Senate Bill No. 1415 - 09

UNIVERSITY SENATE

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Undergraduate Academic Council
University Planning and Policy Council

Date: May 1, 2015

PROPOSAL TO ESTABLISH A BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approve the attached proposal to create a Bachelor of Science degree in Human Development, as recommended by the Undergraduate Academic Council and University Planning and Policy Council.

2. That the proposed program begin with the Fall 2015 Semester.

3. That this proposal be forwarded to the President for approval.

New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2014-11-17

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to an associate's and/or bachelor's degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies[1]), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at *program.review@suny.edu*. The completed form and appended items should be sent as a single, continuously paginated document.[2] If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available here.

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NOTE: Please update this Table of Contents automatically after the form has been completed. *To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.*

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[1]Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

[2]This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
Item	**Response *(type in the requested information)***	
a) Institutional Information	Date of Proposal:	
	Institution's 6-digit SED Code:	**210500**
	Institution's Name:	**University at Albany**
	Address:	**1400 Washington Ave. Albany, NY 12222**
	Dept of Labor/Regent's Region:	**Capital Region**
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses ~~will offered~~, **or check here [X] if not applicable**:	
c) Proposed Program Information	Program Title:	**Human Development**
	Award(s) (e.g., A.A., B.S.):	**B.S.**
	Number of Required Credits:	Minimum [**120**] If tracks or options, largest minimum [ ]
	Proposed HEGIS Code:	**0822**
	Proposed 6-digit CIP 2010 Code:	**42.2806**
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED professional licensure title(s)[3] to which the program leads:	
d) Campus Contact	Name and title: Celine A. Forsyth Asst. to the Vice Provost for Undergraduate Education Telephone: (518) 442- 3950 E-mail: cforsyth@albany.edu	
e) Chief Executive or Chief Academic Officer Approval	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** ***E-signatures are acceptable.*** Name and title: James R. Stellar, Ph.D. Senior Vice President for Academic Affairs and Provost Signature and date:	
	If the program will be registered jointly[4] with one or more other institutions, provide the following information for <u>each</u> institution: N/A	
	Partner institution's name and 6-digit SED Code: Name and title of partner institution's CEO: Signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):	

[3] If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.
[4] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Section 2. Program Information

2.1. Program Format

Check all SED-defined formats, mode and other program features that apply to the **entire program**.

a) Format(s): [ ]Day [ ]Evening [ ]Weekend [ ]Evening/Weekend [ ]Not Full-Time

b) Modes: [X]Standard [ ]Independent Study [ ]External [ ]Accelerated [ ]Distance Education
NOTE: *If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and* ***append*** *a Distance Education Format Proposal.*

c) Other: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Program

NOTE: *This section is not applicable to a program leading to an associate's or a bachelor's degree.*

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The fundamental mission of the interdisciplinary Human Development program is to explore the psychological, social, and cultural facets of human development and learning across the life span. Students will learn to critically assess social and cultural frameworks and the ways in which individuals, families, and communities are situated within them. Furthermore, students will be intellectually engaged in high quality, specialized knowledge refined by research and engagement in the community. Within this program diversity will be highly valued; students will explore diversity through issues of equity and social justice while taking into account the effects these issues have on human development. All students will take classes in human development, psychology, education, individual differences, quantitative and qualitative research, and statistics. These courses will stress self-directed learning and provide team-based learning opportunities that foster effective collaboration skills. Students will graduate with strong skills in research methods and be comfortable using data to make professional decisions.

Overall, having these skills will prepare our students for employment in schools, social services, child-care organizations, criminal justice, health-care agencies, mental health, and community development organizations. Students with a degree from the University at Albany in Human Development will also be prepared to continue their education in a graduate program in business, child and family advocacy, counseling, education, law, psychology, and social work, as well as pursue one of our current graduate programs offered in the School of Education in Counseling Psychology, Educational Psychology, Mental Health Counseling, School Psychology, and Special Education.

The department offers opportunities for students to participate in internships, research activities, and independent studies specifically geared toward the students' concentration. The internships, research activities, and independent studies are supervised by professionals in the field and department faculty.

Human Development students will select one of four concentrations: Counseling Psychology, Educational Psychology, Peer Assistance and Leadership, or Special Education.

Counseling Psychology Concentration

A concentration in Counseling Psychology within the Human Development major will prepare students for careers in psychological health and welfare. Students will explore diversity through an introduction to a variety of theoretical approaches to counseling. Specifically, the curriculum will provide the students with a foundation in developmental and counseling psychology, with an emphasis on the underlying psychological processes.

Students will be well prepared to continue their education in a graduate program in mental health counseling, college/residential life counseling, counseling psychology, and clinical psychology. A concentration in Counseling Psychology will prepare graduates to pursue careers serving as residential counselors, behavioral specialists, addiction counselors, counselors for at-risk youth, providers of support services for youth with mental or physical disabilities, service providers for children, youth, and families of military personnel, directors of recreational programs, youth group leaders, parent trainers and advisors, human services agency directors, and child life specialists working with children, youth, and families in children's hospitals or pediatric wards.

Educational Psychology Concentration

A concentration in Educational Psychology within the Human Development major will introduce students to research about human learning and development within a variety of settings (e.g., in the home, in peer groups, and in schools) and about approaches to accommodate learners based on the range of human diversity encountered in such settings. Students will learn how to evaluate and utilize research to create better learning environments. The understanding of research methodologies will provide a basic preparation for graduate study in educational, counseling, clinical, or school psychology. In addition, students will be prepared to pursue careers as research assistants, members of program evaluation teams, academic advisors, institutional researchers, and workers in child care and educational settings.

Peer Assistance and Leadership Concentration

The Peer Assistance and Leadership concentration provides a unique opportunity for undergraduate Human Development majors to integrate academic study with community service and student organizational leadership development experiences. Classroom learning and campus agency-based service opportunities within this concentration provide students with access to a course-based, credit-bearing educational experience in which they learn and develop community engagement, intervention and leadership skills through active participation in organized service experiences that meet campus and community needs. Learned skills can be applied to the world of work and graduate study in education as well as a wide range of other fields.

Special Education Concentration

A concentration in Special Education within the Human Development major will provide students with a foundation in atypical human development across the life span and knowledge of a variety of educational interventions for individuals with disabilities. Students will examine educational and life opportunities for children and adults with disabilities, as well as gain knowledge about the laws created to promote equity in access, education, and work for individuals with disabilities. In addition, students will be introduced to specific areas such as inclusion, universal design, instructional and community accommodations, and educational best practices. This concentration is appropriate for students who would like to pursue a career working with individuals with disabilities in community agencies or daycare centers, as teacher assistants for children with disabilities in schools, and/or continue their education in a graduate program leading to teacher certification.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? ***NOTE: SLOs are defined by the Middle States*** *Commission on Higher Education in the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

Human Development Core Student Learning Outcomes:

1. Students will learn the psychological, social, and cultural facets of human development and learning across the lifespan. They will understand the commonality as well as the diversity of patterns of human development.
2. Students will critically assess social and cultural frameworks and the ways in which individuals, families and communities are situated within them.
3. Students will recognize issues of equity and social justice as they impact human development.
4. Our courses will stress self-directed learning and also provide team-based learning opportunities that emphasize development of effective collaboration skills.

Our students will be supported in learning to:

5. think critically about developmental theories;
6. research on issues of human development;
7. speak and write articulately about issues in human development;
8. achieve basic literacy in research methods;
9. collect, manage, and use data to inform professional decision making;
10. recognize the characteristics of studies and publications that provide credible research findings;
11. practice ethical behavior across academic, research, and professional settings;
12. use technology effectively;
13. apply theory to practice;
14. engage in self-reflection on how their community, and cultural experiences have shaped their own perspectives and perceptions:
15. acquire cultural competence in order to work effectively with diverse populations;
16. evaluate programs intended to support healthy development.

Counseling Psychology Concentration Student Learning Outcomes:

1. Understand the range of professional responsibilities, and ethical and professional behavioral standards required of a counselor;
2. gain a basic understanding of career and individual counseling theories and how they are applied to understand and treat diverse individuals across the lifespan;
3. demonstrate an understanding of the importance of integrating theory and research in practice.
4. display basic competency in counseling skills;
5. conceptualize clients in a culturally sensitive manner from various theoretical perspectives;
6. recognize signs and symptoms of psychological disorders;
7. comprehend how personality develops and impacts functioning across the lifespan.

Educational Psychology Concentration Student Learning Outcomes:

1. Identify the characteristics of learning environments (familial and school) that facilitate human learning;
2. plan and carry-out a well-designed small scale research project;
3. know where to locate credible research findings and how to analyze the literature to generate researchable questions;
4. be able to state research questions that promote credible findings;
5. understand the characteristics of valid measurement instruments and techniques;
6. identify the features of appropriate statistical analyses of data;
7. understand the ethical principles required for human research.

Peer Assistance and Leadership Concentration Student Learning Outcomes:

1. Understand the helping process as it takes place in the context of a comprehensive campus-based student-staffed and professionally supervised peer services agency;
2. articulate and apply basic peer helping theories and principles, such as reflective listening, attending, effective communication, and community engagement;
3. articulate and apply basic peer education principles, such as effective workshop preparation, presentation, and evaluation;
4. understand and recognize warning signs of behavioral health issues of concern to college students and young adults, such as mental health concerns, alcohol and other drug abuse, sexual assault, relationship violence, and stalking, eating disorders and disordered eating, and related topics;
5. understand and implement basic crisis intervention techniques utilized by paraprofessionals and be able to determine when to seek out professional backup support from licensed mental health professionals;
6. understand leadership theories and leadership styles, and describe one's own leadership style;
7. describe the process necessary for evaluating organizational effectiveness, including the evaluation and selection of assessment tools and the use of program evaluation to plan for the future of an organization;
8. articulate and practice the standards and behaviors that are consistent with ethical conduct and professionalism within a community service organization.

Special Education Concentration Student Learning Outcomes:

1. demonstrate knowledge of the causal factors and characteristics of the various disability categories defined under "child with disability' in the Individuals with Disabilities Education Act;
2. demonstrate knowledge of the provisions and protections afforded students with disabilities under the "Individuals with Disabilities Education Act;
3. demonstrate working knowledge of the various, legally required components of an Individualized Educational Plan;
4. understanding of the roles and responsibilities teaching assistants and para-educators fulfill in educational settings serving children with disabilities;
5. demonstrate knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development and contribute to a student developing a disability;
6. demonstrate knowledge of and competency delivering effective interventions and supports that are designed by certificated/licensed staff and needed by children with disabilities to achieve specified goals and objectives;

7. demonstrate ability to effectively collaborate with colleagues, follow instructions, and use problem solving skills in order to be an effective member of the institutional team;
8. demonstrate ability to practice ethical and professional standards of conduct, including the requirements of confidentiality;
9. knowledge of and competency with technology that can assist the teaching and learning of students with disabilities.

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Human Development major emerges from the Department of Educational and Counseling Psychology which has a long and impressive history of nationally recognized research and scholarship. With this as the context, there are several facets of the Human Development major that will contribute to achieving the UAlbany Impact and UAlbany Strategic Plan goals to promote excellence in undergraduate education. We will help UAlbany grow new partnerships and increase undergraduate enrollment, enhance diversity on campus, and increase the number of high caliber students.

To achieve this, we will enter into articulation agreements with regional community colleges to assure admission to qualified graduates of specific community colleges. To date, administrators from Hudson Valley Community College and Schenectady Community College have written enthusiastic letters of support. We plan to finalize similar agreements with other regional community colleges (e.g. Columbia-Greene, Adirondack, Sullivan, Fulton-Montgomery). These agreements will increase the number of applicants to UAlbany, and likely increase the diversity of the applicants.

Secondly, the Human Development major will increase the quality of the undergraduate experience and also increase the caliber of the students on campus. The major will require supervised, community-based practicum experiences in various settings. These are built on the policies and procedures already in place for the School of Education's Community Service in Education (EPSY 390) course. We will strive to regularly and a ctively assess the types and numbers of practicum experiences, in order to accommodate the influx of students and support the diversified student interests associated with the various concentrations available within the major. We believe these activities support campus goals to create an excellent undergraduate student experience that integrates academic and co-curricular experiences and engages the surrounding community.

In the future, we plan to develop an honor's program within the new Human Development major and work collaboratively with the university's Honor's College to afford our students the opportunity to graduate from that especially prestigious program. This will promote the university's goal of attracting more high-caliber students to campus. We believe the Human Development program will enhance the student experience at the University at Albany and SUNY by actively providing a high quality education that engages the student and strengthens their skills for the job market. We will be proposing combined BS/MS tracks for students interested in completing a Bachelor's degree Human Development and a Master's in Counseling or in Educational Psychology. The efforts outlined above are also aligned with SUNY's mission and strategic goals (i.e. SUNY's Moment). Our program mirrors and upholds SUNY's core values of student centeredness, community engagement, diversity, integrity, and collaboration.

Moreover, our program is specifically contributing to the Power of SUNY Strategic Plan in these two areas:

*SUNY and the Seamless Education Pipeline – We are creating articulation agreements with community colleges which will facilitate the process of students transferring into our program, by delineating an educational pathway at the start of

their higher education.

*SUNY and the Vibrant Community – We are committed to making a difference and actively and positively contributing to all the communities we come into contact with. To this end, our students are expected to complete a community-based practicum. We understand the value of these experiences as an educational tool and in building student leadership and civic engagement. Furthermore, the practicum requirement strengthens UAlbany's and SUNY's relationship with our local community.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

The Human Development program is the outcome of two years of discussions with UAlbany School of Education Division Directors and other interested faculty, resulting in a 2020 proposal. Meetings were held at least once weekly of a committee composed of faculty, School of Education administrators, Pathways Into Education (PIE) staff, Middle Earth representatives, and a graduate student representative. Consultation was thoughtful and often; a draft of the proposal was circulated regularly among the divisions of the departments that are linked to the concentrations. As explained in 2.3.C, the human development major contributes to the attainment of strategic goals at the University at Albany and SUNY. Furthermore, we have communicated with the University's Director of the Honor's College and the Presidents of regional community colleges, who have supported the creation of this undergraduate program and the possibilities of building agreements which enhance the opportunities of students within the SUNY system.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the Profession, append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, append a completed form at the end of this document.

The program has been designed taking into consideration academic requirements and educational objectives at UAlbany and SUNY. No external accreditation applies.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	25	0	25	25
2	50	0	50	50
3	75	0	75	75
4	100	0	100	100
5	125	0	125	125

The anticipated enrollments have been determined based on our capacity to provide a high quality program that strikes a balance between increased capacity and pedagogical excellence commensurate with UAlbany Impact and UAlbany Strategic plan goals. This is why the admission into the program increases gradually. Of the 25 new students we propose to admit to the major each year until we reach capacity at 125, we anticipate 15 will be native freshman and 10 will be transfer students from community colleges with which we've reached collaborative agreements. We've assumed that the native/transfer ratio will hold constant, and we are aware that in spring 2016 our first cohort of transfers will graduate;

therefore, in the fall of 2016 we will need to add 10 new transfer students to replace the graduates and an additional 10 new transfer students in order to meet our increasing target for overall admissions to the major. The same holds true for our first cohort of native students who should graduate in spring 2018.

If anticipated enrollments are not achieved, we will assess reasons why the target enrollments were not achieved and based on this make necessary modifications.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Course Title	Credits
Human Development Core	**Total 30**
ASOC 115 Intro to Sociology	3
APSY 101 Intro to Psychology	3
EPSY 200 Intro to Psychological Process of Schooling	3
EPSY 224 Lifespan Development	3
EPSY 250 Understanding Research in Human Development	3
EPSY 330 Intro Statistics in Human Development	3
ECPY 360 Psychology, Cultural Diversity, and Social Justice	3
Dignity for All Students Act (DASA) training	0
Field Based Learning: EPSY 390 (for Counseling Psychology, Education Psychology or Special Education concentrations) **or** ECPY 497 (for Peer Assistance and Leadership concentration)	3
Psychology or Sociology Elective (choose one)	**3 cr from:**
APSY 327 Personality	3
APSY 338 Abnormal Psychology	3
ASOC 250 Sociology of Families (can not be chosen by Counseling Psychology students)	3
ASOC 384 Sociology of Aging	3
Human Development Elective (choose one)	**3 cr from:**
ECPY 410 Supporting Individual and Community Change	3
EPSY 411 Foundations of Leadership in College and University Student Organizations	3
ERDG 404 Children's Literature	3
ERDG 406 Young Adult Literature	3
HSPH 341 Promoting Healthy People and Communities	3
HSPH 342 How US Healthcare Works: Myths and Realities	3
HSPH 343 Mass Media and Health Behavior	3
RCRJ 308 Juvenile Justice Administration	3

Course Title	Credits
ACOM 371 Intercultural Communication	3
Any 300-level Psychology or Sociology course not taken to fulfill the core requirement	3
Human Development Concentrations (choose one)	**Total 15**
Counseling Psychology Concentration	
ECPY 204 Principles of Career and Life Planning	3
APSY elective not taken in core	3
APSY 327 Personality	3
APSY 338 Abnormal Psychology or APSY 333 Childhood Behavior Disorders	3
ECPY 421 Intro to Counseling Psychology	3
Educational Psychology Concentration	
EPSY 400 Instructional Psychology	3
EPSY 420 Child and Adolescent Development	3
EPSY 440 Evaluation in Education	3
EPSY 441 Social Issues in Testing	3
EPSY 481 Research Project Human Development	3
Special Education Concentration	
ESPE 369 Special Education for Students with Emotional and Behavioral Problems	3
ESPE 460 Intro to Human Exceptionality	3
ESPE 463 intro to Autism Spectrum Disorders	3
EPSY 400 Instructional Psychology	3
ERDG 404 Children's Literature **or** ERDG 406 Young Adult Literature	3

Peer Assistance and Leadership Concentration				
ECPY 400 Foundations of Peer Assistance and Peer Education I	3			
ECPY 403 Peer Assistance and Peer Education: Theory and Practice II	3			
ECPY 403 Peer Assistance and Peer Education: Theory and Practice III	3			
ECPY 403 Peer Assistance and Peer Education: Theory and Practice IV	3			
ECPY 406 Theory & Practice in Peer Assistance & Peer Education: Peer Supervision **or** EPSY 411 Foundations of Leadership in College and University Student Organizations	3			
Total required credits: 45				

h) Program Impact on SUNY and New York State

h)(1) ***Need:*** **What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?**

The United States Department of Labor, Bureau of Labor Statistics has reported in their Occupational Outlook Handbook that the employment opportunities associated with a degree in Human Development, when compared with all other professions, are predicted to increase as fast as ***average, faster than average or much faster than average*** between 2012 and 2020. SUNY institutions such as Oswego, Plattsburg and Binghamton all currently sustain healthy programs in human development. Prestigious institutions such as Cornell, Boston College, the University of Pennsylvania and the University of Connecticut all offer long-standing, well enrolled programs in Human Development. Indeed, colleges and universities all across the country offer a Human Development major. Clearly, there exists strong nationwide interest among undergraduate students for this course of study. However, based on our review of existing programs, we believe the program we are proposing will be unique because it will be directly connected with our education programs yet still offer well defined opportunities in psychology, mental health, measurement, assessment and research methodology.

We believe this unique focus will distinguish us from other Human Development programs. Here on campus, the School of Education currently supports more than 300 undergraduate students in the education minor. As anyone affiliated with the School of Education can likely tell you, that UAlbany doesn't offer more explicit and substantial undergraduate options in the fields of education has long been lamented by both our current and prospective students as well as by their parents. We believe that the Human Development major we plan to offer will be very attractive to current and prospective students who would like to gain exposure and knowledge of the human condition through the lenses of educational research and findings.

National and New York State Job Projections:

Employment data and job projections were researched and analyzed in order to understand the need for a new major in Human Development.

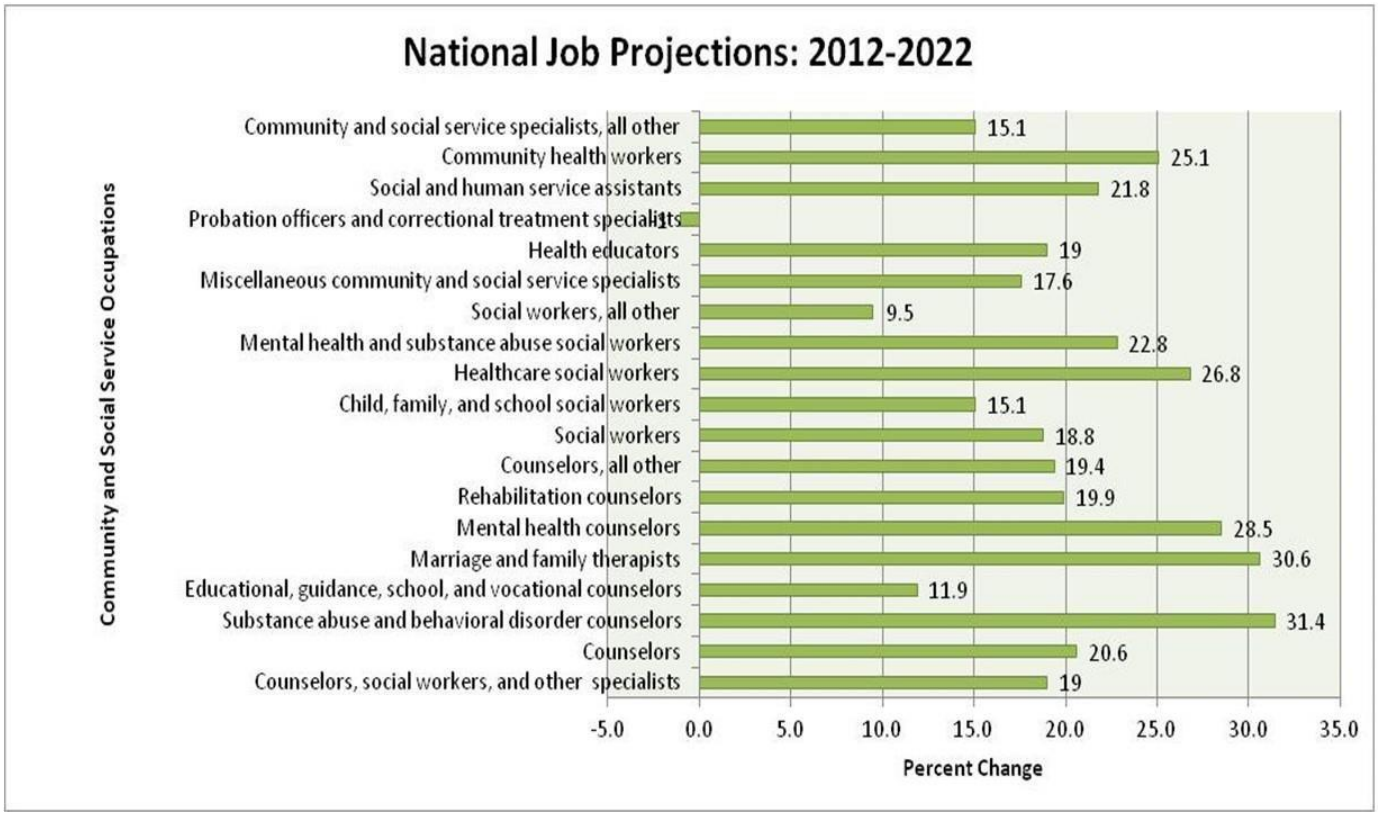
National Job Projections 2012-2022:

Aggregated data from the United States Department of Labor, Bureau of Labor Statistics via the Occupational Outlook Handbook[5], indicate that job growth in the community and social service field is expected to have an average growth of 17.2%[6] nationally; indicating that the growth rate for occupations related to the Human Development program are expected to grow faster than the average growth rate of all other occupations (14%)[7]. For example, between 2010 and 2020 it is expected that[8]

- Substance abuse and behavioral disorder counselors will increase by 31.4%;
- Marriage and family therapists will increase by 30.6%;
- Mental health counselors will increase by 28.5%;
- Healthcare social workers will increase by 26.8%;
- Community health workers will increase by 25.1%; and
- Social and human service assistants will increase by 21.8%.

Please see Figure 1 for job growth projections in reference to specific occupations within the community and social service field between 2010-2020.

Figure 1. Job Growth Projections for Proposed Concentrations and Similar Field Nationally[9]



[5] For more about the community and social service occupations please visit http://www.bls.gov/ooh/community-and-social-service/home.htm

[6] For more information please see the full national data file http://www.bls.gov/emp/ep_table_102.htm

[7] For more information please see the full New York State data file under Long-Term Occupational Employment Projections http://www.labor.ny.gov/stats/lsproj.shtm

[8] The percentages that follow come from the full national data file http://www.bls.gov/emp/ep_table_102.htm

[9] The percentages mentioned in this figure come from the full national data file, please see number six above for the link to the data file.

Indeed.com is a site that allows anyone to search national job trends by searching through thousands of job posting sites. We searched for job trends for occupations within the community and social services field. The following graph illustrates an increase in job postings within the community and social service occupations.[10]

The U.S. NEWS 100 Best Jobs of 2014 listed several of the occupations that students with a degree in human development, as well as with higher education would qualify for from the field of community and social services. Jobs make this list based on their employment opportunity, salary, ability to balance work and life, and job security; please see the jobs that are in the community and social services field that made the list[11]:

- School psychologist was ranked #31;
- Substance abuse counselor was ranked #36;
- Child and family social worker was ranked #58;
- Personal care aide was ranked #72;
- Marriage and family therapist was ranked #76;
- School counselor was ranked #86; and
- Mental health counselor was ranked #97.

New York State Projections:

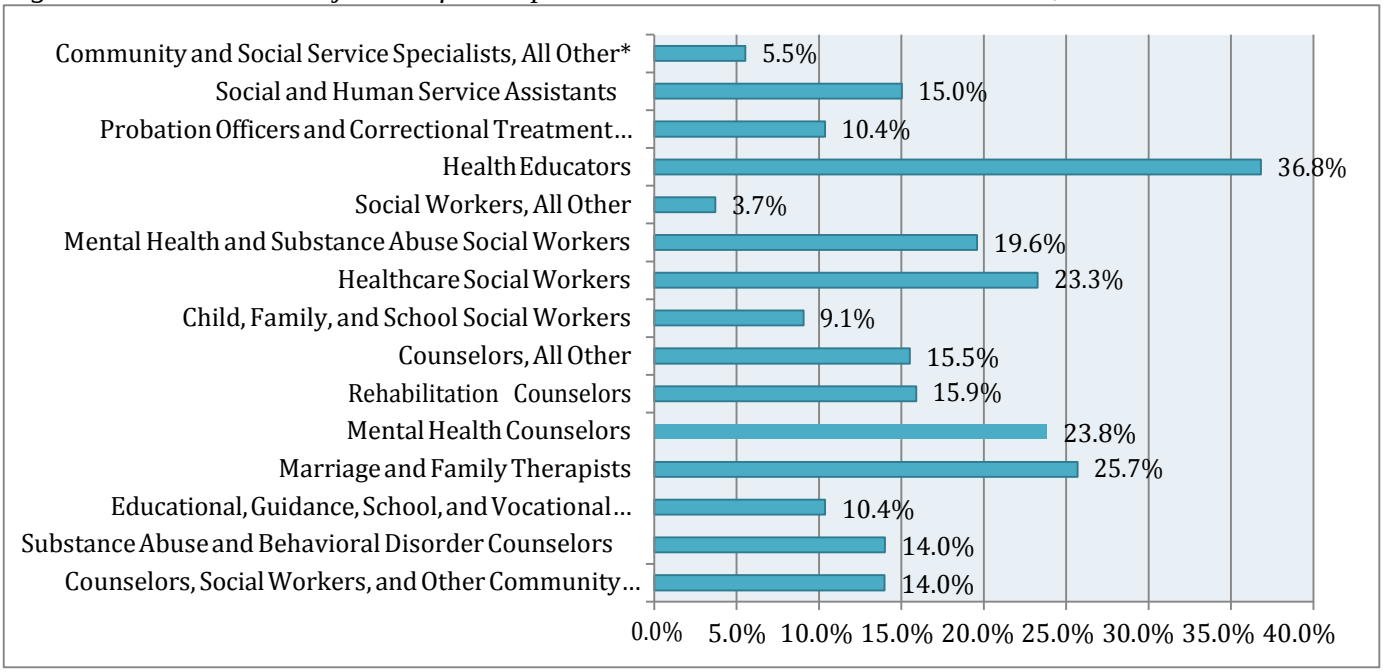
New York State Job Projections:

[10] http://www.indeed.com/jobtrends?q=community+and+social+services&l=

[11] http://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs

The data indicate that employment opportunities commonly associated with a degree in Human Development are predicted to increase as fast as average, faster than average, or much faster than average between 2010 and 2020 when compared with all other professions in New York State. The average growth rate for all occupations within the community and social service field in New York is 14.5%[12].

Figure 2. Job Growth Projections for Proposed Concentrations and Similar Fields, 2010-2020[13]



Note. **This figure contains job projections for potential careers for students graduating with a Bachelor's in Human Development and careers obtainable to them if they continue on to a graduate school program.**

Statewide and Regional Job Projections:

The Occupational Outlook Handbook notes that entry into or advancement in many of these careers requires a master's degree, making the bachelor's in Human Development an excellent starting point for students wishing to pursue an advanced degree within the community and social service field.
Below is a table containing the U.S. Department of Labor Projections for which a student graduating with a Bachelor's in Human Development could attain without further education.

	Average Annual Openings	
Occupation	Statewide 2010 - 2020	Capital Region 2010-2020[14]
Health Educators and Community Health Workers	370	30
Probation Officers and Correctional Treatment Specialists	170	20
Community and Social Service Specialists	400	30

[12] For more information please see the full New York State data file under Long-Term Occupational Employment Projections http://www.labor.ny.gov/stats/lsproj.shtm
[13] All of the data in Figure 2 comes from the link above, in number five.
[14] For more information on the Capital Region data please see the regional data file under Long-Term Occupational Employment Projections http://www.labor.ny.gov/stats/lsproj.shtm

h)(2) ***Employment:*** **For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be appended at the end of this form.**

Employer	*Need: Projected positions*	
	In initial year	In fifth year

Potential employers have not requested the establishment of this program. However, we have consulted with potential employers and graduate schools who have reviewed the program's curriculum and have written letters of support.

Please see Appendix 1 for letters of support from potential employers and graduate programs.

h)(3) ***Similar Programs:*** **Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed.** ***NOTE: Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED's Inventory of Registered Programs.***

Institution	Program Title	Degree	Enrollment
SUNY Binghamton	Human Development	BA	484
SUNY Oswego	Human Development	BA	140
SUNY Plattsburgh	Human Development and Family Relations	BS	85
SUNY Empire State College	Human Development	BA/BS	528
Cornell University	Human Development	BS	282
University of Connecticut	Human Development and Family Studies	BA	595
Boston College	Applied Psychology and Human Development	BA	367

h)(4) ***Collaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

h)(5) ***Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No comments were received from other SUNY campuses during the 30 day comment period.

h)(6) ***Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under SUNY's student mobility policy, **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Declaration of the major in Human Development must be made by application to the department of Educational and Counseling Psychology. The following are the minimum requirements for admission in the program.

I. Criteria for Students Admitted as Freshmen to Albany:

1. The student must have completed at least 24 hours of college credit (sophomore status).
2. The student's cumulative grade point average for all course work at the University at Albany must be 3.00 or higher at the time of evaluation.
3. The courses A PSY 101, A SOC 115, and E PSY 200 must have been completed with a minimum grade of *B* or better.
4. Students must submit an essay clearly stating their reasons for pursuing the major in Human Development.

Applications will be reviewed by a departmental committee comprised of the departmental Division Director, two faculty who will be chosen on a rotating basis, and the Human Development program coordinator. If qualified applications exceed the number of available spaces, the following criteria will be used sequentially to select students to the program:

1. Overall GPA
2. GPA in the prerequisite admission courses (APSY 101, ASOC 115, EPSY 200)
3. Student's written statement of reason for seeking to undertake a Human Development major.

II. Criteria for Transfer Students:

1. Transfer students are expected to meet the admission criteria specified in section I, and are expected to apply for admission to the program when applying for admission to the university.
2. Transfer students who plan to major in Human Development but have not completed the admission criteria specified in section I, may declare their intention to major in Human Development but will not be formally admitted to the major when they enter the University. Students must fulfill the criteria specified in section I.

Reasons for restricting admission to the major: In accordance with University at Albany Senate Bill 1213-05 "Modification of Criteria for Capping or Restricting a major" (Approved by Senate, April 29, 2013; Approved by President Jones, May 13, 2013), an academic program can cap or restrict a major based on one or more of the following rationale:

1. *Program Quality – quality threatened due to instructional resource limitations, e.g.,*
   a) student/faculty ratio
   b) need for faculty strength in such areas as Gen Ed, non-major/non-minor courses, or graduate program
2. *Prerequisites*
   a) essential incoming competence or preparation
3. *Quantitative Considerations*
   a) inability of students to finish in four years
   b) finite number of student spaces in the program, e.g. field placements

The Human Development program meets criteria in 1a, 2a, 3a and 3b. Due to allocated resources, especially the number of course sections possible to teach and limits in the field placements that can be available in any one semester, the program has been restricted with a finite number of student spaces in the program. Furthermore, for successful completion of the program's coursework and requirements, students must have a certain competence coming into the program. Consequently, inability to complete the program's coursework, can also impact their ability to finish in four years.

b) What is the process for evaluating exceptions to those requirements?

Students who would like to appeal an admission decision, can choose to go through an appeals process established by the Department of Educational and Counseling Psychology. The departmental committee charged with review of admission applications will also review and make decisions on submitted student appeals and supporting documentation. Students must submit their written appeal, stating their reasons for contesting initial admission decision and any pertinent support documents to the Academic and Administrative Coordinator. The Committee can decide to fully admit the student; admit the student conditionally with GPA requirements to be met before full admission is granted; not to be admitted in the program. Students will be informed of decisions in writing.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Our university is committed to diversity and inclusion. The Human Development program would align efforts with the university's Undergraduate Admissions Office. Throughout the year our university hosts "Open Houses" as well as a program called "Closer Look", which is especially designed to introduce the programs at University at Albany to prospective students of historically underrepresented groups. We plan to work and sustain communication with Offices such as EOP and LGBTQ. We are prepared to be active in outreach efforts so that our pool of student candidates is diverse. Not only is diversity and social justice at the core of our program, but we will strive so that our students are a reflection of the world. We are currently planning agreements with Community Colleges.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Freshmen students and transfer students in the process of fulfilling admission requirements for the Human Development major are advised in the Advisement Services Center. Once students have been admitted to the human development major, they will be advised by the Administrative and Academic Coordinator of the program. Students taking the Upper-division courses will be encouraged to also seek mentorship from their professors. In addition, other resources at the School of Education will play an important role, such as Pathways into Education (PIE), which provides guidance and advice to students interested in careers in education. Furthermore students can also use the general resources and support services available on campus, such as tutoring groups, Advising Plus, the Counseling Center, the Writing Center, and Career Services.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable**.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with SUNY policy, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. NOTE: The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.

The Human Development program will adhere to the evaluation program policies and guidelines set forth by the Office of Institutional Planning and Effectiveness. (Please see link for specific guidelines: http://www.albany.edu/assessment/prog_review.html). UAlbany conducts program reviews on a seven-year cycle. However, since this is a new program we plan an initial assessment at the completion of its third year. This will ensure that the program is meeting the educational objectives while maintaining high quality across the program. Furthermore, our department of Educational and Counseling Psychology has a history of successful assessment and evaluation of our graduate programs. As a result, we plan to implement best practices when carrying out an assessment/evaluation plan. The evaluation plan will include assessment of performance of faculty (faculty composition, teaching and scholarship), and assessment of the student learning outcomes. We will administer student surveys, and review student transcripts, student retention rates, and their overall performance in courses and involvement in student development activities.

Please see Appendix 2 for Curriculum Map with assessment plans

Section 3. Program Schedule and Curriculum

Complete the SUNY Undergraduate Program Schedule to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found here. Rows for terms that are not required can be deleted.

Please see Appendix 3 for Program and Curriculum of each Human Development concentration.

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? *NOTE: Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

N/A

b)For each existing course that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), append a catalog description at the end of this document.

Please see Appendix 4 for catalog description of existing courses

c) For each new course in the undergraduate program, append a syllabus at the end of this document. NOTE: Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with *SUNY policy on credit/contact hours*), general course requirements, and expected student learning outcomes.

Please see Appendix 5 for new course syllabi.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed External Instruction form at the end of this document.

Please see Appendix 6 for External Instruction Form

Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) Append at the end of this document position descriptions or announcements for each to-be-hired faculty member.

See Appendix 7 for vacancy announcements

NOTE: *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Part 55.2(b) of the Regulations of the Commissioner of Education.*

c) What is the institution's definition of "full-time" faculty?

A full time faculty member is one who holds an appointment with a 100% time commitment.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
PART 1. Full-Time Faculty					
*Joan Newman, Associate Professor and Division Director, Educational Psychology and Methodology	25	Teaching EPSY 224 420 Supervising EPSY 200 250 330 400 440 441	Ph.D. University at Albany	Educational Psychology and Methodology	Dr. Newman trained school psychology students doing their practicum at the Child Research and Study Center. She is a licensed psychologist who has provided extensive consultation to schools and families. Since becoming a full-time faculty member she teaches courses in developmental psychology, psycho-educational assessment, and college teaching. Her research and publications concern sibling relationships, task attitudes and intrinsic motivation, topics in adolescence and cross cultural differences in children's free time usage. For 11 years she has been co-investigator on a grant from NIEHS, studying the impact of environmental toxicants on the cognitive and psycho-social development of Mohawk adolescents. Dr. Newman is currently Director of the Educational Psychology and Methodology Division.
Heidi Andrade, Associate Professor, Educational Psychology and Methodology and Associate Dean for Academic Affairs	17-25	EPSY 200,250	Ed.D. Harvard University	Educational Psychology and Methodology	Dr. Andrade spent eleven years at Harvard University, where she earned her masters and doctoral degrees and worked on a variety of teaching, research, and development initiatives at Harvard Project Zero. Her work focuses on the relationships between thinking, learning, and assessment, with an emphasis on student self-assessment. She has designed thinking-centered instruction and assessments for classrooms, after-school programs,

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
					children's television shows, and CD-ROMs. She has written numerous articles, including an award-winning article for Educational Leadership (1997), and has co-authored two books: Teaching through projects: Creating effective learning environments (1995) and Thinking connections: Learning to think and thinking to learn (1994).
David Yun Dai, Associate Professor, Educational Psychology and Methodology	17-25	EPSY 200 250 400 420	Ph.D. Purdue University	Educational Psychology and Methodology	Dr. Dai received his Ph.D. from Purdue University, and worked as a post-doctoral fellow at the National Research Center on the Gifted and Talented, University of Connecticut. He was a Fulbright scholar to China during 2008-2009, and the recipient of the Early Scholar Award in 2006 conferred by the National Association for Gifted Children. He is internationally known for his work on gifted education, talent development, and creativity. He currently serves on the editorial boards of Gifted Child Quarterly, Journal for the Education of the Gifted, and Roeper Review. His theoretical and research interests include (a) developing a more integrative, functionalist perspective on intellectual functioning and development in the context of educatio n, (b) developing a theory of talent development as optimal individual development through education and self-exploratory activities, (c) exploring various forms of enrichment and acceleration for precocious and advanced students, and (d) exploring how educational psychology as a field might respond to the educational challenges and opportunities in the 21st century.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
Zheng Yan, Associate Professor, Educational Psychology and Methodology	17-25	EPSY 330, 250, 481, 420, 224	Ed.D. Harvard University	Educational Psychology and Methodology	Dr. Yan was Lecturer and Research Associate at the Harvard University Graduate School of Education. He teaches courses in Research Project in the Educational Psychology, Child Development, Seminar in Learning, and Seminar in Structural Equation Modeling. His research mainly concerns dynamic and complex relations between contemporary technologies and human development. His recent research is intended to investigate whether young children are able to understand the Internet as a complex artifact, how school students' knowledge of Internet safety changes over time, and what important psychological factors and mechanisms are involved in the process of E-learning.
M. Dolores Cimini, Assistant Director of Counseling; Adjunct Clinical Professor	17-25	ECPY 400, 403, 404, 405, 406; EPSY 411	Ph.D. University at Albany, SUNY	Clinical Psychology	Dr. Cimini is a New York State licensed psychologist who has provided leadership since 1982 on a number of federal, state, and private grant-funded programs. She is currently the project director for over $2.8 million in federal grants addressing high-risk drinking and other prevention issues, including a grant under the NIAAA Rapid Response to College Drinking Problems program and the SAMHSA Campus-Based Targeted Capacity Enhancement Grant for Alcohol Screening and Brief Intervention for students seeking health care through the University. Cimini has also served as project director for two U.S. Department of Education grant projects, including the Alcohol and Drug Prevention Model Programs Grant. She is the director of the Middle Earth Peer Assistance Program at UAlbany, an agency recognized as a model/exemplary program in alcohol

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
					abuse prevention by both the U.S. Department of Education and the Center for Substance Abuse Prevention, U.S. Department of Health and Human Services. She has published professional articles in both national and international refereed journals in the alcohol and substance abuse field.
Kristie Asaro Saddler, Associate Professor, Special Education	17	ESPE 463	Ph.D. University at Albany, SUNY	Special Education	Prior to joining the faculty at the University at Albany Dr. Asaro-Saddler was a special education teacher for children with Autism Spectrum Disorders (ASD) and developmental disabilities in self-contained classrooms. Her research interests include writing and self-regulatory strategies, specifically for students with ASD. To support her research, has won grants from the Organization for Autism Research and the Office of Planning, Evaluation & Policy Development (OPEPD) at the U.S. Department of Education. She has published in special education journals including the Journal of Special Education and Exceptional Children, and has presented at national and international conferences in the area of writing and autism. She is the co-editor of Exceptional Individuals, the journal for New York State's Council for Exceptional Children, and is on the editorial board of Reading and Writing Quarterly.
Bruce Saddler, Associate Professor, Educational Psycholgy and Methodology/Division Director, Special Education	17	ESPE 460,	Ph.D. University of Maryland	Special Education	Dr. Saddler was a special education teacher in Falls Church, Virginia. He has taught students with Learning and Emotional Disabilities in elementary and middle school. He teaches courses in the inclusion of students with disabilities in the general education environment. His research interests include writing disabilities, self-monitoring, and self-

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
					regulation.
Portia Pieterse, Lecturer, Educational and Counseling Psychology	100	ECPY 204, 421	Ph. D Graduate and University Center of The University of New York	Clinical Psychology	Dr. Pieterse is a New York Licensed psychologist. She has previously taught at Albany Medical Center (Department of Psychiatry). Dr. Pieterse also worked at DSA psychologists, a private practice where she provided psychodynamic and cognitive behavioral psychotherapy to adult and child patients, including couples and family therapy treatment. She is a member of the American Psychological Association, the Society for the Study of Ethnic Minorities Issues, and the New York State Psychological Association.
Kevin Quinn, Associate Professor, Educational Psychology and Methodology/Special Education and Department Chair, Educational and Counseling Psycholgy	17	ESPE 369	Ed.D Northern Illinois University	Special Education	Prior to joining the Special Education faculty, Dr. Quinn was a research associate at Educational Research and Services Center where he managed research projects investigating the development of community-based systems of interagency care for children and youth with serious emotional disturbance and their families. Dissemination outlets for findings related to these empirical inquiries have included the Journal of Emotional and Behavioral Disorders, Journal of Child & Family Studies, and Behavioral Disorders. Dr. Quinn has served as principal of the Rose School, a model demonstration school program for students with emotional and behavioral disorders, and as a special education teacher for students with behavioral and academic problems in Washington DC public schools. Dr. Quinn's continuing research interests involve academic and other community-based programming for at-risk youth with emotional or behavioral disorders.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
Kim Colvin, Assistant Professor, Educational Psychology and Methodology	17-25	EPSY 250,440, 441, 330	Ed.D University of Massachusetts Amherst; M.A.T. Cornell University	Psychometrics; Curriculum and Instruction: Mathematics Education New York State Permanent Teaching Certificate in Mathematics 7 – 12	Prior to joining our faculty, Dr. Colvin did post-doctoral research at the Massachusetts Institute of Technology (MIT) with a physics education research group, applying psychometric techniques to data from massive open online courses (MOOCs), comparing student performance and item functioning in online and on-campus physics courses, and evaluating patterns of student behavior in online courses. She has also taught HS math in New York State for 10 years. Her areas of research are applications of item response theory to modern psychometric problems; computer-based testing: both the psychometric modeling and the student experience.
Part 2. Part-Time Faculty					
Deborah Chapin, Lecturer, Educational Psychology and Methodology	50	EPSY 400, 440, 441, 420	Ph.D University at Albany	Educational Psychology and Methodology	Dr. Chapin has worked at the Evaluation Consortium (University at Albany), conducting program evaluations of federal, state and local projects. Her evaluative experience has focused on the use of technology in teaching and assessment and my research and study interests are in multicultural educational assessment and measurement. Off campus, she has dedicated her time and professional expertise to working with children in-school and in after-school and out-of-school programs, in high-needs communities and urban neighborhoods since the early 1990s, providing

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	**% of Time Dedicated to This Program**	**Program Courses Which May Be Taught (Number and Title)**	**Highest and Other Applicable Earned Degrees (include College or University)**	**Discipline(s) of Highest and Other Applicable Earned Degrees**	**Additional Qualifications: List related certifications, licenses and professional experience in field.**
					educational, social, and cultural activities for underserved children.
Yanqing Sun, Lecturer, Educational Psychology and Methodology	50	EPSY 224, 420	PhD Beijing Normal University	Educational Psychology and Methodology	Prior to joining our faculty, Dr. Sun was Post-Doctoral Fellow at the Institute for Knowledge Innovation and Technology, OISE, University of Toronto in Canada. Previously she had been Associate Professor at the National Key Laboratory for Cognitive Neuroscience and Learning, School of Psychology, Beijing Normal University in China. Her research focuses on Child Development, Parenting, and Language learning.
Gina Cosgrove, Lecturer, Educational Psychology and Methodology	33	EPSY 420, 224	PsyD University at Albany	Educational Psychology and Methodology	Dr. Cosgrove has been a licensed psychologist for the past 15 years and has extensive experience conducting developmental evaluations for children and adolescents on the Autism Spectrum. She has her own practice, Campbell House Psychological Associates and is a consultant for local school districts. Dr. Cosgrove conducts trainings for educators and families regarding how to meet the educational and social needs of individuals on the Autism Spectrum.
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
Stat faculty TBH1: Asst. Professor, Fall 2015	17-25	EPSY 330, 250			
Developmental faculty TBH2: Asst Professor, Fall 2015	17-25	EPSY 224, 420			

Section 5. Financial Resources and Instructional Facilities

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

(This resource assessment covers years 2013-2016)
Faculty: From New Sources (20/20 funds)

One Asst. Professor in Human Development was hired with a Fall 2014 start date. Two additional Asst. Professors in Human Development will be hired in Fall 2015.

Administrative: From Existing Resources

Yenisel Gulatee was hired in the Spring of 2013 as the Academic & Administrative Coordinator of the Human Development Program using School of Education salary savings.

Clerical: From Existing Sources

We have re-allocated clerical resources by committing 10% of the the Educational Psychology Secretary I's time to support faculty, staff, and students in the Human Development Undergraduate Major.

Equipment: From New Resources / Existing Sources

Start-up funds for new faculty hires are provided with new resources from the Provost to cover equipment, software, and other technology. We estimate $3,700 for a desktop computer, laptop and printer per faculty.

The Academic & Administrative Coordinator was provided with a desktop computer and printer using existing departmental resources for a total of $1,700.

Supplies: From New Resources / Existing Resources

Office supplies and other supplies such as toner cartridges and paper, etc. will be purchased for faculty and the Academic & Administrative Coordinator using existing departmental IFR funds ($250 for Administrative Coordinator and $250 for faculty.

Year 1 (2014-15): $500 ($250 for Coordinator and $250 for one faculty).

Year 2 (2015-16): $1,000 ($250 for Coordinator and $750 for three faculty).

Year 3 (2016-17): 1,000 ($250 for Coordinator and $750 for three faculty).

We anticipate that the new human development program will need a marketing strategy; we plan to seek the assistance of the Office of Communications and Marketing.

Student Support: From Existing Resources

Graduate Student advisor(s) working in PIE (Pathways to Education Center) will collaborate in advising students in the Human Development program.

Facilities: From Existing Space (14-15) and New Resources (15-16)

For the 2014-15 academic year existing space has been assigned to the Academic & Administrative Coordinator and the Human Development faculty member starting in Fall 2014. Painting costs for the office of the Coordinator and the new human development faculty totaled $2,000.

For the 2015-2016 academic year two additional Human Development faculty will be hired. Our plan is to renovate Ed 220C and Ed 220D into faculty offices for the two 15-16 hires. Financial assistance for the renovations would total approximately $10,000 for both rooms, since they would require asbestos abatement. The School of Education will fund $2,000 of the expense for painting both offices, and we will request campus resources for the asbestos abatement.

In addition, in the university's Facilities Management Master Plan, The School of Education is scheduled to move across the podium into the building previously occupied by the Business School. Reconstruction of the new building is scheduled for 2015 with our move planned for 2018. Design planning for our new building has already begun. If funded, plans for our new undergraduate major will be incorporated into that design plan.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

	Expenses (in dollars)					
Program Expense Categories	**Before Start**	**Academic Year 1: 2015-16**	**Academic Year 2: 2016 - 17**	**Academic Year 3: 2017 - 18**	**Academic Year 4: 2018 - 19**	**Academic Year 5: 2019-20**
(a) Personnel (including faculty and all others)*	$125,685	$269,456	$277,540	$285,866	$294,442	$303,276
(b) Library	0	0	0	0	0	0
(c) Equipment	$5,400	$7,400	0	0	0	0

(d) Laboratories		0				
(e) Supplies	$500	$1,000	$1,000	$1,000	$1,000	$1,000
(f) Capital Expenses	$2,000	$10,000	0	0	0	0
(g) Other (Specify):	0	0	0	0	0	0
(h) Sum of Rows Above	**$133,585**	**$287,856**	**$278,540**	**$286,866**	**$295,443**	**$304,276**

- **Assumes 3% annual increase in personnel costs**

Section 6. Library Resources

a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program. Please see attached Libraries Assessment Report

The University Libraries collect, house, and provide access to all types of published materials in support of the research and teaching of the schools, colleges, and academic departments of the University. This report on a review of resources addresses support to the newly proposed undergraduate Human Development major within the School of Education. In addition to collection development services and online subject guides, Subject Librarians offer outreach through teaching, reference desk assistance, and individual consultation to students and faculty to create awareness of the many resources available to support student success and community engaged learning.

Needs - Proposed Human Development Major

This proposed new undergraduate major would add a total of 7 new courses. Based upon the *Catalog Description* for the proposed Human Development major, a total of 6 new courses are being offered for the Human Development core courses. Out of the 33 credits offered within the Human Development courses, 24 credits are required. Of those 33 credits offered, only 9 of those core credits constitute new courses listed in the *Catalog Description*. In addition, *Appendix D* offers a list of electives to fulfill one core elective requirement. All but 2 of the 10 elective courses offered are existing courses.[15] Within the 4 concentrations for the proposed major, there are 3 new courses being offered (9 credits). Therefore, this proposed new undergraduate major would add a total of 7 new courses and rely primarily upon previously existing courses within educational psychology, educational counseling, psychology and sociology and electives in other fields. All of these

[15] One elective course selected from Appendix D is required to fulfill the Human Development Core requirements. Both ECPY 410 - Supporting Individual and Community Change and EPSY 411 are new courses and both appear on Appendix D elective courses list. However, EPSY 411 is a new course offered as a selection under the Service Learning/Peer Assessment concentration. This raises the initial 6 new courses to a total of 7 new courses to support this major.

disciplines have received consistent library collection development and resource support from the University Libraries. While expansion of existing courses, new courses and programs could utilize more library support, the library discretionary funds, would allow for some shift of funding focus to support these courses.

New courses proposed:

Human Development Core Courses

EPSY 224 Life Span in Human Development (3) - (new course)
EPSY 250 Understanding Research in Human Development (3) - (new course)
EPSY 330 Introductory Statistics in Human Development (3) - (new course)

ECPY 410 Supporting Individual and Community Change (3) (new course – potential elective)

Education Psychology Concentration
EPSY 481 Research Project in Human Development (3) (new course)

Service Learning/Peer Assistance and Leadership Concentration
EPSY 411 Foundations of Leadership in College and University Student Organizations (3) - (new course)

Special Education Concentration
ESPE 463 Introduction to Autism Spectrum Disorders (3) - (new course)

Library Collections

The University Libraries are among the top 115 research libraries in the country. The University Library, the Science Library, and the Dewey Graduate Library contain more than two million volumes and over 2.8 million microforms. The Libraries subscribe or provide access to over 75,000 serials. Many thousands more are made available via subscriptions to full-text databases. Whenever possible, current subscriptions are available electronically.

Books and Reference Sources

Because of the cross disciplinary nature of Human Development, it would be difficult to provide a precise count of the books in the library collection that would support this program. The University Libraries have consistently offered extensive support to majors and programs within the disciplines of education, psychology, sociology, biology, social work, social welfare, as well as extensive support to business (leadership), communication (interpersonal and organizational), Africana studies, English, women's studies (diversity), areas that intersect with the proposed emphasis of the proposed Human Development major and of consequence to human services careers. In addition, we have access to several important handbooks, and online reference tools.

Government Documents and Statistical Sources

The Libraries serve as a selective depository for U.S. Government publications and house collections of software and media, United Nations documents, national government documents, non-profit and for-profit agency statistical sources, all indexed within the MINERVA catalog and found within the government documents section as well as in our reference and general subject collections. These could contribute to human development instruction and research. The library is also in the process of evaluating more datasets to support instruction and research.

Indexing and Access to Academic Literature: Databases and Full-Text Journal Articles

Finding no specific tool to measure library collection resources for human development programs per se, a recent (March 2014) comparison of resources cited on university library guides supporting the top 15 established human development academic programs was initiated. Findings of this review indicate that the UA Libraries have almost all of the key databases cited and more. Therefore, our coverage more than adequately supports identifying research and accessing articles at the undergraduate level within this area. Again, given the fact that only 7 new courses will be added and their subject content are likely to be within the scope of previous collection strengths, the Libraries are in a strong position of support for this new major. Though all of the following cited databases do not contain the full-text of the cited article, links to external sources are provided when the full-text content is available. Articles not available online can be obtained, usually within a few days, through our Interlibrary Loan Services.

Access provided through the library:

- Education Source
- ERIC
- PubMed
- PsycINFO
- PsychotherapyNet
- Biological Abstracts
- CINAHL - Nursing and Allied Health
- WEB of Science
- Social Services Abstracts
- Sociological Abstracts
- Social Science Electronic Data Library
- Sociological Abstracts
- Criminal Justice Abstracts
- PAIS, Worldwide Political Science Abstracts
- Business Source Complete
- PsycARTICLES
- Social Sciences Full-Text
- Psychology and Behavioral Sciences Collection

- Academic Search Complete
- Women's Studies International
- ICPSR
- JSTOR
- PUBGET
- Science Direct

Databases not found at UA that may be considered for the future:

- AGELINE
- Children's Literature Comprehensive Database
- Child Development and Adolescent Studies
- COGNET
- Family and Society Studies Worldwide
- PILOTS
- Statistical Insight

The Libraries have access to a significant number of key journals online and in print for the aforementioned disciplines. As the journals vary depending upon the emphasis and level in each Human Development program across the country, it would be difficult to assess comparison of journals by program. However, based on the journal titles cited on the library guides that were reviewed, the University at Albany did have access to a high percentage of the titles listed. As discussed with those developing the proposal, identifying relevant journals is part of an evolving and ongoing process. Should the program need to acquire a key journal, the Libraries would work with the department to identify for cancellation, a less needed journal title that may afford for a new journal subscription. Subject librarians will be sure to seek faculty advisement and advocate for acquisition or re-allocation of budgets based upon need.

Interlibrary Loan and Delivery Services

The University Libraries' Interlibrary Loan (ILL) Department borrows books and microforms, and obtains digital copies of journal articles and other materials not owned by the Libraries from sources locally, state-wide, nationally, and internationally. ILL services are available at no cost to the user for faculty, staff, and students currently enrolled at the University at Albany.

Access to Research Collections

Library memberships provide access to many other libraries in the Capital District region, in New York State, and throughout the United States and Canada. In the Capital District, the Capital District Library Council (CDLC) sponsors the Direct Access Program (DAP). Upon presentation of a CDLC DAP card, students and faculty may borrow from or use 47 academic, public, law, medical, and

technical libraries, including the Rensselaer Polytechnic Institute Libraries. Students and faculty may also use the collections of the New York State Library. Statewide, students and faculty may use and borrow materials from most of the SUNY-affiliated institutions.

Summary and Conclusions

Based upon a review of our library collection holdings, discussions with the department and given the introductory and interdisciplinary nature of these 7 new courses and the extensive University Library resources which currently support the existing intersecting disciplines and programs, there is strong support for both the instructional level of this new major and potentially strong support for advanced research within this proposed program.

As the program evolves and these new courses are developed, the Libraries will be in a better position to assess what may be needed in terms of future support. Currently, there is more than adequate support. After a review of topics and holding in the MINERVA catalog, more recent monographs on autism and lifespan studies could be more aggressively collected if available. The libraries have been actively acquiring community based learning resources within education and teaching. New publications addressing global human development, global equity and sustainability within the curriculum could also support the major.

Although the Libraries have purchased several online journal packages which offer many new journal titles, we have not been able to support new individual journal subscriptions for some time. However, if other titles are needed, the University Libraries' Interlibrary Loan services can generally provide access to articles within 3-5 days, if unavailable through the many journals we subscribe to, lease, or own. In terms of monograph and media support, we have discretionary budgets that could support the purchase of needed handbooks, updated research tools and books, or DVD's to support new aspects or new foci of human development, particular to the goals and objectives of this proposed program. The Libraries will continue to work with the faculty involved in the program to identify collection needs in light of existing resources. When necessary or upon re-evaluation of the program, funding for new resources will be included in the Libraries' annual budget request process. The Libraries may consider re-allocation of existing funds or utilize other appropriate funding sources.

b) Describe the institution's response to identified collection needs and its plan for library development. Please see attached Libraries Assessment Report.

The library's assessment indicates that the current collection is adequate to support the Human Development major; no response required.

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs, and may request an evaluation

for a proposed associate degree or certificate program in a new or emerging field or for other

reasons. Is an external evaluation required? [ ] No [X] Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **submit a separate electronic document to accompany this form** that contains each original, signed *External Evaluation Report* as well as the single *Institutional Response* to all reports, as described in Section 8. ***NOTE:*** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

Evaluator #1	**Evaluator #2**
Name: Penny Hauser-Cram, Ed.D Title: Professor, Department of Counseling, Developmental and Educational Psychology Institution: Boston College	Name: Christine Fruhauf, Ph.D. Title: Associate Professor, Human Development and Family Studies Institution: Colorado State University

Section 8. Institutional Response to External Evaluator Reports

As applicable, send a single *Institutional Response* to all *External Evaluation Reports* in the same file that contains the verbatim, signed *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the facilitation of transfer.

a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree,** demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per SUNY policy, by listing the transfer institutions below and **appending** at the end of this document**:**

- two completed *SUNY Transfer Course Equivalency Tables*, one for each transfer institution; and
- a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

b) For a **proposed baccalaureate program,** document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as *SUNY Transfer Course Equivalency Tables* and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Hudson Valley Community College	00993 Human Services	AS
Schenectady County Community College	88430 Liberal Arts and Science – Teacher Education Transfer	AS

Please see Appendix 8 for equivalency tables/agreements

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [X] No [ ] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [X] No [ ] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on Guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.
[X] No [ ] Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[X] No [ ] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization
Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

List of Appended and/or Accompanying Items

a) Appended Items: If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the profession, or other applicable external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form	Section 2.3, Item (e)
Appendix 1	*OPTIONAL: For programs leading directly to employment*, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix 2	***For all programs*, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed**	Section 2, Item 7
Appendix 3	*Sample Program and Curriculum for each of the four Human Development Concentrations*	Section 3
Appendix 4	*For all programs*, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
Appendix 5	*For all programs with new courses in the major*, syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
Appendix 6	*For programs requiring external instruction*, a completed *External Instruction Form* and documentation required on that form	Section 3, Item (d)
Appendix 7	*For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
Appendix 8	*For all A.A. and A.S. programs*, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; *for baccalaureate programs that anticipate transfer student enrollment*, documentation of seamless transfer with at least two SUNY two-year programs	Section 9
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a *Distance Education Format Proposal*	Section 10
	For programs requiring an MPA, a *Master Plan Amendment Form*	Section MPA-1

b) Accompanying Items - External Evaluations and Institutional Response: If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

University at Albany
New Program Proposal
BS in Human Development

Appendix 1

Letters of Support

Employers

Northeast Career Planning

Center for Disabilities

Graduate Program

CUNY College of Staten Island

SUNY Oneonta

YOUR LIFE • YOUR SUCCESS • OUR MISSION

Northeast Career Planning

Administrative Office:
339 Broadway • Menands, New York 12204
Phone (518) 465-5201 • Fax (518) 463-8051
www.northeastcareer.org

Professional Services:
28 Colvin Avenue • Albany, New York 12206
Phone (518) 438-3445 • Fax (518) 453-9096
www.facebook.com/NortheastCareerPlanning

Dr. Kevin Quinn
Chair, Department of Educational and Counseling Psychology
School of Education
University at Albany
Albany, NY 12222

08/04/14

Dear Dr. Quinn:

I enthusiastically write this letter in support of the proposal for new undergraduate program in Human Development at the University at Albany.
After studying the learning outcomes and the objectives of the program, I believe this program will prepare students to work in the non for profit sector of social service agencies.

Northeast Career Planning is a Rehabilitation agency that provides a variety of programs to serve individuals with disabilities. Our programs include, but are not limited to, a licensed mental health program, PROS (Personalized Recovery Oriented Services), Supported Education programs which help people with a mental illness to achieve educational goals, programs for veterans, a work center, employment programs, OASAS funded programs and numerous other programs for youth and adults.

Currently, the programs I oversee only provide internships for students at the graduate level because the current selection of undergraduate programs to not provide the foundation, knowledge base and skill set that students need to serve in a counseling role. I believe that this program may provide students with a more thorough understanding of disabilities and the psychological aspects that need to be considered in a counseling relationship. I also believe it is critical that students learn to approach individuals from a strength based perspective which is an understanding they should develop within the Human Development program at the University at Albany, should it be approved.

I believe that students graduating from this program will be well suited to serve in entry level counseling positions within this agency in roles such as PROS counselors, Vocational counselors, OASAS program counselors, and Youth services counselors.

In conclusion, I fully support the efforts of the School of Education as they seek approval for the undergraduate Human Development program. This program will enhance opportunities for

students to achieve academic and professional success, and enable them to make a difference in the community.

Sincerely,
Kiki Garg

Kiki Garg, M.S., LMHC
Director of Rehabilitation Services
Northeast Career Planning
339 Broadway
Menands, NY, 12204
518-465-5201
kgarg@northeastcareer.org

From: "marcal@cfdsny.org" <marcal@cfdsny.org>
Date: Fri, 15 Aug 2014 20:52:57 +0000
To: Yenisel Gulatee <ygulatee@albany.edu>
Subject: Letter of support

Dr. Kevin Quinn
Chair, Department of Educational and Counseling Psychology
School of Education
University at Albany
Albany, NY 12222

Dear Dr. Quinn:

I enthusiastically support the proposal for new undergraduate program in Human Development at the University at Albany.

As the Senior Director of Behavioral Health Services at the Center for Disability Services in Albany,NY, where I have been employed for 28 years, it is abundantly clear to me that a program with goals such as the proposed program in Human Development fills a gap in University offerings. As a graduate of the Doctoral Program in School Psychology at UAlbany, I am thrilled to see the University planning to such a valuable program. I believe this program will help prepare some of it's graduates for careers in psychology working with individuals with developmental disabilities. The inclusion of the practicum aspect of the program, in the areas you have delineated, supports the level of commitment to an applied degree.

My area of work has largely focused on people with developmental disabilities. I have found that a lack of understanding about differences in development leads some to avoid work in the field of intellectual and developmental disabilities. The work is complicated and takes a strong background and flexibility in thinking, and an openness to work with populations many haven't had much exposure to. The field is rapidly changing with a range of pressures, on the one hand to integrate people with developmental disabilities into the community, and on the other hand, to do so with limited dollars. These pressures will require well trained and creative minds, such as the program in Human Development has the potential to cultivate.

In conclusion, I fully support the efforts of the School of Education as they seek approval for the undergraduate Human Development program. This program will enhance opportunities for students to achieve academic and professional success, and enable them to make a difference in the community. To further show my support, I hope that my agency and I can collaborate with UAlbany in developing a practicum site to contribute to the success of the program.

Sincerely,

Steve Marcal, Psy.D. , Senior Director, Behavioral Health Services
Center for Disability Services
314 South Manning Blvd
Albany, NY 12208-1794
Phone: 518.437.5581;Tuesday 518-427-2305

Fax: 518-437.5579
Our Mission: To enable and empower people, primarily those with disabilities, to lead healthy and enriched lives.
** Confidentiality Notice: This electronic message is intended to be viewed only by the individual or entity to whom it is addressed. It may contain information that is privileged, confidential, or otherwise protected from disclosure under applicable law. Any dissemination, distribution, copying, or re-disclosure of this communication is strictly prohibited without appropriate authorization. If the reader of this message is not the intended recipient, or if you have received this communication in error, please notify us immediately by return e-mail and delete the original message and any copies of it from your computer. For further information about the Center for Disability Services please see our website at www.cfdsny.org. Thank you.*

August 21, 2014

Dr. Kevin Quinn
Chair, Department of Educational and Counseling Psychology
School of Education
University at Albany
Albany, NY 12222

Dear Dr. Quinn:

I am writing to express my support for the proposed undergraduate program in Human Development at the University at Albany.

I am an assistant professor of Education at the College of Staten Island, City University of New York (CUNY). At the College, I teach both undergraduate and graduate courses preparing students for public school teaching careers. In addition, I have been a researcher and a staff developer in public schools in New York State and elsewhere for the past 20 years.

I am convinced that the program addresses a long-neglected need in the preparation of both future teachers and individuals who work with children and adolescents in a wide range of professional roles, within schools and in other settings.

Based on my review of the proposed Human Development major, including the descriptions of the core curriculum and that of the concentrations, I am particularly enthusiastic about the theoretical and practical foundation the major will provide for undergraduate students interested in working within schools, either as a faculty member, a teacher's aide, or in a counseling role. All of these professional roles require a much more extensive knowledge and skill set related to understanding and facilitating the healthy human development of children and adolescents than those higher education institutions currently provide.

The proposed program will provide a model for other institutions—including, I hope CUNY—in developing programs that prepare young professionals for critical roles across the educational and social service landscape. I look forward to following the development of this exciting new program. Please feel free to contact me if I can provide any additional information (david.allen@csi.cuny.edu).

Sincerely yours,

David Allen, EdD
Assistant Professor
School of Education
College of Staten Island, City University of New York

SUNY
ONEONTA
Department of Educational Psychology, Counseling and Special Education

August 8, 2014

Dr. Kevin Quinn
Chair, Department of Educational and Counseling Psychology
School of Education
University at Albany
Albany, NY 12222

Dr. Quinn:

I am writing in strong support of the proposed undergraduate Human Development program at the University at Albany.

I chair the Department of Educational Psychology, Counseling and Special Education at SUNY Oneonta. Part of my duties involves screening student applications for our Master's program in school counseling. We require a strong background in the social sciences, with specific minimum requirements of 12 semester hours in psychological science. Having reviewed the structure and requirements of the proposed Human Development undergraduate major, I can say with certainty that graduates of this program would be very well prepared for success in our Master's program in school counseling.

In summary, I unequivocally support your efforts to seek approval for the proposed undergraduate program in Human Development. The curriculum is well planned and will prepare its graduates to positively impact the lives of those most in need.

Sincerely,

Brian D Beitzel

Brian D. Beitzel, Ph.D.
Professor and Chair
Department of Educational Psychology,
Counseling and Special Education
374F Fitzelle Hall
SUNY Oneonta
Oneonta, NY 13820
(607) 436-3933

APPENDIX 2: STUDENT LEARNING OUTCOMES (CURRICULUM MAP)

Student Learning Outcomes:

Below is the list of the expected student learning outcomes (SLOs) within the core of the Human Development major as well as within each of the four concentrations. These tables provide evidence that the SLOs are met through the required courses that all students will participate in through the core and their individual concentrations. In addition, many of the SLOs will also be fulfilled through the general education courses that students must take in order to receive a degree from the institution, as well as the required courses that are outside of the School of Education (e.g., the psychology and sociology courses in the HD core).

Human Development Core Courses							
SLOs: What we want students to know and the skills we want them to have.		**EPSY 224**	**EPSY 200**	**ECPY 360**	**EPSY 250**	**EPSY 390**	**EPSY 330**
1	Understanding the commonality and diversity of the patterns of human development across the lifespan.	Reading guides; exam questions; case study	Throughline reflections; reading notes; annotated bibliography; learning vignettes class discussions; quizzes	Exam questions; reaction papers; reflection papers			
2	Critically assess social and cultural frameworks and the ways in which individuals, families, and communities are situated within them.	Reading guides; exam questions; case study	Throughline reflections; reading notes; annotated bibliography; learning vignettes class discussions; quizzes	Exam questions; reaction papers; reflection papers		Journal entry: Education or counseling theory application and reflection; Journal entry: Cultural consideration for teachers application and reflection	
3	Recognize issues of equity and social justice as they impact human development.	Reading guides; exam questions; case study		Exam questions; reaction papers; reflection papers		Journal entry: Education or counseling theory application and reflection; Journal entry: Cultural consideration for teachers application and reflection	

Human Development Core Courses *(continued)*							
SLOs		**EPSY 224**	**EPSY 200**	**ECPY 360**	**EPSY 250**	**EPSY 390**	**EPSY 330**
4	Stress self-directed learning.	Reading guides; case study	Assigned readings; throughline reflections; reading notes; annotated bibliography; learning vignettes	Reaction papers; reflection papers	Lists of unknown terms from readings; research 3 items in depth; final paper	Journal entries based on application and reflection	Unit assessments
5	Provide team-based learning opportunities that emphasize development of effective collaboration skills.	Reading guides; exam questions; case study	Learning vignettes	Group presentations		Conversation with supervisor and client about what they feel they can learn from student	
6	Think critically about developmental theories.	Reading guides; exam questions; case study	Throughline reflections; reading notes; annotated bibliography; learning vignettes		Lists of unknown terms from readings; research 3 items in depth; final paper		Unit assessments
7	Research about issues of development.		Annotated bibliography; learning vignettes; Piaget's pencils assignment		Research 3 items in depth; final paper		
8	Speak articulately about issues in HD.	Case study	Presentation of learning vignettes	Current events; group presentation; group discussion on reaction paper questions			
9	Write articulately about issues in HD.	Case study	Annotated bibliography; learning vignettes; Piaget's pencils assignment	Reflection papers; reaction papers; cultural experience paper	Lists of unknown terms from readings; research 3 items in depth; final paper	Journal entries	

Human Development Core Courses *(continued)*							
SLOs		**EPSY 224**	**EPSY 200**	**ECPY 360**	**EPSY 250**	**EPSY 390**	**EPSY 330**
10	Achieve basic literacy in research methods.		Annotated bibliography		Lists of unknown terms from readings; research 3 items in depth; final paper		
11	Collect, manage, and use data to inform professional decision making.	Case study	Annotated bibliography; learning vignettes; Piaget's pencils assignment	Current events; group presentation	Lists of unknown terms from readings; research 3 items in depth; final paper	Journal entry: using and reflecting on intervention strategies	
12	Recognize the characteristics of studies and publications that provide credible research findings.		Annotated bibliography		Lists of unknown terms from readings; research 3 items in depth; final paper		Unit assessments
13	Practice ethical behavior across academic, research, and professional settings.	Course work; expectations	Course work; expectations	Course work; expectations	Course work; expectations	Journal entry: ethics of community service application and reflection	Course work; expectations
14	Use technology effectively.		Annotated bibliography		Research 3 items in depth; final paper		
15	Apply theory to practice.	Case study	Annotated bibliography; learning vignettes; Piaget's pencils assignment; class discussions; quizzes			Journal entry: education or counseling theory application and reflection	Unit assessments
16	Engage in self-reflection on how their unique family, community, and cultural experiences have shaped their own perspectives and perceptions.	Reading guides; exam questions; case study	Throughline reflections; reading notes; annotated bibliography; learning vignettes class discussions; quizzes	Reflection papers; reaction papers		Journal entry: reflection on overall experience and work had on the student's future goals and preconceived ideas	

Human Development Core Courses *(continued)*							
SLOs		**EPSY 224**	**EPSY 200**	**ECPY 360**	**EPSY 250**	**EPSY 390**	**EPSY 330**
17	Acquire cultural competence in order to work effectively with diverse populations.	Reading guides; exam questions; case study	Throughline reflections; reading notes; annotated bibliography; learning vignettes; Piaget's pencils assignment class discussions; quizzes	Exam questions; reflection papers; reaction papers; cultural event paper		Journal entry: Cultural consideration for teachers application and reflection	
18	Evaluate programs intended to support healthy development.	Reading guides; exam questions; case study	Learning vignettes; Piaget's pencils assignment class discussions; quizzes				

Counseling Psychology Concentration							
SLOs: What we want students to know and the skills we want them to have.		**ECPY 204**	**ECPY 421**	**APSY 327**	**APSY 338**	**APSY 214**	**APSY 270**
1	Understand the range of professional responsibilities, and ethical and professional behavioral standards required of a counselor.		Exam questions; quizzes; journal article presentation; case conceptualization;				
2	Gain a basic understanding of career and individual counseling theories and how they are applied to understand and treat diverse individuals across the lifespan.	Exam questions	Exam questions; quizzes; journal article presentation; case conceptualization				
3	Demonstrate an understanding of the importance of integrating theory and research in practice.	Exam questions	Case conceptualization; journal article presentation	Exam questions; quizzes	Exam questions	Exam questions	Exam questions
4	Display basic competency in counseling skills.		Exam questions; case conceptualization				
5	Conceptualize clients in a culturally sensitive manner from various theoretical perspectives.		Exam questions; case conceptualization				Exam questions
6	Recognize signs and symptoms of psychological disorders.		Exam questions; quizzes	Exam questions; quizzes	Exam questions	Exam questions	Exam questions; iclicker questions

Educational Psychology Concentration						
SLOs: What we want students to know and the skills we want them to have.		**EPSY 400**	**EPSY 420**	**EPSY 440**	**EPSY 441**	**EPSY 481**
1	Identify the characteristics of learning environments (familial and school) that facilitate human learning.	What is…? Papers; online discussions; quizzes; reciprocal peer questioning	Exam questions; one minute notes; research in media paper; final project; reciprocal peer questioning	How Much Do I Understand assignments; exam questions; assessment instrument development; assessment instrument critique; participation in research study or lecture/workshop	Reading responses; research paper, social issue poster; current events; quizzes	
2	Plan and carry-out a well-designed small scale research project.					Designing, conducting, writing, and presenting a research project
3	Know where to locate credible research findings and how to analyze the literature to generate researchable questions.		Exam questions; one minute notes; research in media paper; final project; reciprocal peer questioning	How Much Do I Understand assignments; exam questions; assessment instrument development; assessment instrument critique; participation in research study or lecture/workshop		Designing, conducting, writing, and presenting a research project
4	Be able to state research questions that promote credible findings.	What is…? Papers; online discussions	One minute notes; research in media paper; final project	How Much Do I Understand assignments; exam questions; assessment instrument development; assessment instrument critique; participation in research study or lecture/workshop		Designing, conducting, writing, and presenting a research project

Educational Psychology Concentration *(continued)*						
SLOs		**EPSY 400**	**EPSY 420**	**EPSY 440**	**EPSY 441**	**EPSY 481**
5	Understand the characteristics of valid measurement instruments and techniques.		One minute notes; research in media paper; final project	How Much Do I Understand assignments; exam questions; assessment instrument development; assessment instrument critique; participation in research study or lecture/workshop	Social issue poster presentation; current events presentation	Designing, conducting, writing, and presenting a research project
6	Identify the features of appropriate statistical analyses of data.		One minute notes; research in media paper; final project	How Much Do I Understand assignments; exam questions; assessment instrument development; assessment instrument critique; participation in research study or lecture/workshop	Reading responses ; research paper	
7	Understand the ethical principles required for human research.	What is…? Papers; online discussions; quizzes; reciprocal peer questioning	Research in media paper; final project	How Much Do I Understand assignments; exam questions; assessment instrument development; assessment instrument critique; participation in research study or lecture/workshop participation in research study or lecture/workshop	Research paper	Designing, conducting, writing, and presenting a research project

Peer Assistance and Leadership Concentration							
SLOs: What we want students to know and the skills we want them to have.		**ECPY 400**	**ECPY 403**	**ECPY 404**	**ECPY 405**	**ECPY 406**	**EPSY 411**
1	Understand the helping process as it takes place in the context of a comprehensive campus-based student-staffed and professionally supervised peer services agency.	Hotline training shift; training labs; training class; exam questions	Participation in supervision and hotline shifts; article summaries; topic presentations	Participation in supervision and hotline shifts; article summaries; topic presentations	Participation in supervision and hotline shifts; article summaries; topic presentations	Participation in supervision sessions; resource training shift; temporary hotline shift; Middle Earth crisis hotline; exam questions	
2	Articulate and apply basic peer helping theories and principles, such as reflective listening, attending, effective communication, and community engagement.	Hotline training shift; training labs; training class; exam questions	Participation in supervision and hotline shifts	Participation in supervision and hotline shifts	Participation in supervision and hotline shifts	Participation in supervision sessions; resource training shift; temporary hotline shift; Middle Earth crisis hotline; exam questions	
3	Articulate and apply basic peer education principles, such as effective workshop preparation, presentation, and evaluation.	Hotline training shift; training labs; training class; exam questions	Topic presentation; Reflection paper on evaluation of "Awareness week"; Assessment of community resource to be added to hotline referral book	Topic presentation; Reflection paper on evaluation of "Awareness week"; Chronic caller concern research to inform new counselors	Topic presentations; evaluation of "Awareness week";		
4	Understand and recognize warning signs of behavioral health issues of concern to college students and young adults, such as mental health concerns, alcohol and other drug abuse, sexual assault, relationship violence, and stalking, eating disorders and disordered eating, and related topics.	Hotline training shift; training labs; training class; exam questions	Participation in supervision and hotline shifts; article summaries	Participation in supervision and hotline shifts; article summaries	Participation in supervision and hotline shifts; article summaries	Participation in supervision sessions; resource training shift; temporary hotline shift; Middle Earth crisis hotline; exam questions	

Peer Assistance and Leadership Concentration *(continued)*							
SLOs		**ECPY 400**	**ECPY 403**	**ECPY 404**	**ECPY 405**	**ECPY 406**	**EPSY 411**
5	Understand and implement basic crisis intervention techniques utilized by paraprofessionals and be able to determine when to seek out professional backup support from licensed mental health professionals.	Hotline training shift; training labs; training class; exam questions	Participation in supervision and hotline shifts	Participation in supervision and hotline shifts	Participation in supervision and hotline shifts	Participation in supervision sessions; resource training shift; temporary hotline shift; Middle Earth crisis hotline; exam questions	
6	Understand leadership theories and leadership styles, and describe one's own leadership style.						Completion of handouts; research paper
7	Describe the process necessary for evaluating organizational effectiveness, including the evaluation and selection of assessment tools and the use of program evaluation to plan for the future of an organization.						Completion of handouts; research paper and presentation
8	Articulate and practice the standards and behaviors that are consistent with ethical conduct and professionalism within a community service organization.	Hotline training shift; training labs; training class; exam questions	Participation in supervision and hotline shifts	Participation in supervision and hotline shifts	Participation in supervision and hotline shifts	Participation in supervision sessions; resource training shift; temporary hotline shift; Middle Earth crisis hotline; exam questions	Completion of handouts; research paper

		Special Education Concentration					
SLOs: What we want students to know and the skills we want them to have.		**ESPE 369**	**ESPE 460**	**ESPE 463**	**ERDG 404**	**ERDG 406**	**EPSY 400**
1	Demonstrate knowledge of the causal factors and characteristics of the various disability categories defined under "child with disability" in the Individuals with Disabilities Education Act.	Exam questions; in class activities; assignments; choice assignments; group presentation	Quiz questions; reading reflection/questions; IRIS Module; exceptionality guide; blackboard discussion written reflections on case studies and readings in small groups		Students can self-select to read literature about children with disabilities: genre study; multimodal responses to literature; web assignment	Students can self-select texts about individuals with disabilities: text set project and book talk	What is…? papers; online discussions; quizzes
2	Demonstrate knowledge of the provisions and protections afforded students with disabilities under the "Individuals with Disabilities Act".	Exam questions; in class activities; assignments; choice assignments; group presentation	Quiz questions; reading reflection/questions; IRIS Module; exceptionality guide; blackboard discussion; written reflections on case studies and readings in small groups	Observational/reflection paper; in-class assignments; book/movie review; presentation; final exam questions			
3	Demonstrate working knowledge of the various, legally required components of an Individualized Educational Plan.	Exam questions; in class activities; assignments; choice assignments; group presentation	Quiz questions; reading reflection/questions; exceptionality guide; written reflections on case studies and readings in small groups	Observational/reflection paper; in-class assignments; book/movie review; presentation; final exam questions			
4	Understanding of the roles and responsibilities teaching assistants and para-educators fulfill in educational settings serving children with disabilities.	Exam questions; in class activities; assignments; choice assignments; group presentation	Quiz questions; reading reflection/questions; IRIS Module; exceptionality guide; written reflections on case studies and readings in small groups	Observational/reflection paper; in-class assignments; book/movie review; presentation; final exam questions			

		Special Education Concentration *(continued)*					
SLOs		**ESPE 369**	**ESPE 460**	**ESPE 463**	**ERDG 404**	**ERDG 406**	**EPSY 400**
5	Demonstrate knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development and contribute to a student developing a disability.	Exam questions; in class activities; assignments; choice assignments; group presentation	Quiz questions; reading reflection/questions; IRIS Module; exceptionality guide; blackboard discussion; written reflections on case studies and readings in small groups	Observational/reflection paper; in-class assignments; book/movie review; presentation; final exam questions	Web assignment		What is…? papers; online discussions; quizzes
6	Demonstrate knowledge of and competency delivering effective interventions and supports that are designed by certified/ licensed staff and needed by children with disabilities to achieve specified goals and objectives.	Exam questions; in class activities; assignments; choice assignments; group presentation	Quiz questions; reading reflection/questions; exceptionality guide; blackboard discussion; written reflections on case studies and readings in small groups	Observational/reflection paper; in-class assignments; book/movie review; presentation; final exam questions			What is…? papers; online discussions; quizzes
7	Demonstrate ability to effectively collaborate with colleagues, follow instructions, and use problem solving skills in order to be an effective member of the institutional team.	Group presentation	Written reflections on case studies and readings in small groups	Group presentation	Participation in class discussions and reading groups	Book talk; book discussion leader and mini-Inquiry project; text set project	
8	Demonstrate ability to practice ethical and professional standards of conduct, including the requirements of confidentiality.	Exam questions; in class activities; assignments; choice assignments; group presentations	Quiz questions; reading reflection/questions; written reflections on case studies and readings in small groups	Observational/reflection paper; in-class assignments; book/movie review; presentation; final exam questions			

University at Albany
New Program Proposal
BS in Human Development

Appendix 3

Sample program schedules and curriculum

a. **BS in Human Development with a concentration in Counseling Psychology**
b. **BS in Human Development with a concentration in Educational Psychology**
c. **BS in Human Development with a concentration in Peer Assistance and Leadership**
d. **BS in Human Development with a concentration in Special Education**

SUNY Undergraduate Sample Program Schedule

Campus Name	**University at Albany, State University of New York**
Program/Track Title and Award	**Human Development BS - Counseling Psychology concentration**

	Semester	Quarter	Trimester	Other
Calendar Type	X			

SUNY Transfer Path Name (if one exists) **<----- Use Dropdown Arrow.**

Use the table to show **how a typical student may progress through the program. Check all columns that apply to a course or enter credits where applicable.**

KEY **Course Type: Required (R), Restricted Elective (RE), Free Elective (FE). Course Credits: Number of Credits for individual course (Enter number.) GER Area: SUNY General Education Requirement Area (Enter Area Abbreviation from the drop-down menu.) GER Credits: (Enter number of course credits.) LAS: Liberal Arts & Sciences Credits (Enter X if course is an LAS course.) Major: Major requirement (Enter X.) TPath: SUNY Transfer Path Major & Cognate Courses (Enter X.) Elective/Other: Electives or courses other than specified categories (Enter X.) Upper Div: Courses intended primarily for juniors and seniors outside of the major (Enter X.) Upper Div Major: Courses intended primarily for juniors and seniors within the major (Enter X.) New: new course (Enter X.) Co/Prerequisite(s): List co/prerequisite(s) for the noted courses. SUNY GER Area Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses): Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).**

The table will automatically update the number of credits, courses and categories in the program totals table at the bottom of the chart.

Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2.

Fall 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY 101 - R	3	SS	x	x	x						
ASOC 115 - R	3		x	x	x						
Natural Science Gen Ed - RE	3	NS	x	x							
Arts Gen Ed - RE	3	AR	x	x							
Elective - FE	3					x					
Term Totals	**15**	**3**	**12**	**12**	**6**	**3**					**(X)**

Spring 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 200 Intro to the Psychological Process of Schooling - R	3				x						
International Perspectives Gen Ed - RE	3	OW	x	x							
Foreign Language Gen Ed - RE	4	FL	x	x							
Writing and Critical Inquiry Gen Ed - R	3	BC	x	x							
Elective - FE	2					x					
Term Totals	**15**	**3**	**10**	**10**	**3**	**2**					**(X)**

Fall 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY Elective - RE	3			x	x						
EPSY 224 Lifespan Development - R	3			x	x					x	
ECPY 204 - Principles of Career and Life Planning - R	3				x						
APSY or ASOC Elective (Choose one):ASOC 384 Sociology of Aging/APSY 338 Abnormal Psychology - RE	3			x	x		x	x			ASOC 115/APSY 101/203
Math Gen Ed Elective - RE	3	M	x	x							
Term Totals	**15**	**1**	**3**	**12**	**12**		**3**	**3**		**1**	**(X)**

Spring 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 250 - Understanding Research in Human Development - R	3			x	x					x	
EPSY 330 - Intro Statistics in Human Development - R	3			x	x		x	x		x	
APSY 327 - Personality - R	3			x	x		x	x			APSY 101
Humanities Gen Ed - RE	3	H	x	x							
US Historical Perspectives Gen Ed - RE	3	AH	x	x							
Term Totals	**15**	**2**	**6**	**15**	**9**		**6**	**6**		**2**	**(X)**

Fall 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
ECPY 360 - Psychology, Cultural Diversity and Social Justice - R	3			x	x		x	x			
APSY 333 Childhood Behavior Disorders **OR** APSY 338 Abnormal Psychology - RE	3			x	x		x	x			APSY 101, APSY 203
Minor Course (Minor REQ, can not be Educational Studies) - RE	3					x					
Minor Course - RE	3					x					
Elective - FE	3					x					
DASA Training - R					x					x	
Term Totals	**15**			**6**	**6**	**9**	**6**	**6**		**1**	**(X)**

Spring 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
ECPY 421 - Intro to Counseling Psychology - R	3				x		x	x			APSY 101
Minor Course - RE	3					x					
Minor Course - RE	3					x	x				
Liberal Arts Elective - RE	3			x		x					
Elective - FE	3					x					
Term Totals	**15**			**3**	**3**	**12**	**6**	**3**			**(X)**

Fall 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 390 - Community Service Projects - R	3			x	x		x	x		x	EPSY 200
Human Development Elective* - RE	3				x		x	x			
Minor Course - RE	3					x	x				
Liberal Arts Elective - RE	3			x		x					
Elective - FE	3					x					
Term Totals	**15**			**6**	**6**	**9**	**9**	**6**		**1**	**(X)**

Spring 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
Minor Course - RE	3					x	x				
Upper Level Elective - RE	3					x	x				
Upper Level Elective - RE	3					x	x				
Upper Level Elective - RE	3					x	x				
Upper Level Elective - RE	3					x	x				
Term Totals	**15**					**15**	**15**				**(X)**

***Elective in Human Development: (Select one of the following):**

ECPY 410 Supporting Individual and Community Change
EPSY 411 Foundations of Leadership in College and University Student Organizations
ERDG 404 Children's Literature
ERDG 406 Young Adult Literature
HSPH 341 Promoting Healthy People and Communities
HSPH 342 How US Healthcare Works: Myths and Realities
HSPH 343 Mass Media and Health Behavior
RCRJ 308 Juvenile Justice Administration
ACOM 371 Intercultural Communication
Any 300-level Psychology/Sociology courses not taken to fulfill the core requirement

Program Total Summary

Total Credits	SUNY GER Areas	SUNY GER Credits	Liberal Arts & Sciences Credits	Major Credits	Elective and Other Credits	Upper Division Credits	Upper Division Major Credits	Total TPath Courses	New Courses
120	**9**	**31**	**64**	**45**	**50**	**45**	**24**		**5**

GER Area Summary

Basic Communication (BC)	**1**	**The Arts (AR)**	**1**	
Mathematics (M)	**1**	**American History (AH)**	**1**	
Natural Sciences (NS)	**1**	**Western Civilization (WC)**		
Social Sciences (SS)	**1**	**Other World Civilizations (OW)**	**1**	
Humanities (H)	**1**	**Foreign Language (FL)**	**1**	

SUNY Undergraduate Sample Program Schedule

Campus Name	**University at Albany, State University of New York**
Program/Track Title and Award	**Human Development BS - Educational Psychology concentration**

	Semester	Quarter	Trimester	Other
Calendar Type	X			

SUNY Transfer Path Name (if one exists) **<----- Use Dropdown Arrow.**

Use the table to show **how a typical student may progress through the program. Check all columns that apply to a course or enter credits where applicable.**

KEY **Course Type: Required (R), Restricted Elective (RE), Free Elective (FE). Course Credits: Number of Credits for individual course (Enter number.) GER Area: SUNY General Education Requirement Area (Enter Area Abbreviation from the drop-down menu.) GER Credits: (Enter number of course credits.) LAS: Liberal Arts & Sciences Credits (Enter X if course is an LAS course.) Major: Major requirement (Enter X.) TPath: SUNY Transfer Path Major & Cognate Courses (Enter X.) Elective/Other: Electives or courses other than specified categories (Enter X.) Upper Div: Courses intended primarily for juniors and seniors outside of the major (Enter X.) Upper Div Major: Courses intended primarily for juniors and seniors within the major (Enter X.) New: new course (Enter X.) Co/Prerequisite(s): List co/prerequisite(s) for the noted courses. SUNY GER Area Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses): Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).**

The table will automatically update the number of credits, courses and categories in the program totals table at the bottom of the chart.

Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2.

Fall 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY 101 - R	3	SS	x	x	x						
ASOC 115 - R	3		x	x	x						
Natural Science Gen Ed - RE	3	NS	x	x							
Arts Gen Ed - RE	3	AR	x	x							
Elective - FE	3					x					
Term Totals	**15**	**3**	**12**	**12**	**6**	**3**					**(X)**

Spring 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 200 Intro to the Psychological Process of Schooling - R	3				x						
Foreign Language Gen Ed - RE	4	FL	x	x							
Writing and Critical Inquiry Gen Ed - R	3	BC	x	x							
Elective - FE	3					x					
Elective - FE	2					x					
Term Totals	**15**	**2**	**7**	**7**	**3**	**5**					**(X)**

Fall 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY or ASOC Elective (Choose one):ASOC 250 Sociology and Families/ASOC 384 Sociology of Aging/APSY 327 Personality/APSY 338 Abnormal Psychology - RE	3			x	x						ASOC 115/APSY 101/203
ECPY 360 Psychology, Cultural Diversity and Social Justice - R	3			x	x		x	x			
EPSY 224 Lifespan Development - R	3			x	x					x	
International Perspectives Gen Ed - RE	3	OW	x	x							
Math Gen Ed Elective - RE	3	M	x	x							
Term Totals	**15**	**2**	**6**	**15**	**9**		**3**	**3**		**1**	**(X)**

Spring 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 250 - Understanding Research in Human Development - R	3			x	x					x	
EPSY 330 - Intro Statistics in Human Development - R	3			x	x		x	x		x	
Humanities Gen Ed - RE	3	H	x	x							
US Historical Perspectives Gen Ed - RE	3	AH	x	x							
Elective - FE	3					x					
Term Totals	**15**	**2**	**6**	**12**	**6**	**3**	**3**	**3**		**2**	**(X)**

Fall 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 420 Child and Adolescent Developoment - R	3			x	x		x	x			Junior/Senior Standing
EPSY 400 Instructional Psychology - R	3				x		x	x			Junior/Senior Standing
Minor Course (Minor REQ, can not be Educational Studies)-RE	3					x					
Minor Course - RE	3					x					
Elective - FE	3					x					
DASA Training - R					x					x	
Term Totals	**15**			**3**	**6**	**9**	**6**	**6**		**1**	**(X)**

Spring 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
Human Development Elective* - RE	3				x		x	x			varies
EPSY 440 Evaluation in Education - R	3				x		x	x			Junior/Senior Standing
Minor Course - RE	3					x					
Minor Course - RE	3			x		x	x				
Elective - FE	3					x					
Term Totals	**15**			**3**	**6**	**9**	**9**	**6**			**(X)**

Fall 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 390 - Community Service Projects - R	3				x		x	x			EPSY 200
EPSY 441 Social Issues in Testing - R	3				x		x	x			Junior/Senior Standing
Minor Course - RE	3					x	x				
Liberal Arts elective - RE	3			x		x					
Liberal Arts upper level elective - RE	3			x		x	x				
Term Totals	**15**			**6**	**6**	**9**	**12**	**6**			**(X)**

Spring 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 481 - Research Project in Human Development - R	3			x	x		x	x		x	EPSY 250 and EPSY 330
Minor Course - RE	3					x	x				
Liberal Arts elective - RE	3			x		x	x				
Liberal Arts upper Level Elective - RE	3			x		x	x				
Elective - FE	3					x					
Term Totals	**15**			**9**	**3**	**12**	**12**	**3**		**1**	**(X)**

***Elective in Human Development: (Select one of the following):**

ECPY 410 Supporting Individual and Community Change
EPSY 411 Foundations of Leadership in College and University Student Organizations
ERDG 404 Children's Literature
ERDG 406 Young Adult Literature
HSPH 341 Promoting Healthy People and Communities
HSPH 342 How US Healthcare Works: Myths and Realities
HSPH 343 Mass Media and Health Behavior
RCRJ 308 Juvenile Justice Administration
ACOM 371 Intercultural Communication
Any 300-level Psychology/Sociology courses not taken to fulfill the core requirement

Program Total Summary

Total Credits	SUNY GER Areas	SUNY GER Credits	Liberal Arts & Sciences Credits	Major Credits	Elective and Other Credits	Upper Division Credits	Upper Division Major Credits	Total TPath Courses	New Courses
120	**9**	**31**	**67**	**45**	**50**	**45**	**27**		**5**

GER Area Summary

Basic Communication (BC)	**1**	**The Arts (AR)**	**1**
Mathematics (M)	**1**	**American History (AH)**	**1**
Natural Sciences (NS)	**1**	**Western Civilization (WC)**	
Social Sciences (SS)	**1**	**Other World Civilizations (OW)**	**1**
Humanities (H)	**1**	**Foreign Language (FL)**	**1**

SUNY Undergraduate Sample Program Schedule

Campus Name	**University at Albany, State University of New York**
Program/Track Title and Award	**Human Development BS - Peer Assistance concentration**

	Semester	Quarter	Trimester	Other
Calendar Type	X			

SUNY Transfer Path Name (if one exists) **<----- Use Dropdown Arrow.**

Use the table to show **how a typical student may progress through the program. Check all columns that apply to a course or enter credits where applicable.**

KEY **Course Type: Required (R), Restricted Elective (RE), Free Elective (FE). Course Credits: Number of Credits for individual course (Enter number.) GER Area: SUNY General Education Requirement Area (Enter Area Abbreviation from the drop-down menu.) GER Credits: (Enter number of course credits.) LAS: Liberal Arts & Sciences Credits (Enter X if course is an LAS course.) Major: Major requirement (Enter X.) TPath: SUNY Transfer Path Major & Cognate Courses (Enter X.) Elective/Other: Electives or courses other than specified categories (Enter X.) Upper Div: Courses intended primarily for juniors and seniors outside of the major (Enter X.) Upper Div Major: Courses intended primarily for juniors and seniors within the major (Enter X.) New: new course (Enter X.) Co/Prerequisite(s): List co/prerequisite(s) for the noted courses. SUNY GER Area Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses): Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).**

The table will automatically update the number of credits, courses and categories in the program totals table at the bottom of the chart.

Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2.

Fall 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY 101 - R	3	SS	x	x	x						
ASOC 115 - R	3		x	x	x						
Natural Science Gen Ed - RE	3	NS	x	x							
Arts Gen Ed - RE	3	AR	x	x							
Elective - FE	3					x					
Term Totals	**15**	**3**	**12**	**12**	**6**	**3**					**(X)**

Spring 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 200 Intro to the Psychological Process of Schooling - R	3				x						
Foreign Language Gen Ed - RE	4	FL	x	x							
Writing and Critical Inquiry Gen Ed - R	3	BC	x	x							
Elective - FE	3					x					
Elective - FE	2					x					
Term Totals	**15**	**2**	**7**	**7**	**3**	**5**					**(X)**

Fall 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY or ASOC Elective (Choose one):ASOC 250 Sociology and Families/ASOC 384 Sociology of Aging/APSY 327 Personality/APSY 338 Abnormal Psychology - RE	3			x	x						ASOC 115/APSY 101/203
ECPY 360 Psychology, Cultural Diversity and Social Justice - R	3			x	x		x	x			
EPSY 224 Lifespan Development - R	3			x	x					x	
International Perspectives Gen Ed - RE	3	OW	x	x							
Math Gen Ed Elective - RE	3	M	x	x							
Term Totals	**15**	**2**	**6**	**15**	**9**		**3**	**3**		**1**	**(X)**

Spring 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 250 - Understanding Research in Human Development - R	3			x	x					x	
EPSY 330 - Intro Statistics in Human Development - R	3			x	x			x		x	
ECPY 400 Foundations of Peer Assistance and Peer Education I - R	3				x		x	x			Permission of Instructor
US Historical Perspectives Gen Ed - RE	3	AH	x	x							
Humanities Gen Ed - RE	3	H	x	x							
Term Totals	**15**	**2**	**6**	**12**	**9**		**3**	**6**		**2**	**(X)**

Fall 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
ECPY 403 Peer Assistance and Peer Education: Theory and Practice II - R	3				x		x	x			ECPY 400
Minor Course (Minor REQ, can not be Educational Studies)- RE	3					x					
Minor Course - RE	3					x					
Elective - FE	3					x					
Liberal Arts Elective - RE	3			x		x					
DASA Training - R	x				x					x	
Term Totals	**15**			**3**	**3**	**12**	**3**	**3**		**1**	**(X)**

Spring 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
ECPY 404 Peer Assistance and Peer Education: Theory and Practice III - R	3				x		x	x			ECPY 400, 403
Minor Course - RE	3					x					
Minor Course - RE	3					x	x				
Elective - FE	3					x					
Elective - FE	3					x					
Term Totals	**15**				**3**	**12**	**6**	**3**			**(X)**

Fall 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
Human Development Elective * - RE	3				x		x	x			varies
ECPY 405 peer Assistance and Peer Education: Theory and Practice IV - R	3				x		x	x			ECPY 400, 403, 404
ECPY 497 Independent Study - R	3				x			x			Junior/Senior Standing
Minor Course - RE	3					x	x				
Liberal Arts elective - RE	3			x		x					
Term Totals	**15**			**3**	**9**	**6**	**9**	**9**			**(X)**

Spring 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
ECPY 406 Theory & Practice in Peer Assistance and Peer Education: Peer Supervision OR EPSY 411 Foundations of Leadership in College and University Student Organizations - R	3				x		x	x		x	ECPY 400,403,404,405
Minor Course - RE	3					x	x				
Liberal Arts upper Level Elective - RE	3			x		x	x				
Liberal Arts upper Level Elective - RE	3			x		x	x				
Liberal Arts upper Level Elective - RE	3			x		x	x				
Term Totals	**15**			**9**	**3**	**12**	**15**	**3**		**1**	**(X)**

***Elective in Human Development: (Select one of the following):**

ECPY 410 Supporting Individual and Community Change
EPSY 411 Foundations of Leadership in College and University Student Organizations
ERDG 404 Children's Literature
ERDG 406 Young Adult Literature
HSPH 341 Promoting Healthy People and Communities
HSPH 342 How US Healthcare Works: Myths and Realities
HSPH 343 Mass Media and Health Behavior
RCRJ 308 Juvenile Justice Administration
ACOM 371 Intercultural Communication
Any 300-level Psychology/Sociology courses not taken to fulfill the core requirement

Program Total Summary

Total Credits	SUNY GER Areas	SUNY GER Credits	Liberal Arts & Sciences Credits	Major Credits	Elective and Other Credits	Upper Division Credits	Upper Division Major Credits	Total TPath Courses	New Courses
120	**9**	**31**	**61**	**45**	**50**	**39**	**27**		**5**

GER Area Summary

Basic Communication (BC)	**1**	**The Arts (AR)**	**1**	
Mathematics (M)	**1**	**American History (AH)**	**1**	
Natural Sciences (NS)	**1**	**Western Civilization (WC)**		
Social Sciences (SS)	**1**	**Other World Civilizations (OW)**	**1**	
Humanities (H)	**1**	**Foreign Language (FL)**	**1**	

SUNY Undergraduate Sample Program Schedule

Campus Name	**University at Albany, State University of New York**
Program/Track Title and Award	**Human Development BS - Special Education concentration**

	Semester	Quarter	Trimester	Other
Calendar Type	X			

SUNY Transfer Path Name (if one exists) <----- Use Dropdown Arrow.

Use the table to show **how a typical student may progress through the program. Check all columns that apply to a course or enter credits where applicable.**

KEY **Course Type**: Required (R), Restricted Elective (RE), Free Elective (FE). **Course Credits**: Number of Credits for individual course (Enter number.) **GER Area**: SUNY General Education Requirement Area (Enter Area Abbreviation from the drop-down menu.) **GER Credits**: (Enter number of course credits.) **LAS**: Liberal Arts & Sciences Credits (Enter X if course is an LAS course.) **Major**: Major requirement (Enter X.) **TPath**: SUNY Transfer Path Major & Cognate Courses (Enter X.) **Elective/Other**: Electives or courses other than specified categories (Enter X.) Upper Div: Courses intended primarily for juniors and seniors outside of the major (Enter X.) **Upper Div Major**: Courses intended primarily for juniors and seniors within the major (Enter X.) **New**: new course (Enter X.) **Co/Prerequisite(s)**: List co/prerequisite(s) for the noted courses. **SUNY GER Area Abbreviations** (the first five listed in order of their frequency of being required by SUNY campuses): Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL).

The table will automatically update the number of credits, courses and categories in the program totals table at the bottom of the chart.

Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2.

Fall 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY 101 - R	3	SS	x	x	x						
ASOC 115 - R	3		x	x	x						
Natural Science Gen Ed - RE	3	NS	x	x							
Arts Gen Ed - RE	3	AR	x	x							
Elective - FE	3					x					
Term Totals	**15**	**3**	**12**	**12**	**6**	**3**					**(X)**

Spring 1

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 200 Intro to the Psychological Process of Schooling - R	3				x						
Foreign Language Gen Ed - RE	4	FL	x	x							
Writing and Critical Inquiry Gen Ed - R	3	BC	x	x							
Elective - FE	3					x					
Elective - FE	2					x					
Term Totals	**15**	**2**	**7**	**7**	**3**	**5**					**(X)**

Fall 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
APSY or ASOC Elective (Choose one):ASOC 250 Sociology and Families/ASOC 384 Sociology of Aging/APSY 327 Personality/APSY 338 Abnormal Psychology - RE	3			x	x						ASOC 115/APSY 101/203
ECPY 360 Psychology, Cultural Diversity and Social Justice - R	3			x	x		x	x			
EPSY 224 Lifespan Development - R	3			x	x					x	
International Perspectives Gen Ed - RE	3	OW	x	x							
Math Gen Ed Elective - RE	3	M	x	x							
Term Totals	**15**	**2**	**6**	**15**	**9**		**3**	**3**		**1**	**(X)**

Spring 2

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 250 - Understanding Research in Human Development - R	3			x	x					x	
EPSY 330 - Intro Statistics in Human Development - R	3			x	x		x	x		x	
Humanities Gen Ed - RE	3	H	x	x							
US Historical Perspectives Gen Ed - RE	3	AH	x	x							
Elective - FE	3					x					
Term Totals	**15**	**2**	**6**	**12**	**6**	**3**	**3**	**3**		**2**	**(X)**

Fall 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
ESPE 369 Special Education for Students with Emotional and Behavioral Problems - R	3				x		x	x			Junior/Senior Standing
EPSY 400 Instructional Psychology - R	3				x		x	x			Junior/Senior Standing
Minor Course (Minor REQ, can not be Educational Studies)- RE	3					x					
Minor Course - RE	3					x					
Elective - FE	3					x					
DASA Training - R					x					x	
Term Totals	**15**				**6**	**9**	**6**	**6**		**1**	**(X)**

Spring 3

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
Human Development Elective* - RE	3				x		x	x			varies
ERDG 404 Children's Literature **OR** ERDG 406 Young Adult Literature - RE	3				x		x	x			
Minor Course - RE	3					x					
Minor Course - RE	3			x		x	x				
Elective - FE	3					x					
Term Totals	**15**			**3**	**6**	**9**	**9**	**6**			**(X)**

Fall 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSY 390 - Community Service Projects - R	3				x		x	x			EPSY 200
EPSE 460 Introduction to Human Exceptionality - R	3				x		x	x			
Minor Course - RE	3					x	x				
Liberal Arts elective - RE	3			x		x					
Liberal Arts upper level elective - RE	3			x		x	x				
Term Totals	**15**			**6**	**6**	**9**	**12**	**6**			**(X)**

Spring 4

Course Number & Title (& Type)	Number of Credits	GER Area	GE Credits	LAS	Major	Elective/Other	Upper Div	Upper Div Major	TPath	New Course	Co/Prerequisite
EPSE 463 Introduction to Autism Spectrum Disorders - R	3				x		x	x		x	Junior/Senior Standing
Minor Course - RE	3					x	x				
Liberal Arts elective - RE	3			x		x	x				
Liberal Arts upper Level Elective - RE	3			x		x	x				
Elective - FE	3					x					
Term Totals	**15**			**6**	**3**	**12**	**12**	**3**		**1**	**(X)**

***Elective in Human Development: (Select one of the following):**

ECPY 410 Supporting Individual and Community Change
EPSY 411 Foundations of Leadership in College and University Student Organizations
ERDG 404 Children's Literature
ERDG 406 Young Adult Literature
HSPH 341 Promoting Healthy People and Communities
HSPH 342 How US Healthcare Works: Myths and Realities
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Social Sciences (SS)	**1**	**Other World Civilizations (OW)**	**1**	
Humanities (H)	**1**	**Foreign Language (FL)**	**1**	

University at Albany
New Course Proposal
Human Development BS

Appendix 4

COURSE CATALOG DESCRIPTIONS FOR EXISTING COURSES IN THE HUMAN DEVELOPMENT MAJOR

Communication

- A COM 371 Theories of Intercultural Communication (3)
  Communication between people from different cultures and/or subcultures, including racial and ethnic groups. Focus is upon appropriate theories, concepts, research findings, and practice in intercultural settings. Prerequisite(s): A COM 265, or permission of instructor

Counseling Psychology

- ECPY 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.

- ECPY 360 Psychology, Cultural Diversity, & Social Justice (3)
  This course will examine several aspects of diversity as it relates to U.S. culture and society. Moreover, the course will examine and explore the psychological effects of various types of oppression (i.e., racism, heterosexism, and classism) as they impinge upon specific communities within the U.S. and individuals within those communities. In addition, this course will include topics related to social justice and advocacy related to the improvement and empowerment of marginalized groups studied. The course will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in U.S. culture. These sources include readings, class discussions, video presentations, experiential activities, and guest lecturers.

- ECPY 400 Peer Assistance and Peer Education: Theory and Practice I (3)
  In this course students will be introduced to peer helping, peer education, and peer career advisement theory and best practices through lecture presentations and skill-based practice within a weekly lab conducted within the Middle Earth Peer Assistance Program, a national award-winning student staffed and professionally-supervised peer service agency on the University at Albany campus. The classroom portion of the course will consist of lectures on basic listening and communication skills, an introduction to peer assistance, peer education, and peer career advising, and an overview of individual and cultural diversity. Additional lectures will address behavioral health issues experienced by college students and young adults, such as mental health concerns, alcohol and other drug abuse, sexual assault, relationship violence, and stalking, eating disorders and disordered eating, and related topics. Finally, the course content will address the stresses often experienced by community service providers and will offer an overview of strategies for self-care, stress management, and work productivity.

- ECPY 403 Peer Assistance and Peer Education: Theory and Practice II (3)
  In this course, which is a companion to ECPY 400 (Foundations of Peer Assistance and Peer Education), students will have the opportunity to practice peer helping 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): ECPY 400 or the equivalent: and permission of the instructor.

- ECPY 404 Peer Assistance and Peer Education: Theory and Practice III (3)
  In this course, which is a companion to ECPY 400 (Foundations of Peer Assistance and Peer Education), students will have the opportunity to practice peer helping 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): ECPY 400 and 403, or equivalent; and permission of instructor.

- ECPY 405 Peer Assistance and Peer Education: Theory and Practice IV (3)
  In this course, which is a companion to E CPY 400 (Foundations of Peer Assistance and Peer Education), students will have the opportunity to practice peer helping 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): ECPY 400, 403, and 404, or equivalent; and permission of instructor.

- ECPY 406 Theory and Practice in Peer Assistance and Education: Peer Supervision (3)
  In this course, which is a companion to E CPY 403, 404, and 405 (Peer Assistance and Peer Education: Theory and Practice I, II, and III), students will have the opportunity to practice peer helping 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): ECPY 400, 403, 404, and 405, or equivalent; and permission of instructor.

- ECPY 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.

- ECPY 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. May be repeated for credit. Prerequisite(s): junior or senior standing, and permission of instructor. S/U graded.

Criminal Justice

- R CRJ 308 Juvenile Justice Administration (3)
  The law of juvenile delinquency and the administration of the juvenile justice system. Examines the historical development of the concept of delinquency, the special status of juveniles before the law and juvenile justice procedural law. Considers the structure and operations of the major components of juvenile justice systems and contemporary reform efforts in juvenile justice. Examines recent developments in law reform concerning delinquency and dependency, along with change and reform in the youth corrections systems. Prerequisite(s): R CRJ 201, or junior or senior standing.

Educational Psychology

- EPSY 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. Only one of E PSY 200 and T EPS 200 may be taken for credit.

- EPSY 390 Community Service Projects (3)
  Special projects involving education-related community activities and supporting study, as approved by the dean or designee of the School of Education. Educational Studies minor students must complete this course for a minimum of 3 credits and may repeat the course for a maximum of 6 credits. Registration preference is given to students who have selected Educational Studies as the minor, with seniors having preference over juniors. Prerequisite(s): E PSY 200 or T EPS 200, permission of instructor; must be at least a second semester sophomore. *S/U* graded.

- EPSY 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 standing.

- EPSY 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 standing.

- EPSY 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 standing.

- EPSY 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 standing.

Psychology

- A PSY 101 Introduction to Psychology (3)
  The basic methods and points of view in the scientific study of human behavior. Topics include biological bases of behavior, personality, organization, intelligence, motivation, emotions, learning, and social relations. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A PSY 101 is restricted A-E grading after matriculation to Albany. Only one of A PSY 101, 102, or T PSY 102 may be taken for credit.

- A PSY 214 Introduction to Biopsychology and Behavioral Neuroscience (3)
  An introduction to basic nervous system function and its control of behavior. Examination of the contribution of the field of neuroscience to understanding both normal and abnormal behavior. Topics will include anatomical, neurochemical, physiological, developmental, and endocrine aspects of neurobehavioral function. Prerequisite(s): A PSY 101.

- A PSY 270 Social Psychology (3)
  The relation between the individual and the group, the influence of culture and of institutions on human personality, the nature and types of leadership, factors in the development of social attitudes, the psychology of mass movements and of social decisions. Prerequisite(s): A PSY 101.

- APSY 327 Personality (3)
  Biological and social determinants of personality and its development; methods of studying personality; the various systems of psychology and their interpretations of personality structure. Prerequisite(s): A PSY 101.

- APSY 333 Childhood Behavior Disorders (3)
  Survey of the behavior disorders of childhood, including conduct disorders, pervasive developmental disorders, and other childhood problems that are of concern to those who work with children. Only one version of A PSY 333 may be taken for credit. Prerequisite(s): A PSY 101 and 203.

- APSY 338 Abnormal Psychology (3)
  Survey of the behavior disorders, including the psychoses, psychoneuroses, mental deficiencies, and other forms of psychopathology. Only one version of A PSY 338 may be taken for credit. Prerequisite(s): A PSY 101, and 203 or 327.

Public Health

- H SPH 341 Promoting Healthy People and Communities (3)
  This course focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. Current public health issues will guide us in examining key health promotion concepts, health concerns at different ages, and the causes of different health behaviors. Health inequalities and mass media's role will also be highlighted.

- H SPH 342 How U.S. Health Care Works: Myths and Realities (3)

This course will introduce students to everyday realities of the U.S. health care system related to current issues like health care quality, access to care, the uninsured, patient safety, health care inflation, prescription drugs, physician-patient interaction, use of health care technology, and end-of-life care. The course is intended to provide students with an understanding of the various actors, stakeholder interactions, and functions of the U.S. health care system, through a case-based approach interweaving real world events, practice experience, and research about those events.

- H SPH 343 Mass Media and Health Behavior (3)
  The course will focus on examining how entertainment media, including the Internet, influences health behavior, including topics such as tobacco use, obesity, and violence. The course will also look at the role that advertising has on health, and discuss how the media can be used to educate people about healthy behavior.

Reading

- ERDG 404 Children's Literature (3)
  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.

- ERDG 406 Young Adult Literature (3)
  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.

Sociology

- ASOC 115/115Z Introduction to Sociology (3)
  Nature of culture and of human society, personality development, groups and group structure, social institutions, the processes of social change. Only one version of A SOC 115 may be taken for credit.

- ASOC 250 Sociology of Families (3)
  The family as a social institution; types of family organization; the family as a socializing agency and its interrelations with other institutions; the impact of social change on the American family with particular reference to the transition from a rural-agricultural to a predominantly urban-industrial society. Only one version of A SOC 250 may be taken for credit. Prerequisite(s): A SOC 115.

- ASOC 384 Sociology of Aging (3)
  A broad introduction to aging as a social phenomenon and its implications for both individuals and societies. Specific topics include: historical, cross-cultural, and racial/ethnic

differences in the social meanings and consequences of aging, conceptual issues and empirical patterns related to work and retirement, family, residential location, and death and dying; and program and policy issues associated with aging, including retirement and health care policy. Prerequisite(s): A SOC 115.

Special Education

- ESPE 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 standing.

- ESPE 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.

University at Albany
New Program Proposal BS
in Human Development

Appendix 5

New course syllabi

ECPY 410 Supporting Individual and Community Change

EPSY 224 Lifespan Development

EPSY 250 Understanding Research in Human Development

EPSY 330 Introductory Statistics in Human Development

EPSY 411 Foundations of Leadership in College and University Student Organization

EPSY 481 Research Project in Human Development

ESPE 463 Introduction to Autism Spectrum Disorders

NYS DASA Dignity for All Students Act Training

Supporting Individual and Community Change
ECPY 410
Proposed Course Syllabus

INSTRUCTORS OF RECORD:

M. Dolores Cimini, Ph.D.
Licensed Psychologist
Assistant Director for Prevention and Program Evaluation
Director, Middle Earth Peer Assistance Program
University Counseling Center
400 Patroon Creek Boulevard, Suite 104
Albany, NY 12206
Phone: (518) 442-5800
Email: dcimini@albany.edu
Office Hours: By Appointment Only

Lisa Dulgar-Tulloch, Ph.D.
Licensed Psychologist
Staff Psychologist,
University Counseling Center
400 Patroon Creek Boulevard, Suite 104
Albany, NY 12206
Phone: (518) 442-5800
Email: ldulgartulloch@albany.edu
Office Hours: By Appointment Only

ADDITIONAL INSTRUCTOR:

Heidi R. Wright, Psy.D.
Staff Psychologist
University Counseling Center
400 Patroon Creek Boulevard, Suite 104
Albany, NY 12206
Phone: (518) 442-5800
Email: hwright@albany.edu
Office Hours: By Appointment Only

DAY, TIME, AND LOCATION: One 3-hour class session per week
Class time and location to be arranged

NUMBER OF CREDITS: 3

GRADING: A-E

SEMESTERS FOR WHICH COURSE APPROVAL IS REQUESTED:

Spring semesters of each academic year

REQUESTED COURSE LEVEL:

Upper-level undergraduate (300 or 400 level).

MAXIMUM ENROLLMENT: 50 students

COURSE ADMISSION: Students are enrolled in this course by permission of the Instructor.

COURSE DESCRIPTION:

This 3-credit undergraduate course will provide an overview of the mechanisms involved in promoting health and reducing health risk at the individual and community levels. Students will be exposed to topics related to stress management, mindfulness, bystander intervention, health promotion, and reduction of health risks. The processes and practices that underscore strategic community and system-level change, such as capacity-building, asset mapping, and policy change, will also be addressed. The course will consider interpersonal advocacy, service innovation and utilization, system change and social action as forms of community-level change.

RATIONALE FOR COURSE STRUCTURE AND CONTENT:

Social issues such as poverty, victimization, mental illness, disability and injustice are often addressed through the provision of direct client services. Personnel in the helping professions and education work directly with people affected by social issues in an attempt to bring about individual change that will eliminate or ameliorate the problem. With such an approach, professionals are regarded as individuals possessing skills helpful in supporting change. An alternative view conceptualizes social issues not as individual problems but as structural problems embedded within cultures, systems, and society. Rather than changing the individual, structural change within organizations and communities are needed to address social issues and to promote social justice and civil and human rights.

Consistent with the above framework, this 3-credit undergraduate course will provide an overview of the mechanisms involved in promoting health and reducing health risk at the individual and community levels. Drawing from the literature in both psychology and public health, students will be exposed to topics related to stress management, mindfulness, bystander intervention, health promotion, and reduction of health risks. The processes and practices that underscore strategic community and system-level change, such as capacity-building, asset mapping, and policy change, will also be addressed. The course will consider interpersonal advocacy, service innovation and utilization, system change and social action as forms of community-level change.

COURSE OBJECTIVES:

At the conclusion of this course, students will be able to:

- Describe theories of individual and community-level change based on the literature in psychology and public health
- Articulate their own intervention style and its potential impact on the individual and the community;
- Conduct a needs assessment focused on change;
- Plan and implement a community-level change strategy;
- Describe the process necessary for evaluating effectiveness as a change agent;
- Articulate the role of human diversity in the assessment, implementation, and evaluation of change strategies;
- Articulate the standards and behaviors that are consistent with ethical conduct and professionalism when working with individuals and organizations.

SAMPLE COURSE READINGS:

Books

*Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (*Applied Psychology Series) Stewart I. Donaldson (Editor), Mihaly Csikszentmihalyi (Editor), Jeanne Nakamura (Editor)

Altman, D. (2013) *Positively Mindful (The Positive Psychology Workbook Series*). CreateSpace Independent Publishing Platform.

Dovidio, John F., Piliavin, Jane A., Schroeder, David A., Penner, Louis A. (2006) *The Social Psychology of Prosocial Behavior.* Lawrence Erlbaum Publishers 408 pages - ISBN 080584936X

Glanz, K., Rimmer, B. & Viswanath, K. (2008) *Health Behavior and Health Education: Theory, Research, and Practice*. New York: John Wiley & Sons.

Kabat-Zinn, J. (1994) *Wherever You Go, There You Are.* New York: Hyperion.

Peterson, C. (2006*) A Primer in Positive Psychology.* New York: Oxford University Press.

Shapiro, S.L., & Carlson, L.E. (2009) The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions. Washington, D.C.: American Psychological Association.

Sturmer, Stefan, & Snyder, Mark. (2009) The Psychology of Prosocial Behavior: Group Processes, Intergroup Relations, and Helping. John Wiley & Sons

Workbooks

*Positively Happy: Routes to Sustainable Happiness (*The Positive Psychology Workbook Series) Paperback– March 22, 2013 by Dr. Sonja Lyubomirsky PhD (Author), Dr. Jaime Kurtz PhD (Author) (6 week how-to course on happiness)

Altman, D. (2013) *Positively Mindful (The Positive Psychology Workbook Series*). CreateSpace Independent Publishing Platform.

The Relaxation and Stress Reduction Workbook (New Harbinger Self-Help Workbook) Paperbackby Martha Davis (Author), Elizabeth Robbins Eshelman (Author), Matthew McKay (Author)

Articles

Abound, F.E., & Joong, A. (2008). Intergroup name calling and conditions for creating assertive bystanders. In S. R. Levy & M. Killen (Eds.), *Intergroup attitudes and relations in childhood through adulthood* (pp. 249-260). New York: Oxford University Press.

Berkowitz, A.D. (2009). *RESPONSE ABILITY: A Complete Guide to Bystander Intervention*. Chicago, Beck & Company.

Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology,* 8(4), 377-383. doi:10.1037/h0025589

Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrincic, C., Kastenmuller, A., Frey, D. Heene, M., Wicher, M.,Kainbacher, M. (2011). The bystander-effect: A metaanalytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological Bulletin*, 137(4), 517-537.

Latané, B., & Darley, J. M. (1968). Group inhibition of bystander intervention in emergencies*. Journal of Personality and Social Psychology,* 10(3), 215-221. doi:10.1037/h0026570

Levine, M and Crowther, S (2008). The Responsive Bystander: How *Social Group Membership and Group Size can Encourage as well as Inhibit Bystander Intervention. Journal of Personality and Social Psychology*, 96 (6).

Latané, B. & Darley, J. 1970. The unresponsive bystander: Why doesn't he help? New York: Appleton-Century-Crofts.

Levine, M. and Crowther, S. (2008). The Responsive Bystander: How Social Group Membership and Group Size can Encourage as well as Inhibit Bystander Intervention. *Journal of Personality and Social Psychology*, 96 (6).

Norcross, J.C.,Krebs, P.M., & Prochaska, J.O. (2011) Stages of Change*, Journal of Clinical Psychology*, 67 (2) 143-154

Zoccola, P.; Green, M.; Karoutsos, E.; Katona, S.; Sabini., J. (2011). The embarrassed bystander: Embarrassability and the inhibition of helping, *Personality and Individual Differences.* 51. 925-929.

Audio Recordings
Applied Relaxation Training (Relaxation & Stress Reduction Audio Series) [Audiobook, CD]

ADDITIONAL READINGS:

Additional readings which relate to specific class topics will be assigned as appropriate and will be placed on the University Library eRes service.

COURSE REQUIREMENTS AND GRADING SYSTEM:

This course carries 3 semester credits, and student performance in the course will be graded on an A-E scale on the basis of criteria which have been specified in a Learning Contract discussed between the student and the instructor. The Learning Contract requires that each enrolled student meet with the instructor on a weekly basis for instruction within the classroom setting. A sample learning contract and a Grading Chart appear below:

GRADING SCALE

The final grade for this course will be calculated based on the total number of points earned by the student during the course of the semester. Students can earn a maximum total of 100 points for excellent performance in all areas specified in the Individual Learning Contract. Total points at the end of the semester are converted into a final grade according to the following scale:

FINAL GRADE	TOTAL POINTS
A	93-100
A-	90-92
B+	87-89
B	83-87
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-60

There will be **no** incompletes assigned in this course unless there is documented justification from the Office of the Dean of Undergraduate Studies for an exception to this policy.

SAMPLE INDIVIDUAL LEARNING CONTRACT

SUPPORTING INDIVIDUAL AND COMMUNITY CHANGE
ECPY 410
INDIVIDUAL LEARNING CONTRACT
SPRING SEMESTER 20XX

NAME: _____

STUDENT I.D.#: _____

SEMESTER: _____

Part I: Expectations

The grade for this course will be based on four categories. Students will be evaluated on each of the following four categories throughout the course of the semester.

Note: The criteria below will equal **100 total points**. If a course requirement or assignment is missed, points are deducted from this total as specified in the relevant sections that follow.

1. **Attendance and Punctuality** (25% of the Final Grade)

Attendance: Each student will be required to attend a weekly three-hour class led by the course instructor. Students must sign an attendance sheet at the beginning of each class. A student will be allowed **one** "free" absence from a class, which should only be used in the event of serious and documentable illness or other personal emergency. If a class is missed, the student is responsible for learning the material that is covered on that day and demonstrating this knowledge to the course instructor. It is not permissible to use the free absence for the last class session "just to use it up". If more than one class is missed, the final point total for the course will be deducted by five (5) points for each class session missed.

Punctuality: Students are expected to arrive to each class on time and should be in the classroom at least five (5) minutes prior to the start of the class

2. **Participation** (20% of the Final Grade)

Participation: Each student, over and above his/her class attendance, will be required to participate actively in all in-class activities and remain awake and alert throughout the duration of the class time. Participation includes respectful interaction with the course instructor and other students, involvement in role-plays and group activities, completion of all in-class and homework assignments, and the demonstration of interest and commitment to the principles of promoting individual and community change.

3. Class Presentation and Research Paper (50% of the Final Grade – 25% for Class Presentation and 25% for Research Paper)

Class Presentation and Research Paper: Class presentations and associated research papers will be graded on whether students have covered the information pertinent to the presentation/paper topic and have engaged the group for the duration of their presentation (see complete class presentation and research paper description below).

4. **Record Keeping and Professional Conduct** (5% of the Final Grade)

Record Keeping: Students are expected to keep thorough and detailed documentation of their course-related

activities and projects. This means that all course-related handouts and forms must be completed immediately, fully and professionally. In addition, students are responsible for bringing course-related materials and paperwork for the week to each class meeting.

Professional Conduct: All students are expected to engage in professional conduct in all course-related activities. Students are expected to be respectful to other students and the course instructor and behave in a professional manner during all course activities. This means being a responsible, considerate, and supportive member of the class, remaining attentive in class, and other behaviors that exemplify professionalism.

Part II: Course Components

Midterm Conference

The midterm conference with the course instructor, which will take place during midterm week, will let students know how they are doing, and if necessary, give them a chance to improve their performance during the second half of the semester.

Group Presentation and Research Paper

Guidelines: All students are expected to collaboratively plan and present a group presentation for the class as well as an individual research paper on the presentation topic. This activity is meant to enhance professional development and ensure that the learning experience is engaging, worthwhile, and most importantly meaningful to all students. Time will be provided during the second class meeting to begin planning the group presentations; **any additional time needed for the presentation and the individual research paper will be the students' responsibility to be arranged outside class time**.

Expectations:

- Each group will read 3 external topic-related sources on their assigned presentation/paper topic. .
- Each group member should be prepared to discuss one of the three external sources with the class on the group presentation date.
- Each group should prepare a 30 minute oral group presentation. Following each group member's presentation of their selected source, the presentation group will be expected to facilitate a discussion with the entire class for the remainder of the 30-minute presentation time. This time may be used to discuss how this topic relates to particular individuals, groups, or organizations or to provide group members with information that will assist in their work as future change agents and leaders. Groups might want to prepare questions in advance to ask the group to facilitate discussion.
- Each group is **REQUIRED** to meet with the course instructor the week prior to their assigned group presentation to discuss their presentation outline.
- Over and above his/her contribution to the group presentation, each group member must hand in a 10-page research paper related to the assigned topic area. Paper format should follow APA style.

Presentation/Paper Topic:

The presentation and associated research paper topic will be selected from general areas listed on the course syllabus. The specific presentation topic within that general area needs to be approved by the course instructor during the second class. The date for each general group presentation area is included in the syllabus and should be considered when selecting a topic. Additional research that **DOES NOT COME FROM MATERIAL ASSIGNED WITHIN THE REQUIRED READING LIST MUST** be used in preparing the presentation and research paper.

Group Members:

All group members should be equally involved in planning and implementing the presentation. Groups will be formed during the second class session according to topical interest.

An Important Note:

Be creative and make sure that you would want to sit through your own presentation!!!

I have read and understand this Learning Contract and agree to abide by all of its learning objectives.

Student's Signature **Date**

Supervisor's Signature **Date**

OTHER IMPORTANT INFORMATION

ACADEMIC INTEGRITY:

Academic dishonesty in all its forms, including but not limited to cheating (e.g., using cell phone pictures of information from assigned readings or handouts during a test), plagiarism, and collusion (e.g., allowing another student to see your test answers) will not be tolerated (see Community Rights and Responsibilities). Students observed engaging in behaviors that constitute academic dishonesty will be referred to the Office of Conflict Resolution and Civic Responsibility and subject to sanctions ranging from grades of zero on coursework, to failure of course, probation, and suspension or expulsion from the University. Each student should be aware that plagiarism is the act of presenting a product as one's own when it was derived from an existing source (including a textbook, website, journal articles, handouts, instructor's materials, other students' work, or your own work from a previous semester). This practice is unethical and can be avoided by completing written assignments in your own words and by properly citing sources.

STUDENTS WITH DISABILITIES:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, (518) 442-5490). That office will provide course instructors with verification of your disability and will recommend appropriate accommodations.

TECHNOLOGY POLICY:

During all classroom activities, laptop computers, tablets, and cell phones are to be placed in the **"OFF"** position unless otherwise directed by instructors for the purpose of note-taking or other essential classroom activity. If a laptop is needed for note-taking on a regular basis, the student will be required to submit documentation of approved accommodations for the use of a personal computer through the Disability Resource Center. ***If a student is seen using any of these forms of technology or if the device is heard at any time (this includes the vibrate setting), five (5) points will be deducted from the participation grade for the semester*.**

TAKING CARE OF YOURSELF

As a University at Albany student or student leader, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University at Albany Counseling Center services are available to assist you with addressing these and other concerns you may be experiencing. The services are covered by your student health fee. You can learn more about the broad range of confidential mental health services available on campus via www.albany.edu/counseling_center/services.

CLASS DATES AND CURRICULUM:

DATE	TOPIC	READINGS
Week 1	Orientation to the Course ▪ Course Goals ▪ Course Structure ▪ Introduction to Public Health Model ▪ Introduction to Mindfulness (Class Activity)	To Be Assigned
Week 2	The Public Health Model ▪ Inter-relation of individual, social and community networks, and societal conditions ▪ Role of Public Health in Individual and Community Change Selection of Class Presentation and Research Paper Topics	To Be Assigned
Week 3	Change at the Individual Level - Mindfulness • The Paradox of Mindfulness • Neurobiological Research • Building a Mindful Community •	To Be Assigned
Week 4	Change at the Individual Level – Transtheoretical Model • Stages of Change Model • Identifying Stage of Change	To Be Assigned
Week 5	Change at the Individual Level – Motivation for Change • Types of Motivation • Self Determination Theory	To Be Assigned
Week 6	Change at the Individual Level – Discovering and Using your Strengths • Completion of StrengthsQuest • Using Your Strengths for Change • Positive Psychology and Individual Growth •	To Be Assigned
Week 7	Overview of Community Change • Understanding Communities • Mechanisms and Processes of Community Change	To Be Assigned
Week 8	Capacity –Building and Culture Change • Locating and Mapping Assets • Mobilizing Assets for Culture Change Midterm Conference	To Be Assigned
Week 9	Bystander Intervention I ▪ Spocio-psychological Theories of Bystander Intervention ▪ How Bystander Intervention is Used in Individual and Community Contexts	To Be Assigned

Week 10	Bystander Intervention II • The Bystander Intervention Model • Readiness for Change vs. Readiness for Bystander Intervention	To Be Assigned
Week 11	Assessing Community Norms ▪ Introduction to Social Norms ▪ Conducting Surveys of Community Perceptions and Norms ▪ Delivering Normative Feedback to the Community ▪ Managing Resistance to Normative Feedback	To Be Assigned
Week 12	Advocacy ▪ Advocacy as an Intervention ▪ The Role of an Advocate ▪ Addressing Role boundaries	To Be Assigned
Week 13	Measuring Community Change • Assessment Tools • Selecting the Appropriate Assessment Tool • What Do We Do with the Assessment Data?	To Be Assigned
Week 14	Ethics and professionalism • Creating a Safe and Healthy Environment\ • Civility and Communities	To Be Assigned
Week 15	The Public Health Approach Revisited: Integration of Course Content • Looking Back: Integrating Individual and Community Change Concepts • Looking Forward: Future Directions in Individual and Community Intervention Research Paper Due by Last Day of Classes	To Be Assigne

EPSY 224 Lifespan Development Syllabus

Catalog number, title of the course, academic term and year.

Location and meeting times of the section.

Instructor's name and title. Office hours.

Instructor's contact information (e.g., e-mail address, office phone number, office location).

Catalog Description

Theory and research relating to the typical intellectual, social and emotional development over the lifespan, including the adult years.
Prerequisite: None
A-E grading applies
This course meets the General Education requirements for Challenges in the 21st Century.

Course Overview

Despite the fact that our everyday lives provide us all with ample evidence about the nature of human development, research in the field can still provide us with some surprises. I've listed below some findings of research studies. During the course you can find out which of them are true. Some of the answers may surprise you.

- Newborn babies can recognize the language their mother speaks.
- Children who are in daycare have higher cognitive abilities.
- Twins get along better than other siblings.
- Children growing up in the same family become less and less alike.
- Firstborns are more intelligent.
- Each generation scores higher on intelligence tests.
- Most adolescents are hopeful about the future.
- Most high school seniors do not report using any drugs.
- Undergraduates' brains are not fully matured.
- Obesity has quadrupled among college aged men and women in the last 25 years.
- Our genes influence our religious and political beliefs.
- Married people are healthier and live longer.
- More than half of US nursing homes are rated as only 'fair' or 'poor'.
- Women survive longer than men.

Of course, results of any research study depend on many aspects of the sample, methodology, historical period, culture and numerous other factors. In fact, one important thing that you will learn in this course is to recognize that findings 'depend' on the complex interaction of factors which preclude simplistic conclusions.

Longitudinal research is particularly informative about lifespan development, but studies of this type that extend into adulthood are not common and most research is cross-

sectional in nature. Theories of human development provide concepts to assist observation and interpretation of observed developmental characteristics and longitudinal changes. Several theories will be studied, and in particular, the lifespan stage models such as those conceptualized by Erik Erikson, Uri Bronfenbrenner and Paul Baltes will be used as organizing factors.

Several approaches can help supplement cross-sectional studies with longitudinal information, and some of these will be utilized in the course. These include the "Up!" series of films by Michael Apted following a cohort of children longitudinally (from age 7 until age 56); analysis of characters in literature; biographies of well known people; or retrospective interviews with older adult acquaintances.

Course Learning Goals

At the completion of the course, students will:

- Understand the complexity of factors that influence development and the importance of avoiding simplistic views and fads;
- Understand that the effects of nature and nurture are intertwined;
- Be able to recognize the distinction between correlation and cause regarding developmental outcomes;
- Appreciate the variability within and between cultures, and how this may affect developmental processes;
- Identify the main characteristics of the most important developmental research methods;
- Evaluate studies with regard to the principles of ethical research with human populations.

Textbook

Janet Belsky: *Experiencing the lifespan, Third Edition* (2013). Worth Publishers: New York NY.

Course Requirements

Tests – multiple choice and short answer 3 tests, each 20 points	60 points
Reading guides: childhood, adolescence, adulthood, old age 4 guides each 5 points	20 points
Case study: based on an adult acquaintance, or a character from The Seven Up series.	20 points

Policies in regard to punctuality, cell phones and texting, will be established by discussion with the class.

General Education criteria

This course satisfies the General Education requirement of Challenges in the 21st Century.

Suggested Syllabus

Week		
1 & 2	Foundations	
	The people and the field	
	Ethics	
	Theoretical lenses: Erikson, Baltes, Bronfenbrenner	Reading Guide 1
	Behavior Genetics, Behaviorism, Evolutionary	
	Research methods	
	View the first episode of Seven up.	
3-4	Childhood	
	Cognitive development – language	Reading Guide 2
	Socio-emotional development	
	Settings for development	Submit plan for completion of case study
5	Test	
6 & 7	Adolescence	
	Physical development	Reading Guide 3
	Cognitive and socio-emotional development	
8	Test	
9 & 11	Early and Middle Adulthood	Reading Guide 4
	Emerging adulthood	
	Relationships and roles	Submit outline of case study
	Midlife	
12 & 13	Later Life	Reading Guide 5
	Cognitive and socio-emotional development	
	Physical challenges	Case Study due
	Death and dying	

Test 3 on the date scheduled for finals

<u>Note</u> that the instructor retains the right to modify the syllabus and give notice to the students in a timely fashion.

Reading Guides

Reading guides provide questions to be answered from the assigned articles that will be made available on Blackboard. The sequential questions direct the reader to important sections to ensure understanding of the sequence of information. This will help students become familiar with the structure and content of published articles. A concluding question asks the reader to reflect on the material and its application or significance for everyday life.

Students are required to complete the reading guide and submit it prior to the class in which the material is covered.

Reading guides will cover topics of relevance across the lifespan (e.g. heritability, methodology), as well as topics specifically pertinent to childhood, adolescence, adulthood and old age.

The following references are suggested bases for reading guides.

1. Plomin & Petrill. Genetics and intelligence: What's new?
2. Ainsworth: What a strange situation - Attachment
3 Lansford et al. (2005).Physical discipline and children's adjustment: Cultural normativeness as a moderator
4. Myers & Raup. The empty nest syndrome

Case study assignment

Write a case study describing and analyzing the life and characteristics of a real person.

Explore events and issues of importance to them that relate to at least four of the following sequential life stages: childhood, adolescence, young adulthood, middle adulthood, old age.

Be guided by your knowledge of the findings and theories of human development to make connections between events and characteristics of the interviewee.

A good case study will allow the individuality of the person to be communicated, and will convey the continuity of the person's development over the age span.

There are two ways to gain material for the case study:

1. Select a character from the Seven Up film series, and base the case study on this person. Be sure to include the last episode (when the characters are aged 56) among those sections viewed and analyzed;
2. Interview a relative or acquaintance who is of middle age or old age.

Do not reveal the interviewee's real name in your case study.

Explain that this is a class assignment, and that information will be submitted for grading. Also inform the interviewee that you will be unable to let them read the completed case study.

Do not include photographs, although you may use these with the interviewee to stimulate memories and discussion.

It is helpful to tape record your interview, with the permission of the interviewee, so you can replay it to analyze themes.

Include illustrative comments, but do not include a transcript of the whole interview.

Prepare interview questions ahead of time.

Submit a plan for case study on the date indicated on the syllabus.

If an acquaintance is to be used, a statement should be submitted from that person giving consent.

If a character from Seven Up is to be used, the name of the character should be submitted, and a plan outlined for the viewing of the filmed material.

In both cases, the stages to be covered should be listed, and at least two questions to be addressed for each stage.

Rubric for Case Study

Criteria	Satisfactory	Unsatisfactory
Plan	Submitted on scheduled date, with at least two questions for each age category	Not submitted on scheduled date, or lacking questions for each age category.
Analysis of life history	Significant material (incidents, behavior, characteristics) presented at each age. Sufficient detail of each age presented. Draws links between ages. Refers to at least one appropriate research study or theoretical concept for each age.	Irrelevant or unimportant information presented. Skims information. Does not relate one age to another. Does not refer to research or theory. Refers to inappropriate research or theory.
Conventions	Anonymity of acquaintance maintained. Grammar and spelling perfect. Pages numbered	Anonymity not maintained. Problems with spelling and grammar are frequent enough to be distracting. Pages not numbered

Reasonable Accommodation

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the UAlbany Office for Disabled Student Services
http://www.albany.edu/studentlife/DSS/guidelines/accommodation.html

Academic Integrity

Whatever you produce for this course should be your own work and created specifically for this course. You cannot present work produced by others, nor offer any work that you presented or will present to another course. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source.
The university policy on academic dishonesty is clearly outlined in the Student Bulletin, and includes, but is not limited to plagiarism, cheating on examinations, multiple submissions, forgery, unauthorized collaboration, and falsification. These are serious infractions of University regulations and could result in a failing grade for the work in question, a failing grade in the course, or dismissal from the University.
http://www.albany.edu/grad/requirements_general_admissions.html#standards_integrity

Samples of Reading Guides

Your Name _____

Reading Guide

Physical Discipline and Children's Adjustment:

Cultural Normativeness as a Moderator

***Authors*: Lansford et al.**

1. In what journal and when was this article originally published? (see the end of the article) _____

2. What was the primary aim of this study?

(Read pages 112 -114, then summary at the top of page 115.)

_____

_____

_____

_____

3. What countries did the study use to evaluate cultural norms? How many participating mother-child pairs were there in each country? (See Methods section)

_____

_____

_____

_____

4. How did the authors find out about each mother's discipline practices? (page 115)

_____

_____

5. What are the two main ways this article conceptualizes cultural normativeness? (page 113)

_____

_____

_____

_____

6. Name the two tests used to measure the children's behavior problems (pages 115-116)_____

_____

_____

7. Look at Figures 1-6. Try and understand the information in these graphs, but don't worry too much about it at this stage. We will rely on the authors' discussion of these results.

Name one of the studies they cited to support that physical discipline is more normative for African American than for European American families in the USA? (page 113, second column)

_____

_____

_____

8. What were the main conclusions of this study? (Read the first sentence of the Discussion, and then the last paragraph).

_____

_____

_____

_____

_____

9. Identify one limitation that might have affected this study. (page 120-121)

   _____

   _____

   _____

10. Read the Discussion pages 118-120 about the difficult issue of cultural normativeness and acceptability. Come to class prepared to discuss this and write a brief summary of your point of view here.

Your name_____

Reading Guide

What a strange situation.

Authors of original article: Ainsworth, Blehar, Waters, & Wall

This article is a summary by Wallace Dixon (2003) of the original publication. Dixon surveyed 1,000 members of the Society for Research in Child Development about studies that had been influential in the field. From this, Dixon calculated that this article was the fourth most influential of *Twenty studies that revolutionized child psychology.*

1. What are attachment behaviors? (p 141)

_____

_____

_____

2. What was the purpose of the Strange Situation? (p 143, top)_____

_____

_____

3. How old were the children in the study? _____

_____

_____

4. Who was the stranger? (p 143)

_____

5. The Procedure section (p 144) lists 8 episodes. List them below.

(1. _____

(2. _____

(3. _____

(4. _____

(5. _____

(6. _____

(7. _____

(8. _____

6. Separations and reunions are particularly informative about attachment.

Two of these episodes are separations of mother and baby. Mark them above.

7. Now mark the two reunion episodes.

8. List the three attachment types below (ignore the sub types), in order of prevalence.

(pages 146 – 149)

	Attachment type	Separation behavior
i.	_____	
ii.	_____	
iii.	_____	

9. Now write the infant's typical behavior during maternal separation next to each attachment type above. (pages 146 – 149).

10. List the three attachment types again, in the same order, and write in the typical reunion behavior for each attachment type. (pages 146 – 149)

	Attachment type	Reunion behavior
i.	_____	
ii.	_____	
iii.	_____	

11. List those three attachment types again, in the same order, and write in the typical behavior of the mother. (pages 148-149)

	Attachment type	Maternal behavior
i.	_____	
ii.	_____	
iii.	_____	

12. Yep, write those attachment types again (again in the same order), and write in a likely developmental outcome for infants of this type. (pages 148 – 149)

	Attachment type	Likely developmental outcome
i.	_____	
ii.	_____	
iii.	_____	

13. What is meant by a 'secure base'? (page 147, 148 and elsewhere)

_____

_____

_____

14. Can babies develop similar attachments to people other than their mothers? (page 150) _____

15. Think of alternative explanations (as many as you can) for the behavior that children display in the Strange Situation. One is given on page 151. List them here.

_____

_____

_____

_____

_____

_____

EPSY 250 Understanding Research in Human Development

Instructor: TBD
Email:
Mailbox:
Office Hours:

Class Number:
Days: TBD
Time: TBD
Class Location: TBD

Course Description

Introduces students to the most important types of research in human development and the criteria by which consumers of research can judge if stated findings are credible.

Course Overview

In this seminar, we will explore broad, conceptual issues in the planning, implementation, and interpretation of research in human development. These issues will include how to read and critically interpret research, what research looks like in various modalities and traditions, critical research perspectives, and ethical issues in human development research. This will *not* be a research methods course; instead, we will examine how research is conceived, conducted, and used, and how to evaluate the quality of reported research findings.

The course will be structured like a seminar, in which we work to make sense of the things we are reading. We will move back and forth between theoretical and applied issues in research, with several goals in mind:

- To consider the *research process* as a whole. What does it mean to do research? What is research? What are the considerations that go into formulating, conducting, and interpreting research? How do particular pieces of research fit into the broader landscapes of their fields?
- To examine the interaction of researchers with the people being studied, and how research and practice influence each other;
- To gain practice in interpreting research, making sense of various methodologies for planning, design, data collection, data analysis, and interpretation;
- To develop skills in reading research critically, with an eye toward questioning the framework, methods, and interpretation of research;

The class will have three parts: (1) definition and analysis of research-related terms and jargon to develop a deeper understanding of important issues in research, (2) critical, analytical discussion of readings about theoretical issues in research; and (3) a critical analysis of a published research paper (the final project).

Readings

- McMillan, James H., & Wergin, John F. (2012). *Understanding and evaluating educational research* (6th ed). Boston: Pearson.
- A course reader ordered online.
- Additional journal articles posted to Blackboard.

Course Requirements and Expectations

1. Reading and lists of unfamiliar terms and questions. A schedule of readings appears below. For each reading, you are expected to read very carefully and in close detail. You will take careful notes and

make a written list of specific ideas, words, terms, or concepts from the readings that you do not understand fully, or that you find intriguing and want to know more about.

2. Research. You will select *3 items to research in depth*, including describing their meaning and writing detailed notes or examples. We will spend extensive time in class reviewing these ideas, what we've been able to decode about their meanings, and conducting additional research to investigate their meanings.

Your notes need not be written as a formal paper. They should be sufficiently detailed to explain ideas or to identify what you do not understand, along with a brief bibliography. *You will hand in these notes at the end of each class meeting*.

3. Final paper. You will write a final paper of approximately 10-12 pages in which you critically analyze a published research article.

Course Evaluation

Your course grade will be based on the following:

- Written lists of unknown terms and questions: 20 points
- Written research into three ideas from the readings: 30 points
- Final paper: 50 points
  - Description of study
  - Completeness (address all questions)
  - Depth and breadth of analysis
  - Clarity of presentation, organization, and conventions .

Grading Policy

A	(94-100)	B-	(82-80)	D+	(69-67)
A-	(93-90)	C+	(79-77)	D	(66-63)
B+	(89-87)	C	(76-73)	D-	(62-60)
B	(86-83)	C-	(72-70)	E	(< 60)

Course Policies

- Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the U Albany Disability Resource Center http://www.albany.edu/disability
- Incompletes are given in accord with University policy (see http://www.albany.edu/grad/requirements_general_admissions.html#graduate_grades)
- Learning in this classroom is considered to be everyone's shared responsibility. Part of that responsibility is attendance: When you are not present, not only do you miss important work, but the entire class misses out on your contribution. Due to the interactive nature of this course, there is little you can do to make up for missed work. *Except for in unusual circumstances, each absence after the*

*first, including failure to participate in online work, and/or chronic tardiness will affect your **course** grade by one-half of a letter grade, e.g., from an A to an A- or from a B+ to a B.*

- You may not submit the same or quite similar piece of work for more than one course or submit someone else's work as your own. If you borrow text or media form another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. The university policy on academic dishonesty is clearly outlined in the Student Bulletin, and includes, but is not limited to plagiarism, cheating on examinations, multiple submissions, forgery, unauthorized collaboration, and falsification. These are serious infractions of university regulations and could result in a failing grade for the work in question, a failing grade in the course, referral for University-level disciplinary action, or dismissal from the university.

http://www.albany.edu/undergraduate_bulletin/regulations.html

Course Schedule

Weeks 1 & 2	**The Purposes and Features of Research on Human Development** McMillan, James H., & Wergin, John F. (2012). *Understanding and evaluating educational research* (6th ed). Boston: Pearson. Chapters 1 and 2. Yates, Lyn (2004). *What* does *good education research look like?* Berkshire, England: Open University Press. pp. 1-35. Due: Two lists of unfamiliar terms and questions; two research notes.
Weeks 3-5	**Quantitative Research** McMillan, & Wergin, Chapters 7-9. Due: Three lists of unfamiliar terms and questions; three research notes.
Weeks 6-10	**Qualitative and Mixed Methods** McMillan, & Wergin, Chapters 10-12. Due: Three lists of unfamiliar terms and questions; three research notes; final paper topic and outline.
Weeks 11-13	**Synthesizing Research** McMillan, & Wergin, Chapter 3. Glass, Gene V. (2006). Meta-analysis: The quantitative synthesis of research findings. In Judith L. Green, Gregory Camilli, & Patricia B. Elmore (Eds.). *Handbook of complementary methods in education research.* Earlbaum. pp. 427-438. Due: Draft of final paper for in-class feedback.
Week	**Ethics in Research**

14

Strike, Kenneth A. (2006). The ethics of educational research. In Judith L. Green, Gregory Camilli, & Patricia B. Elmore (Eds.). *Handbook of complementary methods in education research.* Earlbaum. Pp. 57-74.

CITI training on ethics in research. You must submit your certificate of your completion of this training course.

Final paper due.

State University of New York at Albany
Semester and Year TBD
EPSY 330 Introductory Statistics in Human Development
Instructor TBD

Class Number: • TBD
Class Meetings • TBD
Office Hours • By appointment • ED227 • zyan@uamail.albany.edu • 442-5060
Division Secretary • Joann Orologio • ED233 • 442-5055 • jorologio@uamail.albany.edu
Course Website • TBD

CATALOG DESCRIPTION

Introductory statistics for analyzing human development data, including (1) understanding fundamental concepts of statistics, including central tendency, variability, sampling distributions, standard error, significance tests, confidence intervals, effect size, power of tests of significance, frequency, and correlation, and (2) performing t-test, single-subject analysis, simple regression, and repeated measures ANOVA. A-E grading applies.

This course meets the General Education requirements for Math and Statistics.

COURSE OVERVIEW

How should we understand statistical methods used in the human development literature? How should we analyze various human development data in the real world? Students interested in understanding human development often ask such questions. This course focuses on how to analyze human development data in order to answer various research questions about human development in real life settings. It has two major features.

First, it introduces fundamental concepts of statistics, including central tendency, variability, sampling distributions, standard error, significance tests, confidence intervals, effect size, and power of tests of significance. It is important to know these concepts so that the subsequent data analysis can be thoughtful and effective.

Second, it selects various applied statistical methods that are widely used to analyze human development data. In particular, the course includes the t-test for pre- and post-test data, single-subject analysis for small sample data, simple regression analysis for analysis of change, and repeated measures ANOVA for comparing changes in groups.

COURSE OBJECTIVES

- To understand fundamental concepts of statistics, including central tendency, variability, sampling distributions, standard error, significance tests, confidence intervals, effect size, power of tests of significance, frequency, and correlation.
- To develop applied skills of using t-test, single-subject analysis, simple regression analysis, and repeated measures ANOVA.

TEXTBOOKS

McCall, R. B. (2000). Fundamental Statistics for Behavioral Sciences (8th ed.). New York: Cengage Learning. The study guide for the book is available online.

COURSE GRADES

- The fundamental concepts unit assessment: 20%
- The t-test unit assessment: 20%
- The single-subject analysis unit assessment: 20%
- The simple regression analysis unit assessment: 20%
- The repeated measures ANOVA unit assessment: 20%

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	< 60	E

STATEMENT REGARDING ACADEMIC DISHONESTY

Behaviors of academic dishonesty such as Plagiarism, Cheating on Examinations, Multiple Submission, Forgery, Sabotage, Unauthorized Collaboration, Falsification, are unacceptable and subject to penalty.

In particular, according to the University Undergraduate Bulletin, plagiarism is defined as "presenting as one's own work, the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations." For details, see http://www.albany.edu/undergraduate_bulletin/regulations.html

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Reasonable accommodations will be provided for students with documented physical, sensory, systematic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability and will recommend appropriate accommodations. For more information, visit the website of the Disability Resource Center at http://www.albany.edu/disability.

COURSE SCHEDULE

Unit 1: Fundamental concepts

Week 1 (class 1 and class 2): central tendency, variability, sampling distributions, standard error

Week 2 (class 1 and class 2): significance tests, confidence intervals, effect size, power of tests of

significance, frequency, and correlation.
Week 3 (class 1 and class 2): Unit Review and Assessment

Unit 2: Single subject analysis
Week 4 (class 1 and class 2): Single subject analysis (1): data analysis
Week 5 (class 1 and class 2): Single subject analysis (2): result presentation
Week 6 (class 1 and class 2): Unit Review and Assessment

Unit 3: t-test
Week 7 (class 1 and class 2): t-test (1): data analysis
Week 8 (class 1 and class 2): t-test (2): result presentation
Week 9 (class 1 and class 2): Unit Review and Assessment

Unit 4: Simple regression
Week 10 (class 1 and class 2): Simple regression (1): data analysis
Week 11 (class 1 and class 2): Simple regression (2): result presentation
Week 12 class 1 and class 2): Unit Review and Assessment

Unit 5: Repeated measures ANOVA
Week 13 (class 1 and class 2): Repeated measures ANOVA (1): data analysis
Week 14 (class 1 and class 2): Repeated measures ANOVA (2): result presentation
Week 15 (class 1 and class 2): Unit Review and Assessment

Foundations of Leadership in College and University Student Organizations
EPSY 411
Proposed Course Syllabus

INSTRUCTORS OF RECORD:

M. Dolores Cimini, Ph.D.
Licensed Psychologist
Assistant Director for Prevention and Program Evaluation
Director, Middle Earth Peer Assistance Program
University Counseling Center
400 Patroon Creek Boulevard, Suite 104
Albany, NY 12206
Phone: (518) 442-5800
Email: dcimini@albany.edu
Office Hours: By Appointment Only

Elizabeth J. Conrad, M.A.
Associate Director
Office of Student Involvement & Leadership
Campus Center 130
University at Albany
1400 Washington Avenue
Albany, NY 12222
Phone: (518) 442.5566
Email: econrad@albany.edu
Office Hours: By Appointment Only

ADDITIONAL INSTRUCTORS:

Craig A. Kimmelblatt, Psy.D.
Staff Psychologist
University Counseling Center
400 Patroon Creek Boulevard, Suite 104
Albany, NY 12206
Phone: (518) 442-5800
Email: ckimmelblatt@albany.edu
Office Hours: By Appointment Only

DAY, TIME, AND LOCATION: One 3-hour class session per week
Class time and location to be arranged

NUMBER OF CREDITS: 3

GRADING: A-E

SEMESTERS FOR WHICH COURSE APPROVAL IS REQUESTED:

Fall and Spring semesters of each academic year

REQUESTED COURSE LEVEL:

Upper-level undergraduate (300 or 400 level).

COURSE DESCRIPTION:

In this course, students will be exposed to leadership theory and practice within college and university student organization settings. They will examine and enhance their own leadership skills through structured discussions, team-based activities, and engaged learning experiences facilitated by course instructors. The course will also focus on the role of leadership in promoting strategic change at a broader system level.

RATIONALE FOR COURSE STRUCTURE AND CONTENT:

The content of this course has been informed by the *CAS Standards for Student Leadership Programs in Higher Education1.* Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. Its mission is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment (CAS, 2008).

The ultimate purpose of CAS is to foster and enhance student learning, development, and achievement, and to promote good citizenship. CAS standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of more than 30 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a constituency of over 100,000 professionals. Representing a significant majority of higher education practitioners in student programs and services throughout the country and beyond, no other body exists that so comprehensively speaks for this important field of endeavor. CAS will continue to have significant impact, especially as institutional effectiveness, student learning, outcomes assessment, accountability, and quality assurance become increasingly important to higher education.

In addition to participating in didactic presentations informed by the CAS standards, students will work with case studies exploring diverse contexts in higher education to help expand their individual leadership capacity and learn and practice engaging in relational leadership with others. The instructors will utilize a textbook of case studies2 that encompasses the range of functional areas of student life and serves as a training tool for new student leaders who generally receive little preparation before assuming their positions. Cases provide an

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Council for the Advancement of Standards in Higher Education. (2012). CAS professional standards for higher education (8th ed.). Washington, DC: Author.

Marshall, Sarah M. Komives, Susan R., & Hornack, Anne M. (2008). *A Day in the Life of a College Student Leader: Case Studies for Undergraduate Leaders*. Sterling, VA: Stylus.

opportunity for students to role-play and discuss scenarios before they encounter potentially similar events in their daily lives as leaders; engage students intensely in their learning, as they work through the issues and problems; and promote meaningful dialogue and discussion of relevant theory. The cases are based on real life dilemmas, and reflect both contemporary and historical campus issues. They are derived from interviews with 110 undergraduate students and 11 student affairs administrators from large public research institutions, small private colleges, community colleges, and mid-sized comprehensive schools. The cases are written broadly enough to allow for application of concepts to a variety of institutional settings.

COURSE ADMISSION:

Students are enrolled in this course by permission of the Instructor. Enrolled students must demonstrate an interest and commitment to enhancing their organizational leadership skills and providing service to others through their leadership on campus and in the broader community.

COURSE OBJECTIVES:

At the conclusion of this course, students will be able to:

- Describe leadership theories and leadership styles
- Articulate their own leadership style and its potential impact on the broader organization and system;
- Conduct a needs assessment for an organization;
- Describe theories of college student learning and methods of adapting to learning styles as an organizational leader,
- Describe the practical application of effective organizational leadership, including leading a meeting through parliamentary procedure, being an effective trainer, and establishing and maintaining motivation and high morale within an organization;
- Recognize and develop a plan to address special issues and challenges within organizations, such as management of budget issues and risk, negotiations addressing organizational issues, and marketing and advocating for an organization;
- Describe the process necessary for evaluating effectiveness as an organizational leader and trainer, including the evaluation of assessment tools and the use of program evaluation to plan for the future of an organization;
- Articulate the standards and behaviors that are consistent with ethical conduct and professionalism within an organization.

TEXTBOOKS:

Bordas, Juana. (2007). *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*. Berrett-Koehler Publishers.

Bolman, Lee G. and Deal, Terence. (2001). *Leading with Soul: An Uncommon Journey of Spirit.* San Francisco: Josey-Bass.

Keesey, Ray E.(1994). *Modern Parliamentary Procedure.* Washington: American psychological Association Press.

Komives, Susan R., Lucas, Nance, & McMahon, Timothy R (2013). . Exploring Leadership: For College Students Who Want to Make a Difference, 3rd Edition. San Francisco: Jossey-Bass.

Lundin, Stephen C., Paul, Harry, and Christensen, John. (2000). *Fish!: A Remarkable Way to Boost Morale and Improve Results*. New York: Hyperion.

Lundin, Stephen C., Christensen, John, and Paul, Harry, with Strand, Philip.(2000). *Fish! Tales: Real-Life Stories to Help You Transform Your Workplace and Your Life*. New York: Hyperion.

Marshall, Sarah M. Komives, Susan R., & Hornack, Anne M. (2008). *A Day in the Life of a College Student*
Leader: Case Studies for Undergraduate Leaders. Sterling, VA: Stylus.

Northhouse, Peter G. (2013). *Leadership Theory & Practice, 6th Edition*. Sage Publications.

University at Albany Student Organization Manual. Updated Summer 2013.

RECOMMENDED READINGS:

Bakker, Anne, Coleman, David D., Gray, Stephen, Hicks, Rene, Keim, Will, Laipply, Judson, Lucas, Mary, Martin, Joe, and Zimmerman, Curtis. (2003). *Leadership's Greatest Hits: The Ultimate Collection of Leadership* Lessons. Holland: Coleman Publications, Inc.

Barnes, Rick, Coleman, David D., Cureton, Doug, Dave, Lenny, Denney, Nancy Hunter, Haveson, Randy, Humphrey, Kathy, Keim, Will, Latour, Charles Luke, Malinchak, James, Martin, Joe, and Smith, Marlon. (2002). *Let Your Leadership Speak: How to Lead and Be Heard.* Paxton: The Future is Yours to Create! Company.

Council for the Advancement of Standards in Higher Education. (2012). CAS professional standards for higher
education (8th ed.). Washington, DC: Author.

DePress, Max. (1990). *Leadership Is An Art.* New York: Doubleday.

Phillips, Donald T. (1992(. *Lincoln on Leadership: Executive Strategies for Tough Times.* New York: Warner Books.

ADDITIONAL READINGS:

Additional readings which relate to specific class topics will be assigned as appropriate and will be placed on the University Library eRes service.

COURSE REQUIREMENTS AND GRADING SYSTEM:

This course carries 3 semester credits, and student performance in the course will be graded on an A-E scale on the basis of criteria which have been specified in a Learning Contract discussed between the student and the instructor. The Learning Contract requires that each enrolled student meet with the instructor on a weekly basis for instruction within the classroom setting. A sample learning contract and a Grading Chart appear below:

GRADING SCALE

The final grade for this course will be calculated based on the total number of points earned by the student during the course of the semester. Students can earn a maximum total of 100 points for excellent performance in all areas specified in the Individual Learning Contract. Total points at the end of the semester are converted into a final grade according to the following scale:

FINAL GRADE	TOTAL POINTS
A	93-100
A-	90-92
B+	87-89
B	83-87
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-60

There will be **no** incompletes assigned in this course unless there is documented justification from the Office of the Dean of Undergraduate Studies for an exception to this policy.

SAMPLE INDIVIDUAL LEARNING CONTRACT

FOUNDATIONS OF LEADERSHIP IN COLLEGE AND UNIVERSITY STUDENT ORGANIZATIONS
EPSY 411
INDIVIDUAL LEARNING CONTRACT
FALL SEMESTER 20XX

NAME: _____

_____

STUDENT I.D.#: _____

_____

SEMESTER: _____

_____

Part I: Expectations

The grade for this course will be based on four categories. Students will be evaluated on each of the following four categories throughout the course of the semester.

Note: The criteria below will equal **100 total points**. If a course requirement or assignment is missed, points are deducted from this total as specified in the relevant sections that follow.

1. **Attendance and Punctuality** (25% of the Final Grade)

   Attendance: Each student will be required to attend a weekly three-hour class led by the course instructor. Students must sign an attendance sheet at the beginning of each class. A student will be allowed **one** "free" absence from a class, which should only be used in the event of serious and documentable illness or other personal emergency. If a class is missed, the student is responsible for learning the material that is covered on that day and demonstrating this knowledge to the course instructor. It is not permissible to use the free absence for the last class session "just to use it up". If more than one class is missed, the final point total for the course will be deducted by five (5) points for each class session missed.

   Punctuality: Students are expected to arrive to each class on time and should be in the classroom at least five (5) minutes prior to the start of the class

2. **Participation** (20% of the Final Grade)

   Participation: Each student, over and above his/her class attendance, will be required to participate actively in all in-class activities and remain awake and alert throughout the duration of the class time. Participation includes respectful interaction with the course instructor and other students, involvement in role-plays and group activities, completion of all in-class and homework assignments, and the demonstration of interest and commitment to the principles of leadership and service learning.

3. Class Presentation and Research Paper (50% of the Final Grade – 25% for Class Presentation and 25% for Research Paper)

   Class Presentation and Research Paper: Class presentations and associated research papers will be graded on whether students have covered the information pertinent to the presentation/paper topic and have engaged the group for the duration of their presentation (see complete class presentation and research paper description below).

4. **Record Keeping and Professional Conduct** (5% of the Final Grade)

Record Keeping: Students are expected to keep thorough and detailed documentation of their course-related activities and projects. This means that all course-related handouts and forms must be completed immediately, fully and professionally. In addition, students are responsible for bringing course-related materials and paperwork for the week to each class meeting.

Professional Conduct: All students are expected to engage in professional conduct in all course-related activities. Students are expected to be respectful to other students and the course instructor and behave in a professional manner during all leadership-related course activities. This means being a responsible, considerate, and supportive leader, remaining attentive in class, and other behaviors that exemplify professionalism.

Part II: Course Components

Midterm Conference

The midterm conference with the course instructor, which will take place during midterm week, will let students know how they are doing, and if necessary, give them a chance to improve their performance during the second half of the semester.

Group Presentation and Research Paper

Guidelines: All students are expected to collaboratively plan and present a group presentation for the class as well as an individual research paper on the presentation topic. This activity is meant to enhance leadership development and ensure that the learning experience is engaging, worthwhile, and most importantly meaningful to all students. Time will be provided during the second class meeting to begin planning the group presentations; any additional time needed for the presentation and the individual research paper will be the students' responsibility to be arranged outside class time.

Expectations:

- Each group will read 3 external leadership-related sources on their assigned presentation/paper topic. .
- Each group member should be prepared to discuss one of the three external sources with the class on the group presentation date.
- Each group should prepare a 30 minute oral group presentation. Following each group member's presentation of their selected source, the presentation group will be expected to facilitate a discussion with the entire class for the remainder of the 30-minute presentation time. This time may be used to discuss how this topic relates to particular organizations or to provide group members with information that will assist in their work as future leaders. Groups might want to prepare questions in advance to ask the group to facilitate discussion.
- Each group is **REQUIRED** to meet with the course instructor the week prior to their assigned group presentation to discuss their presentation outline.
- Over and above his/her contribution to the group presentation, each group member must hand in a 10-page research paper related to the assigned topic area. Paper format should follow APA style.

Presentation/Paper Topic:

The presentation and associated research paper topic will be selected from general areas listed on the course syllabus. The specific presentation topic within that general area needs to be approved by the course instructor during the second class. The date for each general group presentation area is included in the syllabus and should be considered when selecting a topic. Additional research that **DOES NOT COME FROM MATERIAL ASSIGNED WITHIN THE REQUIRED READING LIST MUST** be used in preparing the presentation and research paper.

Group Members:
All group members should be equally involved in planning and implementing the presentation. Groups will be formed during the second class session according to topical interest.

An Important Note:
Be creative and make sure that you would want to sit through your own presentation!!!

I have read and understand this Learning Contract and agree to abide by all of its learning objectives. I hereby authorize the Instructor of Record to verify my student status, academic performance, and judicial standing.

Student's Signature **Date**

Instructor's Signature **Date**

OTHER IMPORTANT INFORMATION

ACADEMIC INTEGRITY:

Academic dishonesty in all its forms, including but not limited to cheating (e.g., using cell phone pictures of information from assigned readings or handouts during a test), plagiarism, and collusion (e.g., allowing another student to see your test answers) will not be tolerated (see Community Rights and Responsibilities*)*. Students observed engaging in behaviors that constitute academic dishonesty will be referred to the Office of Conflict Resolution and Civic Responsibility and subject to sanctions ranging from grades of zero on coursework, to failure of course, probation, and suspension or expulsion from the University. Each student should be aware that plagiarism is the act of presenting a product as one's own when it was derived from an existing source (including a textbook, website, journal articles, handouts, instructor's materials, other students' work, or your own work from a previous semester). This practice is unethical and can be avoided by completing written assignments in your own words and by properly citing sources.

STUDENTS WITH DISABILITIES:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, (518) 442-5490). That office will provide course instructors with verification of your disability and will recommend appropriate accommodations.

TECHNOLOGY POLICY:

During all classroom activities, laptop computers, tablets, and cell phones are to be placed in the **"OFF"** position unless otherwise directed by instructors for the purpose of note-taking or other essential classroom activity. If a laptop is needed for note-taking on a regular basis, the student will be required to submit documentation of approved accommodations for the use of a personal computer through the Disability Resource Center. ***If a student is seen using any of these forms of technology or if the device is heard at any time (this includes the vibrate setting), five (5) points will be deducted from the participation grade for the semester*.**

TAKING CARE OF YOURSELF

As a University at Albany student or student leader, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University at Albany Counseling Center services are available to assist you with addressing these and other concerns you may be experiencing. The services are covered by your student health fee. You can learn more about the broad range of confidential mental health services available on campus via www.albany.edu/counseling_center/services.

If you choose to seek Counseling Center services as a student leader who is well-known and easily recognized by others on campus, please be assured that procedures are in place to protect your confidentiality. For example, you will not be scheduled with a psychologist or other counselor who also works with you in your student leader role, and no Counseling Center psychologists who also work with students in their roles as student leaders will take part in any discussions regarding the services you receive at the Counseling Center.

CLASS DATES AND CURRICULUM:

DATE	TOPIC	READINGS
Week 1	Orientation to the Course ▪ Course Goals ▪ Course Structure ▪ Assessment of Leadership Styles (StrengthsQuest)	To Be Assigned
Week 2	What Is Leadership? ▪ Characteristics of a Leader ▪ Role of a Leader ▪ Investment in the Organization ▪ The Organization as a Teacher ▪ The Leader as a Role Model Selection of Class Presentation and Research Paper Topics	To Be Assigned

Week 3	Understanding Organizations I • Examining Organizational Structure and Functions • Conducting a Needs Assessment • Establishing a Sense of Community	To Be Assigned
Week 4	Cultural Competence and Inclusivity	To Be Assigned
Week 5	Public Speaking • Preparing Your Message • Understanding Your Audience • Getting Your Point Across	To Be Assigned
Week 6	Managing Organizations ▪ Large Group and Small Group Dynamics ▪ Managing Risk	To Be Assigned
Week 7	Leading a Meeting • Parliamentary Procedure	To Be Assigned
Week 8	Capacity –Building and Culture Change • Locating and Mapping Assets • Mobilizing Assets for Culture Change	To Be Assigned
Week 9	The Leader as a Trainer ▪ Teaming and Tone for Your Training ▪ Improving Scheduling ▪ Just-in-Time Training ▪ Key Points for Building a Curriculum ▪ Needs-Based Training	To Be Assigned
Week 10	Managing Organizational Budgets • Understanding and Managing Budgets • Addressing Budget Issues	To Be Assigned
Week 11	Negotiation and Conflict Resolution ▪ Getting Your Point Across Effectively ▪ Conflict Resolution ▪ Managing Challenging Situations as a Leader	To Be Assigned
Week 12	Marketing the Organization ▪ Marketing Yourself as a Leader ▪ Getting People Interested and Excited ▪ Making Magic in Print and Online	To Be Assigned
Week 13	Leadership and Self-Care	To Be Assigned

	• Understanding Stress and Its Triggers • Stress management/Mindfulness Skills • Assisting Others Using Bystander Intervention	
Week 14	Professionalism • Self-Presentation • Understanding Environments	To Be Assigned
Week 15	Ethics in Leadership • Academic Freedom • First Amendment Issues • Civility • Creating a Safe and Healthy Environment Research Paper Due by Last Day of Classes Course Graduation Ceremony	To Be Assigned

State University of New York at Albany
Semester and Year
EPSY 481 Undergraduate Research Project in Human Development
Instructor TBD

Class Number: • TBD
Class Meetings • TBD
Office Hours • TBD
Division Secretary • Joann Orologio • ED233 • 442-5055 • jorologio@albany.edu
Course Website • TBD

CATALOG DESCRIPTION

E PSY 481 Research Project in Human Development (3). Methods for designing and conducting small–scale empirical studies in human development, using small-size newly collected or already existing quantitative and qualitative data.

Prerequisites: EPSY 330 Statistics; EPSY 250 Understanding Research in Human Development; junior or senior class standing

S-U grading applies.

COURSE OVERVIEW

How do undergraduate students conduct good human development research? Specifically, how do they develop good research questions? How do they design a good research project? How do they collect and analyze the data? How do they interpret and present the results? How do they write a research paper according to the APA manual? How do they submit the paper to a peer-reviewed journal for publication? And how do they apply the findings to solving real-world problems about human development?

These are not only critical issues in research training in the current undergraduate programs but also essential skills needed for a future professional career. Students should be trained as both critical research consumers and effective research producers in order to examine systematically various complex issues in the real world and to advance knowledge in the fields of human development.

Thus, it is wise to invest time and resources to develop strong research skills, and this course is designed to help you do so. The primary goal of the course is to provide you with complete, authentic, and effective experience by conducting a small-scale research project in human development within one semester. Particularly, it covers major topics of an empirical research process, including research question formulation, research design, IRB application, data collection, data analysis, result interpretation, and research paper writing and submission. It simulates real-life academic research situations to provide genuine learning experiences. In short, this course will help you become an effective scientific researcher by integrating your previous knowledge and skills through designing, conducting, and writing up a mini research project.

The course has two key features: it is project-oriented and writing-intensive. First, constructive learning starts with the very first draft of the research proposal, and then moves through three major steps, designing the research, conducting the research, and writing up the research to finish a project within one semester. Second, it requires each student to keep writing by drafting, revising, and finalizing IRB applications, research proposals, and research papers until the papers are published in the Undergraduate Student Journal of Human Development, an internal online journal.

COURSE OBJECTIVES

1. To design a small-size empirical human development research project.
2. To complete the small-size empirical human development research project from the beginning to the end, including data collection and data analysis.
3. To write a research paper that will be accepted for publication in the Undergraduate Student E-Journal of Research in Human Development.

TEXTBOOKS

Cozby, P. C., & Bates, S. C. (2011). Methods in Behavioral Research (11th ed.). New York: McGraw-Hill.

American Psychological Association (APA). (2010). Publication Manual of the American Psychological Association (6th ed.). Washington DC: APA.

COURSE GRADES

The course grades are assessed only with either satisfactory or unsatisfactory on the basis of the following major criteria:

- Write a good research proposal.
- Write a good research paper.
- Present the completed research project.
- Participate in every class.

STATEMENT REGARDING ACADEMIC DISHONESTY

Behaviors of academic dishonesty such as Plagiarism, Cheating on Examinations, Multiple Submission, Forgery, Sabotage, Unauthorized Collaboration, Falsification, are unacceptable and subject to penalty.

In particular, according to the University Undergraduate Bulletin, plagiarism is defined as "presenting as one's own work, the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations." Academic dishonesty is serious and could result in a failing grade for the work in question, a failing grade for the course, or dismissal from the university. Please see:
http://www.albany.edu/undergraduate_bulletin/regulations.html

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Reasonable accommodations will be provided for students with documented physical, sensory, systematic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability and will recommend appropriate accommodations. For more

information, visit the website of the U Albany Disability Resource Center at http://www.albany.edu/disability.

COURSE SCHEDULE

Week 1: Undergraduate Student Research: Author and Affiliation

PART 1: DESIGNING THE RESEARCH PROJECT

Week 2: Research Questions: Title.
Week 3: Research plan: Abstract.
Week 4: Research Participants: Participants.
Week 5: Design, Measurement, and Analysis: Method.
Week 6: Literature Review: Introduction
Week 7: Pilot study: Research Proposals

PART 2: CONDUCTNG THE RESEARCH PROJECT

Week 8: Data entry and data analysis with SPSS: APA Tables.
Week 9: Results presenting with text, Tables, and Figures: Results
Week 10: Research contributions: Discussion.

PART 3: WRITING AND PRESENTING THE RESEARCH PROJECT

Week 11: APA Style: Research Dissemination
Week 12: Individual Study 1: Revised Method
Week 13: Individual Study 2: Revised Results and Discussion
Week14: Individual Study 3: Revised Introduction
Week 15: Final Research Conference

Introduction to Autism Spectrum Disorders
ESPE 463
Location TBD
Day and Time TBD

Contact information
Professor: Dr. Kristie Asaro Saddler
Phone: 442-5057
Email: Ksaddler@albany.edu
Office: ED 245
Office Hours: TBD

Course description:
This course will cover the nature and etiology of autism spectrum disorders. Characteristics of children with ASD in the areas of cognition, language, socialization, behavioral, sensory, and academic skills will be discussed. Instructional strategies and research on current evidence-based strategies and their implementation in the school setting will be examined.
Pre-requisites: Junior or senior class standing

Required Text:
Boutot & Smith Myles. (2011). Autism Spectrum Disorders: Foundations, characteristics, and effective strategies. Pearson. (abbreviated B & S in the course schedule)

Heflin & Alaimo (2007). Students with Autism Spectrum Disorders: Effective instructional practices, Pearson. (abbreviated H & A in the course schedule)

Resources from:
Autism Internet Modules – Available at http://www.autisminternetmodules.org

Autism Speaks Video Glossary – Available at http://www.autismspeaks.org/what-autism/video-glossary

Autism Society of America – Available at http://www.autism-society.org

TEACCH Autism Program - Available at http://www.teacch.com

Articles: All required articles will be available on the University's Blackboard page.

COURSE SCHEDULE

Day	Topics	Assignments/Readings due
Class 1	Introduction to the course What is an Autism Spectrum Disorder (ASD)?	Be sure you can access the Blackboard page
Class 2	Identifying and Describing Individuals with Autism Spectrum Disorders • History and early theories • Definitions	H & A Chapters 1 and 2
Class 3	Assessment and early identification	B & S Chapter 2 AIM Module – Assessment for Identification
Class 4	Evidence based practices for children with ASD	B & S Chapter 3; National Professional Development Center
Class 5	Cognitive and academic characteristics and interventions	H & A Chapter 10
Class 6	Behavioral characteristics • Principles of Applied Behavioral Analysis	B & S Chapter 6
Class 7	Communication characteristics and interventions	B & S Chapter 8
Class 8	Social characteristics and interventions	H & A Chapter 5 B & S Chapter 9
Class 9	Sensory characteristics and interventions	B & S Chapter 11
Class 10	Functional academic skills	B & S Chapter 10
Class 11	Transition and adulthood	B & S Chapter 13; AIM Module - The employee with Autism
Class 12	Collaboration and working with families	H & A Chapter 3; AIM Module – Parent Implemented interventions
Class 13	Controversies in ASD and portrayal of ASD in the media	Dixon & Clark, 2013; Odell & Browlow, 2005
Class 14	Autism Internet Module Presentations	

Course Requirements and Assignments:

1. Participation
Class time will consist of discussion, and hands-on learning activities. Students must be present, be prepared, and actively engage in the learning opportunities. In class assignments will be worth **50 points**.

2. Observations
You must observe in two to three different environments where people with ASD are served, at different educational levels for a total of five hours. Write a 3-5 page reflection paper describing the students and settings you observed, comparing and contrasting the environments, noting which evidence-based practices were observed, and any thoughts you may have on what you observed and how it may influence your thinking about your teaching. The completion of hours and reflection will be worth **30 points**.

3. Book or movie review
You will read a book or watch a movie about a character with an ASD. After reading the book/viewing the movie, you will write a 2-3 page reflection answering the following questions:

How was the individual with ASD portrayed? How was he/she viewed by others? Was he/she viewed in a positive or negative light?
What were his/her strengths and weaknesses? What were some accomplishments and some difficulties faced?
Do you think that this book/movie was an accurate portrayal of individuals with ASD? Why or why not?

If you select a movie, please be sure that the person with ASD is a main character around which a plot has been established. The IRIS center has a list of movies that represent an individual with ASD. Note that this list is not exhaustive, and I have not seen every movie on it to confirm that the character with ASD plays a large role, so you should preview it closely before determining if it is appropriate for this assignment. You may find the list at this website:
http://iris.peabody.vanderbilt.edu/portrayal-of-individuals-with-disabilties/

If you choose a book, please be sure that it is not a children's book (i.e. adult fiction or non-fiction/biography) and it is not a guide that explains what ASD is. Instead, it should be a biographical account or a story within which a character with ASD plays an important role. Here is a list… Note once again that this list is not exhaustive, and I have not read each book, so you should preview it closely before determining if it is appropriate for this assignment.
http://www.ont-autism.uoguelph.ca/books-by-ASD-authors.html

*Note that you are not required to choose a book/movie from these lists. However, all students, whether they choose from the list or not, must get my approval for their selection. The book/movie review will be worth **20 points**.

4. Presentation
For this assignment you will work in pairs to create a presentation of a classroom practice utilized with children with ASD. You will choose one of the practices listed by the National Professional development Center on ASD that is of interest to you. Note that each of you must select a different topic, so you must receive approval from the instructor before beginning the assignment. Topics will be approved on a first come, first served basis. Once you have been given approval, view the website brief on that topic and find a minimum of three other sources on the topic (i.e. research articles, websites, textbooks). Then, create a handout/visual presentation that summarizes the topic. It could be a simple graphic organizer or a more complex technology-based presentation (PowerPoint, Prezi, etc.). You must be sure that the information you provide is not a rehashing of what we discussed in class. In other words, be sure that what you present adds new information to our discussion of the topic. You will present this topic to your classmates in a 5-10 minute presentation on the last day of class. Your presentation will also be uploaded to Blackboard to share with your classmates. This presentation and handout will be worth **25 points**.

5. Final Exam
A comprehensive final exam will be given during finals week. This exam will consist of multiple choice and short answer/essay questions. Questions will come from the reading as well as our class discussions. The final exam will be worth **75 points**.

Total possible points

Class activities – 50 points
Observations and reflection paper – 30 points
Book/movie review – 20 points
Presentation – 25 points
Final Exam – 75 points
Total – 200 points

Grading

The grading for this course is A-E. Your grade is the percentage of 200 you score. Numeric grades translate into letter grades on your final transcript according to the following scale

94.0 – 100 = A	84.0 – 86.9 = B	74.0 – 76.9 = C
90.0 – 93.9 = A-	80.0 – 83.9 = B-	70.0 – 73.9 = D
87.0 – 89.9 = B+	77.0 – 79.9 = C+	Below 70 = E

For example, if you score a total of 175 points, 175/200=87.5%, for a grade of B+.

Policies

Reasonable Accommodation

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the UAlbany Disability Resource Center.

http://www.albany.edu/disability

Academic Integrity

Whatever you produce for this course should be your own work and created specifically for this course. You cannot present work produced by others, nor offer any work that you presented or will present to another course. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source.

The university policy on academic dishonesty is clearly outlined in the Student Bulletin, and includes, but is not limited to plagiarism, cheating on examinations, multiple submissions, forgery, unauthorized collaboration, and falsification. These are serious infractions of University regulations and could result in a failing grade for the work in question, a failing grade in the course, or dismissal from the University.

http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

Note : The instructor retains the right to modify the syllabus and give notice to the students in a timely fashion.

Intercultural Student Engagement
2013 NYS DASA Syllabus

Instructors:	**Mr. D. Ekow King & Mr. Courtney D'Allaird**
Address:	**University at Albany**
	Office of Intercultural Student Engagement
	Albany, NY 12222
Phone:	**518-442-5565**
King E-mail:	**dking@albany.edu**
D'Allaird E-mail:	**cdaillard@albany.edu**

Introduction
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for teacher certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. The course is six instructional hours, three of which must be received through face to face instruction.

Description
This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the "goal" as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012.

Objectives
As a result of taking this coursework or training, participants will be able to:

- Understand the intent, components, and operational definitions present in the Dignity Act.
- Develop and enhance awareness and sensitivity to the range of experiences of the specific student populations as named in the Dignity Act.
- Understand how school climate and culture have an impact on student achievement and behavior.
- Understand bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.
- Enhance the understanding of diversity and multi-cultural environments and examine personal biases.
- Articulate the Reporting Requirements for Educators as specified in the Dignity Act.

Module	Activity	PPT/Handouts	Who	Time
Introduction to the Dignity Act	Just Rescue Introduction of Trainers A Word about Mandatory Trainings Objectives Training Requirements/Agreements History/Overview Break	Slides 1 - 9		60 mins.
Reporting requirements for educators	Overview of the reporting requirements for educators as it relates to the identification of bullying, harassment, and discrimination. Review of the timelines, procedures for reporting verbally and in writing. Review of definitions and role delineation in the investigation and reporting process.	Slides 10		30 mins.
Understanding the indicators and early warning signs.	Break up into small groups. Introduction of scenarios involving bullying, harassment, and discrimination. Small groups will discuss how they would handle each situation and receive to suggestions for how to handle each scenario. Trainers will review early indicators of bullying, harassment, and discrimination. Review of the reasons students engage in bullying, destructive behavior and top tips on how to intervene. Discussion of the Oppression Continuum			60 mins.

Understanding Diversity, Multi-cultural Environments, and Examining Personal Biases.	What is Diversity? Dimensions of Diversity, Identity Salience, Diversity Bingo.			30 mins.
Lunch				45 mins.
Developing sensitivity to the experiences of specific student populations.	What is Inclusion? Inclusion Bingo, Benefits of Diverse and Inclusive Environments. Privilege Walk Activity			25 mins. 20 mins.
Understanding how school climate and culture have an impact on student achievement and behavior.	Review of Data and Statistics regarding Impact of Discrimination/Bullying on student achievement. GLSEN Data How Homophobia, Heterosexism and Transphobia affect us all Break		Handout	10 mins. 10 mins. 5 mins
Bullying intervention and prevention strategies for Administrators, Teachers and Families.	Ally Strategies: Top Tips for Principals Top Tips for Teachers Top Tips for Parents/Families		Handout	10 mins. 15 mins. 15 mins. 15 mins.
Closing	Questions & Next steps			10 mins.

External Instruction Form

Form 2E

This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Name and Title of Contact Person	**Name and Address of Placement Site**	**Number(s) of placements per year**
Debra Jones – Site representative Crystal Campbell – Guidance 518-533-1601	Achievement Academy 42 South Dove St. Albany,NY	1-2
Marcia Rabinowitz- School Social Worker 518-475-6411	Abrookin Vocational-Technical Program 99 Kent Street Albany, NY	1
Jim Toomey – Home School Coordinator (Innovation Academy) JToomey@albany.k12.ny.us	Albany High School 700 Washington Ave. Albany, NY	5
John Harris, MSW School cell: 518-376-8124 School phone: 518-545-3987, ext. 915 jharris@albany.k12.ny.us	AHS – Tutors 700 Washington Ave. Albany, NY	5
Ward Dales – Theatre Teacher, wdales1@albany.k12.ny.us assisted by Fiona Thompson School phone: 518-454-3987	AHS Theatre Tutors 700 Washington Ave. Albany, NY	1
Kimberly Sullivan Phone:518-435-0392 Fax:518-458-8695 ksullivan.albanypal@nycap.rr.com	Albany Police Athletic League 844 Madison Avenue VI Community Center Albany, NY	2-3
Chris Sagaas- Reference Services Director 518- 427-4325 sagaasc@albanypubliclibrary.org http://www.albanypubliclibrary.org/pcc/index.php	Albany Public Library Public Computing Center Main Campus: 161 Washington Avenue Albany, NY	Unlimited

Angela Meola 518-212-6120 ameola@HFMBOCES.org	Amsterdam Literacy Zone – City of Amsterdam partnering with BOCES (multiple options)	1-2
Rebecca Cleere 518-462-5528, ext. 15 rcleere@bgcalbany.com	Boys & Girls Club of Albany 21 Delaware Ave. Albany, NY	1-2
Diane Graham 518-377-4977 info@cocahouse	Cocoa House - 896 Stanley Street Schenectady, NY (Mon.-Thur.)	1-2
Kendra Chaires, Principal kchaires@albany.k12.ny.us	Eagle Point Elementary 1044 Western Ave. Albany, NY	5
Janice Roche 518-475-6700 jroche1@albany.k12.ny.us	Philip Schuyler Achievement Academy 676 Clinton Ave. Albany, NY	5
Kevin Fox 518- 442-5595 kfox@uamail.albany.edu	Liberty Partnerships Rising Stars Program New York State Education Department, Education Building Rm. 967 Albany, NY	Unlimited
Rifat Sultana Nazir, Director/supervisor 518-482-0486 rifat75nazir@yahoo.com	Multilingual English Lang. Instruction and Tutoring Emmaus United Methodist Church 715 Morris Street Albany, NY	1-2
Tonya Whitehead 518- 475-6825 twhitehead@albany.k12.ny.us Main Office:518- 475-6850	Sheridan Preparatory Academy 400 Sheridan Ave. Albany, NY	3-5
Bethany Gonyea bgonyea@nycap.rr.com 518-424-0406	Salvation Army 20 South Ferry Street Albany, NY	1-2
Don Flynt, Principal High School Homework help centers – daily (Only tutoring) 518-881-0310, ext. 61415 flyndona@shenet.org	Shenendehowa High School 5 Chelsea Place Clifton Park, NY	3-4
Janet Mangold Jmangold@albany.k12.ny.us	Thomas Obrien Academy of Science and Technology (TOAST)	Unlimited

cell:859-2974 School: 518-475-6875	Lincoln Park, Albany, NY	
Mary Bitel 518-434-9055 www.twotogetherinc@hotmail.com mbitel@nycap.rr.com	Two Together After-School Literacy Program 200 Greeen Street (Across from Giffen Elementary) Albany, NY	2
Betsey Domenico - ESL Teacher 518-229-0216 Betsey1224@yahoo.com	Giffen Memorial Elementary 247 South Pearl Street Albany, NY	Unlimited
Dr. Melinda Tanzman meltanz@aol.com	Schenectady Community Action Program/ Head Start 913 Albany Street Schenectady, NY	5
Terry Kimball 518-463-3175 tkimball@albanycap.org	Albany Community Action Partnerships 333 Sheridan Avenue Albany, NY	5
Steve Marcal Marcal@cfdsny.org	Center for Disabilities Center 314 South Manning Blvd. Albany, NY	5
Beth Slezak 518- 935-2307 eslezak@seniorservicesofalbany.com	Senior Services of Albany 20 Rensselaer St. #2D Albany, NY 12202	5
Kiki Garg 518- 438-3445 kgarg@northeastcareer.org	Northeastern Career Planning 28 Colvin Avenue Albany, NY	3-5
Rebecca Beeman, Director 518-434-6135, ext. 378 rbeeman@equinoxinc.org	Equinox Inc. Community Service Agency 95 Central Ave. Albany, NY	5

2. For clinical placements for programs leading to professional licensure in a health profession, **append** documentation to demonstrate each site's commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site. N/A

3. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	**Title**	**Email Address**
Heidi Audino	Director, Pathways Into Education (School of	haudino@albany.edu

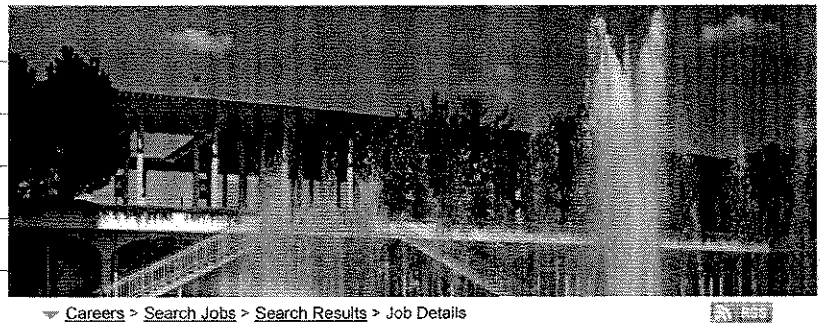
	Education, University At Albany)	

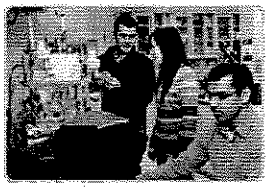
Version 2013-10-15

University at Albany
New Program Proposal
BS in Human Development

Appendix 7

Vacancy Announcements





Statistics & Research Design - Asst. or Assoc. Professor

About University at Albany:

Established in 1844 and designated a University Center of the State University of New York in 1962, the University at Albany's broad mission of excellence in undergraduate and graduate education, research and public service engages a diverse student body of more than 17,300 students in nine schools and colleges across three campuses.

Located in Albany, New York, New York State's capital, the University is convenient to Boston, New York City and the Adirondacks.

Apply Now	
Category:	Faculty
Department:	Educational & Counseling Psychology, School of Education
Locations:	Albany, NY
Posted:	Sep 15, '14
Type:	Full-time
Ref. No.:	P14-35195-B

E-mail to a friend

Job Description:

The School of Education at the University at Albany, State University of New York, invites applications for a tenure track, assistant or associate rank faculty member in statistics and research design, to begin in fall 2015. The successful candidate will have an active and rigorous research agenda related to education and/or human development, the ability to collaborate with students and other faculty on research and grant writing, and a commitment to excellent classroom instruction and student mentoring. Teaching responsibilities will include undergraduate and graduate courses in statistics and research design. Preference will be given to applicants with publications bearing on research in education, and with research programs with strong potential for external funding.

The appointment will be in the division of Educational Psychology and Methodology, which is in the department of Educational and Counseling Psychology. The University at Albany is located in an economically stable, culturally rich and beautiful area, within easy driving distance from New York City, Boston and Montreal.

Requirements:

A Doctorate in statistics or substantial equivalent from a college or university accredited by a U.S. Department of Education (DOE) or internationally recognized accrediting organization is required.

Applicants for an associate professor appointment must have a strong publication record; sustained extramural research support is highly desirable. Applicants at the assistant professor level should possess a significant record of scholarship and have demonstrated ability to develop an independent, extramurally funded program of research. Applicants must address in their applications their abilities to work with a culturally diverse population.

Human Resources
UAB 300
1400 Washington Avenue
Albany, NY 12222
PHONE (518) 437-4700
FAX (518) 437-4731

Human Resources is located in Suite 300 of the University Administration Building on 1215 Western Ave.

Preference will be given to candidates with research programs with strong potential for external funding. Applicants with additional expertise in evaluation methodology are welcome to apply.

Finalists will be required to give a presentation on their program of research.

Additional Information:

Professional Rank and Salary Range: Assistant or Associate Professor

Start Date: September 1, 2015

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Clery Act, mandates that all Title IV institutions, without exception, prepare, publish and distribute an Annual Security Report. This report consists of two basic parts: disclosure of the University's crime statistics for the past three years; and disclosures regarding the University's current campus security policies. The University at Albany's Annual Security Report is available in portable document format [PDF] by clicking this link http://police.albany.edu/ASR.shtml

THE UNIVERSITY AT ALBANY IS AN EO/AA/IRCA/ADA EMPLOYER

Please apply online via http://albany.interviewexchange.com/candapply.jsp?JOBID=52909

Application Instructions:

Applicants MUST submit the following documents:

- A cover letter describing their research agenda and funding, teaching experience and philosophy
- Curriculum Vitae
- Three examples of their scholarship (articles, chapters or books)

The applicant should arrange for three letters of reference to be sent to Heidi Andrade (handrade@albany.edu).

Note: After submitting your CV, the subsequent pages give you instructions for uploading additional documents (i.e. cover letter etc.).

See the FAQ for using our online system. Please **contact us** if you need assistance applying through this website.

Returning Applicants - Login to your U-Albany Careers Account to check your completed application.

Review of applications will begin on November 15, 2014 and the search will remain open until the position is filled.

Apply Now

Frequently Asked Questions (FAQ's)

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Human Development - Assistant or Associate Professor

About University at Albany:

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Located in Albany, New York, New York State's capital, the University is convenient to Boston, New York City and the Adirondacks.

Apply Now	
Category:	Faculty
Department:	Dept. of Educational & Counseling Psychology, School of Ed.
Locations:	Albany, NY
Posted:	Sep 04, '14
Type:	Full-time
Ref. No.:	P14-35195

E-mail to a friend

Job Description:

The School of Education at the University at Albany, State University of New York, invites applications for a tenure track, assistant or associate rank faculty member in human development. The successful candidate will have an active and rigorous research agenda with strong potential for funding, and the ability to collaborate with students and other faculty in research. Proficiency in research methods and statistical analyses would be particularly welcome. Teaching responsibilities will include undergraduate and graduate courses in some of the following areas: early childhood, child, adolescent and /or lifespan development, human learning and instruction, developmental research methods. Mentoring and supervision of students completing independent studies and research, and dissertation research is an important component of teaching. Research mentoring and supervision together with 4 courses per academic year is the expected load.

The appointment will be in the division of Educational Psychology and Methodology, in the department of Educational and Counseling Psychology. The University at Albany is located in an economically stable, culturally rich and beautiful area, within easy driving distance from New York City, Boston and Montreal.

Requirements:

Required: Doctorate in educational psychology, or developmental psychology, or substantial equivalent from a college or university accredited by a U.S. Department of Education (DOE) or internationally recognized accrediting organization. Applicants for an associate professor appointment must have a strong publication record; sustained extramural research support is highly desirable. Applicants at the assistant professor level should possess a significant record of scholarship and have demonstrated ability to develop an independent, extramurally funded program of research. Applicants must address in their applications their abilities to work with a culturally diverse population.

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Human Resources is located in Suite 300 of the University Administration Building on 1215 Western Ave.

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Start Date: September 1, 2015

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THE UNIVERSITY AT ALBANY IS AN EO/AA/IRCA/ADA EMPLOYER

Please apply online via http://albany.interviewexchange.com/candapply.jsp?JOBID=52667

Application Instructions:

Applicants MUST submit the following documents:

- Cover letter describing their research agenda and funding, teaching experience and philosophy
- Curriculum Vitae
- Three examples of their scholarship (articles, chapters or books)

Applicants at the assistant professor rank should arrange to have three letters of reference submitted to Yenisel Gulatee (ygulatee@albany.edu). Applicants at the associate professor rank should submit three letters of reference or the full contact information for three people who could provide a reference.

Note: After submitting your CV, the subsequent pages give you instructions for uploading additional documents (i.e. cover letter etc.).

See the FAQ for using our online system. Please **contact us** if you need assistance applying through this website.

Returning Applicants - Login to your U-Albany Careers Account to check your completed application.

Review of applications will begin on November 15, 2014 and the search will remain open until the position is filled.

Apply Now

Frequently Asked Questions (FAQ's)

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University at Albany
New Program Proposal
BS in Human Development

Appendix 8 Articulation tables and letters of Support

Hudson Valley Community College

Schenectady County Community College

SUNY TRANSFER COURSE EQUIVALENCY TABLE-April 27 2015

Hudson Valley Community College (00993) AS degree in Human Services						University at Albany BS degree in Human Development				
Course #	**Course Title**	**Major or Pathway**	**SUNY Gen Ed**	**Credits Granted**		**Course #**	**Equivalent Course Title**	**SUNY Gen Ed**	**Major or Pathway**	**Credits Accepted**
BIOL xxx	Biology elective	X	NS	3		ABIO 000	Biology Elective	NS		3
ENGL 101R	English Composition I	X	BC	3		AENG 110W	Writing Gen Ed Elective	BC		3
ENGL 104	Writing about Literature	X	HU	3		AENG 121	Reading Literature	HU		3
HUSV 100	Social Service Systems	X		3		RSSW 210	Social Welfare in the US			3
HUSV 105	Human Development and the Family	X	SS	3		ASOC 250	Sociology & Families		X	3
HUSV 109	Orientation to Field Work	X		1		RSSW 000	Social Welfare Elective			1
HUSV 110	Human Service Skills	X		3		RSSW 000	Human Service Skills			3
HUSV 200	Interviewing & Techniques of Communication	X		3		ACOM 010	Interviewing & Techniques of Communication			3
HUSV 205	Introduction to Social Group Work	X		3		RSSW 010	Social Welfare 100-Level Elective			3
HUSV 240	Professionalism in a Diverse Society	X		3		RSSW 010	Social Welfare Elective			3
HUSV 250	Human Services Practicum	X		8		RSSW 010	Social Welfare Elective			8
MATH xxx	Math Elective	X	MS	3		AMAT 000	Math Elective	MS		3
PSYC 100*	General Psychology	X	SS	3		APSY 101*	Introduction to Psychology	SS	X	3
PSYC 250*	Educational Psychology			3		EPSY 200*	Intro to Psychological Process of Schooling		X	3
SOCL 100*	Sociology	X	SS	3		ASOC 115*	Introduction to Sociology	SS	X	3
	Liberal Arts Elective Gen Ed		AH	3			Elective	AH		3
	Foreign Language Elective		FL	3			Foreign Language Elective	FL		3
	Human Services or Chemical Counseling Elective	X		3			Elective			3
	Other World or Western Civilizations Elective		OW	3			International Perspectives Elective	OW		3
						Additional Major and Elective Courses Required at UAlbany				
						ECPY 360	Psychology, Cult-Diversity, & Social Justice		X	3
						EPSY 224	Human Development		X	3
						EPSY 250	Understanding Research in Human Development		X	3
						EPSY 330	Intro. to Statistics in Human Development		X	3
						EPSY 390	Community Service Projects		X	3
							Human Development Elective**		X	3
							Human Development Concentration Courses (five courses specific to concentration)***		X	15
							MINOR – an 18 credit minor is required			18
						APSY/ASOC XXX	Psychology **or** Sociology Elective****		X	3
							Electives			6
				Total Credits:	**60**				**Total Transfer Credits Applied to Program:**	**60**
									Total Credits Required after Transfer:	**60**
									Total Credits Required for Degree	**120**

***A 3.0 GPA is required in these courses; as well as an overall GPA of 3.00 for admission to UAlbany's Human Development major.**

****Human Development Electives**: ECPY 410 Supporting Individual and Community Change, EPSY 411 Foundations of Leadership in College and University Student Organizations, ERDG 404 Children's Literature, ERDG 406 Young Adult Literature, HSPH 341 Promoting Healthy People and Communities, HSPH 342 How US Healthcare Works: Myths and Realities, HSPH 343 Mass Media and Health Behavior, RCRJ 308 Juvenile Justice Administration, ACOM 371 Intercultural Communication, Any 300-level Psychology/Sociology courses not taken to fulfill the core requirement

***** Human Development Concentrations**: Counseling Psychology, Educational Psychology, Peer Assistance and Leadership, Special Education

******Psychology and Sociology Electives**: ASOC 250 Sociology and Families, ASOC 384 Sociology of Aging, APSY 327 Personality, APSY 338 Abnormal Psychology

UNIVERSITY AT ALBANY
State University of New York

TRANSFER ARTICULATION AGREEMENT

HUMAN DEVELOPMENT DEGREE PROGRAM

HUDSON VALLEY COMMUNITY COLLEGE
AND
THE UNIVERSITY AT ALBANY

This Transfer Articulation Agreement is the result of thoughtful cooperation between the faculty and staff of the University at Albany and Hudson Valley Community College.

Academic programs at Hudson Valley Community College provide strong preparation for and ready access to baccalaureate programs at the University at Albany. Therefore, we have developed an agreement with Hudson Valley Community College that will provide the maximum number of transfer credits applied to the Human Development degree program at the University at Albany. We strongly believe that many students in a two-year program of study at Hudson Valley Community College will benefit from the information, guidance and transfer course equivalencies this agreement provides.

The University at Albany is delighted to continue our longstanding, close relationship with Hudson Valley Community College and we are proud to offer each student the opportunity to earn both an Associate's Degree and Baccalaureate Degree within the State University of New York System.

James R. Stellar, Ph.D.
Provost and Vice President for Academic Affairs
University at Albany
State University of New York

UNIVERSITY AT ALBANY
State University of New York

The attached University at Albany and Hudson Valley Community College Transfer Equivalency Table represents the required and suggested elective courses that are similar and parallel to those completed by degree-seeking students at the University at Albany. Hudson Valley Community College students who complete the program as outlined in these arrays will be awarded full transfer credit and afforded the opportunity to complete the Bachelor's Degree in Human Development in four additional semesters of study at University at Albany.

Students completing the Human Services major at Hudson Valley Community College will be considered for admittance to the Human Development major at University at Albany by satisfying the following requirements:

- Earn a 3.0 GPA in the following classes:
  - PSYC 100 *(APSY 101)*
  - PSCY 250 (EPSY 200)
  - SOCL 100 *(ASOC 115)*
- Secure an overall GPA of 3.00

Hudson Valley Community College students pursuing programs that do not conform to those specified herein will be considered for admission on an individual basis. The Transfer Course Equivalency Table in this agreement will be amended or expanded with mutual consent through an annual review by both institutions.

Approved for
Hudson Valley Community College
State University of New York

_____

Carolyn G. Curtis, Ph.D.

Vice President for Academic Affairs
Title

Date: _____

Approved for
University at Albany
State University of New York

_____

Jeanette Altarriba, Ph.D.

Vice Provost and Dean for Undergraduate Education
Title

Date: 27 April 2015

Hudson Valley Community College

Teacher Preparation Department

Be bold. Be a Viking.

November 29, 2012

Mr. Kevin Quinn, Chair, Department of Educational and Counseling Psychology
University at Albany, Education 230
1400 Washington Avenue
Albany, N.Y. 12222

Dear Mr. Quinn,

I write in support of your grant proposal for a new undergraduate major in Human Development at the State University of New York at Albany.

The students within the Teacher Preparation Department's Early Childhood program would benefit tremendously from a Two Plus Two Articulation agreement with your institution as currently such a program option does not exist within the capital region.

Seventy-five percent of our students transfer to four year institutions upon graduation. Our students graduate with a strong foundation in child development, pedagogy and developmentally appropriate best teaching practices, however, not all graduates within our program seek to become teachers. This new program would afford our students the opportunity to remain within the SUNY system while pursuing a degree in Human Development, Psychology, Education or Educational Measurements within their local community.

I also anticipate that this newly proposed program would provide a wide array of educational opportunities and career paths for students who are enrolled at Hudson Valley Community College within the Human Services Department and our Individual Studies program.

Partnering with your institution will provide several new educational paths for our very diverse student body. It will also enhance academic opportunities for our students who are economically disadvantaged by providing a bachelor's degree at a cost that will not be as prohibitive as the cost at a private four year institution.

I look forward to collaborating with you on such an exciting endeavor that is in the best interest of our students.

If I can be of further assistance, please do not hesitate to contact me at (518) 629-7250 or by email at n.cupolo@hvcc.edu.

Sincerely,

Nancy T. Cupolo

Professor Nancy T. Cupolo, M.S.Ed.
Department Chair
Teacher Preparation Department

Early Childhood Associate Degree naeyc ACCREDITED

SUNY TRANSFER COURSE EQUIVALENCY TABLE- April27 2015

Schenectady County Community College AS degree in Teacher Education Transfer						University at Albany BS degree in Human Development				
Course #	**Course Title**	**Major or Pathway**	**SUNY Gen Ed**	**Credits Granted**		**Course #**	**Equivalent Course Title**	**SUNY Gen Ed**	**Major or Pathway**	**Credits Accepted**
BIO 141	Biology I	X	NS	3		ABIO 120	Biology	NS		3
ENG123	College Composition	X	BC	3		AENG 110	Writing Gen Ed	BC		3
ENG 124	Literature and Writing	X	HU	3		AENG 121	Reading Literature	HU		3
HIS 227/229	US History to1877; or after 1877	X	AH	3		AHIS 100	US History	AH		3
MAT 147	Statistics	X	MS	4		AMAT 108	Statistics	MS		4
PSY 121*	Introduction to Psychology	X	SS	3		APSY 101*	Introduction to Psychology	SS	X	3
PSY 221*	Educational Psychology	X		3		EPSY 200*	Intro to Psychological Process of Schooling		X	3
SOC 121*	Introduction to Sociology	X	SS	3		ASOC 115*	Sociology	SS	X	3
SOC 222	Sociology of the Family	X		3		ASOC 250	Sociology of Families		X	3
TET 221	Foundations of Education	X		3		ETAP 201	Exploring Teaching as a profession			3
TET 252	Pre-professional Seminar	X		1		ETAP 010	Pre-professional Seminar			1
	Arts Elective		AR	3			Arts Elective	AR		3
	Foreign Language Elective		FL	3			Foreign Language Elective	FL		3
	Other World Civilizations Elective		OW	3			International Perspectives	OW		3
	Concentration Course	X		3			Elective			3
	Concentration Course	X		3			Elective			3
	Concentration Course	X		3			Elective			3
	Concentration Course	X		3			Elective			3
	Concentration Course	X		3			Elective			3
	Elective			6			Elective			6
						Additional Major and Elective Courses Required at UAlbany				
						ECPY 360	Psychology, Cult-Diversity, & Social Justice		X	3
						EPSY 224	Human Development		X	3
						EPSY 250	Understanding Research in Human Development		X	3
						EPSY 330	Intro. to Statistics in Human Development		X	3
						EPSY 390	Community Service Projects		X	3
							Human Development Elective**		X	3
							Human Development Concentration Courses (five courses specific to concentration)***		X	15
							MINOR – an 18 credit minor is required			18
						APSY/ASOC XXX	Psychology **or** Sociology Elective****		X	3
							Electives			4
				Total Credits:	**62**					

Total Transfer Credits Applied to Program:	**62**
Total Credits Required after Transfer:	**58**
Total Credits Required for Degree	**120**

***A 3.0 GPA is required in these courses; as well as an overall GPA of 3.00 for admission to UAlbany's Human Development major.**

****Human Development Electives**: ECPY 410 Supporting Individual and Community Change, EPSY 411 Foundations of Leadership in College and University Student Organizations, ERDG 404 Children's Literature, ERDG 406 Young Adult Literature, HSPH 341 Promoting Healthy People and Communities, HSPH 342 How US Healthcare Works: Myths and Realities, HSPH 343 Mass Media and Health Behavior, RCRJ 308 Juvenile Justice Administration, ACOM 371 Intercultural Communication, Any 300-level Psychology/Sociology courses not taken to fulfill the core requirement

***** Human Development Concentrations**: Counseling Psychology, Educational Psychology, Peer Assistance and Leadership, Special Education

******Psychology and Sociology Electives**: ASOC 250 Sociology and Families, ASOC 384 Sociology of Aging, APSY 327 Personality, APSY 338 Abnormal Psychology

UNIVERSITY AT ALBANY
State University of New York

TRANSFER ARTICULATION AGREEMENT

HUMAN DEVELOPMENT DEGREE PROGRAM

SCHENECTADY COMMUNITY COLLEGE
AND
THE UNIVERSITY AT ALBANY

This Transfer Articulation Agreement is the result of thoughtful cooperation between the faculty and staff of the University at Albany and Schenectady Community College.

Academic programs at Schenectady Community College provide strong preparation for and ready access to baccalaureate programs at the University at Albany. Therefore, we have developed an agreement with Schenectady Community College that will provide the maximum number of transfer credits applied to the Human Development degree program at the University at Albany. We strongly believe that many students in a two-year program of study at Schenectady Community College will benefit from the information, guidance and transfer course equivalencies this agreement provides.

The University at Albany is delighted to continue our longstanding, close relationship with Schenectady Community College and we are proud to offer each student the opportunity to earn both an Associate's Degree and Baccalaureate Degree within the State University of New York System.

James R. Stellar, Ph.D.
Provost and Vice President for Academic Affairs
University at Albany
State University of New York

UNIVERSITY AT ALBANY
State University of New York

The attached University at Albany and Schenectady Community College Transfer Equivalency Table represents the required and suggested elective courses that are similar and parallel to those completed by degree-seeking students at the University at Albany. Schenectady Community College students who complete the program as outlined in these arrays will be awarded full transfer credit and afforded the opportunity to complete the Bachelor's Degree in Human Development in four additional semesters of study at University at Albany.

Students completing the Teacher Education Transfer major at Schenectady Community College will be considered for admittance to the Human Development major at University at Albany by satisfying the following requirements:

- Earn a 3.0 GPA in the following classes:
  - PSY 221 *(EPSY 200)*
  - PSYC 100 *(APSY 101)*
  - SOCL 100 *(ASOC 115)*
- Secure an overall GPA of 3.00

Schenectady Community College students pursuing programs that do not conform to those specified herein will be considered for admission on an individual basis. The Transfer Course Equivalency Table in this agreement will be amended or expanded with mutual consent through an annual review by both institutions.

Approved for
Schenectady Community College
State University of New York

Penny Haynes, Ph.D.

Vice President for Academic Affairs
Title

Date: _____

Approved for
University at Albany
State University of New York

Jeanette Altarriba, Ph.D.

Vice Provost and Dean for Undergraduate Education
Title

Date: 27 April 2015

SCHENECTADY COUNTY COMMUNITY COLLEGE SUNY

Division of Liberal Arts

November 29, 2012

To Whom It May Concern:

The Liberal Arts Division at Schenectady County College supports the development of the undergraduate major in Human Development at SUNY Albany. We would be interested developing an articulation agreement with this major and consider the prospect of a "two plus two" agreement as well.

We currently have a Liberal Arts: Humanities and Social Sciences program and a Teacher Education Transfer program. With over 750 students enrolled in these programs, a significant number of students are interested in transferring to areas of psychology. Most specifically, students in our Teacher Education Transfer program often find that they are interested in some aspect of education, but not teaching. Currently, there are limited regional transfer options in psychology and there are only private, more expensive schools that offer educational psychology majors. Other regional baccalaureate opportunities are currently in the areas of clinical or counseling studies. The specialization in Psychology, education and Educational measurement within the Human Development program would be of great interest to a good number of students and expand their career and graduate options.

SUNY Albany is the first choice transfer institution for SCCC students who want to remain in the Capital District. The *2011 SCCC Outcomes Assessment Report* indicates that 31% of SCCC students who transferred chose SUNY Albany.

SCCC would welcome and support a Human Development program and hope that it will receive a favorable review, as it would provide strong new transfer opportunity for our students.

Sincerely yours,

Carol A. De Fries

Carol A. De Fries

Dean of Liberal Arts.

External Evaluation Report

Form 2D

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: SUNY Albany

Evaluator Name (Please print.): Penny Hauser-Cram

Evaluator Title and Institution: Professor and Department Chair, Boston College Lynch School of Education Department of Counseling, Developmental and Educational Psychology

Evaluator Signature:

Proposed Program Title: Human Development

Degree: B.S.

Date of evaluation: 11/20-11/21/2014

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation.** Address the program's academic rigor and intellectual coherence.

The purpose of the proposed program is to provide a coherent interdisciplinary major in the field of Human Development for undergraduate students. The major would be located in the School of Education, a school which offers an undergraduate minor but no undergraduate major. The proposed major aims to have undergraduate students "explore the psychological, social, cultural facets of human development." The program is structured to offer a set of core courses including 2 courses on psychological processes, one involving schooling and one focused on issues of social justice, 2 on research methodology and analysis, 1

elective from the field of psychology or sociology, 1 elective in human development, 1 course on life-span development, and a field-based learning experience. In addition, students select a concentration of at least 15 credits in one of the following areas: counseling psychology, educational psychology, peer assistance and leadership, or special education. The concentration requirement both demands and encourages students to go beyond a basic understanding of the processes of human development to the application of such processes in a scholarly area of inquiry.

The program is well structured in its design of both core courses and concentrations. The requirements are clearly specified and involve intellectual challenge. The construction of program requirements ensures that students will engage in a well-balanced view of human development, with a high level of rigor, which is noted especially in relation to the several planned theory-based courses and courses in statistics and research methodology. The core courses provide coherence to the program in relation to theoretical models and typical research approaches in the field.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

The proposed program in Human Development differs from the field of psychology more generally because of its focus on the developmental aspects of psychology and the links to ecological models. Moreover, the program is structured so that students will learn about some of the central applications of this field. This will encourage students to examine the intersection of human development with culture and community issues. The concentrations will further this special focus by providing students additional insight into different avenues of human development.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

The program in Human Development will be housed in the School of Education. That School has several faculty members with strong knowledge systems about assessment of students, faculty, and programs. Student learning outcomes are detailed and measureable. The overall assessment of the program will be in relation to enrollment, retention, graduation rates, and post-graduation employment. For a new and fairly small program, this seems like a reasonable approach to program evaluation. More formative evaluation will likely also be of value if conducted at regular intervals.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

It appears that concentrated effort has been made to both distinguish this program from the more general psychology major yet have agreement that students in Human Development may take some courses in both psychology and sociology as well as one potential course in the field of criminal justice. Although we spoke with only one faculty member from another department (psychology), it appears that there has been some collaboration with that department in developing the proposed program in Human Development. Moreover, few, if any, concerns emerged from that department. An excellent collaboration has been established between the School of Education and the Middle Earth Peer Assistance Program which is part of the University Counseling program.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

An impressive study of the current and emerging employment opportunities and career needs in the state of New York was provided as part of the report. Indeed, as indicated in the report, the growth projections for careers for individuals with training in Human Development and related fields are moderately high for those with an undergraduate degree and especially high for individuals seeking to attain a graduate degree. The proposed program is constructed so that an individual student could apply to an early admit program for graduate study (called the BS/MS track) before completing an undergraduate degree. These programs (termed 5th year programs in some universities) are exceedingly popular with students today as they permit students to enter areas of specific interest before undergraduate graduation and attain some graduate credit for courses taken at the graduate level while completing an undergraduate degree. Indeed, such programs may serve as an on-ramp to graduate study and allow programs to recruit top undergraduate students.

II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

The School of Education has a solid faculty. There is a mix of Associate and Assistant Professors with particular areas of strength in counseling, developmental, school, and educational psychology. Also, faculty members who specialize in special education add important scholarship and value to the proposed program. As a whole, the faculty appears to be involved in both local and national service, grant writing, and engaged in publishing. Few full professors, however, are in the list of proposed faculty for this program.

7. **Assess the faculty in terms of number and qualifications** and **plans for future staffing**. Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

Faculty members have recently generated research support from several sources including the National Science Foundation, the Institute of Education Sciences, and the U.S. Department of Education. Given the highly competitive nature of grant funding, these are impressive endeavors.
In relation to the new major, one faculty member has already been hired and two additional ones are proposed. Ideally, the individual hired in the area of statistics and research methods will be skillful in teaching undergraduates as well as have expertise in a substantive area of human development.

8. Evaluate credentials and involvement of **adjunct faculty** and **support personnel**.

Several adjunct faculty and support personnel will be part of the new undergraduate program.
The adjunct faculty members are in the Department of Educational Psychology and Methodology. They each hold doctoral degrees and teach 400-level courses in this department. Yenisel Gulatee, was hired last spring (2013) as the Academic and Administrative Coordinator of the Human Development Program. Her skills are regarded highly by faculty and administrators alike, and her work with the faculty on program development and implementation will be an important strength in the future of this program. A small percentage (10%) of the current Educational Psychology Secretary I's time will be used to support the undergraduate program. This may be an underestimate of time required, especially as the program increasingly enrolls additional students over the next four years.

III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

The student population will be high achieving undergraduates from community and other regional colleges (utilizing the undergraduate transfer program) as well as students entering their sophomore year at SUNY

Albany. The links to the community college population are likely to augment the diversity of the student body. In our meetings with students, the proposed major was exceedingly popular. Most of those students planned to continue their education in graduate school and to enter professions such as counseling/clinical psychology, social work and related fields. They noted that the proposed program aligns well with their career goals.

10. What are the prospects that recruitment efforts and admissions criteria will supply **a sufficient pool of highly qualified applicants and enrollees**?

The program will only be open to students with 24 hours of college credit, a GPA of 3.0 or higher and having completed either APSY 101 or ASOC 115 with a grade of B or better. These criteria will likely result in a high achieving student body. Given the interest in this major from our meetings with students, once students are made aware of the major, there will likely be many applicants. Moreover, the slow and careful roll-out of this program is a strong aspect of the proposed design as the highest achieving students can be selected from the pool of applicants.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

As previously mentioned, the outreach to community and regional colleges will assist in encouraging the participation by students of underrepresented groups. Part-time students will be accommodated as they are in other programs on campus, although this is an area that may need further attention depending on demand.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

A detailed plan for monitoring students' progress and performance has been developed. An advising system will build on the current one in the Pathways Into Education (PIE) program. This advisement will also assist students with community-based placements. It appears to be sufficiently staffed to do this, at least for the initial cohorts. A mentoring program by faculty would add an important dimension to this advising system.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals.**

As previously mentioned, areas of human services are predicted to be in increasing demand during the next decade. Therefore, the opportunity for employment upon graduation is promising. Nevertheless, without a graduate degree these opportunities may be limited in terms of salary and advancement. Therefore the opportunity for students to enroll in a BS/MS track, as is designed in this program, is advantageous.

IV. Resources

14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

The resources available both on the campus and in community internship sites have been well articulated in this proposal and are a valuable resource to the program. The library not only has a wide array of the important research databases but also has personnel who are quite devoted to student engagement in scholarship. The advising program related to community sites (PIE) has a well-established network of community relationships and a well-documented plan of supervision of students in placements. If the number of students per year eventually exceeds that currently predicted (approximately 35) in this new major, additional staffing may be needed for internship supervision.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The institution appears to be very committed to the addition of this program in Human Development. In meeting with the administration, they voiced the belief that this program, although initially small, is likely to positively affect retention rates. They also comment that the program may attract new students to the university. The hiring of one faculty member for this program (and advertising for two others) indicates institutional support to its future.

IV. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The major strengths of this program are the well-conceptualized dimensions of the program course sequence to include theory, research, and areas of specialization. The enthusiasm for this program is strong based on interviews with some students, a range of faculty, and key administrators. Assuming that additional faculty are hired for the advertised position, and the program is rolled-out slowly as proposed, the program should be able to be implemented well.

Few major weaknesses are noted. However, recommendations for strengthening the program are noted in section 18 below.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

The proposed program will add a unique program of study for students at SUNY Albany. **It will likely attract student completing community and regional colleges in areas such as human services and psychology. It will prepare students for community work in the social services as well as for more advanced work especially in the area of Counseling Psychology. The strength of the current and proposed faculty will likely be able to guide this program to prominence.**

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

The proposed course work for the major in Human Development could be strengthened by additional integration of topics into several courses related to race, class, gender and contemporary issues such as immigration and sexual identity, rather than addressing such issues in only one course on social justice.

Moreover, a fuller discussion of qualitative research (such as Participatory Action Research) is likely to be of value to students in Human Development as such research may have particular importance in their community sites. Finally, the construction of more explicit links between the Human Development major and the Honors College deserve to be considered

External Evaluation Report

Form 2D

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Department of Human Development and Family Studies, Colorado State University

Evaluator Name (Please print.): Christine A. Fruhauf, Ph.D.

Evaluator Title and Institution: Associate Professor and Director, HDFS Extension; Coordinator, Gerontology Interdisciplinary Minor

Evaluator Signature:

Proposed Program Title: Human Development

Degree: B.S.

Date of evaluation: 11/20/14-11/21/14 (site visit); 11/28/14 (written report)

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation.** Address the program's academic rigor and intellectual coherence.

The **purpose** of this program is to develop and deliver a new undergraduate major in Human Development (HD) that will be located in the School of Education's Department of Educational and Counseling Psychology (DECP) at SUNY-Albany. The **structure** of the HD program will embrace similar HD programs across the U.S. by addressing cultural and social issues of individuals, families, and communities. What is a unique strength to this program is the fact it includes an interdisciplinary lifespan focus on individual development and learning with four concentrations. The concentrations include: (1) counseling psychology, (2) educational psychology, (3) peer assistance and leadership, and (4) special education. These concentrations relate closely to the expertise of the faculty in Counseling Psychology, Educational Psychology and Methodology, School Psychology, and Special Education. The **requirements** of undergraduate students enrolled in the HD major will include a total of 120 credits over four years including eight semesters. The program includes core competency/general education

credits, credits from core HD courses, and credits that apply directly to students' chosen concentrations for a total of 120 credits at the undergraduate level. This course plan should take students a total of four years to complete. At this point, it is also likely that students will choose to complete a BS/MS degree over five years.

As previously stated, the program will be administered through faculty and staff from the DECP. In addition, three new faculty lines in statistics/methods, developmental psychology, and educational and counseling psychology/educational psychology and methodology have been dedicated to supporting the major in HD. One line has been hired (i.e., Kimberly Colvin, educational and counseling psychology/educational psychology and methodology) and there are currently two searches in place this year to hire the other two faculty. It is expected that faculty will teach at least one undergraduate course related to the HD major a year. Yenisel Gulatee, Academic and Administrative Coordinator, will serve as a point of contact for students wanting to enroll in the major, as well as, will assist the Department in seeing the program succeed. Heidi Audino, Director of Pathways Into Education (PIE), will serve as a key advisor and will assist HD students seeking practicum/internships. The **evaluation** plan for the HD major includes mapping HD courses to the Student Learning Outcomes (SLOs) designed by the faculty and staff. The SLOs are well thought-out and outlined in the proposal. Finally, the **academic rigor** of the HD major is stellar. For example, few HD programs across the U.S. have a dedicated statistics course nor do they have a course focusing solely on understanding research (with strong focus on methods) in HD. Further, given the pure nature of the fact that faculty in DECP are used to teaching graduate courses, the expectation of students will be higher than other undergraduate programs at SUNY-Albany and across the nation.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

This undergraduate major in HD includes a lifespan approach through four concentrations: (1) counseling psychology, (2) educational psychology, (3) peer assistance and leadership, and (4) special education. **Counseling psychology** is closely related to the field of marriage and family therapy, oftentimes found in departments including human development and family studies majors. The counseling psychology concentration will likely lead graduates of this program entering into counseling or clinical psychology, marriage and family therapy programs, mental-health, allied health, and public health disciplines. The **educational psychology** concentration strongly links to teacher and principle preparation foci and areas including adult education. **Peer assistance and leadership** links to the human development discipline as it closely relates to adolescent and emerging adulthood development. It also nicely ties to fields associated with student affairs and higher education as well as prevention and intervention programming for individuals and families. In particular, the later part of this special focus (i.e., prevention science) is a new and emerging area of study that programs in HD across the U.S. are addressing in their curriculum. Finally, the **special education** concentration of the HD major allows for students to understand special education and atypical development of children through adulthood. It will also provide the necessary foundation for students wanting to work with programs related to child development and education.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

At this time, there is a clear plan to complete outcomes assessments of the HD program. For example, in the proposal the SLOs are clearly outlined and described for core HD courses and for the courses mapped onto the four concentrations. The SLOs are reasonable, nicely fit with the program's goals, and are clearly articulated for students' understanding. Further, the faculty have also outlined which courses map onto which SLOs.

During my visit to campus, it was clear to me after talking with Drs. Robert Bangert-Drowns, Dean School of Education and with Kevin Quinn, Chair of DECP that Drs. Joan Newman and Heidi Andrade have produced exemplar assessments for their programs in the past and that there is no concern that they would not continue to do so in the future for the HD program. Furthermore, Yenisel Gulatee is committed to seeking and listening to student feedback. She also stated that based on feedback from students, faculty, and administration she will work with faculty to make improvements to the program. Finally, the faculty have outlined in their proposal that they

will conduct a three year review of their program, as opposed to waiting until year six (as required of all SUNY-Albany programs). This is an excellent way to address any unforeseen/unanticipated challenges that might arise in the first few semesters of the program and quickly make necessary changes. This assessment plan will not only strengthen the program but will provide students with state of the art learning, making them competitive with peers from other institutions for graduate study and career/job placement after graduation.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

Currently, there are four programs that directly relate to the new HD program. These include the Education Minor which closely relates to the Education Psychology concentration and the Middle Earth Program that fits nicely to the Peer Assistance and Leadership concentration. There is a strong connection with the Honors College at SUNY-Albany which will also add to the rigor of the program. Finally, students will also learn of this major through collaborative efforts with local community colleges (i.e., Columbia-Greene, Adirondack, Sullivan, Fulton-Montgomery) and other universities in the Albany community and the state of New York.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Nationally, the job growth for students with degrees in human development and related fields is expected to grow by over 17% as projected by the National Department of Labor. Well trained individuals at the undergraduate level will be needed in the following fields: substance abuse treatment, mental health services, healthcare social workers/case managers, community-health workers, and social and human services. Further, it is noted that these occupations related to human development are expected to grow at a rate above average in the state of New York with a demand at 14% growth. This demand will continue as the need for support services continues and funding to mental health, health and wellness, and services to support individuals, families, and communities grows. Further, given our aging society, it is important to note the strong connection between students who study human development and services meeting the needs of older adults. This area of job growth will likely continue to increase as baby boomers age.

II. Faculty

6. Evaluate the faculty, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty in the DECP are well trained. Most faculty are at the rank of associate or full professor with strong publication records and focused research programs. They are well published and particularly so in leading top-tier journals addressing children and families, best practices in education and learning, and counseling and educational psychology. Faculty serve on important and valued professional service as well as service to the university. Aside from this collective strength, as a unit the Department is missing faculty who can teach and whose program of research focuses on the later part of the life span. At the present moment no faculty's interest in the DECP is on adult development and aging.

J. Newman – trained school psychology students at the Child Research Studies Center. She has spent extensive time working with schools and families and an additional area of research is on cultural diversity and particularly working with Mohawk adolescents through a 11 year NIEHS grant.

H. Andrade – is a Harvard graduate whose research has focused on thinking, learning, and student self-assessment. She has written numerous articles (some are recognized as stellar articles in the field) and two books addressing student learning and assessment.

D. Dai – after earning his PhD from Purdue, Dai worked as a post-doctoral research fellow at the National Research Center on the Gifted and Talented at the University of Connecticut. He received the early career award from the National Association for Gifted Children and received a Fulbright Award to study and work in China. He serves on various editorial boards and is a well-known scholar in his field.

Z. Yan – is a full-time adjunct faculty member and a graduate of Harvard. Yan teaches classes in child developmental, educational psychology, and structural equation modeling. His research focuses on dynamic and complex relations between contemporary technologies and human development.

M. D. Crimini – is Director of the Middle Earth Peer Assistance Program and has been awarded as the PI or Co-PI on multiple federal, state, and local grants addressing high-risk drinking, particularly on college campuses. She is also a licensed psychologist in the state of New York. Her work is published in national and international journals on substance abuse.

K. Asardo-Saddler – focuses her broadly defined research on special education and focuses on Autism Spectrum Disorders (ASD) and developmental disabilities. She also examines writing and self-regulatory strategies for students with ASD. She has been awarded a grant to support her work and serves as a co-editor for a statewide journal and is on the editorial board for other journals focusing on special education.

B. Saddler – worked as a special education teacher prior to becoming an academic. Saddler is interested in special education particularly as it relates to writing disabilities, self-regulation and self-monitoring.

K. Quinn – is currently the department chair and prior to his faculty position with a focus in special education he managed grants investigating the development of community-based systems of interagency care for children and youth with serious emotional disturbance. He is well known for his research and publications addressing children and youth with emotional disturbance and has published in the leading journals in this area. He recently received a large grant to further his area of interest.

K. Colvin – is a new hire for the HD program. Prior to beginning her appointment at SUNY-Albany she completed a post-doctorate at MIT's physics education group where she used multivariate statistics to understand student performance in online courses. Colvin also taught high school math in the state of New York for 10 years.

7. **Assess the faculty in terms of number and qualifications** and **plans for future staffing**. Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

There are 10 full-time faculty with nine who are tenured or tenure-track faculty. In addition, there are three part-time adjunct faculty and two new full-time tenure-track faculty hires (these searches are currently being conducted) provided to support and grow the HD major. Based on the proposed growth of the HD program this number of faculty is sufficient to meet the program needs. It is expected that faculty will teach at least one HD/undergraduate course a year. This change to faculty teaching schedules (i.e., moving away from predominantly teaching all graduate courses) should not be a burden to their program of research. As a matter of fact, I foresee faculty identifying stellar HD undergraduate students to then work with them in their labs and on their research teams. This will only enhance faculty productivity, especially if faculty can recruit top students from their research teams to apply to their graduate programs.

In the past, faculty have been successful in securing both internal and external funding to support their research and pay for graduate research support. These large scale grants will allow faculty to bring HD students into their labs and train them on various methods and procedures to enhance their work and future grant applications. Finally, the only gap I see is not having a faculty member in adult development and aging. At this point, I'm not

certain this gap in faculty expertise is addressed in the proposal or during the site visit. It may however be something they can consider when reviewing applications for the two open positions.

8. Evaluate credentials and involvement of **adjunct faculty** and **support personnel**.

The three adjunct faculty listed in the proposal all have PhDs or a PsyD from reputable universities. Further the academic coordinator and the PIE director and practicum/internship coordinator are all highly qualified to successful support and move the HD program forward.

III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

Students who are interested in applied knowledge, direct practice, education and learning, and counseling psychology will find this HD major a perfect fit for their career goals. Along with this, students interested in community-development will also find this major to meet their needs. This program, as it grows, also has the potential for students interested in allied health and pre-health fields to meet the bachelor's requirements to then apply for graduate study in occupational therapy, physical therapy, nursing, medicine, dentistry, pharmacology, etc. Right now, it looks like some courses (i.e., anatomy and physiology) might have to be obtained through other channels, but none-the-less a Bachelor's Degree in HD is an excellent foundation for students pursuing such careers.

I believe the enrollment plan of 25 students a year is reasonable. The major does not want to grow too fast. Therefore, a steady stream of strong students will only increase the rigor and reputation of the program and will provide a manageable student body that faculty and advisors are comfortable teaching and mentoring. This recruitment and enrollment plan will likely will lead to students working extremely hard to increase their GPA and class performance so they receive acceptance into the program. Furthermore, based on similar HD programs in the SUNY system, it looks like this program is projected to maintain a steady enrollment of anywhere between 125 to 350 majors.

The plan is to recruit students through PIE. This is a great place to centralize recruitment and advising efforts. However, you may consider renaming PIE to include human development; otherwise the program runs the risk of students not noticing or recognizing this as the place to also receive support for fields related to human development. Further, the program staff plan to recruit during departmental open houses, at "Closer Look," and through guest lectures in core courses that might relate closely with HD. Finally, staff plan to recruit students from community colleges (e.g., Hudson Valley) and other universities close to campus.

10. What are the prospects that recruitment efforts and admissions criteria will supply **a sufficient pool of highly qualified applicants and enrollees**?

There are multiple factors that will supply a sufficient pool of highly qualified applicants and enrollees. First, students interested in related disciplines (i.e., anthropology, psychology, and social welfare) will find the ability to focus their work to a specific area of human development through the four concentrations as a strength. Second, the program is a Bachelor's of Science and not a Bachelor's of Arts which is what current students can earn if they choose psychology. Third, the proposed small class sizes (i.e., 30 to 35 students) is a strength of the program as other related disciplines have larger lecture type courses. This will provide students who like to learn through discussions, case studies, independent and group projects, an opportunity to shine and build their strengths. This also allows for students to build relationships with faculty and faculty to nurture relationships with students outside of the classroom setting to recruit them to graduate study.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

The proposed plan for encouraging participation of persons from underrepresented groups is reasonable. There is a strong plan for recruitment of transfer students (i.e., 10 a semester), which oftentimes leads to diverse populations. Further, the student population at SUNY-Albany is 40% diverse. My projection is that the student body in the HD major will mirror the diversity of the University and possibly may be higher than the SUNY-Albany entire student body given the focus of this major addresses vulnerable populations. Additionally, given the attention to practical and applied skills, it is likely that students already working in the field might find it desirable to come back to campus and pursue this major either through full-time or part-time enrollment.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

Through the PIE office, staff will take the approach of advising for academic and degree completion, along with career development particularly as it relates to internship placements. This will take place through the collaborative efforts of Yenisel Gultee and Heidi Audino. Faculty should be expected to provide office hours and time to guide HD students on career planning. It might be a good idea, particularly in the first three years to have faculty keep track of the amount of time they spend advising students on careers, as well as where student career interests are focused. This would serve as a way to evaluate the program, gage student interests, and see where more resources should be designated. This will also connect students to faculty research interests. Further, it might be useful when students enter the program to identify one or two faculty whose interest might align with their interests and encourage students to talk with these professors.

The outcomes assessment plan includes SLOs. Under the direction of Drs. Joan Newman and Heidi Andrade, the SLOs will be utilized to provide an assessment of the HD program. In the past, Newman and Andrade's work has been noted as exemplar and, as a result, it is my guess the same will be true about the assessment for the BS in HD. Based on the model proposed in the proposal you may consider also measuring if students ended up with emerging or mastery knowledge of the material evaluated. This provides another level of assessment.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals.**

Graduates with a BS in HD from SUNY-Albany are likely to find jobs working for non-profit, for-profit, and government agencies addressing mental health, community and individual physical health, disabilities, spiritual health, advocacy and crisis centers, childcare, adult daycare and nursing homes, senior centers, and family resource centers. It is likely that they may work as program coordinators, educators, community health liaisons, case managers, program developers and evaluators, and as agency directors. Further, graduates of this program may also find jobs related to public policy addressing education, children and maternal health, parenting, mental health, aging, and community development.

It is likely that many students will continue with their education after completing the BS in HD. This program is a well-designed program for becoming a feeder program for a graduate degree in counseling psychology and educational psychology. Further, the opportunity to declare a BS/MS five year degree is an option that many students will find desirable.

IV. Resources

14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

There are two libraries on campus that have the necessary materials and resources for students in HD. There is a lengthy list of appropriate research databases that students and faculty in HD may use. For example, PsychINFO, ERIC, and EPSCO are sources necessary for student and faculty research in HD. The library also has various periodicals and references that will be of use to students. Group study rooms, quiet spaces and talking spaces are also available to students through the library. What I found even more exciting for student support is that the SUNY-Albany library system has a 24 hour hotline where students can ask a librarian a question. Finally, the dedicated librarian for social sciences and the HD major, Deborah LaFond, is a valuable resource for students. Not only because of her particular interest in social sciences but also because of her enthusiasm and interest in assisting students with their work.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The operating budget for the major in HD is reasonable and faculty salaries and start-up packages for new faculty are competitive to other institutions of higher education. SUNY-Albany is committed to seeing this new major in HD succeed. This is evident first from the hiring of the Yenisel Gulatee, Academic and Administrative Coordinator, Educational and Counseling Psychology, and from the three new faculty lines (i.e., statistics/methods; developmental psychology; and Educational and Counseling Psychology/ Educational Psychology and Methodology) dedicated to teach courses in HD and assist in building the program. Given the plan for growing the program, these three faculty lines are more than adequate for meeting the needs of new student majors in HD. I am also pleased to see that these are dedicated tenure-track faculty lines, where individuals will be able to establish her/himself in the field of HD, assist in building the program, and provide guidance towards the seven new courses (and any other courses that may come in the future). Given the Dean encourages faculty to create a new course soon after they arrive to SUNY-Albany, I would encourage the search committee to strongly consider hiring faculty with a focus in adult development and aging or adult education.

Faculty lines to undergraduate students is reasonable with 10 full-time faculty to 125 HD Majors (after five years). If you include the part-time adjunct faculty and the two new hires this would be 15 faculty to 125 students. As a result of this faculty to student ratio, closer connections and mentoring between faculty and students will transpire. Students will also benefit from smaller class sizes and stronger connections to faculty and their research. It is also expected that faculty workload will still be manageable as there is a strong plan for integrating undergraduate students into faculty program of research. I encourage the program to create a new course (i.e., Type B or Independent Study) that includes undergraduate research assistant/project in the title. This will then be listed on the students' transcript that they did complete research credit.

IV. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

There are numerous strengths of the SUNY-Albany HD program as it relates to the implementation and appropriate of objectives for the degree offered. Here is a bulleted list of the strengths:

- Meets a need in the community, state, and nation.
- Directly ties to current graduate programs on the SUNY-Albany campus and in the DECP.
- Has dedicated faculty and staff to focus on development, maintenance, and evaluation of the major.
- Strong practicum/internship placement sites.

- Direct connection to the Middle Earth program; particularly important for the Peer Assistance and Leadership concentration.
- Current students enrolled at SUNY-Albany are enthusiastic about the program.
- Applied nature of the program of study, including direct practice of the program.
- Support from community colleges, local community, and the University through the 2020 initiative.
- Strong, yet, realistic enrollment plan over five years.
- The statistics course covers the necessary topics expected of undergraduate statistics courses tied to particular disciplines. For example, this course covers basic and moves towards advanced statistics. I particularly, believe the stronger emphasis on quantitative methods is appropriate for undergraduate courses with less focus on qualitative methods. Should you believe qualitative methods are important, I think it should be taught to students in an independent study or through research teams with faculty.

There are only a few areas for improvement in the development of the HD major. There include:

- More emphasis on the life span part of the human development. Where appropriate, for the proposed newly developed courses, I would encourage stronger linkages to theories related to lifespan development. For example, I believe that the link to Eric Erikson's work is explicitly covered. However, the Bioecological Model of Human Development (Uri Bronfennbrenner), Lifespan Development Perspective (Paul Baltes), and the Lifecourse Perspective (Vern Bengston and Katherine Allen) are non-existent in the course outlines. Furthermore, I would encourage greater connections to lifespan human development in examples and course assignments and I would suggest overtime building relationships with local long-term care facilitates, adult day centers, senior centers, and Area Agencies on Aging as potential practicum/internship placement sites.
- Consider developing a core course at the 100 level in HD. This will provide an avenue for students to learn about the core HD discipline as early as their freshman year. It might be of best interest to the program to make this a general education/core competency course for all SUNY-Albany students. Other courses that might be developed as the program grows and evolves are: (1) an adult development and aging/adult education course and/or (2) vocational learning/career development.
- Consider making the human sexuality course a core HD course or as part of the electives/concentrations that students may choose from.
- It might be useful to provide more detail about the evaluation program and procedures. Yet, this is not a concern, only an area for further development and I am certain it will evolve overtime.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

The unique contribution of this HD program is the focus on individual learning. Many HD programs do not have this as a focus and because of the concentrations and the Department to which this major is housed, faculty's expertise will support and grow the focus on learning. Although many HD programs do not have this focus, students are often interested in education (primary and secondary) as well as elements of adult education as it applied to running trainings, programs and series for adults. Further, students are often interested in the teaching and learning that happens one-on-one between the practitioner and client. The counseling psychology and the peer assistance and leadership concentrations will be of extreme interest to students especially as it relates to applied "helping skills" when working with individuals and families. Again, this new major in HD will provide these skills and many more for student success as graduates of the program. Finally, I believe this program's unique focus on learning sets it apart from other SUNY system HD majors and programs, leading it to state prominence with national program excellence.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

It is my belief that this program will have a strong reputation as a rigorous program in HD. Current students and graduates of the program will be prepared to successfully work with individuals, families, and communities. They will have successful careers who will give back to the university as strong alumni donors, supporters, and advocates to future SUNY-Albany students.

Version 2013-10-15

Department of Educational & Counseling Psychology
Division of Educational Psychology

UNIVERSITY AT ALBANY
State University of New York

INSTITUTIONAL RESPONSE TO THE HUMAN DEVELOPMENT PROGRAM REVIEW

DATED: January 27, 2015

The feedback and comments received from the reviewers were very constructive and helpful. Overall the program review was a positive exchange of ideas that we very much appreciated. Below are the responses to the reviewers' comments and suggestions.

REVIEWER I (Penny Hauser-Cram)

Comment (Q3):
More formative evaluation will likely also be of value if conducted at regular intervals.

Response:
We are committed to the importance of formative assessment, including for our new program. We will adhere to the evaluation program policies and guidelines set forth by the Office of Institutional Planning and Effectiveness. (Please see link for specific guidelines: http://www.albany.edu/assessment/prog_review.html).We believe it will be essential to obtain detailed feedback from the students, instructors, field work supervisors, and advisors so that we can modify any aspects of the program that are of concern or potential concern. This will be especially important in the early years of the program. Existing course evaluations (recently improved) will provide very useful information. These will be supplemented by surveys sent to instructors and field work supervisors. Completed class evaluations and surveys will be read, reflected upon, and discussed every semester by the coordinator, advisor, and a committee selected from the PIE director, division director(s), and department chair. Program modifications

will be initiated as necessary.

Comment (Q6):
As a whole, the faculty appears to be involved in both local and national service, grant writing, and engaged in publishing. Few full professors, however, are in the list of proposed faculty for this program.

Response:
All full professors in the divisions hosting the four concentrations were listed in the proposal. The relatively small number reflects the fact that there has been a number of retirements in the past few years, resulting from the time elapsed since inception of the research university and the consequent hiring of many faculty at that time. It is hoped that some of the faculty who are currently associate professors will achieve promotion in the near future.

Comment (Q7):
Ideally, the individual hired in the area of statistics and research methods will be skillful in teaching undergraduates as well as have expertise in a substantive area of human development.

Response:
We are in the process of selecting this new faculty member and will have this requirement in mind.

Comment (Q8):
A small percentage (10%) of the current Educational Psychology Secretary I's time will be used to support the undergraduate program. This may be an underestimate of time required, especially as the program increasingly enrolls additional students over the next four years.

Response:
The amount of time required will be assessed as the program is implemented. In addition to the secretary, the HD program will also have a graduate assistant to provide necessary support.

Comment (Q11):
Part-time students will be accommodated as they are in other programs on campus, although this is an area that may need further attention depending on demand.

Response:
We will support in any way we can all of our students, including any part-time students that we may have in the program. Furthermore, we will certainly support and cooperate with any university efforts to help the part-time student population.

Comment (Q12):
A mentoring program by faculty would add an important dimension to this advising system.

Response:
As mentioned by the reviewer, there is already an advisement system planned, starting with initial advisement into the program by PIE (renamed as PIEHD), and subsequent advisement within the program by the HD Coordinator supplemented by a graduate assistant. The Coordinator will take responsibility for helping the student select a concentration and courses, and for suggesting any faculty members who have research or teaching interests in the areas identified by the student. HD majors will be invited to all research presentations such as lunchtime brown bags, and students with particular interests will be invited to attend meetings of relevant research teams. It will be the Coordinator's responsibility to remind faculty of this policy.

Comment (Q14):
The resources available both on the campus and in community internship sites have been well articulated in this proposal and are a valuable resource to the program. The library not only has a wide array of the important research databases but also has personnel who are quite devoted to student engagement in scholarship. The advising program related to community sites (PIE) has a well-established network of community relationships and a well-documented plan of supervision of students in placements. If the number of students per year eventually exceeds that currently predicted (approximately 35) in this new major, additional staffing may be needed for internship supervision

Response:
This is a restricted major only accepting 25 students per year for the first 5 years. We don't plan to increase the number of admissions per year, unless there is a change in objectives and/or priorities for this program. If this change were to occur, a careful analysis/assessment of needed resources (courses, space, advisement resources, professors) would take place, before any increase in admissions would be implemented.

Comment (Q18):
The proposed course work for the major in Human Development could be strengthened by additional integration of topics into several courses related to race, class, gender and contemporary issues such as immigration and sexual identity, rather than addressing such issues in only one course on social justice.

Response:
Issues of social equity already permeate coursework in Counseling and Peer Assistance and Leadership. They are less explicit in the course work of the remaining two concentrations, but they are addressed. For example, Educational Psychology has a required course addressing social issues involved in testing; these social issues arise from bias in the creation, administration, interpretation and application of tests. Students will be alerted to various sources of social bias, including sampling bias, in the articles they read for the developmental courses.

Special Education instructors have a social equity framework and present the treatment of exceptional individuals as particular embodiments of human diversity. Additionally, disproportionality issues with regard to the extent students of color are over-identified as disabled in our schools, as well as disproportionality with regard to the discipline of students of color within schools are key content elements of our curriculum. Moreover, the Dignity for All Students Act (DASA) took effect in New York state on July 1, 2013. It will be mandatory for all human development students, regardless of concentration, to complete six (6) clock hours of coursework or training that proactively addresses the social patterns of harassment, bullying and discrimination and is designed to provide participants with the knowledge and skills needed to create an affirming school environment for all students. (http://www.highered.nysed.gov/tcert/certificate/dasa-syllabus.html)

Comment (Q18) #2:
Moreover, a fuller discussion of qualitative research (such as Participatory Action Research) is likely to be of value to students in Human Development as such research may have particular importance in their community sites.

Response:
Participatory research necessitates deliberate reflection on the actions and circumstances of oneself and others. It involves careful consideration of causes and contexts of human behavior and development, and the extent to which those factors can be deliberately modified to ensure or improve behavior and outcomes. This reflective orientation will be developed in the core required EPSY 390 Field Based Learning Experience, for which students will write a reflective journal which will be shared with their supervisor. All students are also required to take EPSY 250 Understanding Research in Human Development. A variety of research models will be considered in their course, including qualitative studies. Students in the Educational Psychology concentration can choose to conduct a qualitative study for their independent research project (EPSY 481), although such studies are often more time consuming than quantitative studies and hence may not be suitable for all undergraduate students in the major.

Comment (Q18) #3:
Finally, the construction of more explicit links between the Human Development major and the Honors College deserve to be considered

Response:
We have had conversations with the director of the Honors College. We look forward to having an Honors component to some or all concentrations of our major and plan to add an Honors program after demonstrating success with this program.

REVIEWER I I (Christine A. Fruhauf)

Comment (Q6):
As a unit the Department is missing faculty who can teach and whose program of research focuses on the later part of the life span. At the present moment no faculty's interest in the DECP is on adult development and aging.

Response:
While at this time our faculty doesn't include a member whose primary research interest is in adult development and aging, we do have instructors who are experienced in teaching about the whole lifespan, and other instructors for whom it will not be difficult to extend their coverage of development beyond adolescence. We are currently interviewing for a new faculty member in Human Development and are considering this suggestion as we conduct the search.

Furthermore, a required core course, that covers adult development and aging for all students in the Human Development major, is EPSY 224 Lifespan Development. Instructors of this course will be informed of the need to cover the theorists mentioned by the reviewer among other theorists that are already covered, some of which (such as Erikson, Piaget, Kohlberg) already include adult stages in their theories. Moreover, in EPSY 224 students are required to write a case study in which they must relate what they learn about an individual to theorists and research findings learned in the course. The syllabus requirement states that the person must be a person of middle age or older. As EPSY 224 (Lifespan Development) is in the required core, all students in the major will be exposed to adult development in these ways.

In addition, all students in the major are required to complete a field placement (EPSY 390). We will increase the number and variety of placements in facilities for adults and elderly. Students will read articles relevant to these placements, and write reflections on them in their journals. To organize their summaries, students will need to become very familiar with at least one of the theories of lifespan development.

Comment (Q7):
Finally, the only gap I see is not having a faculty member in adult development and aging. At this point, I'm not certain this gap in faculty expertise is addressed in the proposal or during the site visit.

Response:
Please see response to the point above (Q6).

Comment (Q9):
You may consider renaming PIE to include human development; otherwise the program runs the risk of students not noticing or recognizing this as the place to also receive support for fields related to human development.

Response:
This is an excellent suggestion. We will have discussions with PIE personnel to decide on a name such as Pathways into Education and Human Development (PIEHD).

Comment (Q12):
It might be a good idea, particularly in the first three years to have faculty keep track of the amount of time they spend advising students on careers, as well as where student career interests are focused. This would serve as a way to evaluate the program, gage student interests, and see where more resources should be designated. This will also connect students to faculty research interests. Further, it might be useful when students enter the program to identify one or two faculty whose interest might align with their interests and encourage students to talk with these professors.

Response:
In the first three years PIEHD staff will conduct initial advisement of undergraduates exploring their interest in human development and education. The Human Development Coordinator will be responsible for student advisement within the HD program, supplemented as necessary with assistance from a graduate assistant. All of these people will record their advisement hours, and the particular program and career interests of students. The HD Coordinator will remain in close contact with faculty (e.g. by attending faculty functions and many faculty meetings) and so be able to steer students towards faculty members whose interests align with theirs.

Comment (Q12) #2:
Based on the model proposed in the proposal you may consider also measuring if students ended up with emerging or mastery knowledge of the material evaluated. This provides another level of assessment.

Response:
Each of the four concentrations has a different list of SLOs, many of which do not concern the mastery of a specific set of material; instead they emphasize more global attitudes and competencies. These are best evaluated by the variety of requirements and activities offered in each course in the concentration.

Comment (Q15):
Given the Dean encourages faculty to create a new course soon after they arrive to SUNY-Albany, I would encourage the search committee to strongly consider hiring faculty with a focus in adult development and aging or adult education.

Response:
Please see response to the point above (Q6).

Comment (Q15) #2:

I encourage the program to create a new course (i.e., Type B or Independent Study) that includes undergraduate research assistant/project in the title. This will then be listed on the students' transcript that they did complete research credit.

Response:
We definitely want to provide our undergraduates with research opportunities and experiences. There is an existing course (EPSY 480 Independent Study in Educational Psychology) in which students in any concentration can gain credit for participating in faculty research. This credit will be listed on the student's transcript.

Comment (Q16):
More emphasis on the life span part of the human development. Where appropriate, for the proposed newly developed courses, I would encourage stronger linkages to theories related to lifespan development. For example, I believe that the link to Eric Erikson's work is explicitly covered. However, the Bioecological Model of Human Development (Uri Bronfennbrenner), Lifespan Development Perspective (Paul Baltes), and the Lifecourse Perspective (Vern Bengston and Katherine Allen) are non-existent in the course outlines.

Response:
The omitted theorists were brought to the attention of the instructors for the lifespan development course EPSY 224 and the syllabus was revised.

Comment (Q16) #2:
Furthermore, I would encourage greater connections to lifespan human development in examples and course assignments and I would suggest overtime building relationships with local long-term care facilitates, adult day centers, senior centers, and Area Agencies on Aging as potential practicum/internship placement sites.

Response:
We agree that this is important and we have started dialog with some of these facilities. For example, St. Peter's Nursing and Rehabilitation Center, Albany County Nursing Home, Hudson Park Rehabilitation and Nursing Center, Senior Services of Albany (Newgate Social Adult Day Services and the Helderberg Haven Social Adult Day Program), Daughters of Sarah Senior Community, and Eddy Day Break Adult Care.

Comment (Q16) #3:
Consider developing a core course at the 100 level in HD. This will provide an avenue for students to learn about the core HD discipline as early as their freshman year. It might be of best interest to the program to make this a general education/core competency course for all SUNY-Albany students.

Response:
We have modified EPSY 424 to EPSY 224. We consider EPSY 224 such an introductory course, and it is now placed early in the course sequence, so that all students will take it before they do field placements or before they study other related topics. EPSY 224 will give a good framework for understanding the other coursework.

Comment (Q16) #4:
Other courses that might be developed as the program grows and evolves are: (1) an adult development and aging/adult education course and/or (2) vocational learning/career development.

Response:
These are good suggestions for us to address as the program and enrollment develops.

Comment (Q16) #5:
Consider making the human sexuality course a core HD course or as part of the electives/concentrations that students may choose from.

Response:
This is a good idea. As the new major is implemented and evolves, we will give courses in these areas serious consideration, especially if program review data support adding them.

We also plan to encourage our students to take part in the educational presentations and programming that are offered during Sex Sense Week, Sexual Assault Awareness Month, and Domestic Violence Awareness month. In addition, we would also encourage our students to explore educational opportunities with Project SHAPE (Sexual Health and Peer Education program).

Comment (Q16) #6
It might be useful to provide more detail about the evaluation program and procedures. Yet, this is not a concern, only an area for further development and I am certain it will evolve overtime.

Response:
The Human Development program will adhere to the evaluation program policies and guidelines set forth by the Office of Institutional Planning and Effectiveness. (Please see link for specific guidelines: http://www.albany.edu/assessment/prog_review.html). UAlbany conducts program reviews on a seven-year cycle. However, since this is a new program we plan an initial assessment at the completion of its third year. This will ensure that the program is meeting the educational objectives while maintaining high quality across the program. Furthermore, our department of Educational and Counseling Psychology has a history of successful assessment and evaluation of our graduate programs. As a result, we plan to implement best practices when carrying out an assessment/evaluation plan. The evaluation plan will include assessment of performance of faculty (faculty composition, teaching and scholarship), and assessment of the student learning outcomes (See Curriculum Map appended). We would administer student surveys, review student transcripts, student retention rates, and their overall performance in courses and involvement in student development activities.