

University at Albany

University of Michigan at Ann Arbor
Joseph Bowman, Jr., Ed.D.
Columbia University
Carla J. Meskill, Ed.D.
Brown University
Robert P. Yagelski, Ph.D.
Ohio State University

Assistant Professors

Abbe Herzig, Ph.D.
University of Wisconsin-Madison
Miriam Raider-Roth, Ed.D.
Harvard University
Carol Rodgers, Ed.D.
Harvard University

Academy for Initial Teacher Preparation

Director
Jerusalem Rivera-Wilson

Courses in Educational Theory and Practice

E Tap 201 Exploring Teaching as a Profession (3)

Review and exploration of contemporary education with a major focus on the secondary school. Emphasis on concepts of schooling, changing role of teachers, restructuring schools and teaching as a career. Examine theories of teaching and learning for the purpose of challenging assumptions about today's schools and extending expectations concerning tomorrow's schools. May not be offered during 2004-2005.

E Tap 487 Institute in Education (2-9)

A special program, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. Available for department use and subject to department approval.

E Tap 497 Independent Study in Teacher Education (2-6)

Independent reading, study, and research in teacher education. Prerequisite(s): senior class standing and consent of Department of Educational Theory and Practice.

DEPARTMENT OF EDUCATIONAL AND COUNSELING PSYCHOLOGY

Division of Counseling Psychology

Professors

Monroe A. Bruch, Ph.D.
University of Missouri, Columbia
Myrna L. Friedlander, Ph.D.
Ohio State University
Richard F. Haase, Ph.D.
Colorado State University
Susan D. Phillips, Ph.D.
Columbia University

Associate Professors

Michael V. Ellis, Ph.D.
Ohio State University
Sheldon A. Grand, Ph.D.
University of Buffalo

Assistant Professor

Madelyn Nicole Coleman, Ph.D.
University of Missouri, Columbia
LaRae M. Jome, Ph.D.

University of Akron
Matthew P. Martens, Ph.D.
University of Missouri, Columbia
Marcia Josiah Moody, Ph.D.
University of Wisconsin - Madison

Courses in Counseling - Psychology

E Cpy 120 (= U Uni 100) The Psychology of Academic and Personal Effectiveness (3)

Examination and application of psychological theory and research in learning, memory, motivation, decision making, behavioral self-control, and young adult development with implications for academic performance and personal effectiveness. Open only to freshmen, and other students by permission of the department.

E Cpy 204 Principles of Career and Life Planning (3)

Review of theories of decision-making career development, occupational choice, and job satisfaction. Additional topics: vocational measurement and assessment, evaluation and use of occupational information, and strategies of life-span planning. Some sections restricted to freshmen and sophomores only. [IL]

E Cpy 301 Methods in Peer Helping I (2)

Introduction to the counseling theories and skills used in a variety of helping roles. Opportunities to develop basic relationships and communication skills. Case studies that examine motivational variables in helping activities. Prerequisite(s): APsy 101M and permission of instructor.

E Cpy 302 Methods in Peer Helping II (2)

Group activities for greater understanding of interpersonal skills. Interpersonal skill development and understanding of relevant theoretical concepts. Optional individual research projects. Prerequisite(s): E Cpy 301 and permission of instructor.

E Cpy 303 Methods in Peer Helping III (2)

Theories and research concerning young adult development. Practice with both individual and group helping skills. Research projects related to young adult development. Prerequisite(s): ECpy 301, E Cpy 302 and permission of instructor.

E Cpy 311 Helping Skills in Human Services: Sexuality and Young Adults (3)

Introduction to the major theories and research regarding human sexuality and young adults. Opportunities are provided for students to develop helping skills in the area of human sexuality. Prerequisite(s): A Psy 101M and permission of instructor

E Cpy 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

E Cpy 400 Foundations of Peer Counseling and Peer Education(3)

In this course, students will be introduced to peer counseling and peer educations through classroom presentations, experiential exercises, and participation in a weekly "training shift" at the Middle Earth Peer Assistance Program. The classroom portion of the course will consist of lectures on basic listening and communication skills as well as an introduction to peer counseling and peer education. There will also be classroom sessions on specific topics related to campus issues, such as alcohol and substance abuse, sexual assault, eating disorders, and other topics addressed by peer counselors and peer educators. In addition to participating in the lecture portion of the course, students will be

required to complete a weekly three-hour "training shift" in which they will be paired with a peer mentor to practice the skills that are discussed in class. In this way, students will have an opportunity to observe and work with experienced peers in the context of a service agency that is located on campus. Prerequisite(s): Students must obtain the permission of the instructor in order to enroll in this course.

E Cpy 403 Peer Counseling and Peer Education: Theory and Practice I (3)

In this course, which is a companion to A Cpy 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete ACpy 400 or the equivalent and obtain the permission of the instructor in order to enroll in this course.

E Cpy 404 Peer Counseling and Peer Education: Theory and Practice II (3)

In this course, which is a companion to A Cpy 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete ACpy 400 and ACpy 403 or the equivalent and obtain the permission of the instructor in order to enroll in this course.

E Cpy 405 Peer Counseling and Peer Education: Theory and Practice III (3)

In this course, which is a companion to A Cpy 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete ACpy 400, ACpy 403, and ACpy 404 or the equivalent and obtain the permission of the instructor in order to enroll in this course.

E Cpy 406 Theory and Practice in Peer Counseling and Peer Education, Peer Supervision (3)

In this course, which is a companion to E Cpy 403, 404, and 405 (Peer Counseling and Peer Education: Theory and Practice I, II, and III), students will have the opportunity to practice peer counseling and peer education supervision skills through practical experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a

campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): Students must complete E Cpy 400, E Cpy 403, and E Cpy 404 or the equivalent and obtain the permission of the Instructor in order to enroll in this course.

E Cpy 421 Introduction to Counseling Psychology (3)

The history, philosophy, and organization of counseling psychology both as an academic discipline and as a helping profession are explored. Emphasizes understanding of personal, academic, and professional aspects of counseling psychology in the context of modern economic and social influences. For the student considering a career in the helping professions. Prerequisite(s): A Psy 101.

E Cpy 462 Psychology of Disability (3)

Study of the psychological aspects of disability. Emphasizes physical disability, but also includes other disabling conditions. Topics include reactions to disability, adjustment to disability, rehabilitation approaches, community resources and affirmative action policies. Prerequisite(s): A Psy 101 or its equivalent.

E Cpy 497 Independent Study (3-6)

Designed to meet needs of undergraduate students who possess interest in counseling or counseling psychology and plan for graduate education. Prerequisite(s): junior or senior class standing and permission of instructor.

Division of Educational Psychology and Methodology

Faculty

Professors

Deborah C. May, Ed.D.
Columbia University
Robert F. McMorris, Ph.D.
Syracuse University
Robert M. Pruzek, Ph.D.
University of Wisconsin
Frank A. Vellutino, Ph.D.
Catholic University

Associate Professors

Lynn M. Gelzheiser, Ed.D.
Columbia University
Deborah K. Kundert, Ph.D.
University of Wisconsin, Madison
Dianna L. Newman, Ph.D.
University of Nebraska-Lincoln

Joan Newman, Ph.D.
University at Albany
Kevin P. Quinn, Ph.D.
Northern Illinois University

Assistant Professors

Heidi G. Andrade, Ed.D.
Harvard University
David Dai, Ph.D.
Purdue University
Bruce T. Saddler, Ph.D.
University of Maryland
Zheng Yan, Ed.D.
Harvard University

Adjunct Professors

Michael S. Green, Ph.D.
Syracuse University

Courses in Educational Psychology and Methodology

E Psy 200 Introduction to the Psychological

Process of Schooling (3)

Critical analysis of the psychological process of schooling. Interpretive survey of the literature and research in learning, motivation, development, and intelligence and their impact

on American education and society.

E Psy 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

E Psy 400 Instructional Psychology (3)

Intensive investigation of theories and research in learning and motivation as they apply to classroom instruction. Prerequisite(s): junior or senior class standing.

E Psy 420 Child and Adolescent Development (3)

Theory and research in social, emotional, physical, and intellectual development and its application to instruction. Emphasis on the late childhood through middle adolescence. Prerequisite(s): junior or senior class standing.

E Psy 440 Evaluation (3)

Evaluation considered as a process beginning with the planning stage. Provides experiences to develop competencies (e.g., writing objectives, choosing appropriate means of evaluation, constructing test items, analyzing data). Discussion of related issues (e.g., testing for mastery, uses of standardized tests, accountability, grading practices). Prerequisite(s): junior or senior class standing.

E Psy 441 Social Issues in Testing (3)

Social issues related to the use of tests for critical employment, admissions, and competency decisions. Considers legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Prerequisite(s): junior or senior class standing.

E Psy 480 Educational Psychology: Independent Study (3-6)

Designed to allow the student to learn how to conduct educational psychological research by participating as an assistant to a faculty member in an ongoing faculty project in areas such as children's learning, child development, special education, evaluation, etc. Regular meetings with faculty mentor are required. E Psy 480Z is the writing intensive version of E Psy 480. Prerequisite(s): junior or senior class standing and permission of instructor.

E Psy 480Z Educational Psychology: Independent Study (3-6)

E Psy 480Z is the writing intensive version of E Psy 480. Prerequisite(s): junior or senior class standing and permission of instructor. [WI]

Division of Special Education

Faculty:

Professors

Deborah C. May, Ed.D.
Columbia University

Associate Professors

Lynn M. Gelzheiser, Ed.D.
Columbia University
Kevin P. Quinn, Ph.D.
Northern Illinois University

Assistant Professors

Bruce T. Saddler, Ph.D.
University of Maryland

Coordinator of Training Programs

Jane Domaracki, Ph.D.
University at Albany

Courses in Special Education

E Spe 369 Special Education for Students with Emotional and Behavioral Problems (3)

Presentation of theoretical positions, assessment

techniques; planning procedures, and teaching methods relevant to students with emotional and behavioral disorders. Emphasizes current educational practice in the least restrictive environment. Prerequisite(s): junior or senior class standing.

E Spe 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

E Spe 460 Introduction to Human Exceptionality (3)

Characteristics of individuals whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented. [DP]

E Spy 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

DEPARTMENT OF READING

Faculty

Professors

Sean A. Walmsley, Ed.D.
Harvard University
James Collins, Ph.D.
University of California, Berkeley
Peter H. Johnston, Ph.D.
University of Illinois, Urbana-Champaign
Rose-Marie Weber, Ph.D.
Cornell University

Associate Professors

Virginia J. Goatley, Ph.D.
Michigan State University
George Kamberelis, Ph.D.
University of Michigan

Assistant Professor

Cheryl Dozier, Ph.D.
University at Albany
Kai Lonnie Dunsmore, Ph.D.
Michigan State University
Mark Jury, Ph.D.
University of California, Berkeley
Margaret Sheehy, Ph.D.
Ohio State University
Donna Scanlon, Ph.D.
University at Albany
Visiting Professor
Haley W. Jiron, M.Ed.
University of Vermont

Courses in Reading

E Rdg 487Z Literate Thinking (3)

This class is designed to strengthen the reading, writing and critical thinking skills of participants using a variety of challenging texts and rigorous writing exercises. Beginning with a discussion of folk tales and creation myths, the class will move through a variety of texts (including short fiction, novels, poetry, essays, journalism, and film) to examine how "story" addresses and expresses human experience. Throughout the semester the course examines why humans are drawn to narrative and why certain topics/themes appear repeatedly in stories of all cultures and periods. The course will also spend time thinking about the role of language in thinking and how language serves to limit