FALL 2018 COURSES 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.

Are you UUP? Make use of your tuition waiver for one course per semester on a "space available" basis. Learn more about how to take advantage of this benefit.

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 2018 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 2018 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 524
Lifespan Human Development
Research and theory related to typical intellectual, social, and emotional development over the lifespan, including the adult years.
(7848) Erin R Baker
On campus Monday 4:15 PM - 7:05 PM
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.
(8576) Mariola Moeyaert
On campus Wednesday 4:15 PM - 7:05 PM

EPSY 623
Advanced Developmental Psychology
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.
(2809) Gabriel L Schlomer
On campus Tuesday 4:15 PM - 7:05 PM

EPSY 713
Self-Regulated Learning
This course examines self-regulated learning and related concepts, including metacognition and self-assessment. Course topics include theories of self-regulated learning, measurement of SRL, applications to education, clinical psychology, health, and other professional fields, and directions and challenges for future research. Prerequisite: EPSY 610 or equivalent. Permission of Instructor.
10384 Heidi L Andrade
On campus Wednesday 4:15 PM - 7:05 PM

EPSY 732
Single-Case Design and Analysis
This course is designed to help students gain a working understanding of methods used to design, analyze and meta-analyze single-case research data (i.e, small-n, interrupted time series, intrasubject, N=1, single-subjects), the assumptions underlying these methods, and the limitations of these methods. We will consider visual analyses, structured visual analyses, randomization tests, non-overlap statistics, regression based methods and corresponding effect size indices, and hierarchical linear modeling. For each of these methods, students will learn to: (1) Read, paraphrase, and evaluate the analyses of others, (2) Plan meaningful analyses for specific single-case studies, (3) Articulate rationales for the planned analyses, (4) Conduct the analyses, using statistical software when appropriate (5) Communicate the results of the analysis. Prerequisite: EPSY 630. Permission of Instructor.
(9898) Mariola Moeyaert
On campus Monday 4:15 PM - 7:05 PM

EPSY 751
Multivariate Methods for Applied Researchers and Evaluators
Selected topics dealing with the selection, interpretation, and communication of findings that result from using multivariate methods in applied research and evaluation. 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.
(10287)
On campus Tuesday 4:15 PM - 7:05 PM

Special Education

ESPE 650
Instructional Environments and Practices for Students with Disabilities
This course examines techniques for effective instruction for all students, with particular attention to students with disabilities. Course will explore research-based and promising instructional techniques and practices applicable to instruction of Common Core and NYS Learning Standards, as well as approaches to collaboration. Prerequisites: Admission to one of the Master's degree programs in special education or Permission of Instructor.

(7851) Haley Knox  
**On campus** Tuesday 5:45 PM - 8:35 PM

**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.

Comments: Permission of Instructor  
(8577) Matt LaFave  
*Online course offered completely through Blackboard Learning System*

**Educational Policy & Leadership**

**EAPS 500**  
United States Educational Governance, Policy & Administration  
Historical and current trends in educational governance, policymaking, and administration. Analyses of K-12 and higher education issues at the federal, state, and local levels. Special emphasis on education reform issues specific to New York State.

(8497) Sandra Vergari  
*Course offered in blended format;* Tuesday 4:15 PM - 7:05 PM

**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 v. private production of education in a democratic society. Permission of Instructor.

(9499) Alan P Wagner  
**On campus** Wednesday 7:15 PM - 10:05 PM

**EAPS 630**  
Financial & Human Resources in Education  
Fundamental concepts of management of financial and human resources, as applied to schools and school districts. Stresses the application of principles of budgeting, human resource deployment, and the utilization of facilities. Topics include planning, budget development and administration recruitment, appointment of staff, and regulations concerning personnel administration.

(10269) Elisabeth R Smith  
**On Health Sciences Campus** Thursday 4:15 PM - 7:05 PM

**EAPS 641**  
Continuous Quality Improvement in Education and Human Services  
Introduction to concepts and practice of continuous quality improvement in education and the human services using improvement science principles as a guiding framework. Emphasis will be on issues and procedures in designing improvement initiatives, reporting results, and using results in iterative cycles. For students interested in improvement science and its applications in educational and human services settings.
EAPS 643
Introduction to International Education Management
An in depth survey of major issues in international education management. Topics include institutional strategy, program development, curricular internationalization, cross-border mobility and articulation, transnational delivery and branch campuses, research consortia, and alumni development, and more.
(8502) Mitch Leventhal
*Online course offered completely through Blackboard Learning System*

EAPS 644
Educational Entrepreneurship
An introduction to educational entrepreneurship, including social entrepreneurship, non-profit and for-profit entrepreneurship, and intrapreneurship. Topics include history of educational entrepreneurship, emerging trends, capital flows, regulation, and policy issues. Permission of Instructor.
(9965) Mitch Leventhal
*Online course offered completely through Blackboard Learning System*

EAPS 652
College Student Affairs
An introduction to the roles and functions of student affairs in American higher education, including historical origins, philosophical underpinnings, and current issues facing student affairs administrators.
(9512) Teniell L Trolian
*On campus* Monday 7:15 PM - 10:05 PM

EAPS 654
Community Colleges
Historical and sociological contexts of the two-year college in America; consideration of the purposes, roles, and trends in the development and structure of the two-year college.
8898 Ann Marie Murray
*On campus* Wednesday 4:15 PM - 7:05 PM

EAPS 658
Politics of Higher Education
Political aspects of higher education. Focus on contemporary policy issues. Emphasizes relationships between institutions and external actors, especially governments. Political relationship with institutions. Concepts from political science are used to investigate who governs, autonomy-accountability balances, public interest, and power distribution.
(8505) Daniel C Levy
*On campus* Thursday 7:15 PM - 10:05 PM

EAPS 666
Comparative Education
A study of the forces influencing the development of education in modern industrialized nations. Special emphasis on comparative methodology in research dealing with the social, economic, and political causes and consequences of the structure of education systems. Comments: It is likely students will be required to meet on two Saturdays in November instead of regularly scheduled classes. These dates will be determined at a later time.
(8507) Aaron Benavot
*On campus* Monday 4:15 PM - 7:05 PM
EAPS 670
**Analysis Educational Policy & Leadership**
Production and use of analysis to inform educational decisions and policies. Acquaint student 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.

(8000) Gilbert A Valverde
**On campus** Monday 4:15 PM - 7:05 PM

EAPS 673
**Advanced Human Resources Policies in Education**
Definition and determination of staff needs. Policies for recruitment, selection, assignment, salary planning, promotion, grievances, professional development, evaluation, benefits, and services. 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.

(10265) Kathie A Spring
**Course offered in blended format**; Wednesday 4:15 PM - 7:05 PM

**Educational Theory and Practice**

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.

(4269) Alandeom W. Oliveira
**Online course offered completely 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.

(8014) Alex K. Kumi-Yeboah
**Online course offered completely through Blackboard Learning System**

ETAP 634
**Using Media in the Language Classroom**
Survey of issues on practical utilization of media in language classrooms. Hands-on activities with media resources, with lesson plan development, and with web page design. Planning and implementation of media-assisted language activities built on current theory and research. Emphasis on correspondence between language teaching practice and learners' media use inside and outside classrooms.

(2866) Jason C. Vickers
**Online course offered completely 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.
(10404) Reza Feyzi Behnagh

*Online course offered completely through Blackboard Learning System*

**ETAP 641**

**Continuous Quality Improvement in Education and Human Services**

Introduction to concepts and practice of continuous quality improvement in education and the human services
using improvement science principles as a guiding framework. Emphasis will be on issues and procedures in
designing improvement initiatives, reporting results, and using results in iterative cycles. For students
interested in improvement science and its applications in educational and human services settings.
Prerequisite: Instructor permission required. Cross Listed with EAPS 641.
(10313) Kristen C Wilcox

*Online course offered completely through Blackboard Learning System*

**ETAP 650**

**Educational Computing in the Math/Science Class**

Extended skills in the use of technology for the teaching and learning of mathematics or science. For the
mathematics or science teacher seeking to learn strategies for the integration of computers or calculators into
educational practice. Individual projects and laboratory experiences. Prerequisite: Tap 426 or 526 or the
equivalent.
(10233) Lijun Ni

*Online course offered completely through Blackboard Learning System*

**ETAP 652B**

**Perspectives in Bilingual Education**

Focus is on current research, theory, and practice in bilingual education. Designed for beginning and advanced
classroom teachers, the course promotes inquiry into major contemporary issues concerning bilingual
education; developmental needs, standards and assessments, methods for promoting engaged and critical
reading and speaking in L1 and L2, and the role of culture.
(3816) Istvan Kecskes

*On campus* Tuesday 4:15 PM - 7:05 PM

**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.
(2868) Caroline Cassie-Marie Williams-Pierce

*Online course offered completely 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.
(2869) Rory J. Glass

*On campus* Tuesday 4:15 PM - 7:05 PM

**ETAP 687**

**Institute For Educational Theory & Practice**

Merging Decoding & Comprehension for K thru 5 Literacy: Words in Color - R0 Through R3.
ETAP 710
**Principles of Curriculum Development**
Conceptual analysis of curriculum and other educational program elements and rational relationships among them, including educational goals, instructional plans, program evaluation, managerial planning, content sources, and criteria for selection and organization.

(7177) Alandeon W Oliveira  
*Course offered in blended format;* Tuesday 4:15 PM - 7:05 PM

**Literacy Teaching and Learning**

**ELTL 506**
**Practicum: Young Adult Literature**
In this course, students read and respond to multiple genres of literature for young adults, including nonfiction texts. Topics include: understanding how adolescents build identities and worldviews through engagements with literature; supporting and extending students’ responses to literature through dialogic teaching; designing literature instruction to support close readings of complex texts informed by literary theory and disciplinary knowledge; using technology to promote literary understanding; analyzing the symbiotic relationship between words and pictures in visual, digital, and multigenre texts. The course has a 5 hour practicum requirement. See Department for Permission of Instructor.

(3779) Delicia T. Greene  
*On campus* Thursday 4:15 PM - 7:05 PM

**ELTL 610**
**Literacy in Society**
Framed by sociocultural perspectives, this course examines literacy in the social context and the changing nature of literacy in the 21st century. Areas of inquiry include how students' cultural backgrounds and identities can serve as resources for literacy learning; linguistic diversity; media literacies; multimodal literacies; and critical literacies. Permission of Online Program Manager is required.

(3422) Margaret Rita Sheehy  
*Online course offered completely through Blackboard Learning System*

**ELTL 655**
**Early Literacy Development B-2**
This class examines literacy development in very young children in school, preschool and home. Literacy development is addressed as acquiring situated, changing, social practices. Topics include: conditions and materials for literacy learning, developing responsive literate relationships with and among young children, observing and documenting growth in early literacy, the reciprocal relationships among early writing, reading and speaking, the relational and emotional dimensions of early literacy, intentionality, play, drama, identity, and picture books and their use. The course addresses effective teaching practices for both preschool and kindergarten classrooms. This course has a 5-hour required practicum component. See Department for Permission of Instructor.

(7421) Erica M. Barnes  
*Online course offered completely through Blackboard Learning System*