and explaining the bases of individual differences and their effects in a variety of contexts. Relevance of these as a foundation for the practice of professional psychology. Permission of instructor.

(9321) Deborah Kundert
Wed, 4:15-7:05pm

**Educational Theory and Practice**

**ETAP 501**
**The Teaching of English to Speakers of Other Languages**
This course focuses on design of lesson plans, construction of test items: analysis of content to be taught, collection of resources used in teaching, analysis of linguistic development of students, techniques for developing and evaluating audiolingual, reading, and writing skills. It includes an "application module" with students learning English as a second language.

(5163) Rachel Stead
Wed, 4:15-7:05pm, **Blended course (online and in-person)**, See Department for permission of instructor

(9752) Karen Gregory & Gretchen Oliver
**Online course offered through Blackboard Learning System.**

**ETAP 523**
**Media in Teaching & Learning**
This course looks at design and use of media for teaching and learning; characteristics, sources, selection, creation and evaluation of non-print educational materials. Permission of instructor.

(3296) Shannon Hilliker
**Online course offered through Blackboard Learning System.**
ETAP 614
Science for Children
This course prepares graduate students to monitor and enhance the development of science literacy in pre-school and elementary school children. Graduate students will deepen their understanding of fundamental scientific principles and develop pedagogical strategies applicable in formal and informal educational settings that provide all children the opportunity to develop understanding of science and the abilities of science inquiry appropriate to their developmental level. Contact Trudy Walp (twalp@albany.edu) for permission.
(5299) Seema Rivera

Online course offered through Blackboard Learning System.

ETAP 620
Cooperative Learning & Instructional Technology
This course is designed to facilitate understanding of current issues in and strategies for implementing cooperative learning strategies to integrate technology in classroom teaching and learning. Coursework will include reading and reflecting on the work of prominent authors in the field and hands-on experiences with cooperative learning and technology. See Department for permission of instructor.
(9668) Jianwei Zhang

Online course offered through Blackboard Learning System.

ETAP 621
Understanding Learning & Teaching
This course is an introduction to what it means to observe, see, and make sense out of learning in educational environments. It asks participants to analyze what happens in these environments (learning and teaching, student interactions, teacher-student relationships, etc.) and take concrete action based on that analysis. See Department for permission of instructor.
(9669) Carol Rodgers

Online course offered through Blackboard Learning System.

ETAP 623
Systematic Design of Instruction
This course promotes systematic, analytical approaches to curricular and instructional planning. Surveys contemporary theories of learning, instruction, and instructional design, and requires application of these theories to the preparation of educational materials. Although planning for classroom activities and presentations is discussed, primary focus is on design of materials that support independent learning. Permission of instructor.
(10322) Jianwei Zhang

Online course offered through Blackboard Learning System.

ETAP 638
Media Literacy
Developing an informed and critical understanding of new communication media, including ways to read and write electronic texts. Explore implications of these technologies and their uses in schools, communities, and workplaces. Focus on practices involving cutting-edge technologies that hold promise for the teaching of writing language, and literature. See Department for Permission of Instructor.
(5158) Gulnara Sadykova
(5159) Eric Fredericksen

Online course offered through Blackboard Learning System.

ETAP 652F
Teaching World Languages in the Secondary School
Focus is on current research, theory, and practice in world language instruction for adolescents. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning world language instruction; developmental needs, standards and assessments, methods for promoting engaged and critical reading and speaking, and the role of culture. See Department for permission of instructor.
(4533) Rachel Stead
Wed, 4:15-7:05pm
ETAP 652H
Teaching Social Studies in the Secondary School
Focus is on current research, theory, and practice in social studies instruction for adolescents. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning social studies instruction; developmental needs, standards and assessments, methods for promoting engaged and critical thinking, and attention to diverse cultures and global studies. See Department for permission of instructor.
(3298) David Patterson
Tues, 4:15-7:05pm

ETAP 652L
Teaching Literature in the Secondary School
Focus is on current research, theory, and practice in literature instruction for adolescents. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning literature instruction; developmental needs, standards and assessments, methods for promoting engaged and critical reading, and expanding literature study to include diverse culture. See Department for permission of instructor.
(3299) Anna Marie Bonafide
Mon, 4:15-7:05pm

ETAP 652M
Teaching Mathematics in the Secondary School
Focus is on current research, theory, and practice in mathematics instruction for adolescents. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning mathematics instruction; developmental needs, standards and assessments, methods for promoting mathematical communication/literacy across contests and diverse cultures. See Department for permission of instructor.
(3300) Patterson Rogers
*Online course offered through Blackboard Learning System.*

ETAP 652S
Teaching Science in the Secondary School
Focus is on current research, theory, and practice in science instruction for adolescents. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning science instruction; developmental needs, standards and assessments, methods for promoting science communication/literacy across contests and diverse cultures. See Department for permission of instructor.
(3301) Alan Oliveira
Tues, 4:15-7:05pm

ETAP 683
Seminar in Instructional Technology
This course provides students with an opportunity to explore significant themes in instructional technology. It will focus specifically on online and distributed learning, and will explore the theoretical underpinnings as well as various perspectives on the nature of "learning at a distance" with an emphasis on higher education and recent and ongoing developments in the world of Massive Open Online Courses. Currently more than 6 million college students are studying in fully online courses (not counting MOOCs). That is one in three of every college student in the US! And this mode of learning is growing outside of higher education as well, with many states now creating virtual schools in the k-12 sector. What are the implications of this vast transition from the classroom to the internet? Additionally the online education world itself is rapidly changing. MOOCs aim to provide free and low cost access to college courses offered by many elite institutions, albeit not for college credit. Stanford has offered such massive open online courses recently with enrollments in a single course in the hundreds of thousands. These developments make for big headlines, but what are the roots and consequences of this dramatic shift in education? Students in this course will read and reflect upon the literature that frames the practice of online teaching and learning as well as critically review research in this arena. The goal is to build understanding of the long history and significant research base for distance education and its more recent incarnations, traditional online learning and Massive Open Online Courses. But beyond research we will also engage in practice. Students will review and "try out" new technologies for online and distributed learning with
the aim of becoming conceptually (and practically) more knowledgeable. We have our own LMS (Moodle) for you to explore and use! Come to the course with specific experiences or interests that help you to apply and "personalize" the concepts and principles that are discussed, allowing you to work on issues, ideas or projects that are personally meaningful. Your active participation in the course will help make this a powerful learning experience.
(7783) Shea, Peter J

*Online course offered through Blackboard Learning System.*

**ETAP 723**

*Seminar in Technology & Education*

Examination of topical issues and current research related to technology and education. Full participation including work on an individual or group project is required. Special seminars in media, video and computing will be available on a rotating basis. Students may register for one semester of each. See Department for Permission of instructor.
(9670) Carla Meskill

Tues, 4:15-7:05pm

**ETAP 750**

*Curriculum & the Academic Discipline*

This course is an examination of conceptual structures in academic disciplines as a basis for curriculum development. It makes comparisons of the content and structure across disciplines. See Department for permission of instructor.
(9671) Arthur Applebee

Tues, 4:15-7:05pm

**ETAP 811**

*John Dewey & the Roots of Progressive Education*

This course is an introduction to Dewey, and his relevance to contemporary and teacher education. A la Dewey, experience is woven into theory and theory into experience. Themes include: experience, reflection, community, continuity and interaction, democracy, and Dewey's definition of education. There will be group and individual projects. Readings: Selected works by Dewey and some secondary sources.
(8103) Carol Rodgers

Wed, 4:15-7:05pm