

SCHOOL OF EDUCATION

Dean

Susan D. Phillips, Ph.D.
Columbia University

Associate Deans

Robert L. Bangert-Drowns, Ph.D.
The University of Michigan at Ann Arbor
Virginia J. Goatley, Ph.D.
Michigan State University

Assistant Dean

Michael Green, Ph.D.
Syracuse University

The School of Education is organized into four departments: Educational and Counseling Psychology, Educational Administration and Policy Studies, Educational Theory and Practice, and Reading.

The School of Education offers undergraduate minor programs: General Educational Studies; and Urban Education. The Urban Education minor provides students with an understanding of the changing nature of urban life in the U.S. and its impact on schools, an understanding of the cultural and ethnic backgrounds of urban children and an understanding of school and community factors that are related to healthy development of urban youth.

Undergraduate students are advised that to obtain teacher certification at the University at Albany, students must complete a BA/BS with an appropriate academic major plus an appropriate MA/MS in Education.

Students interested in teaching as a profession should contact the Academy for Initial Teacher Preparation at 442-5144 to discuss their options.

The following undergraduate courses offered by the School of Education are considered liberal arts and sciences courses for the purpose of requirements for the B.A. and B.S. degrees: E Edu 275, 375; E Est 120, 300, 301, 497; E Psy 420, 460; E Tap 233L, 402, 455.

All courses in this section are preceded by the prefix letter *E*.

Courses in Education

E Edu 275 (= ARel 275) Social Morality & Citizenship Education in a Pluralistic Society (3)

This course critically examines issues of public morality (conflicts over individual rights and responsibilities). Students consider pro and con views on these issues. They are also provided cases in which they make collective moral judgments about the actions of the actors and their impact on the rights and welfare of others. [DP]

E Edu 300 Independent Study (1-3)

Independent study with variable credit. Contingent upon the consent and willingness of instructor(s) to function as adviser(s) and the dean, School of Education, or designate(s). The credits may be apportioned in whole or in part as major credit, second field credit, or elective

credit as appropriate and as determined by the student's major department. Prerequisite(s): junior or senior class standing. *S/U* graded.

E Edu 301 Independent Study (4-6)

Independent study with variable credit designed to provide large blocks of time for independent study projects. Contingent upon the consent and willingness of instructor(s) to function as adviser(s), and the dean, School of Education or designate(s). The credits may be apportioned in whole or in part as major credit, second field credit, or elective credit as appropriate and as determined by the student's major department. Prerequisite(s): junior or senior class standing. *S/U* graded.

E Edu 375 Social Responsibility and Citizenship Education in a Pluralistic Society (3)

This course critically examines the concept of the Public Good in a democratic, pluralistic society. Students consider pro and con views on issues involving the Public Good. They are provided cases in which they make collective moral judgments about the actions of actors and their impact on the community. [DP]

E Edu 390 Community Service Projects (3-6)

Special projects involving community activities and collateral study, to be approved as designated by the dean, School of Education. Prerequisite(s): junior or senior class standing. *S/U* graded. This course may be repeated for a maximum of 6 credits.

E Edu 400 Fieldwork in Urban Education (3)

This course provides opportunities for students for a variety of professional fields to acquire supervised experiences in schools or agencies serving youth from central city neighborhoods. Students are required to complete a minimum of 105 hours of field experience in at least two of the following areas: instruction, administration, personnel services, and after school programs. Students will meet once a week in a fieldwork seminar with their University supervisor. Prerequisite(s): junior or senior standing and E Edu 427. *S/U* graded.

E Edu 401 Internship in Urban Education ((3)

This course provides opportunities for undergraduate students in a variety of professional fields to acquire supervised internship in schools or agencies serving youth from central city neighborhoods. Students are required to complete 105 hours of organized internship experiences relevant to their academic interest and career goals. The internship is intended to utilize, refine and enhance the skills gained in the fieldwork component offered in E Edu 400. *S/U* graded.

E Edu 402 Prevention and Care of Athletic Injuries (3)

Accepted procedures in recognizing, preventing, and caring for common injuries—with laboratory experience. May not be taken for credit by students with credit for the former D Pec 402.

E Edu 403 Advanced Athletic Training (3)

A more in-depth continuation of the basic prevention and care of athletic injuries. The course presents a useful and scientifically accurate discussion of anatomy and physiology; the pathologic potential, and step-by-step description of the physical examination and assessment of athletic injuries. May not be taken for credit by students with credit for the former D Pec 403. Prerequisite(s): E Edu 402.

E Edu 427 Issues in Urban Education (3)

This course explores how social, political and economic conditions impact schools serving children and youth from inner city neighborhoods. Special attention is paid to individual, family, community assets and the

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development of school/community programs that enhance the academic strengths of urban children and youth. Students are involved in group investigations of local schools that serve urban youth from inner city neighborhoods. Prerequisite(s): junior or senior class standing.

E Edu 440 "Teaching in Urban Schools: Strategies for Implementing the New York State Learning Standards" (3)

An examination of effective instructional strategies for meeting the New York State Learning Standards in urban schools. The course will review the Learning Standards, demonstrate pertinent strategies that may be appropriate in urban schools and provide practical experiences in developing lesson plans. Subject area will vary.

E Edu 487 Institute in Education (1-3)

Special course, not part of regular course offerings, designed to meet particular, nonrecurring needs.

Courses in Educational and Social Thought

E Est 120 Toleration (3)

Interdisciplinary study of the theory, practice, and problems of tolerance. Stressing the historical origins of, the theoretical justifications for, and the sociopolitical conditions conducive to tolerance as well as those factors impeding it. May not be offered in 2004-2005.

E Est 300 Social Foundations of Education (3)

Inquiry into educational policies, purposes, and ideas based upon the resources and insights of the humanities and the social sciences. Only one of E Est 300 and E Est 301 may be taken for credit. Prerequisite(s): junior or senior class standing.

E Est 301 Issues in American Education (3)

Study of the structure and function of American education in the light of contemporary problems. Only one of E Est 300 and E Est 301 may be taken for credit. Prerequisite(s): junior or senior class standing.

E Est 497 Independent Study in Educational and Social Thought (3-6)

Independent reading, study, and research in educational and social thought. Prerequisite(s): junior or senior class standing and consent of department.

DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

Faculty

Distinguished Professor

Judith A. Langer, Ph.D.

Hofstra University

Leading Professor

Arthur N. Applebee, Ph.D.

University of London

Professors

Audrey B. Champagne, Ph.D.

University of Pittsburgh

Istvan Kesckes, Ph.D.

Hungarian Academy of Sciences

Vicky L. Kouba, Ph.D.

University of Wisconsin, Madison

Associate Professors

Jane M. Agee, Ph.D.

University of Georgia

Robert Bangert-Drowns, Ph.D.

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

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expression. [WI]

DEPARTMENT OF EDUCATIONAL ADMINISTRATION & POLICY STUDIES

Faculty

Distinguished Professors

Daniel C. Levy, Ph.D.
University of North Carolina, Chapel Hill

Professors

Hal Lawson, Ph.D.
University of Michigan
Sanford H. Levine, J.D.
Syracuse University
Cornelius V. Robbins, Ed.D.
University of Pennsylvania
Alan P. Wagner, Ph.D.
University of Illinois, Urbana-Champaign

Associate Professors

Anthony M. Cresswell, Ed.D.
Columbia University
Ray O'Connell Ed.D.
University at Albany
Heinz-Dieter Meyer, Ph.D.
Cornell University

Assistant Professors

Kevin Kinsler, Ed.D.
Columbia University
Kathryn S. Schiller, Ph.D.
University of Chicago
Gilbert A. Valverde, Ph.D.
University of Chicago
Sandra M. Vergari, Ph.D.
Michigan State University

Courses in Educational Administration and Policy Studies

E Aps 400 United States Educational Governance, Policy and Administration (3)

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. [SS]

E Aps 470 Introduction to Law and Education (3)

Legal rights and responsibilities of professional personnel and students in K-12 American education, with an emphasis on constitutional principles. Topics include: public-private distinction, freedom of speech, free exercise of religion, academic freedom and tenure, and due process and equal protection guarantees.