

School of Education

- Introduction ✓
- Department of Educational Administration and Policy Studies ✓
 - Courses in Educational Administration and Policy Studies ✓
 - Faculty of the Department of Educational Administration and Policy Studies ✓
- Department of Counseling Psychology ✓
 - Courses in the Department of Counseling Psychology ✓
 - Faculty of the Department of Counseling Psychology ✓
- Courses in Education ✓
- Department of Educational Psychology and Statistics ✓
 - Courses in Educational Psychology ✓
 - Courses in School Psychology ✓
 - Faculty of the Department of Educational Psychology and Statistics ✓
- Department of Reading ✓
 - Courses in Reading ✓
 - Faculty of the Department of Reading ✓
- Academy for Initial Teacher Preparation ✓
- Department of Educational Theory and Practice ✓
 - Courses in Educational Theory and Practice ✓
 - Faculty of the Department of Educational Theory and Practice ✓
- Graduate Certificate in Urban Education ✓

The School of Education supports the three traditional obligations of the University: teaching, research, and service to the community. It is dedicated to the task of preparing secondary-school teachers and educational specialists whose extensive liberal and special subject education is supported by thorough instruction in the science of education and in the art of teaching. This is accomplished through close cooperation among all the schools of the University and through the several agencies, undergraduate and graduate, which make teacher education an all-University function.

The School is organized into the following departments: Educational Administration and Policy Studies; Educational Psychology and Statistics; Counseling Psychology; Educational Theory and Practice; and Reading.

The School offers graduate programs leading to the degrees of Master of Arts, Master of Science, Doctor of Education, Doctor of Philosophy, Doctor of Psychology, and the Certificate of Advanced Study.

The School of Education offers the following programs leading to a master's degree: secondary school teaching of academic subject (12 areas), curriculum planning and instructional technology, educational administration, educational psychology, rehabilitation counseling (two- year program), general educational studies, counseling, reading, special education, and teaching English to speakers of other languages. The program selected should be consistent with the students' preparation and interests and directed to the professional objectives, including any certification requirements.

The School offers programs leading to the Ph.D. in educational psychology, counseling psychology, curriculum and instruction, and reading; the Ed.D. in educational administration; and the Psy.D. in school psychology.

Also offered are programs leading to the Certificate of Advanced Study in curriculum and instruction, educational administration, educational research, counseling, reading, and school psychology (with the College of Arts and Sciences).

A graduate student in the School must meet the requirements and standards of the School and of the University and be governed by their regulations. See Admission and Graduate Requirements for further details.

Requirements for Admission

In addition to the general University requirements for admission to graduate study, the applicant should ordinarily present evidence of two years of practical application appropriate to the further study contemplated.

An on-campus interview is often required after all admission materials have been submitted

An applicant who intends to qualify for state certification for administration-supervisory service in public schools must hold a valid certificate for teaching in the public schools of New York State.

An applicant for admission who has completed graduate study with specialization in an appropriate field may apply for admission with advanced standing.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Graduate programs in the department provide study leading to doctoral and master's degrees and to the Certificate of Advanced Study. The three programs offer students graduate preparation for a wide variety of leadership and staff positions in school- and district-level administration, colleges and universities, and other organizations at local, state, and national levels. In addition, overseas students and others are prepared for educational planning and policy making positions in foreign countries and with international agencies and foundations. The doctoral and certificate programs are approved by the New York State Education Department for school- and district-level administrative certification. The master's degree is approved for school-level certification.

Admissions

Each prospective graduate student must submit a formal application for admission and receive a formal letter of admission before registering for courses. Graduate students are expected to hold a bachelor's degree from a college or university of recognized standing. Their preparation must be appropriate to the program they wish to pursue, and their academic record should promise success in a graduate program.

Students who wish to apply for entrance to a master's program or who wish to enter doctoral or certificate of advanced study programs within the School of Education must apply directly for admission to the University Office of Graduate Admissions and Policy.

In addition to criteria for general admission to graduate study, doctoral applicants must submit a satisfactory score from the aptitude test of the Graduate Record Examination (GRE). Applicants for the Certificate of Advanced Study must have completed a masters degree.

An interview with at least one full-time member of the educational administration faculty may be requested for all certificate and doctoral applicants. This interview is structured, but time is allowed for applicants to pursue their own questions.

A limited number of students may be admitted as "nondegree students." A nondegree student usually is allowed to take up to 12 credits or four courses before considering or being considered for degree status.

An applicant seeking to qualify for state certification for administrative supervisory service in public schools must have completed initial preparation for teaching and hold, as a minimum, a provisional certificate valid for teaching in the public schools of New York, or equivalent preparation.

An applicant who has completed graduate study with specialization in an appropriate field may apply for admission with advanced standing.

Concentrations

The programs in educational administration and policy studies include three subfields that allow students to pursue courses related to particular career interests. These concentrations are:

1. School Administration;
2. Higher Education Administration;
3. Educational Policy Studies.

Program Leading to the Degree of Doctor of Education in Educational Administration and Policy

Studies

The program leading to the Ed.D. in educational administration requires at least three academic years of full-time work, or the equivalent over a longer period, beyond the baccalaureate and may involve as many as four years. The program is designed to develop research competence and the effective application of skills in the educational administration and policy studies field.

Program of Study (78 credits, minimum)

The student, in consultation with the faculty advisor, develops a program of study taking into account the previous preparation, area of specialization, and objectives.

Requirements include the following:

1. Pre-core requirements: Aps 600, 601, 660;
2. Core requirements: Aps 700, 701, 760;
3. Research sequence: Aps 714, 715, and 891;
4. 18 credits (minimum) in a concentration listed above;
5. 12 credits (minimum) in support disciplines such as philosophy, economics, sociology, psychology, and political science;
6. 21 credits (minimum) of approved electives.

Dissertation

The student must submit a dissertation which demonstrates ability to treat comprehensively a significant problem in education. The dissertation should reveal the student's ability to employ both the fundamental concepts of administration and the technical skills of scholarly research.

Departmental Examinations

The student must pass a comprehensive qualifying examination covering, as a minimum, the following four areas: organizational theory, management procedures, environmental context of educational organizations, and the concentration area.

Research Sequence

The Department's research sequence for the doctoral program consists of a passing score on the Department's Qualifying Examination in Statistics and the following three courses:

- Aps 714 Introduction to Research Methods in EAPS
- Aps 715 Research Practicum in EAPS
- Aps 891 Seminar in Administrative Research

Admission to Candidacy

1. Satisfactory record in course and seminar study.
2. Completion of University requirements.
3. Satisfactory completion of the comprehensive qualifying examination.
4. Demonstrated knowledge of educational research procedures and techniques.
5. Acceptance of a dissertation proposal.

Professional Administrator Option in Doctoral Program

The Department of Education Administration and Policy Studies offers a Professional Administrator Option (PAO) within its existing doctoral program. For career administrators qualified to enter the doctoral program, the PAO provides an opportunity to take the residency year of courses as a group, with a class schedule designed to meet their professional needs.

Program Leading to the Certificate of Advanced Study in Educational Administration and Policy Studies

This program of study includes courses specifically designed to qualify the student for New York State administrative and supervisory certification. The Certificate of Advanced Study requires a minimum of 60 graduate credits beyond the baccalaureate.

Program of Study (60 credits, minimum)

The student, in consultation with the faculty advisor, develops a program of study taking into account the previous preparation, area of specialization, and objectives.

Requirements include the following:

1. Pre-core requirements (12 credits): Aps 600, 601, 660, and an introductory course in statistics (or student may meet the statistics requirement by passing the departmental statistics exam);
2. 15 credits (minimum) in the administrative concentration. (K-12 or higher specified)
3. 9 credits (minimum) in support disciplines such as philosophy, economics, sociology, psychology, and political science;
4. 3 credits - Eaps 780 - Applied research or policy analysis;
5. Electives: 21 credits minimum.

Program Leading to the Master of Science in Educational Administration

This master's program is introductory to the study of educational administration and policy studies. It closely resembles the existing advanced program sequences, however, and students who complete this program and who are accepted in the advanced programs may do so with a minimum loss of credit.

The program requires a minimum of 36 credits of graduate credit distributed as follows:

1. Core requirements (9 credits): Aps 600, 601, and 660.
2. Concentration (9 credits) chosen from the above list.
3. Support discipline courses (6 credits minimum);
4. Additional education and elective courses (9 credits) to support the chosen concentration, including one introductory statistics course (unless previously taken). May include a practicum (2 credits) and an internship (4 credits) for those wishing to qualify for S.A.S. certificate;
5. Research (3 credits): Aps 680 Seminar or Aps 699 Master's Thesis.

Courses in Educational Administration and Policy Studies

Aps 525 (R Pos 525Q, R Pub 525Q, A Wss 525) Feminist Thought and Public Policy (3)

Examination of the implications of public policy research and implementation from a feminist perspective; the coherence or lack of it amongst different models of public policy formation, different perspectives on specific public policy issues and different orientations within the women's movement.

Aps 570 Introduction to Law and Education (3)

Covers the legal rights and responsibilities of professional personnel and students in K-12 American education, with emphasis on constitutional principles. Topics include: public-private distinction, freedom of speech, free exercise of religion, academic freedom and tenure, and due process and equal protection guarantees. Designed primarily for teachers, supervisors, and department chairs.

Aps 600 Introduction to Organizational Analysis (3)

Overview of concepts and theories essential to the understanding of educational organizations. Emphasizes organizational structure and processes. Includes topics such as structure, technology, goals, control, power, conflict, communication, leadership, motivation, environmental/interorganizational relations, effectiveness, and change.

Aps 601 Introduction to Social Analysis (3)

Examines the historical and social context of educational administration. Identifies environmental factors which impinge upon the functioning of K- 12, higher, and other educational administrators. Selected issues related to the economics and politics of education, school law, and education finance are analyzed.

Aps 602 The Economics of Education (3)

The usefulness of economic analysis in the study of education and educational policy, including methods of economic analysis, determinants of economic and educational success, effects of education on equality, equity, and allocative efficiency, public vs. private production of education in a democratic society.

Aps 603 The Political Economy of Educational Planning and Development (3)

Applies the concepts and techniques of the economics of education to current issues concerning manpower planning and human capital development and utilization. Emphasizes planning issues in less developed as well as developed nations. Prerequisite: Aps 602 or consent of instructor.

Aps 604 (Soc 631) Macro-Sociology of Education and Administration (3)

Introduction to the perspectives, methods, and findings of the sociology of education for educators including teachers, administrators, counselors, and policy makers. Emphasis is on social structures and institutions, particularly the connections between education and the economic, social, political, and legal systems.

Aps 605 Micro-Sociology of Education and Administration (3)

Introduction to the perspectives, methods, and findings of the sociology of education for educators including teachers, administrators, counselors, and policy makers. Emphasis is on the micro-level of analysis including the educational implications of such topics as race/ethnicity, family, gender, micro-economic sociology, social psychology, and attitudes, norms, and values.

Aps 606 (E Phl 606) Ethics and Education (3)

Relationships of ethical theories to education. Consideration given to absolutist and relativist ethical positions, the possibility of teaching people to be ethical, and contemporary theories of social justice.

Aps 607 Labor Relations and Collective Bargaining (3)

Introduction to the theory and practice of labor-management relations and collective bargaining in education. includes legal and social context, history, and process of bargaining in elementary-secondary and higher education. Relation of bargaining to administration and governance, impasses, strikes, administration of labor agreements.

Aps 608 Politics of Education (3)

Introduction to fundamental themes in the politics of education. Uses concepts from political science and administration to help analyze the political side of contemporary issues in educational administration and policy studies. Relates educational politics to broader political patterns.

Aps 610 Organizational Development (3)

The nature and practice of organizational development (OD) in formal organizations. Concepts, objectives, values, processes, techniques, design, and implementation of OD programs in educational settings.

Aps 614 Quantitative Methods for Educational Management (3)

Introduction to the basic methods of quantitative analysis for management in educational settings. Topics include methods for description, modeling, forecasting, inference, and presentation of data relevant to monitoring, assessment, and planning in education. Includes use of spreadsheet and other analytical tools.

Aps 621 Administration of the Elementary School (3)

Application of the basic principalship responsibilities to the administration of the modern elementary school. Prerequisite: Aps 500 or equivalent.

Aps 622 Administration of the Secondary School (3)

Literature, research, concepts, and skills related to leadership, staff development, decision-making, communication, evaluation, and in-service education at the secondary level. Emphasizes principal's leadership role as well as current issues affecting the conduct of the secondary school.

Aps 623 Administration of the Public School District (3)

Practices, issues, and principles of administration and organization of district-level activities and responsibilities. Includes structure and direction of central office staff, school board and intergovernmental relations, district-level leadership, and coordination among building and administrative functions.

Aps 630 Introduction to Business Management in Education (3)

Functions of school business management. Emphasizes budgeting and accounting. Includes cash management, forecasting, cost analysis, and current issues on school business management.

Aps 631 Public School Finance (3)

Theory of local, state, and federal finance of education, sources of revenue, principles of equalization and efficiency, apportionment of state funds, legal aspects of school finance.

Aps 632 Current Best Practices in School Business Management (1)

Series of seminars by field practitioners on selected current topics in school business management. Includes recent legislation, school-banking relations, negotiations for noninstructional personnel, self-insurance, and OSHA regulations. Prerequisite: Consent of instructor.

Aps 642 Seminar in Adult and Continuing Education (3)

Problems of scope, organization, program initiation, leadership, coordination, and integration with community development. Prerequisite: Preparation and experience in adult education programs.

Aps 651 Administration of Institutions of Higher Education (3)

Analysis of controls in higher education: internal organizational patterns, roles of trustees, administrative personnel, and faculties. The impact of teaching, research, criticism, and sanctions on the differentiation of institutional goals. Prerequisite: Consent of department chair.

Aps 654 Two-Year College in American Education (3)

Historical and sociological contexts of the two-year college in America; consideration of the purposes, roles, and trends in the development and structure of the two-year college.

Aps 655 Administration of College Staff Policies (3)

Procedures and practices related to recruitment, selection, orientation, promotion, compensations, grievances, leaves, negotiations, and retirement. Staff and trustee participation in college governance.

Aps 656 Sociology of Higher Education (3)

Application of the methods and findings of sociology to universities and other institutions of higher education. Special emphasis on the social and intellectual consequences of forms of academic organization and the social backgrounds and cultures of students and faculty.

Aps 657 History of Higher Education (3)

Development of institutions of, practices in, and ideas about higher education from their medieval European origins to contemporary universities and other institutions of higher education in the United States and in comparative perspective.

Aps 658 Politics of Higher Education (3)

Political aspects of higher education. Focus on contemporary policy issues. Emphasizes relationships between institutions and external actors, especially governments. Political relationships within institutions. Concepts from political science are used to investigate who governs, autonomy-accountability balances, public interest, and power distribution.

Aps 660 Introduction to Educational Management (3)

Organizational planning and decision making in K-12 and postsecondary levels. Using a systems framework, topics relate to environmental conditions, the description and analysis of basic alternative planning and model, the design of information systems, and mechanisms of control. Students are involved in planning and decision-making projects.

Aps 666 Comparative Education (3)

A study of the forces influencing the development of education in modern industrialized nations. Special emphasis on comparative methodology in research dealing with the social economic, and political causes and consequences of the structure of education systems.

Aps 672 Educational Public Relations (3)

Principles of educational information service. Constructive method of continuous community education. Sociological basis of public relations. Analysis of current educational reports and publications. Practice in the production of public relations materials.

Aps 673 Personnel Administration in Public Schools (3)

Definition and determination of staff needs. Management and coordination problems. Policies for recruitment, selection, assignment, salary planning, scheduling, promotion, separation, grievances, reassignment. Records, development programs, in-service training, evaluation, benefits, and services.

Aps 674 Educational Administration in Federal and State Governments (3)

Administration of education by state and federal governments, internal organization and coordination of agencies and bureaus, changing roles and relationships of government as they affect educational administration.

Aps 675 Programs and Services for the Handicapped (3)

The legal, political, social, and educational implications of current federal and state statutes and court rulings concerning the education of pupils with handicapping conditions. Planning, implementation, and monitoring of programs for the handicapped within these legal mandates.

Aps 676 Law and Special Education (3)

Federal and selected state statutory provisions and administrative regulations relevant to educating special needs students. Particular emphasis is given to recent judicial, legislative, and policy developments. An overview of the legal basis of education, the structure and function of the judicial system, and the import of the U.S. Constitution is provided.

Aps 680 Seminar in Educational Administration (3)

Individual and group study and discussion of specific problems involving principles of educational administration. Designed for students in the master's program.

Aps 687 Institute in Education (2-9)

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

Aps 694 Management Skills Practicum (2-3)

Emphasis on personal and interpersonal management skills acquisition within a case study/role play format; combines conceptual learning and behavioral practice. Topics include developing self awareness, managing personal stress, solving problems creatively, establishing supportive communication, gaining power and influence, motivating employees, delegating, decision making, managing conflict and conducting meetings.

Aps 697 Independent Study in Educational Administration (2-6)

Supervised independent study designed to meet particular needs in master's-level programs. Prerequisite: Consent of instructor.

Aps 699 Master's Thesis in Educational Administration (2-6)

Aps 700 Advanced Organizational Analysis (3)

Advanced application of organizational analysis, diagnosis and intervention strategies within a case study format. Evaluation of organizational designs and implementation strategies. Study of current literature. Prerequisite: Must be admitted to doctoral program in EAPS.

Aps 701 Advanced Social Analysis (3)

Critical issues in the application of social science methodologies to an understanding of the environmental context in which educational administration operates. Attention is paid to the contribution of specific disciplines, including anthropology, economics, political science, sociology and social psychology. Prerequisite: Must be admitted to doctoral program in EAPS.

Aps 714 Introduction to Research Methods in Educational Administration and Policy Studies (3)

The course introduces students to the broad range of approaches to doing research in EAPS. It surveys research methods and designs applicable to topics in educational administration, decision making, and policy analysis with emphasis on how to choose effective methods and the consequences of those choices. Prerequisite: Passing grade on department's statistics qualifying examination.

Aps 715 Research Practicum in Educational Administration and Policy Studies (3)

Designed to provide the student with experience in actual research design and conduct concerning administrative and policy study areas and issues. The final product will be a 20- to 30-page research prospectus, which may subsequently provide background for the student's dissertation proposal.

Prerequisite: Aps 714.

Aps 716 Leadership and Administration (3)

Literature and research on leadership. Differing approaches to understanding educational leadership, as well as to conditions that relate to the application of varying leadership styles and strategies. Personality, situational, motivational, political, and organizational factors and approaches are compared. Conditions which affect educational leader/manager effectiveness.

Aps 720 The Principalship (3)

Working with the administrative staff, selection and assignment of teachers, curriculum and daily schedule, office routine, internal organization, special services, semi-public functions, relations with the State Department of Education, research and surveys, and the local community.

Aps 724 Administrative Planning in Higher Education (3)

Policies to guide growth and development; application of techniques for decision making; use of planning models.

Aps 727 Politics of Private and Independent School and College Administration (3)

The political relationships of compulsory public education and public-assisted postsecondary education to private and independent schools. Focus on financial management, certification, and the implications of voucher and tuition tax credit policies.

Aps 729 Seminar on Labor Management Relations in Education (3)

Advanced topics in the study of labor-management relations in elementary, secondary, and higher education. Topics include models of bargaining behavior, role of labor activities on governance and operations, dispute resolution and the impacts of labor policies. Course activities include analysis of selected research literature and design of empirical studies. Prerequisite: Aps 607 or equivalent.

Aps 730 Advanced School Business Management (3)

Critical issues in school business management both conceptually and empirically through lecture and field study.

Aps 731 Public School Finance (Advanced) (3)

Explores research in the field, including adaptability, and cost-quality studies. Emphasis on the development of educational fiscal policy at the local, state, and federal levels. Special attention to debt service and income management.

Aps 742 Seminar in Administration of Adult Education Settings (3)

Advanced topics in the study of administration in organizations providing learning opportunities for adults. Topics include assessing needs, inter- and intra-organizational linkage, community education, leadership, community relations, evaluation. Course activities include analysis of selected research.

Aps 745 Advanced Seminar in the Politics of Education (3)

Trends and research in the politics of educational governance. Relationship of courts, legislature, executive, and educational agencies in state politics. Interactions of local boards, citizen groups, teacher federations, and administrators within local school systems. Students complete in-depth case study or analysis of significant political issue in education.

Aps 750 Higher Education Finance (3)

Analysis of higher education in the United States. Investment nature of higher education decisions, the definition and estimation of benefits and costs, and the alternative private and public means of financing. Prerequisite: Aps 602 or consent of instructor.

Aps 751 Higher Education Law (3)

Impact of laws, regulations, and judicial opinions on institutions of higher education. Legal issues involved in various controversies co-extensive with inquiry regarding the educational and policy implications of the legal cases considered.

Aps 752 Research Colloquium on Higher Education (3)

Interdisciplinary research seminar where faculty, graduate students, and visiting scholars share interests in higher education research. A variety of perspectives from academic disciplines (economics, history, political science, sociology, etc.). Seminar attempts to make disciplinary inquiry more useful to the policy-making process in higher education.

Aps 753 Seminar on College Persistence (3)

The seminar analyses the issues, theoretical models, research and practice on college choice and persistence. It presents case studies to illustrate how theory and research informs institutional practices.

Aps 757 Seminar in the Administration of the Community College (3)

Organization and management of the two-year college as a distinct sector of postsecondary education. Topics include administrative concepts and functions such as finance, governance, and management of academic programs. Major field-based project required.

Aps 760 Advanced Study in Educational Management (3)

Survey and synthesis of the basic literature and concepts from both the micro and macro levels of analysis in the knowledge base of the field. Designed to develop the analytical and support skills necessary to independent inquiry and advanced professional scholarship. Prerequisite: Must be admitted to doctoral EAPS or CAS program.

Aps 761 Theory in Educational Administration (3)

Major recent trends in organizational theory and theory in behavioral and social science as applied to educational administration.

Aps 764 Computer Applications in Educational Administration and Policy Studies (3)

Use of the computer as a tool in the management of an educational institution. Students are expected to apply the computer to real/simulated management problems.

Aps 766 Education and Social Change in Developing Nations (3)

Role of formal schooling in the economic and social transformation of developing nations. Outcomes of educational policy and the dilemmas of micro- and macro-educational planning.

Aps 770 Law and the School Administrator (3)

Comprehensive survey of legal and statutory materials relevant to K-12 educational administration. Topics include: structure and function of the legal system; the rights/responsibilities of professional personnel and students; torts, contract, and school-district property issues; and church-state relations. Designed for principals and district-wide administrators.

Aps 771 Educational Policy and the Law (3)

Major law-related educational controversies that have reshaped educational policy in the last 25 years. The law and its interaction with educational policy and practice considered within the framework of the definition and implementation of the goal of equal educational opportunity.

Aps 780 Advanced Seminar in Educational Administration (3)

Individual and group analysis of case problems in the administration of educational organizations. Includes the completion of a field-based case analysis. Designed as a culmination course for students in the Certificate of Advanced Study program.

Aps 800 Seminar in Administrative Analysis I (3)

Part I of a year-long research seminar for experienced administrators in the doctoral program. Concentrates on a different substantive theme each year, and stresses applying research to problems in educational administration and policy making. Requirement of major research project resulting in a paper assessing a policy problem and presenting research-based recommendations for solutions. Prerequisite: Permission of department.

Aps 801 Seminar in Administrative Analysis II (3)

Part II of year-long research seminar (same description as for Aps 800).

Aps 890 Research and Independent Study in Administration (2-6)

Designed to meet the needs of students in advanced programs. Prerequisite: Consent of department.

Aps 891 Seminar in Administrative Research (3)

Required of all doctoral students in EAPS. Theoretical and practical aspects of research design, problem definition, and application of research methodology. Advancement of student's dissertation proposal to stage of departmental review hearing. Prerequisite: Completion of all doctoral core requirements. Normally taken during or subsequent to residency year.

Aps 895A Internship (4)

Participation in planned experiences which emphasize the student's professional objective. Includes a seminar.

Aps 895B Internship (4)

Participation in planned experiences which emphasize the student's professional objective. Includes a seminar.

Aps 899 Doctoral Dissertation (3-12)

Required of all candidates completing the doctoral degree.

FACULTY OF THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Professors

M. I. Berger, Ph.D. Columbia University
Ethics, Philosophy of Education, Social & Political Philosophy

Thomas M. Freeman, Ph.D. Michigan State University
Higher Education

Sanford Levine, J.D. Syracuse University
Education and Law

Daniel Levy, Ph.D. University of North Carolina
Higher Education; Politics; Comparative

Linda Nicholson, Ph.D. Brandeis University
Philosophy of Education, Political Philosophy, Feminist Theory

Cornelius Robbins, Ed.D. University of Pennsylvania
Leadership, Policy & Management in Higher Education

Associate Professors

Anthony Cresswell, Ed.D. Columbia University
Management & Policy Analysis; Information Systems; Labor Relations

Frederick Dembowski, Ed.D. University of Rochester
Business Management and Finance, Management

Assistant Professors

Gordon Purrington, Ph.D., Cornell University
Organizational Theory/Behavior; Public School Administration and Governance

Kathryn Schiller, Ph.D., University of Chicago
Research Methods, Sociology of Education

Gilbert Valverde, Ph.D., University of Chicago
Measurement and Quantative Methods, Comparative Education

Sandra Vergari, Ph.D., Michigan State University
Political Science, Educational Reform

DEPARTMENT OF COUNSELING PSYCHOLOGY

Graduate programs in the department provide study leading to doctoral and master's degrees and to the Certificate of Advanced Study.

Program Leading to the Degree of Doctor of Philosophy in Counseling Psychology

The doctorate is designed to provide an integrated training experience in which the student develops as both a practitioner and a researcher in applied psychology. Graduates of this program should be capable of providing professional services, managing others who provide human services, critically evaluating the efficacy of services, developing new intervention approaches, and contributing to the advancement of professional areas of psychology and education through research and teaching.

This program of study and research requires at least five academic years of full-time work, or the equivalent over a longer period, beyond the baccalaureate.

Admissions Requirements

Admission to the doctoral program is based on a general commitment to full-time study. Applicants are required to submit Graduate Record Examination (GRE) verbal and quantitative scores. Also required are official transcripts of all undergraduate and graduate coursework and five letters of recommendation. Recommendations should include some undergraduate or graduate faculty letters. All admissions materials for the doctoral program must be received by January 15. Interviews are conducted only at department discretion.

An applicant who holds a master's degree with specialization in counseling and personnel services or in psychology may apply for advanced standing after admission.

Program of Study

The student, in consultation with the faculty advisor, develops a program of study using the following program areas and credit distribution:

Program Areas (minimum credits):

Professional Core in Counseling Psychology (32);
Practicum and Internship in Counseling Psychology (14);
Psychological Measurement, Statistics, and Research Design (12);
Psychological and Social Foundations of Counseling (12);
Electives in the Social Sciences, Biological Sciences, and Education (0-6);
Dissertation (3).

Total minimum credits = 73

In addition, students are required to complete a training program in mandated child abuse reporting.

Dissertation

The student must complete an investigation of some significant problem area related to counseling psychology. The investigation should adhere to principles of logical analysis and empirical evidence in

conducting the inquiry. The dissertation must demonstrate that the candidate has independently attained a very acceptable level of research competence via adequate conceptualization of a problem, choice of research design, proper data analysis, and ability to report findings in a scholarly fashion. Following committee approval of the written dissertation, a final oral examination on the dissertation is conducted.

Qualifying Examination

The student must pass a written comprehensive examination over the major content areas of counseling psychology as well as any other areas deemed necessary by the department. The exam is taken typically after completion of required courses in the Professional Core of Counseling Psychology sequence, as well as relevant coursework.

Research Tool Requirement

Students must demonstrate competence in a research tool supportive of their doctoral research. This may include special competencies in computer science, statistical analysis, or coursework on methodology germane to counseling psychology.

Admission to Candidacy

A student will be admitted to candidacy upon the following:

1. Satisfactory record in course, seminar, and internship study;
2. Satisfactory completion of the comprehensive qualifying examination;
3. Completion of the University residence requirements;
4. Acceptance of a dissertation proposal;
5. Satisfactory completion of research tool requirement.

Internship Requirement

Students are required to complete an internship which must be one year of full-time or two years of half-time supervised experience equivalent to 2,000 hours of work. The Internship is an educational experience involving counseling, supervisory and/or research activities in a setting in which the student is directly supervised by a doctoral-level psychologist. The internship is taken after completion of all course requirements, including doctoral practica, and after successful completion of the Doctoral Qualifying Examination. Also, students are encouraged to have a proposal of their dissertation research project completed and approved prior to commencing internship. All internship placements must be approved by the director of the doctoral program in consultation with the student's graduate advisor.

Professional Development Experience Requirement

All full-time doctoral students must participate in professional development experiences such as teaching, research, and related activities.

Master of Science in Rehabilitation Counseling

This program prepares counselors to work with a full range of disabled persons in a variety of rehabilitation settings. The program emphasizes the psychological, social, and vocational aspects of disability and includes study of theoretical and research issues. Development of clinical skills is accomplished through a sequence of classes and fieldwork assignments.

Admission Requirements

Applicants are required to submit Graduate Record Examination (GRE) verbal and quantitative scores. Also required are official transcripts of all undergraduate and graduate coursework, letters of recommendation, and satisfactory completion of 15 credit hours of psychology courses including statistics, abnormal psychology, and personality theory. Applications are due by February 1. Supporting materials (i.e., transcripts, letters of reference, GRE scores) are due by February 15.

Program of Study

The program requires five semesters (18-month program) of full-time study beginning in June (summer session) of the first year and ending at the end of the fall of the following year.

The program requires a minimum of 56 graduate credits distributed as follows:

1. Specialized courses in Rehabilitation Counseling as follows: (35 credits) Cpy 601a, 601b, 603, 604, 608, 627, 630, 661, 662, 663, 761, and 767.
2. Fieldwork in Rehabilitation Counseling: (15 credits) Cpy 602, 768a and 768b
3. Electives as advised by department: (6 credits)

Special Requirement - A three hour training program in mandated child abuse reporting.

Fieldwork Requirement

Completion of a 210-hour practicum and a 600-hour internship in a community agency.

Master of Science in Counseling

This program prepares a counselor to perform the range of vocational, and personal counseling functions required of master's-level practitioners in a variety of community human service agencies, psychiatric hospitals, and substance abuse treatment facilities. The program emphasizes the psychological, social, and vocational aspects of human development and adjustments and includes study of theoretical and research issues. Development of clinical skills is accomplished through a sequence of classes and fieldwork requirements.

Admission Requirements

Applicants are required to submit Graduate Record Examination (GRE) verbal and quantitative scores. Also required are official transcripts of all undergraduate and graduate coursework, letters of recommendation, and satisfactory completion of 15 credit hours of psychology courses including statistics, abnormal psychology, and personality theory. Applications are due by February 1. Supporting materials (i.e., transcripts, letters of reference, GRE scores) are due by February 15.

Program of Study

The program requires five semesters of full-time study beginning in June (summer session) of the first year and ending in the second fall semester (18-month program). The program requires a minimum of 54 graduate credits distributed as follows:

1. Specialized courses in Counseling as follows: (30 credits) Cpy 521, 601a, 601b, 603, 604, 608,

627, 630, and 767.

2. Fieldwork in Counseling: (15 credits) Cpy 602 and 606
3. 3. Electives as advised: (9 credits)

****Special requirement** - A three hour training program in mandated child abuse reporting.

Fieldwork Requirement

Completion of a 210 hour practicum and a 600-hour internship in a community agency.

Certificate of Advanced Study in Counseling

The main purpose of this program is to prepare students for school counseling positions. Students in this program may also receive the Masters in Counseling degree upon request.

Admission Requirements

Applicants are required to submit Graduate Record Examination (GRE) verbal and quantitative scores. Also required are official transcripts of all undergraduate and graduate coursework, letters of recommendation, and satisfactory completion of 15 credit hours of psychology courses including statistics, abnormal psychology, and personality theory. Applications are due by February 1. Supporting materials (i.e., transcripts, letters of reference, GRE scores) are due by February 15.

Program of Study

The required minimum of 60 graduate credits are distributed as follows:

1. Specialized courses in Counseling as follows: (33 credits) Cpy 521, 601a, 601b, 603, 604, 608, 626, 627, 630, and 767.
2. Fieldwork in Counseling: (15 credits) Cpy 602 and 606
3. Electives as advised (6 credits must be school-related): (12 credits)

****Special requirement** - A three hour training program in mandated child abuse reporting.

Fieldwork Requirement

Completion of a 210 hour pre-practicum in a school or community agency and a 600 hour internship in a school setting.

Courses in Counseling Psychology

Cpy 521 Introduction to Community Counseling (3)

The history, philosophy, and organization of counseling both as an academic discipline and as a helping profession are explored. Emphasis is on understanding of personal, academic, and professional aspects of counseling in the context of modern economic and social influences. For the student considering career fields in the helping professions. Intensive study of a particular aspect of counseling.

Cpy 601A Introduction to Counseling Theory and Practice (3)

Introduction to the practices and concepts of counseling. Theories of counseling are covered along with basic principles necessary to understand the role of the counselor. Counselor skills, as well as personal growth, begin at this time. Prerequisite: Admission to counseling program graduate status or consent of instructor.

Cpy 601B Intermediate Counseling Theory and Practice Prepracticum (3)

Second of a sequence, intended to further develop the knowledge areas, counselor skills, and personal growth of the student. Emphasis is placed on skill development. Prerequisite: Cpy 601A or equivalent. May be taken concurrently. Restricted to the department's master's and doctoral students.

Cpy 602 Practicum in Counseling (2-3)

Students are supervised in class on a weekly basis, critiquing tapes of their counseling sessions and discussing client problems and counseling relationships. All students have clients of their own at a local school or agency. Counseling content is also covered through the use of texts, papers, etc. Prerequisite: Cpy 601A, B; 604, 608, 630.

Cpy 603 Assessment Techniques in Counseling and Rehabilitation (3)

Study of psychological, vocational, and educational tests and other appraisal methods used in the counseling and rehabilitation process. Focus is placed on the application of assessment devices within the clinical setting.

Cpy 604 Career Development (2-4)

The meaning of work to various segments of society; implications of career development theory for counseling; economic and social influences on career choice; evaluation and use of educational and occupational information; computerized organization of educational-occupation-social information; practice and application of career development theory in school, agency, and college settings: job applications and interviews, job placement, industrial and agency visits, evaluation of career education programs, measurement of vocational maturity, and of job satisfaction. Prerequisite: Graduate status.

Cpy 605 Advanced Career Development (3)

Study of career development as part of life-span change and in the societal and economic settings in which career evolution occurs. Specific topics include: career development of special groups; the work ethic in society; the economic and technological world of career change; life-span and change;

career development theory; career development theory and career education. For students at second year and beyond. Prerequisite: Cpy 604 or equivalent.

Cpy 606 Internship in Counseling (3-12)

Fieldwork experience in educational or community agencies under supervision of agency personnel and University faculty. Required of and restricted to matriculated students in community and school counseling. Prerequisites: Consent of department, Cpy 601A,B, 602, 603, 604, 608, 627, and 630.

Cpy 607 Techniques of Consultation and Supervision (3)

Consultation skills involved in peer relationships and with related community pressure groups. Discussion of counselor's role in supporting staff faced with anxiety provoking changes. Assist agency in evaluating relevance of program, curriculum, testing techniques, etc. Methods of creating change. Roles and methods in supervision. Prerequisites: Cpy 601 and Cpy 608.

Cpy 608 Foundations and Techniques of Group Counseling (3)

Theories and research in group process; leadership, power and influence, cohesiveness, group pressure, role-status, conformity and change; implications of group theory for task-oriented committees, group counseling programs, staff meetings, classroom and various groups in the power structure of an institution, agency or community; emphasis on learning through demonstration. Participation experiences in class and participation in a number of group experiences outside of class.

Cpy 610 Internship in Group Counseling (3-12)

Opportunities for initiating, organizing, and facilitating a variety of group experiences under supervision. Analysis of participant and facilitator feedback in the light of modern group personality theory. Emphasis on facilitator role functions in advanced group experiences. Prerequisites: Cpy 601A,B, Cpy 608 A,B, Cpy 609, and consent of instructor.

Cpy 611 Counseling Children Adolescents, and Families in Crisis (3)

This course focuses on theory and practice in treating children and adolescents individually, and in the context of their families during crises. Emphasis is placed on understanding the process of counseling children and adolescents in various settings (schools and community agencies). Counseling issues pertaining to different types of disabling conditions will be explored. Prerequisites: Cpy 601A or equivalent.

Cpy 614 Psychology of Chemical Dependency: Theory and Practice (3)

Dominant explanations of the etiology and maintenance of chemical dependency; various treatment approaches and modalities; psychopharmacology; dual diagnosis; self-help and relapse prevention; role of the counselor in understanding and remediating psychological, cultural, and social factors contribution to chemical dependency.

Cpy 626 Fieldwork in Educational Institutions: Orientation to Schools (3)

Field experience in a school setting. Prerequisite: Consent of department.

Cpy 627 Advanced Counseling Theory and Practice (3)

Provides more advanced study of specialized counseling approaches and techniques, including application of counseling techniques with diverse populations. Prerequisite: Cpy 601a, 601b, 602, 604, 608, and 630.

Cpy 630 Behavioral Disorders (3)

Review of etiology and nature of major behavioral disorders. Emphasizes developmental aspects of disorders and their psychosocial consequences for a variety of life roles and adjustments. Prerequisites: undergraduate course work in abnormal psychology.

Cpy 661 Principles and Practices in Rehabilitation (3)

Study of the history, philosophy, concepts, and trends in vocational rehabilitation. Includes study of the roles of professions involved in the rehabilitation process.

Cpy 662 Psychology of Disability (3)

E Psychology implications of disabilities. Reactions of individuals to their disabled status. Social-psychological theory and research pertaining to disability. Prerequisites: Introductory psychology course, graduate status, and consent of department. Required of all rehabilitation counseling students.

Cpy 663 Career Development and Placement of Disabled (2-3)

Aims to integrate the knowledge and skills of career development, job analysis, and job placement for disabled persons within the rehabilitation counseling process. Prerequisite: Graduate status.

Cpy 668A Counseling and Rehabilitation of the Developmentally Disabled (1)

Defines the characteristics, unique problems, and social effects of the developmentally disabled. Emphasis on techniques and approaches in rehabilitation and other community settings for the counselor. Prerequisite: Graduate status.

Cpy 668B Counseling and Rehabilitation of the Emotionally Disabled (1)

Defines the characteristics, unique problems, and social effects of the emotionally disabled. Emphasis on techniques and approaches in rehabilitation and other community settings for the counselor. Prerequisite: Graduate status.

Cpy 668C Counseling and Rehabilitation of the Disadvantaged (1)

Defines the characteristics, unique problems, and social effects of the disadvantaged. Emphasis on techniques and approaches in rehabilitation and other community settings for the counselor. Prerequisite: Graduate status.

Cpy 687 Institute (2-9)

Particular contribution of the discipline to current counseling and educational problems.

Cpy 697 Independent Study (3-6)

Designed to meet needs of students in master's and certificate-level programs. Prerequisite: Consent of department.

Cpy 700 Prepracticum in Counseling Psychology (3)

First course in the practicum sequence for the doctoral program. Content focuses on the study and extensive practice of basic therapeutic communication skills fundamental to all types of counseling interventions. Prerequisite: Doctoral student in counseling psychology or consent of department.

Cpy 702 Introduction to Counseling Psychology (3)

Introduction to the field of counseling psychology. Attention is given to ethical standards of psychologists, standards in providing of psychological services, and current issues facing counseling psychologists in a variety of settings. Prerequisite: Doctoral student in counseling psychology or consent of department.

Cpy 704 Theory, Research, and Practice in Counseling Psychology I (3)

Analysis of major models of individual counseling. Emphasizes comparative evaluation of different models of behavior change and research related to each of the models. Prerequisite: Doctoral student in counseling psychology or consent of instructor.

Cpy 705 Theory, Research, and Practice in Counseling Psychology (II) (3)

Further analysis of major systems of counseling relevant to work with small groups of various types. Emphasis is on theory and research related to the process and outcome aspects of small-group functioning. Prerequisite: Doctoral student in counseling psychology or consent of department.

Cpy 706A Assessment in Counseling Psychology (3)

Theories and application of major methods for assessment of personality and vocational behavior. Emphasizes theoretical issues in personality and vocational interest assessment as well as development of interpretive skills in using various instruments with clients in counseling. Prerequisite: Doctoral student in counseling psychology or consent of department.

Cpy 706B Assessment in Counseling Psychology (3)

Continuation of 706A. Provides greater exposure to selected assessment methods representative of various major approaches to the appraisal of personality, environment, and vocational behavior. Prerequisite: Completion of 706A, doctoral student in counseling psychology, or consent of department.

Cpy 708 Theories of Career Development in Counseling Psychology (3)

Major theories of career development and vocational behavior as it relates to work satisfaction and adjustment are examined and contrasted. Research methodology and findings related to key aspects of career development and work behavior are critiqued. Applications of various career development models to vocational counseling and assessment with various client populations are considered. Prerequisite: Doctoral student in counseling psychology or consent of department.

Cpy 710 Research Methods in Counseling Psychology (3)

Critical review of research designs typically used in evaluating process and outcome in various types of counseling interventions. Emphasizes understanding of a variety of group and single subject research designs for conducting research in counseling psychology. Important questions requiring future research within various areas of the field are identified. Prerequisites: Doctoral status in counseling psychology and consent of department.

Cpy 712 Selected Topics in Counseling Psychology (2-3)

Selected topics in counseling psychology chosen in accordance with the needs and interests of students and staff. Topics emphasize contemporary developments in the particular area. Students are exposed to relevant research literature and practice specialized professional skills related to the topic. Prerequisite: Doctoral student in counseling psychology or consent of department.

Cpy 712Q Selected Topics in Counseling Psychology (2-3)

Cpy 712 is S/U graded. Occasionally, it is offered as A-E grading as Cpy 712Q.

Cpy 716 Counseling with Special Community Groups (3)

Increases knowledge of the development, content, and organization of approaches to working with families, couples, the aged, and culturally different persons and enables the student to use such knowledge to enhance professional skills in working with these special community groups. A coordinated sequence of didactic, experiential, and supervised practical skill learnings in the designated areas. Prerequisite: A beginning counseling course or its equivalent.

Cpy 720 Computer Applications in Counseling Psychology (3)

Basic mastery of a computer language suitable for both mainframe and microcomputers with emphasis on statistical computing; introduction to the use of available statistical software for complex analysis of statistical data. Prerequisites: E Psy 630 (or equivalent) and E Psy 731 (or equivalent).

Cpy 724 Regression Analysis for Counseling Research (3)

Introduction to bivariate and multiple regression analysis in counseling research including bivariate correlation and regression, partial and semi-partial correlation, multiple regression, and correlation, tests of hypotheses, and regression diagnostics. Prerequisite: E Psy 630 or equivalent.

Cpy 725 Multivariate Applications in Counseling Psychology (3)

Applications of multivariate methods in counseling psychology. Emphasis on the applications of the general linear model and related topics to the analysis and interpretation of data typically encountered in counseling psychology research. Mastery of available computer programs for analyzing such data will be a central topic. Prerequisites: E Psy 630 (or equivalent) and E Psy 731 (or equivalent).

Cpy 761 Medical Aspects of Disability (2)

Medical information concerning the normal and abnormal functioning of the human body. Therapeutic techniques, prognosis of disabilities, and relationships between physical capabilities and vocational

adaptation. Required of all rehabilitation counseling students. Open to other graduate students with consent of department.

Cpy 766 Selected Topics in Rehabilitation (3)

Provides intensive study of major theoretical, research, and clinical issues related to the rehabilitation process. In any given semester, one or several topics may be covered.

Cpy 767 Research Principles and Methods in Counseling (3)

Enables students to consume research literature and apply it in the field. Included in the course will be: concepts of research design, critiquing of research literature, application of research findings for counselors in rehabilitation settings, schools, and community agencies. Prerequisite: Undergraduate coursework in statistics. Required of all master's and doctoral students.

Cpy 768A,B Internship in Rehabilitation Counseling Practices (3-12,3-12)

Fieldwork experience in rehabilitation agencies under supervision of agency personnel and University faculty. Prerequisite: Consent of department. Required of and restricted to rehabilitation counseling students.

Cpy 805 Advanced Practicum I in Counseling Psychology (3-6)

Provides supervised experience for doctoral students in major counseling activities of assessment and intervention in a professional setting providing psychological services. Under the supervision of both faculty and agency professionals the student is exposed to various roles and functions typical of the work of a counseling psychologist. Prerequisites: Doctoral student in counseling psychology and completion of Cpy 702 and Cpy 706.

Cpy 806 Advanced Practicum II in Counseling Psychology (3-6)

Continuation of 805. Students receive further supervised practice in the integration of various assessment and intervention techniques in their work with agency clients. Prerequisites: Doctoral student in counseling psychology and completion of Cpy 805.

Cpy 808 Advanced Practicum in Specialized Procedures in Counseling Psychology (3-6)

Supervised experience for doctoral students in a variety of group procedures including therapeutic as well as consultation and organizational development group interventions. Under the supervision of both faculty and agency professionals, students are involved in planning, delivery, and assessment of intervention with various constituted groups. Prerequisites: Doctoral student in counseling psychology, completion of Cpy 805 and Cpy 806, or consent of department.

Cpy 809 Systems Interventions: Families (3)

Theory, research, and practice of marital and family counseling and psychotherapy. Focuses on systems theories, with particular emphasis on (a) normal and dysfunctional family structure and development, and (b) various theory-based interventions with couples and families. Prerequisites: Consent of instructor (advanced standing in graduate studies; counseling, clinical psychology, or social welfare).

Cpy 810 Advanced Practicum in Systems Intervention with Families (3)

Supervised experience in conjoint psychological treatment of couples and intact families. Group psychotherapy with separated/divorced adults and/or children of divorced parents. Prerequisites: Consent of instructor and a full year of doctoral practicum in counseling or clinical psychology, plus Cpy 809 or equivalent.

Cpy 820 Proseminar in Research in Counseling Psychology (1-3)

Students develop a sound research proposal for the dissertation with feedback from faculty and fellow doctoral students. Integrates all research design and statistics courses the student has previously taken. Prerequisites: Completion of doctoral research methods and statistics requirements.

Cpy 890 Research and Independent Study in Counseling Psychology (2-6)

Designed to meet needs of students in the doctoral program in counseling psychology. Prerequisite: Consent of instructor.

Cpy 895 Internship in Counseling Psychology (1-6)

Supervised internship in a professional setting providing psychological services. Involvement in the internship must span two regular sessions. The internship is required of all students in the doctoral program in counseling psychology. Prerequisites: Completion of major requirements in the counseling psychology program and consent of the director of training.

Cpy 899 Doctoral Dissertation (3-12 L.E.U.)

Required of all candidates completing the doctoral degree.

FACULTY OF THE DEPARTMENT OF COUNSELING PSYCHOLOGY

Professors

Donald Biggs, Ed.D. University of California at Los Angeles
Adolescent Development and Urban Youth

Monroe Bruch, Ph.D. University of Missouri
Cognitive-Behavioral Approaches to Social Anxiety and the Role of Personality in Social Interaction

Myrna Friedlander, Ph.D. Ohio State University
The Process of Family Therapy, Particularly How Interpersonal Dynamics and Verbal Communication
Patterns Predict Meaningful Client Change

Richard Haase, Ph.D. Colorado State University
Research Design, Research Methodology, Statistics and Data Analytic Methods

Susan Phillips, Ph.D., Columbia University
Decision Making and Career Development

Associate Professors

David Blustein, Ph.D. Columbia University
Career Development, Identity Formation, and the School-to-Work Transition

Michael Ellis, Ph.D. Ohio State University
Counselor Supervision, Supervisor Training, Clinical Judgement, Aviation Psychology, and Research
Methodology and Statistical Issues

Sheldon Grand, Ph.D. University of Buffalo
Rehabilitation Psychology and Health Psychology

Azara L. Santiago-Rivera, Ph.D., Wayne State University
Gender Differences in Appraisal and Coping with Stress, Counseling Latina Women, and Multicultural
Counseling Issues in General

Marilyn Stern, Ph.D., State University of New York at Buffalo
Impact of Stereotyping on Caretaker-Infant Interactions; Child Health Psychology and Conflict
Resolution and Adolescents

COURSES IN EDUCATION

E Edu 500 Fieldwork in Urban Education (3-6)

Field experiences in urban school settings. Enrollees observe different classrooms and conduct interviews with students, teachers, parents, and administrators and are expected to spend one day per week at an urban school and to meet once a week in a seminar. Students will be evaluated on the basis of class participation and a case study of their urban school site. Prerequisite: graduate or senior standing.

E Edu 501 Fieldwork in Multicultural Education (3-6)

Field experiences in urban school settings that provide different kinds of multicultural education activities. Students will make observations and conduct interviews with students, teachers, administrators, and parents and are expected to spend one day per week at their field site and to meet once a week in a seminar. Students will be evaluated on class participation and a case study of a specific classroom involved in multicultural education. Prerequisite: graduate or senior standing.

E Edu 527 Issues in Urban Education (3)

Exploration of how social, political, and economic conditions in urban areas impact central city schools. Special attention is paid to the impact of the conditions of poverty, racism, and violence on the classroom achievement of children and youth in these schools. Students will visit and observe central city schools and will be exposed to a variety of different issues in urban education. Prerequisite: graduate or senior standing.

E Edu 690 Community Service Projects (3-6)

Special projects involving community activities and collateral study, to be approved as designated by the Dean, School of Education. Prerequisite: graduate level status.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND STATISTICS

Five graduate programs are offered within the Department of Educational Psychology and Statistics: a doctoral program with concentrations in learning-instruction, developmental, measurement, research, evaluation, applied statistics, special education, and school learning in mathematics, science, or foreign language education (in conjunction with faculty from the Department of Educational Theory and Practice); a master's program in educational psychology and statistics; a master's program in special education; a 60-credit certificate program to prepare educational research specialists; a certificate program in school psychology and a doctoral program in school psychology.

Program Leading to the Degree of Doctor of Philosophy in Educational Psychology

Professional training in educational psychology relates human behavior, cognition, and development to the educational process as it occurs in the home, in peer groups, in schools, and in the workplace. This is a research-based program of study where students are trained to conceptualize research problems, design research strategies, and conduct studies within the broad framework of educational psychology. This training is accomplished through a course of study that provides a foundation in psychological theories of learning, human development, statistics, measurement and evaluation, individual differences and special education, and research methods. Graduates of this program are prepared to assume positions as college and university teachers, research scholars, and practitioners for a wide variety of professional careers in state and national agencies that deal with policy development and practices. This program is approved by the New York State Department of Education, although it is not a licensure qualifying program.

Requirements for Admission

In addition to the general University requirements for admission to graduate study, for admission to graduate work *without deficiencies* in the Department of Educational Psychology and Statistics, candidates must present a minimum of 12 credits of undergraduate or graduate coursework in psychology, educational psychology, education, or related fields. Typical requisites for admissions include:

1. At least one of the following:
 - o A 3.0 cumulative average in the applicant's last 60 hours of undergraduate course work.
 - o A 3.2 cumulative average in a master's degree program
 - o A 3.5 cumulative average in 9 hours of graduate study taken before admission
2. Acceptable scores on the Graduate Record Examination (General Test)

Diversity among student backgrounds and views is desired. To this end, the admissions committee also considers applicants' accomplishments and personal qualities as reflected in their application statements and recommendations.

Program of Study (72 credits minimum)

Candidates in this program of study and research must complete at least 72 credits of graduate coursework, approved by their faculty advisor, that satisfy the following requirements:

1. E Psy 630

2. A foundational core of 5 courses (15 credits) at the 500/600 level must be completed by all students. At least 3 of these courses must be completed within the department. This core includes at least one course from five of the six following areas:
 - o Development
 - o Learning
 - o Individual differences and special education
 - o Research methods
 - o Measurement and evaluation
 - o Statistics
3. In addition to this core, a doctoral sequence of courses (27 credits) at the 600/700 level must be completed by all students. A majority of these courses should be completed within the department. The doctoral sequence must be coherent with respect to student interest and goals, with that coherence consistent with educational psychology as a scientific discipline. This sequence includes at least one course from five of the six following areas:
 - o Development
 - o Learning
 - o Individual differences and special education
 - o Measurement and evaluation
 - o Research methods
 - o Statistics
4. At least 24 credits in research must be completed by all students. These credits must be distributed in the following way:
 - o At least 12 credits for a masters thesis (E Psy 699) or Research Apprenticeship (E Psy 797).
 - o No more than 6 dissertation credits (E Psy 899) may be applied to the 72 credit degree total. These must be completed over a minimum of two semesters.
5. Seminar in the Professional Apprenticeship (E Psy 780) – 3 credits
6. Research tool requirement
7. Pre-dissertation research requirement
8. Comprehensive examination
9. Dissertation

Dissertation

In general, the Ph.D. dissertation serves multiple purposes, which might be broadly classified as follows:

1. A substantive and original contribution to knowledge, grounded in the discipline of Psychology, with application to Education
2. A demonstration of mastery of a body of techniques and methods which render one's conclusions defensible on methodological grounds.

Pre-Dissertation Research Requirement

The purpose of the pre-dissertation research requirement is to provide students with opportunities to engage in the research process prior to initiation of the dissertation process. The proposed model for implementation embodies an apprenticeship or mentoring perspective; that is, students are provided opportunities to engage in research activities in collaboration with or supervised by faculty. Specific objectives include:

1. Development of knowledge and skills relevant to the conduct of psychological and educational research, through active participation in independent (supervised) or collaborative research activities.

2. Supervised experience in the conduct of research, optimally including participation in all phases of the research process from question/hypothesis formulation to preparing a written report for professional publication or presentation.
3. Provision of opportunities to develop professional credentials through professional publications and presentations.

Guidelines for completion

The pre-dissertation research requirement may be completed in one of the following ways, and must be met prior to achieving candidacy:

1. A master's thesis done within the department.
2. Independent study/research supervised by at least one faculty member.
3. A supervised research experience or research internship in an approved site.*
4. Research done in affiliation with one or more faculty members.*

* For options 3 & 4, the student's participation should be at a level that would warrant co-authorship according to the ethical guidelines set forth by the American Psychological Association (APA).

Departmental Examinations

The comprehensive examination will consist of one paper written by the student. The paper will frame an important issue in some area of educational psychology that will:

1. Relate the issue critically and constructively to existing theory and research.
2. Review critically and constructively the methodologies used to date with respect to the issue.
3. Propose new theoretical, empirical, and methodological directions that might advance understanding of the issue.

The expectation is that the paper will be integrative in the sense of creating a new understanding of the issues and reach new conclusions, rather than being simply a reiteration of previous conceptions and conclusions.

Research Tool Requirement

To fulfill the research tool requirement, three options are available to students:

1. A student, with the advice and consent of the advisor, may take and pass (with a grade of B or higher) at least one course (minimum of 3 hours) covering an appropriate area of research methodology. It is incumbent on the student to present a supporting rationale to the advisor. A list of departmentally approved courses, which will be reviewed and revised periodically, will be made available to faculty and students. If the student wishes to take a course not on the current list, he or she may petition the Research Tool Committee for approval.
2. Students may make a proposal and carry out a specific project, or series of projects, on aspects of research methodology. The proposal must spell out in some detail the research competencies they anticipate will ensue from this work. Such work will often entail demonstrating competence with computers, such as writing SPSS, Basic, or Pascal code, or demonstrating ability to use the computer to carry out various data analyses. Satisfactory interpretation of results will be part of

this requirement. Examples of satisfactory proposals will be provided to students (early in their graduate tenure) so they can get a sense of the level or extensiveness that is deemed appropriate. The Research Tool Committee will deal with each student who chooses this option on a case by case basis.

3. Students may choose to author (or in some cases) to co-author an article on some aspect of either statistics or research methodology. The paper should be written as if to be published, and will generally entail close supervision by one or more faculty. This proposal is to be submitted to the Research Tool Committee for approval.

Admission to Candidacy

A student is admitted to candidacy for the degree of Doctor of Philosophy in educational psychology upon the following:

1. Satisfactory record in course and seminar study;
2. Satisfactory completion of research tool requirement;
3. Satisfactory completion of the comprehensive qualifying examination;
4. Satisfactory completion of the pre-dissertation requirement;
5. Completion of University residence requirements;
6. Final approval of the dissertation proposal.

Dissertation

In general, the Ph.D. dissertation serves multiple purposes, which might be broadly classified as follows:

1. A substantive and original contribution to knowledge, grounded in the discipline of Psychology, with application to Education
2. A demonstration of mastery of a body of techniques and methods which render one's conclusions defensible on methodological grounds.

Certificate of Advanced Study in Educational Research

The graduate program is designed for students seeking professional level skills in inquiry (i.e., evaluation, measurement, research, and statistics). This degree qualifies graduates for responsible positions in federal, state, and local agencies, regional laboratories, and public and private schools as policy development and evaluation specialists or researchers. This program requires at least 60 credits of graduate coursework, and a residency as specified by the graduate bulletin.

Requirements for Admission

In addition to the general University requirements for admission to graduate study, for admission to graduate work without deficiencies, candidates must present a minimum of 12 credits of undergraduate coursework in psychology, educational psychology, education, or related fields. Typical requisites for admission include at least one of the following:

- 3.0 cumulative average in the applicant's last 60 hours of undergraduate course work
- 3.5 cumulative average in 9 hours of graduate study taken before admission
- acceptable scores on the Graduate Record Examination (General Aptitude)

Diversity among student backgrounds and views is desired. To this end, the admissions committee also

considers applicants' accomplishments and personal qualities as reflected in their application statements and recommendations.

For those students wishing to make an existing provisional New York State teaching certificate permanent, they should complete a M.S. in Educational Psychology and Statistics since the State does not recognize the C.A.S. degree for certification purposes. (Note: New York State also requires two years professional teaching experience for permanent certification.)

Program of Study (60 credits minimum)

Students develop a program of study planned with their departmental advisor that satisfies the following requirements:

- A. A foundational core of 6 courses (18 credits) at the 500/600 level must be completed by all students. At least 3 of these courses must be completed within the department. This core includes one course in each of the following areas:
 - o Development
 - o Learning
 - o Individual differences and special education
 - o Research methods
 - o Measurement and evaluation
 - o Statistics
- B. An additional six courses (18 credits) in evaluation, measurement, research, and statistics (600 level and above). At least three of these courses must be taken within the department.
- C. Four courses (12 credits) in a selected field of practice, including theoretical or methodological coursework approved by prior written permission of the student's advisor.
- D. 4 credits of practicum
- E. 8 credits of internship
- F. Research tool requirement (same as Ph.D. requirement)
- G. Comprehensive examination (same as Ph.D. requirement)

Master of Science in Educational Psychology and Statistics

This degree program is designed for students seeking a broad foundation in educational psychology. It is valuable to students with specific interests across the areas of human development, learning, individual differences and special education, measurement and evaluation, and research methods. Neither teaching experience nor certification as a teacher is required for admission. However, for those wishing to make their provisional New York State teaching certificate permanent, this degree will provide the appropriate coursework. (Note: New York State also requires two years of professional teaching experience for permanent certification.)

Admissions

In addition to the general University requirements for admission to graduate study, for admission to graduate work in the Department of Educational Psychology and Statistics without deficiencies, candidates must present a minimum of 12 credits of undergraduate work or graduate work in psychology, educational psychology, education, or related fields. Typical requisites for admission include at least one of the following:

- a 3.0 cumulative average in the applicant's last 60 hours of undergraduate coursework

- a 3.5 cumulative average in 9 hours of graduate study taken before admission
- acceptable scores on the Graduate Record Examination (General Aptitude)

Diversity among student backgrounds and views is desired. To this end, the admissions committee also considers applicants' accomplishments and personal qualities as reflected in their application statements and recommendations.

Program of Study

Candidates for the degree must complete a minimum of 30 hours of graduate credit as approved by their faculty advisor that satisfies the following requirements:

- A. A foundational core of 6 courses (18 credits) at the 500/600 level must be completed by all students. At least 3 of these courses must be completed within the department. This core includes one course in each of the following areas:
 - Learning
 - Individual differences and special education
 - Research methods
 - Measurement and evaluation
 - Statistics
- B. Of the remaining 12 credits, 3 courses (9 credits) should be taken within the department (at least 6 hours of these at the 600 or above level), and 1 course (3 credits) outside the department, unless special written permission is secured in advance from the chairperson of the department.

In addition to these general guidelines, there are two modified programs for students who wish to focus their master's degree in either special education or research. If a student holds provisional certification in special education, they would focus their coursework under Section B in the area of special education. For those students who intend to continue graduate study in Educational Psychology at the C.A.S. or Ph.D. level, it is recommended that they focus their Section A coursework on 600 level courses, and their Section B coursework on research. Further, it is recommended that these students complete a Master's thesis (6 credits) that could meet the doctoral pre-dissertation research requirement.

Doctor of Psychology in School Psychology

The Psy.D. program in School Psychology prepares professional psychologists to work in schools, mental health agencies, other child service settings, colleges and research settings. The program emphasizes leadership in applying the principles of psychology, developmental psychology, and educational psychology to the practice of education. The major goal of the program is to prepare psychologists as professionals with expertise in education, development, learning and cognition, assessment, individual and group intervention, consultation, evaluation, and research methodology. The program is designed to provide experience and training in both the individual case study approach and direct provision of services, as well as consultation and system-wide interventions. The emphasis is on consultation, primary prevention, and other indirect service techniques. The program is built on a strong theoretical base, and provides a balance between theory and practice; field experiences increase as the student progresses through the program. Two years of supervised experience provide a foundation for various approaches to practice. Both beginning students and experienced practitioners are accepted into the program.

Program of Study

Each student, in consultation with a faculty advisor, develops a course of study using the course distribution listed below as a guide. Each program is subject to review and approval by the Joint Committee on School Psychology.

Theoretical-Experimental Psychology (21)
Statistics and Measurement (9)
Applied/Professional Research (6)
Professional School Psychology (23)
Individual Differences, Related Fields, Electives and Area of Specialization (9-15)
Professional Field Experiences and Internship (8). (Note: Advanced field experiences do not carry academic credit. There is a total of 22 months supervised experience required.)

Minimum = 76 credits.

Additional requirements. In addition to required course work and field experience, all students are required to develop an area of specialization based on a contract written with their advisor, pass doctoral qualifying examinations, and complete an applied research project (professional dissertation). The Psy.D. students must also complete a University residence requirement of one year (or equivalent) of full time study.

Certificate of Advanced Study in School Psychology

Program of Study and Internship (73 credits minimum)

Each student, in consultation with a faculty advisor, develops a course of study using the general distribution given below as a guide. Each program is subject to review and approval by the Joint Committee on School Psychology.

Psychological Foundations (18).
Research, measurement, statistics (12).
Intervention/Problem Solving (21-22).
Educational Foundations (9).
Professional School Psychology (3).
Professional Practice (10).

This internship, in an appropriate school system, is arranged by and under the supervision of the University for a period of not less than one year of full-time activity.

Departmental Examination

The student must pass a comprehensive examination in school psychology at the end of the second year of the program.

Courses in Educational Psychology

E Psy 501 Behavioral Adaptation to School and Society (3)

Methods of studying behavior; modifiability of attitude, conflict, and emotion; constructive measures for aiding pupils to adjust to complex situations.

E Psy 502 Educational Psychology (3)

Principles, problems, nature, and control of learning; study of transfer and evaluation. Prerequisite: Course in general psychology. Not open to students with credit in EPsy 200.

E Psy 520 Growth and Development: Adolescent (3)

Theory and research related to social, emotional, physical, and intellectual development; emphasis on implications for education. Prerequisite: Course in general psychology.

E Psy 521 Growth and Development: Child (3)

Theory and research related to social, emotional, physical, and intellectual development; emphasis on implications for education. Prerequisite: Course in general psychology or equivalent.

E Psy 530 Statistical Methods: I (3)

Descriptive statistics including measures of central tendency and variability, correlation and regression. Introduction to statistical inference, including sampling distributions, significance tests, confidence intervals, and power of tests of significance.

E Psy 540 Evaluation in Education (3)

Principles and techniques of evaluation; construction of classroom tests; selection and interpretation of test results; marking and reporting.

E Psy 550 Educational Research Problems (3)

Principles and procedures of educational research; interpretation of educational statistics; organization and presentation of research reports.

E Psy 606 Field Experience in Educational Research (2-4)

Supervised field experience in educational research. Open only to graduate students in educational psychology and methodology.

E Psy 610 Advanced Educational Psychology: Learning and Instruction (3)

Theories of learning; educational practices in light of research on learning. Prerequisite: One course in psychology or educational psychology.

E Psy 611 Topics in Learning (3)

Critical review of theories of learning and principles of learning as they apply to behavior, cognition, and emotion. Analysis of contemporary issues in learning in the context of their historical antecedents. Examination of research strategies which use principles of learning and memory as experimental paradigms for purpose of helping students develop research proposals.

E Psy 612 Motivation (3)

Concept of motivation in psychological theory, with reference to human verbal and motor learning. Laboratory work requires an original experiment in learning or motivation.

E Psy 613 Conceptual Learning (3)

Cognitive processes involving conceptualization, problem-solving reasoning, and creativity; learning research and experimentation with direct classroom implications. Laboratory work requires an original experiment.

E Psy 614 Children's Learning (3)

Readings and discussion of theoretical and research literature on children's developmental learning processes, with emphasis on contributions of experimental psychology. Literature review on a selected research topic and development of a research proposal.

E Psy 620 Advanced Adolescent Development (3)

This course will examine research and theory relating to intellectual, social, physical, and emotional development during adolescent years. Contrasting theoretical approaches and issues, as well as some applied concerns, will be addresses. Students will be required to do a theoretical paper and a paper on an applied topic. Prerequisite: Graduate course in child development or permission of instructor.

E Psy 623 Advanced Developmental Psychology (3)

Emphasis on human development research and theory for children in the school years. Students will be expected: (1) to analyze critically selected developmental research; (2) to compare research methods within developmental psychology; and (3) to participate in ongoing developmental research.

E Psy 630 Statistical Methods: II (3)

Emphasis is on statistical inference. Topics include one- and two-way analysis of variance, multiple comparison tests, correlation and regression techniques, chi square, and nonparametric statistics. Prerequisite: EPsy 530 or equivalent.

E Psy 633 Nonparametric and Distribution-Free Statistics (3)

Designed to familiarize the student with nonparametric and distribution-free statistics. Methods and techniques that have broad utility for social science research (i.e., education, sociology, and psychology.) Application, particularly, to binomial or related distributions. Prerequisite: EPsy 530 or its equivalent.

E Psy 640 Educational and Psychological Measurement (3)

Principles and concepts of measurement; validity and reliability of tests; norms; standardized tests of aptitude and achievement; measures of interests and other personality traits. Prerequisite: EPsy 530 or equivalent.

E Psy 642 Social Issues in Testing (3)

A study of social issues related to the use of tests for critical employment, admissions, and competency decisions. Consideration is given to legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Research project is required.

E Psy 660 Psychological Factors in Educating Emotionally Disturbed and Minimally Neurologically Impaired (3)

Nature of severe emotional disturbance, social maladjustment, and subtle neurological dysfunctioning; effect of such problems on school behavior and learning; methods of classroom management; use of other professionals.

E Psy 670 Mental Retardation: Nature and Consequence (3)

In-depth investigation of psychological and education sequel of mental retardation as a developmental disability. Emphasis on etiology, theory, learning, and adaptive characteristics and approaches of educational and sociological systems in providing services to retarded individuals.

E Psy 680 Seminar in Educational Psychology (3)

Seminar organized to meet research requirements of students in educational psychology. Prerequisite: Epsy 530 and 550, or consent of division.

E Psy 681 Legal Issues for Psychologists, Counselors and Special Educators (3)

Considers the rights, duties, and liabilities of psychologists, counselors, and special educators as they work with clients. Implications of recent legislation and court decisions are considered.

E Psy 687 Institute in Education (2-9)

Special course, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. Available for division use and subject to division approval.

E Psy 690Q 2-Hour Child Abuse Course (0)

2-hour required course in the identification and reporting of child abuse.

E Psy 697 Independent Study in Educational Psychology and Statistics (2-6)

Designed to meet the needs of students in master's-level programs. Prerequisite: Consent of division.

E Psy 699 Master's Thesis (2-6)

E Psy 700 History and Systems of Educational Psychology (3)

Primarily for educational psychology graduate students. Intellectual history of ideas that have led to the present discipline; changing views of the process of education, learning, memory, intelligence, and individual differences.

E Psy 715 Seminar in Learning (3-6)

Selected topics and issues in school and human learning. Prerequisite(s): Two courses in learning and/or motivation and consent of division.

E Psy 716 Seminar in Social Psychology Applied to School Behavior (3)

Role of the school in socialization of the individual; relationship between social cognition and academic achievement. Emphasis on interpretation of relevant research and formation of testable hypotheses.

E Psy 720 Techniques in Studying Human Development (3)

Techniques of developmental analysis appropriate for school practice.

E Psy 721 Comparative Theories of Human Development (3)

Selected theories of child and adolescent development. Implications for education.

E Psy 725 Seminar in Human Development (3-6)

Examination of selected topics and issues in developmental psychology.

E Psy 731 Experimental Design (3)

Review of statistical inference, sampling distributions, and basic inferential tests; multiple comparisons, higher order analysis of variance, analysis of covariance, and randomization theory; logical and statistical principles of experimental design. Prerequisite: Psy 630.

E Psy 733 Factor Analysis (3)

Matrix algebra and vector theory, multiple and canonical correlation. Emphasis on contemporary methods for factor analysis and their antecedents. Prerequisite: EPsy 630.

E Psy 734 Multivariate Analysis with Computer Applications (4)

Selected methods of multivariate analysis will be considered theoretically and in relation to computer analysis. Topics include binary data matrix, multimode factor analysis, and multiple regression techniques. Prerequisite: EPsy 733.

E Psy 735 Seminar in Selected Topics in Statistics (3-6)

Examination of selected topics and issues in statistics.

E Psy 740 Seminar in Topics of Measurement (3-6)

Topics such as decision making with tests, prediction, item analysis, social desirability and response set,

assessment of partial knowledge, the criterion problem. Required of all students specializing in measurement and statistics.

E Psy 741 Theoretical Constructs (3)

Consideration of various psychological constructs which are measured in psychology and education (e.g., intelligence, attitudes, personality traits or characteristics). Emphasis on construct validity. Prerequisite: EPsy 640.

E Psy 742 Test Construction (3)

Planning tests, writing and editing test items; analysis and selection of items; problems in scoring; try-out and standardization of tests estimating validity and reliability. Prerequisite: EPsy 640.

E Psy 743 Laboratory in Test Construction (3)

Preparation and try-out of tests and contact with agencies where test construction is done.

E Psy 744 Theories of Validity and Reliability (3)

A Historical and contemporary formulation of the concepts of validity and reliability. Crucial examination of existing theories.

E Psy 750 Educational Research Design (3)

Development and design of behavior research. Topics include selection and development of statements of problems; theory, constructs, and hypotheses; sampling, research designs; types of research; observation and collection of data; analysis and interpretation of data. Prerequisite: EPsy 530 or equivalent.

E Psy 751 Multivariate Methods for Applied Researchers and Evaluators (3)

Selected topics dealing with the selection, interpretation, and communication of findings that result from using multivariate methods in applied research and evaluation. Emphasis on determining appropriate methods of analysis, documenting and communication these needs, and interpreting the analyses in client/lay language. Pre-requisite: Epsy 630 or equivalent; and Epsy 750 (either prior to or concurrently) or equivalent.

E Psy 752 Program Evaluation and Policy Studies in Education and Human Services (3)

Survey of program evaluation and policy study methods as used in education and human service domains. Included selection of appropriate methodology, utilization of information, and standards of practice. Emphasis on use by policy makers, program administrators, and service providers.

E Psy 755 Selected Topics in Research Design (3-6)

Examination of Selected topics and issues in research design.

E Psy 756 Seminar in Research in Educational Psychology II (3-6)

Selected topics dealing with current research and theory in educational psychology.

E Psy 761 History and Issues in Special Education (3)

Examination of the historical and current literature on special education issues centered in schools. Examples of topics to be discussed might include: assessment, problems with overidentification, inclusion and its effectiveness, and teacher preparation issues.

E Psy 762 History and Issues in Special Education: Society (3)

Examination of the historical and current literature on special education issues centered in society. Examples of topics to be discussed might include: deinstitutionalization, ethical issues, behavior change issues, and community living issues.

E Psy 763 Seminar on Students with Severe and Multiple Handicaps (3)

Examination of the education of students with severe and multiple handicaps from a historical, theoretical and empirical perspective. Topics to be discussed might include: theories about etiology; developmental, behavioral, and learning characteristics, and content on assessment, educational programming, living alternatives and other issues concerning individuals with severe and multiple disabilities.

E Psy 764 Seminar on Early Childhood Special Education (3)

Examination of the provision of special education and related services to young children with disabilities from a historical, theoretical and empirical perspective. Topics to be discussed might include: identification, program models, and the efficacy of early intervention for children at risk or with identified disabilities.

E Psy 765 Seminar on Learning Disabilities (3)

Examination of the concept of specific learning disabilities from a historical, theoretical, and empirical perspective. Topics to be discussed might include: theories about etiology, developmental and behavioral characteristics of children with learning disabilities, and issues in the identification and treatment of children with learning disabilities. Prerequisite: E Spe 666 or permission of instructor.

E Psy 766 Seminar on Emotional & Behavioral Disorders (3)

Examination of emotional and behavioral disorders in children and youth from historical, theoretical, and empirical perspectives. Topics to be discussed might include: definitions, prevalence, theories of etiology and various approaches to assessment and intervention of emotional and behavioral disorders in children and youth. Prerequisite: E Psy 660 or permission of the instructor.

E Psy 780 Seminar in the Profession of Educational Psychology (3)

Designed for doctoral students who plan to be educational psychologists and who have a professional assignment (e.g., teaching, supervision) in the University. Topics may include preparation of professionals in education, professional ethics,

models of teaching and instruction; and evaluation. Prerequisite: Consent of division.

E Psy 797 Research Apprenticeship (3-18)

Student and instructor will participate in a joint research endeavor. With scaffolding provided by the instructor, the student will contribute to the majority of phases of research: conceptualization, design, implementation, data gathering, report writing, and presentation.

E Psy 890 Research and Independent Study in Educational Psychology (2-6)

Designed to meet the need of students in the advanced program. Prerequisite: Consent of division.

E Psy 895 The Internship in Educational Psychology (4-8)

Participation in planned experiences which emphasize the student's professional objective. Includes a seminar. (Registration for a minimum of 4 credits for one session or 6 credits per year.)

E Psy 899 Doctoral Dissertation (3-12 L.E.U.)

Required of all candidates completing the degree of Doctor of Philosophy.

Courses in School Psychology

E Spy 690 Seminar in School Psychology (3)

For first-year school psychology students. Current problems, issues, and practices in school psychology; includes school observations, school psychology colloquia, tutoring, supervised testing, research projects. Prerequisite: Consent of department.

E Spy 780 Psychoeducational Assessment: Intellectual (4)

Problems of definition and development of a concept of intelligence. Historical and contemporary approaches to the problems of measuring intelligence, with emphasis on the use of current individual assessment techniques. Focus specifically on issues concerning the intellectual functioning of children; students are required to conduct cognitive assessments as a laboratory assignment. Prerequisite: Consent of instructor.

E Spy 781 Psychoeducational Assessment: II: Educational (3)

Development, use, and implications of techniques designed to assess learning problems with a particular focus on educational approaches. Includes use of achievement tests, diagnostic educational measures and techniques to observe learning styles for school-aged children. Prerequisite: Psy 773, Spy 780 or consent of instructor.

E Spy 782 Psychoeducational Assessment III: Behavioral and Social- Emotional (3)

Theories and application of major methods of assessing behavioral and social-emotional functioning of children and adolescents. Includes coverage of behavioral and psychodiagnostic approaches to assessment. Prerequisite: Consent of instructor.

E Spy 785 Psychoeducational Intervention I: Behavioral (3)

Theory, practice, and research on behavioral interventions with children and adolescents. Prerequisite: Consent of instructor.

E Spy 786 Psychoeducational Intervention II: Consultation (3)

Concepts and practice of consultation in school psychology. Emphasis on mental health and behavioral consultation including student-centered, classroom-centered and teacher-centered techniques. Prerequisite: Consent of the instructor.

E Spy 787 Psychoeducational Intervention III: Psychotherapy (3)

Theory, practice, and research on various psychotherapeutic interventions with children and adolescents. Prerequisite: Consent of instructor.

E Spy 788 Psychoeducational Intervention IV: Organizational Consultation & Primary Prevention (3)

Concepts and practices of organizational consultation and techniques designed to prevent the

development of learning and adjustment problems in children. Special emphasis on a systemic model for intervening in schools, as well as primary and secondary prevention techniques. Prerequisite: E Spy 786 or consent of the instructor.

E Spy 789 (E Psy 766) Seminar on Emotional & Behavioral Disorders (3)

Examination of emotional and behavioral disorders in children and youth from historical, theoretical, and empirical perspectives. Topics to be discussed might include: definitions, prevalence, theories of etiology and various approaches to assessment and intervention of emotional and behavioral disorders in children and youth. Prerequisite: E Psy 660 or permission of the instructor; students may not take both E Psy 766 and E Spy 789.

E Spy 790 Field Experience I: Psycho-Educational Clinic (2-6)

A minimum of two full days per week will be required; generally taken during the fall semester of the second year. The primary setting for this experience is the Child Research and Study Center. Includes psycho-educational assessment, interviews, school observations, parent and school conferences, and clinical seminars. Licensed Psychologists from the Center staff provide direct supervision. Prerequisites: Courses in individual intelligence testing (E Spy 780), and psycho-educational assessment (E Spy 781), with concurrent enrollment in E Spy 798. It is recommended that social/emotional assessment (E Spy 782) be taken prior to or simultaneously with enrollment in this course.

E Spy 798 Seminar in Selected Topics in School Psychology (1-6)

Provides intensive study of selected theoretical and professional issues in school psychology. Specific topics to be announced at time of offering. Prerequisite: Consent of instructor.

E Spy 799 Seminar in Research Issues in School Psychology (2-6)

Consideration of research issues relevant to the practice of school psychology. Students prepare applied research proposals. Required of all doctoral students in school psychology. Prerequisite: Acceptance into doctoral program in school psychology.

E Spy 890 Field Experience I: Psych-Educational/Clinical (2-6)

Supervised experience in aspects of school psychological services. Departmental permission.

E Spy 895 Field Experience II: School (4-8)

Supervised experience in an approved school setting. Required for certification.

E Spy 896 Field Experience III: Advanced Clinical/Agency (3-12 L.E.U.)

Supervised experience in an approved agency or clinic setting.

E Spy 897 Field Experience IV: Advanced School (3-12 L.E.U.)

Supervised experience in an approved school setting.

E Spy 898 Internship (Psy.D.) (1-12 L.E.U.)

Supervised experience in an approved setting.

E Spy 899 Professional Dissertation (3-12 L.E.U.)

Required of all candidates completing the Psy.D.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND STATISTICS FACULTY

Professors

Donald Biggs, Ed.D.
University of California at Los Angeles

Ronald Ley, Ph.D
Syracuse University
Learning, Memory, Emotion, Motivation, and Respiratory Psychophysiology

Deborah May, Ed.D.
Columbia University
School Readiness Issues, the Use of Technology with Students with Severe Disabilities, and Current Issues Related to the Education of Students with Special Needs and the Preparation of Special Education Teachers

Robert McMorris, Ph.D.
Syracuse University
Answer Changing in Multiple-Choice Tests, Underachievement, Teacher Testing, Standard Setting, and Humor in Testing

Robert Pruzek, Ph.D.
University of Wisconsin
Psychometrics and Multivariate Analysis, Especially Factor Analysis and Linear Prediction and Applications to Educational and Psychological Measurement Problems

Frank Vellutino, Ph.D.
Catholic University

Professor Emeritus

John Rosenbach, Ed.D.
University of Buffalo

Associate Professors

Lynn Gelzheiser, Ed.D.
Columbia University
School Reform, Inclusionary Practices and Effective Instruction for Learning Disabled Students

Deborah Kundert, Ph.D.
University of Wisconsin
Learning and Psychoeducational Assessment

David E. McIntosh, Ph.D., Ball State University
Assessment and Treatment of Young Children with Disruptive Behavior Disorders; Psychoeducational Assessment; Parent-Child Interaction.

Bonnie K. Nastasi, Ph.D.

Kent State University

The Role of School and Family Environments in the Development of Children's Social and Cognitive Skills and Development of Prevention Programs in Schools and Communities

Dianna Newman, Ph.D.

University of Nebraska at Lincoln

Improvement of Evaluation Utilization in Educational Settings, Including the Relationship of Interpersonal Influence Factors

Joan Newman, Ph.D.

University at Albany, SUNY

Sibling Relationships, Task Attitudes and Intrinsic Motivation, and Topics in Cognitive Development and Adolescence

Assistant Professors

Gerald Porter, Ph.D.

University at Albany, SUNY

Moral Development, Multicultural Education, and Intelligence Assessment

Kevin Quinn, Ph.D.

Northern Illinois University

Academic and Community-Based Programming for At-Risk Youth with Emotional or Behavioral Disorders

Lecturer

Michael Green, Ph.D.

Syracuse University

Applications of Microcomputers to Education and Educational Research and Use of Microcomputers in Developing Countries

DEPARTMENT OF READING

Graduate programs in the department provide study leading to Ph.D. and M.S. degrees, and to the Certificate of Advanced Study.

Program Leading to the Degree of Ph.D. in Reading

The program leading to the Ph.D. in Reading prepares individuals for faculty positions in universities, colleges, and junior or community colleges. It also can serve those who have or seek other positions requiring a comprehensive understanding of literacy and the ability to conduct research and/or to interpret or implement research findings.

The program of study and research requires a minimum of three academic years of full-time study; or, one year of full-time study combined with part-time study over a longer period.

Requirements for Admission

In addition to the general University requirements for admission to doctoral study, teacher certification and teaching experience are desirable. However, the program is open to college graduates with other appropriate professional backgrounds.

Application to the Ph.D. program involves submitting official transcripts of all undergraduate and graduate coursework, letters of recommendation, and a written response to the department's questionnaire, which replaces the Candidate's Statement of Goals in the application form. Submission of recent scores on the Graduate Record Examination (GREs) is recommended, but is not required.

Applicants may be asked to come for an interview with the Reading Department faculty as an integral part of the admissions process.

Program of Study (60 credits minimum)

Students, in consultation with their program advisor, develop an appropriate course of study. The distribution of courses is:

1. Professional study in Reading (30 credits minimum);
2. Allied Courses (15 credits, minimum, including 12 credits in an area of concentration);
3. Research methodology (coursework taken in this area does not count toward the 60 credit minimum requirement for the Ph.D. program).

Qualifying Procedures

In Part A of the Comprehensive Examination, Doctoral students must demonstrate thoughtful and critical understanding of the broad field of literacy, in three domains: Literacy and Society, Literacy and Schooling, and the Nature and Acquisition of Literacy. In Part B, the student must demonstrate an integrated understanding of the research and methodology relevant to the domain of the dissertation.

Part A

After completing a minimum of 48 credits, the student selects one of two options, in consultation with

his/her program advisor:

1. A six-hour written closed-book examination; or
2. A portfolio of learning, including a reflective essay describing the significance of the contents for the student's academic development. The portfolio can include anything the student considers relevant for a demonstration of competence in each of the three domains.

Part B

After successful completion of Part A, the student, in consultation with his or her dissertation committee, defines a topic which will be the focus of a proposed dissertation. Subsequently, the student must demonstrate knowledge of the areas related to the selected topic through either:

1. A six-hour written closed-book examination constructed by the student's dissertation committee and approved by the faculty; or
2. Two qualifying papers that integrate and critique the literature relevant to the student's dissertation research, one focused on methodological issues and the other on content issues.

The Part B requirement must be met before the student can present a dissertation proposal to the department.

Research Methodology

The Reading Department expects students to demonstrate a broad familiarity with the design and analysis of both quantitative and qualitative research. They must also demonstrate competency in the particular methodology(ies) appropriate to their dissertation topic. The research methodology requirement may be fulfilled through appropriate coursework (e.g., E Rdg 762; E Psy 530, 630, 750, 756; E Tap 743, 777, 778), independent study, or active participation in research projects (or a combination of these). Students are required to submit a statement to the faculty, detailing how they have met/propose to meet this requirement. The research methodology requirement will not be officially met until the faculty approves the student's statement.

Coursework taken to fulfill the research tool requirement may not be used to fulfill the 60-hour minimum requirement for the Ph.D. program. This includes E Rdg 762 (Current Research in Literacy). If not used to meet the research tool requirement, E Rdg 762 may be used in meeting the 30- hour minimum requirement under Reading Courses.

Dissertation Proposal

After successfully completing the Part B examination, the student, in consultation with his or her dissertation committee, prepares and submits a dissertation proposal to the department. The proposal should include a title page, a statement of the general issues underlying the study, an overview of relevant literature, a description of the research methodology to be employed, anticipated outcomes, and a bibliography. The proposal is not to exceed 15 double-spaced pages.

The student makes a formal presentation of his/her dissertation proposal to the department at a public meeting. The purpose of this demonstration is to:

1. Access the perspectives and expertise of faculty beyond the student's dissertation committee in order to increase the quality of the study;

2. Provide a community check on the nature of the dissertation so that any design or methodological flaws, or conflicts among faculty perspectives, can be detected before the study itself has been undertaken.

The dissertation proposal must be approved by the faculty before the student proceeds to the dissertation itself.

Admission to Candidacy

Students are admitted to candidacy for the Ph.D. in Reading degree upon the following:

1. Completion of 60 graduate credits with an average of B or above;
2. Completion of the departmental qualifying procedures (Parts A and B);
3. Completion of the Research Methodology requirement;
4. Completion of the University residence requirement;
5. Departmental approval of the dissertation proposal.

Dissertation

The dissertation is the culmination of a program of advanced study leading to a doctoral degree and as such must attest to the attainment of a high degree of scholarship. The dissertation must report in accepted scholarly style the investigation of a significant problem in the field of literacy. It must demonstrate that a candidate is capable of sophisticated, independent research and analysis and scholarly reporting in an academic discipline or professional field.

When the dissertation committee feels that the dissertation is ready to be considered for approval, the student makes a formal request to the Department for an oral examination and defense of the dissertation. The dissertation committee conducts the oral examination. After approval of the dissertation is obtained by a vote of the dissertation committee and ratified by the department, the student submits final copies to the Office of Graduate Studies.

Certificate of Advanced Study in Reading

The graduate program leading to the Certificate of Advanced Study (CAS) in Reading prepares individuals for leadership roles in literacy education. Among those for whom programs can be designed are: (1) those who wish to pursue School Building Administrator (SBA) certification in a collaborative program with the Department of Educational Administration and Policy Studies; (2) those who want to concentrate on literacy education or Reading Teacher Certification after having earned a master's degree in a related field such as elementary education or special education; (3) classroom or reading teachers who already have a master's degree, but who would like to update their professional knowledge; and (4) those who want to renew or extend or expand their clinical expertise.

The program requires at least two academic years of full-time study, or the equivalent in part-time study over a longer period, beyond the baccalaureate.

Requirements for Admission

In addition to the general University requirements for admission to graduate study, teacher certification and teaching experience are desirable. However, this program is open to college graduates with other appropriate professional backgrounds.

Program of Study (60 credits, minimum)

Each student, in consultation with her or his advisor, develops an appropriate course of study. The distribution of courses is:

1. Professional study in reading/literacy (30-36);
2. Allied courses in professional education (6-24);
3. Supporting courses in behavioral and social sciences (6-24).

Comprehensive Examination

Upon completion a minimum of 50 credit hours applicable to the certificate program, the student must complete satisfactorily a six-hour written examination covering three domains: Literacy and Society; Literacy and Schooling; and the Nature and Acquisition of Literacy.

Residence Requirement

CAS students can meet the residence requirement either by: (1) being a full-time student (12 credits, minimum) for one academic semester (Fall or Spring); or, (2) with departmental approval, by being in full-time study (6 credits, minimum) in two consecutive summer sessions plus part-time attendance at the University for formal study or field work during the intervening academic year. CAS students cannot, at some later date, use their CAS residence to satisfy the doctoral program residency requirement.

Master of Science Degree in Reading

There are two tracks within the master's degree program. The Reading Teacher Certification track provides students with the academic program needed to obtain New York State reading teacher certification through the University at Albany Graduate Office. It also may be used in obtaining permanent certification in a student's prior teaching field. The Classroom Teacher track prepares those who hold provisional elementary or secondary classroom teaching certificates to obtain permanent certification. Permanent certification in fields other than as a Reading Teacher must be sought by the student directly from the New York State Bureau of Teacher Certification. This holds for students who complete either track.

This master's degree is open to college graduates who have a provisional or permanent teaching certificate. In some cases, it is open to college graduates with other appropriate backgrounds.

Program of Study (30 credits minimum)*Reading Teacher Certification Track:*

1. Courses in Reading (21 credits) - normally must include Rdg 502 or Rdg 508, Rdg 665, Rdg 666, and Rdg 667. The latter three courses must be completed at the University;
2. Courses in social and behavioral sciences (6 credits);
3. Courses in educational foundations (3 credits) (Rdg 632 may be used to fulfill this requirement);
4. Normally this track cannot be completed in two semesters and one summer session of full-time study;

Classroom Teacher Track:

1. Courses in Reading (15-21 credits) - must include Rdg 502 or Rdg 508 and Rdg 665;
2. Courses in social and behavioral sciences (6 credits, minimum);
3. Courses in Educational foundations (3 credits, minimum) (Rdg 632 may be used to fulfill this requirement);
4. Courses in Education as advised (0-6 credits);
5. Normally, two semesters and one summer of full-time study, or the equivalent in part-time study, are required to complete this track.

Courses in Reading

Rdg 502 Reading Instruction in the Secondary School: Introduction (3)

Principles and practices of teaching reading in Grades 7-12. Covers both traditional and contemporary approaches. Appropriate for teachers specializing in reading and for teachers of secondary-school subjects.

Rdg 504 Literature for Reading Programs (3)

Examination of the broad range of genres and the rich variety of materials for use in classroom settings. Strategies for incorporating literature into various curricular areas.

Rdg 508 Teaching Reading in the Elementary School (3)

Theories, techniques, and materials for planning, conducting, and evaluating elementary reading instruction in the elementary school.

Rdg 526 (Ant 526, Lin 526) Language Acquisition (3)

Acquisition of the structure, content, and use of children's language from birth through the school years across languages and (sub)cultures from linguistic, psychological, and social perspectives.

Rdg 602 Reading Instruction in the Secondary School: Advanced (3)

Theories and their implications for instructional practices in Grades 7- 12. Topics included: goals and purposes of reading programs, the relationship of adolescent's intellectual and language development to their reading abilities, nature of the reading process in mature readers, and analysis of the content of secondary-school reading programs. Prerequisite: Rdg 502.

Rdg 608 College Reading (3)

Techniques for conducting and evaluating two- and four-year college reading programs, with emphasis on the theoretical bases.

Rdg 609 Adult Literacy (3)

Social and psychological perspectives on current research, programs, methods, materials, and evaluation in adult literacy.

Rdg 615 Teaching Writing, K-6 (3)

Theory and practice of teaching writing in elementary and middle school. Topics include: instructional philosophies for writing; topic, function & audience; pre-writing; management and content of revision and editing conferences; grammar & mechanics, spelling, and handwriting; assessment of writing.

Rdg 621 Administering and Reforming School Literacy Programs (3)

Examines the major principles and practices of organizing and reforming school literacy programs.

Topics include: federal, state and societal expectations for school literacy programs, philosophical issues in reforming language arts, district-wide literacy goals and programs, classroom-level organization of literacy instruction. Administering, supervising, and evaluating literacy programs will also be included. Prerequisites: Graduate course in reading or consent of instructor.

Rdg 625 Integrating Literacy Instruction, K-8 (3)

Theory and practice of integrated literacy instruction in elementary and middle school. Topics include: instructional philosophies for integrating within language arts, and between language arts and other aspects of the curriculum, developing and teaching through themes, teaching literacy skills within an integrated curriculum, and assessment. Prerequisite: graduate course in Reading.

Rdg 630 (Tap 630) The Development of Literate Thought: Social and Historical Roots (3)

General foundation for understanding the conceptions, uses and changing demands of literacy as they interact with conditions within society and schools. Exploration of the uses of literacy within the home and community in terms of their contribution to the academic context that an individual encounters as well as the perceptions and learnings that ensue.

Rdg 632 (Tap 632) Sociolinguistic Perspectives on Literacy (3)

Critical examination of social and linguistic perspectives on literacy. Relation among schooling, literacy, and forms of social and cultural life. Focuses on the sources of sociocultural and linguistic diversity, its relation to the origins and development of schooling, and the implications of such diversity for contemporary literacy instruction and evaluation.

Rdg 633 (Tap 633) Technology, Culture and Literacy (3)

Examination of the phenomenon of literacy and its cultural settings and consequences from the time of the first writing system to the present day. Emphasis on the social, religious, psychological, and philosophical issues surrounding literacy and its teaching and learning.

Rdg 655 (Tap 654) Emergent Literacy (3)

Language and literacy development in young children is examined in everyday contexts, in and outside the home. The reciprocal relationship between early writing and reading is emphasized, as is a serious reconsideration of some long-held notions, such as reading readiness, pre-reading, and pre-requisite skills.

Rdg 656 Language and Learning to Read (3)

Explores the organization of language, its acquisition, its use in communicative settings, and its spoken and written varieties in relation to learning to read and write.

Rdg 657 (Tap 657) Reading in a Second Language (3)

Relationships between first and second language acquisition and the reading process, with emphasis on the pedagogical implications of these relationships. Prerequisite: Consent of instructor.

Rdg 665 Practicum: Identifying and Correcting Classroom Reading Difficulties (3)

Formal and informal assessment of reading abilities and difficulties, and instructional strategies for improving literacy abilities. Techniques appropriate for classroom use. Prerequisite: Rdg 502 or Rdg 508.

Rdg 666 Practicum: Diagnosis of Reading Disabilities (3)

Techniques for analyzing and describing the difficulties students encounter in their development of literacy. Prerequisites: Rdg 665 and consent of the department.

Rdg 667 Practicum: Remediation of Reading Disabilities (6)

Instructional strategies for assisting students with difficulties in reading and writing. Involves tutoring, observing colleagues tutoring, and group problem solving with case studies. Prerequisites: Rdg 666 and consent of the department.

Rdg 680 Series: Seminars (3)

Individual and group study of problems related to specific areas of literacy. Prerequisites: Consent of department and 12 hours of graduate credit.

Rdg 685 Reading and the Exceptional Child (3)

Theories and practices of reading as related to the education of students with special needs and handicapping conditions. Specific topics include assessment, individualized educational plans, instructional delivery, and inclusive reading programs for exceptional children.

Rdg 687 Institute in Education (2-9)

Selected courses and workshops in literacy. Prerequisite: Consent of instructor.

Rdg 695 Supervised Fieldwork and Practice in Reading (3-6)

Open to graduate students who have been admitted to the sequence in reading.

Rdg 697 Independent Study in Reading (1-6)

Projects designed to meet the needs of students in master's level programs. Prerequisite: Consent of department.

Rdg 715 Analysis of Written Discourse (3)

Theories and practices of discourse analysis, with primary focus on written language. Analytic issues and techniques appropriate to different settings and educational levels. Texts produced by students across educational levels and classroom settings are examined. Prerequisite: Consent of instructor.

Rdg 731 (Tap 731) Theory and Research in Teaching Writing (3)

Examination of current research in the field of writing. Readings include class papers as well as significant recent research in the various domains of research in writing. Examination of studies from various fields including psychology, linguistics, anthropology, and education.

Rdg 732 (Tap 732) Theory and Research in Teaching of Literature (3)

Presentation of a theoretical overview concerning the teaching of literature K-12 together with a review of the latest research in the reading of literature. Emphasis on crucial issues that need to be researched and on the various methodologies that might be used in research.

Rdg 734 (Tap 734) Oral and Written Language (3)

Overview of the social and psychological factors that underlie patterns of oral and written discourse in classroom settings as they support or impede literacy learning. Basis of the belief that literacy learning is socially based and that this foundation affects cognitive behavior and communicative interactions during instructional events.

Rdg 755 Seminar in Literacy (3)

Selected topics and issues in literacy. Prerequisite: Consent of instructor.

Rdg 756 Texts and Teaching in Literacy Learning (3)

Examination of research of the nature and influence of texts employed in literacy instruction. Historical review of the role of commercial materials and analysis of current research on American literacy instructional settings and processes. Prerequisite: Consent of instructor.

Rdg 762 Current Research in Literacy (4)

Analyses of research in literacy, and the implications of these studies for the teaching of reading and writing. Selection of appropriate research methodology. Prerequisite: Consent of instructor.

Rdg 770 Diagnostic Reports and Case Studies in Reading (3)

Preparation and discussion of diagnostic reports and case studies. Students diagnose and report a number of cases. Prerequisite: Rdg 666.

Rdg 771 Clinical Experience (3)

Designed for students not intending to work in a clinical setting but who would like exposure to more severe cases than encountered in Rdg 667. Prerequisite: Consent of instructor.

Rdg 772 Advanced Clinical Practices (3)

Designed for students desiring to increase their clinical skills. Fall semester devoted primarily to diagnosing, treating, and evaluating the needs of a severely disabled reader who may have multiple handicaps. Spring semester involves continued casework, plus mainstreaming the reader. Seminars and other course requirements tailored to student's interests and needs. Prerequisite: Consent of instructor.

Rdg 773 Seminar in Reading Disability and Related Disorders (3)

Examination of classical and current issues in the causation, diagnosis, and treatment of reading disability. Prerequisite: Consent of instructor.

Rdg 782 Psycholinguistics and the Reading Process (4)

Examines the linguistic, perceptual, and cognitive dimensions of the reading process, and explores its empirical basis in studies of reading acquisition and skilled fluent reading. Prerequisite: Consent of instructor.

Rdg 890 Research and Independent Study in Reading (2-6)

Projects designed to meet needs of students in advanced programs. Prerequisite: Consent of the department.

Rdg 891 Research Practicum (3)

Designing, conducting, interpreting, and reporting research studies. Students work directly with faculty in an on-going project. Prerequisite: Consent of instructor.

Rdg 892 Practicum in College Teaching (3)

Preparation and presentation of course content, and evaluation of student achievement. Student works directly with the faculty member who is teaching a 500-level or 600-level course. Prerequisite: Consent of instructor.

Rdg 895 Internship in Reading (4-8)

Planned experiences which emphasize the students' professional objectives. Includes a seminar. Prerequisite: Consent of department.

Rdg 897 Proseminar: Dissertation Preparation (3-12)

Development of a dissertation proposal. Prerequisite: completion of comprehensive examination, Part B and approval of major advisor.

Rdg 899 Doctoral Dissertation (3-12 L.E.U.)

Required each semester of all candidates working on their doctoral dissertations. Prerequisite: Consent of the department.

FACULTY OF THE DEPARTMENT OF READING

Professors

Richard Allington, Ph.D., Michigan State University
Focus on classroom instructional environments with an emphasis on how good classrooms are created and sustained across a school or school system.

James Collins, Ph.D., University of California-Berkeley
Study of language and education, especially literacy and American Indian languages and cultures.

James Fleming, Ed.D., Harvard University
Psycholinguistic and sociolinguistic aspects of learning to read and write.

Peter Johnston, Ph.D., University of Illinois
What children learn when they are being taught to read and write and how assessment practices affect teachers and students.

Sean Walmsley, Ed.D., Harvard University
Integration of reading and writing instruction.

Associate Professors

Anne McGill-Franzen, Ph.D., University at Albany, SUNY
How public policy shapes the school experiences of poor children and influences their opportunities to become literate.

Rose Marie Weber, Ph.D., Cornell University
Relating literacy to language in mind, classrooms, and social contexts with an emphasis on classroom interactions.

Assistant Professor

Virginia Goatley, Ph.D., Michigan State University
Children experiencing difficulty in learning to read and write, and the types of instruction that would support their literacy acquisition.

Visiting Assistant Professor

Sherry Guice, Ed.D., University of Georgia
Children's literature and the impact of literature-based instructional programs on literacy acquisition.

Professor Emeritus

Edward Sipay, Ph.D., University of Connecticut

ACADEMY FOR INITIAL TEACHER PREPARATION

The Academy for Initial Teacher Preparation serves to coordinate field experiences for undergraduate and graduate programs that lead to initial teacher certification in the areas of secondary English, social studies, science, mathematics, and foreign language. To assure a close relationship between the University and public schools, the Academy works with colleagues in public schools and faculty in various departments that contribute to programs in initial teacher preparation. Academy staff are available by appointment to assist students who wish to explore the possibility of teaching as well as to advise students admitted to teacher education programs.

DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

The Department of Educational Theory and Practice prepares educational practitioners and researchers with specialties in secondary school teaching, curriculum theory and design, language in education, evaluation, and instructional theory design and technology. Graduates work in a broad range of educational settings in the State of New York, the nation, and the world. Members of the faculty are engaged in research in five areas of study: curriculum and pedagogy, learning in the academic disciplines, educational evaluation and research, language in education, and instructional design and technology. The Department is committed to enhancing educational practice by engaging practitioners in research leading to reflective practice, while simultaneously contributing to the body of educational theory.

The Department's teacher education programs provide professional education to undergraduate and graduate students leading to provisional and permanent certification to teach mathematics, the natural sciences, social studies, English, modern foreign and ancient languages, and English as a second language. Programs at the masters and doctoral levels prepare specialists in educational materials development, program evaluation, instructional technology design, assessment design, and curriculum analysis. At the doctoral level, students prepare for careers in research and teaching in institutions of higher education, the private sector, and social research institutions.

PROGRAM LEADING TO THE DEGREE OF DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION

The doctoral program prepares students for advanced positions in a wide variety of settings. It requires at least three academic years of full-time study and research, or the equivalent over a longer period, beyond the baccalaureate. Students typically complete the program in four years. In addition to the requirements described below, students should review the general regulations governing doctoral degrees as outlined in the University at Albany Graduate Bulletin, including the sections on full-time study in residence, advanced standing, and transfer of credit.

Requirements for Admission

In addition to the general University requirements for admission to doctoral study, an applicant should present scores from the aptitude section of the Graduate Record Examination. An interview is sometimes requested.

An applicant who holds a master's degree with specialization in an appropriate field may apply for admission with advanced standing.

Program of Study (78 credits minimum)

Students follow a program of study planned with their departmental advisors who take into account previous preparation, areas of specialization, and professional objectives. A general description of the program of study follows:

The core requirement consists of three courses which must be taken at the University at Albany by all

candidates for the doctoral degree in curriculum and instruction. These courses are:

Tap 710 Principles of Curriculum Development (3);
Tap 720 Principles of Instruction (3);
Tap 740 Principles of Evaluation (3).

In addition, students must take at least two advanced seminars.

Specialization

The student's specialization should be selected in consultation with his or her advisor and should reflect the student's interests and career goals. At least 15 credits of coursework beyond that used to satisfy the core requirements are required in an area of specialization. Students should consult with their advisor regarding specific requirements within each specialization. The Department has four specializations which students may elect to pursue. These are (1) Instructional Theory, Design, and Technology; (2) Research and Evaluation in Curriculum and Instruction; (3) Language in Education; and (4) Science and Mathematics Teaching and Learning. Descriptions of the specializations follow:

Instructional Theory, Design, and Technology: This specialization serves students who wish to develop scholarly expertise in instructional theory, design, and technology and who intend to assume leadership roles in matters related to instruction in schools, government agencies, professions, research, or industry. The focus is on theories of effective instruction, the design of educational materials, and uses of instructional technology that apply across a variety of contexts, subject matter domains, types of students, and educational tasks.

Research and Evaluation in Curriculum and Instruction: This specialization is designed to prepare students for research and evaluation positions in higher education, school districts, state and federal government agencies, private industry, and private consulting. The specialization provides a grounding in the philosophy of educational research and evaluation, an examination of critical issues in research and evaluation, experience with a range of approaches to systematic inquiry, and directed practice in designing, conducting and reporting research and evaluation studies.

Language in Education: This specialization focuses on research and scholarship in first and second language teaching and learning, including literacy, writing, English, and literature. The specialization focuses on language, thought, and socialization as the underpinnings of literacy development. The specialization considers contextual as well as cognitive processes of reading and writing, the ways in which contexts affect learning and instruction, and how these understandings can most effectively influence learning, teaching, testing and policy.

Science and Mathematics Teaching and Learning: This specialization is for students wishing to develop scholarly expertise in the research, theory, and practice of science and mathematics teaching and learning. The specialization prepares scholars to assume leadership roles in research, instruction and evaluation. The focus is on developing an understanding of teaching and learning processes, and how that interacts with disciplinary knowledge in science and/or mathematics to shape educational theory and curricular and instructional practices.

Minor Field/Elective Courses

The study of educational theory and practice in the area of curriculum and instruction requires the use of many concepts drawn from the humanities and from the social and behavioral sciences. In conjunction

with their advisors, students should plan a coherent set of supporting courses drawn from other specializations within ETAP, from related departments within the School of Education, and from other departments within the University. Such courses should be selected to support the student's concentration and are not unrestricted courses. In some cases a formal minor field may be appropriate, and must be arranged so as to meet the requirements of the relevant academic department.

Students may also elect to obtain the School Administrator and Supervisor (S.A.S.) Certificate through joint work with the Department of Educational Administration and Policy Studies. To fulfill these requirements, the student must take twelve (12) credit hours in EAPS as follows:

1. Aps 600 Fundamentals of Educational Administration I (3);
2. One of Aps 621, Aps 622, Aps 720 (3 credits);
3. One of Aps 632, Aps 631 (3 credits);
4. One of Aps 609, Aps 770 (3 credits);
5. Those students electing the S.A.S. Certificate must take six (6) credit hours of Aps 895 - Internship.

Internship

The internship (Tap 895, 4-8 credits) is required of all students in the doctoral program in Curriculum and Instruction. The internship provides work experiences related to the student's career goals, under the supervision of ETAP faculty. The student and his or her advisor determine the experiences of greatest relevance for an internship.

Inquiry Courses

Research in education draws on a wide variety of research methodologies, including but not limited to historical, philosophical, anthropological, psychological, sociological, and linguistic traditions. Within these traditions, specific methods of inquiry are sometimes roughly divided into those which are primarily quantitative and those that are more qualitative. To insure a breadth of understanding of current research, students should develop: a) familiarity with the premises of inquiry and methodologies of both quantitative and qualitative approaches to educational research; and b) the ability to employ one of these approaches in a manner sufficient to do dissertation research. These requirements can be met through the completion of at least one course in each area (qualitative and quantitative), and at least two additional courses in one area of inquiry (four courses in all).

A wide variety of relevant inquiry-related courses are offered in the Department, in other departments in the School of Education, and in other departments of the University. Specific courses should be chosen in consultation with the student's advisor, keeping in mind the twin goals of familiarity with diverse traditions and the competence to work within a particular tradition.

Research Tool Examination

All students are required to pass a research tool exam. Details of the research tool exam are available from the Department office.

Qualifying Examination

Advancement to candidacy requires successful completion of the Doctoral Qualifying Examination. This is accomplished via faculty evaluation of a portfolio prepared by the student under the guidance of his or

her advisor. Details of the Qualifying Examination are available from the Department Office.

Admission to Candidacy

The student admitted to advanced study leading to a doctoral degree in Curriculum and Instruction is considered for admission to candidacy upon: 1) satisfying the residency requirements; 2) achieving a satisfactory record in courses and seminars; 3) passing the Doctoral Qualifying Examination; 4) completing satisfactorily the Research Tool Examination; 5) receiving approval of the dissertation proposal and submission of such to the School of Education Doctoral Council; and 6) completion of any other University requirements that may be in effect.

Admission to candidacy is not automatic, and a graduate student becomes a candidate for a doctoral degree only with the approval of the Dean of Graduate Studies acting on the recommendation of the Graduate Academic Council and the Dean of the School of Education.

Students must be admitted to candidacy at least one session, exclusive of a summer session, before the acceptance of their dissertation and the completion of all requirements for the doctoral degree.

Dissertation

The dissertation is the culmination of the doctoral program. As such, it must attest to a high degree of scholarly competence. The dissertation must report in accepted scholarly style an original investigation of a problem of significance in the major field of study. It must demonstrate that the candidate is capable of conducting and reporting research and analysis that make a substantial contribution to knowledge in an area relating to educational theory and practice in curriculum and instruction.

CERTIFICATE OF ADVANCED STUDY IN CURRICULUM AND INSTRUCTION

Program of Study (60 credits, minimum)

The Certificate of Advanced Study in Curriculum and Instruction requires a minimum of sixty hours of study and research beyond the baccalaureate. This program is suggested for those who wish advanced study in a particular topic but are not interested in pursuing research. The program of study can include courses in several colleges and schools of the University.

The core requirement (15 credit hours) consists of three courses which must be taken at the University at Albany by all candidates for the CAS. These courses are:

- Tap 710 Principles of Curriculum Development (3);
- Tap 720 Principles of Instruction (3);
- Tap 740 Principles of Evaluation (3).

In addition, students must take two advanced courses or seminars from the Tap 700-800 sequence.

Specialization (15 credit hours minimum)

The student's specialization should be selected in consultation with his or her advisor and should reflect the student's career goals and interests. The Department currently has four specializations which

students may elect to pursue. These are (1) Instructional Theory, Design, and Technology; (2) Research and Evaluation in Curriculum and Instruction; (3) Language in Education; and (4) Science and Mathematics Teaching and Learning. Students may also elect a general program of study on issues of educational theory and practice, tailored to their specific background and career goals.

Minor Field/Elective Courses

The study of educational theory and practice in the area of curriculum and instruction requires the use of many concepts drawn from the humanities and from the social and behavioral sciences. In conjunction with their advisors, students should plan a coherent set of supporting courses drawn from other specializations within ETAP, from related departments within the School of Education, and from other departments within the University. Such courses should be selected to support the student's concentration and are not unrestricted courses. In some cases a formal minor field may be appropriate, and must be arranged so as to meet the requirements of the relevant academic department.

Students may also elect to obtain the School Administrator and Supervisor (S.A.S.) Certificate through joint work with the Department of Educational Administration and Policy Studies. To fulfill these requirements, the student must take twelve (12) credit hours in EAPS as follows:

1. Aps 600 Fundamentals of Educational Administration I (3);
2. One of Aps 621, Aps 622, Aps 720 (3 credits);
3. One of Aps 632, Aps 631 (3 credits);
4. One of Aps 609, Aps 770 (3 credits);
5. Those students electing the S.A.S. Certificate must take six (6) credit hours of Aps 895 - Internship.

Internship (4-8 credit hours)

Each student must satisfactorily complete an appropriate internship arranged by and under the supervision of the University for a period of not less than one-half session of full-time activity or equivalent (4 credits minimum). Those students electing the S.A.S. Certificate must also take six (6) credit hours of Aps 895 Internship.

Inquiry Skills (3 credits minimum)

Each student must take at least one course devoted to the interpretation of research for educators. The selection of the course should be discussed with the student's advisor.

Comprehensive Examination

Upon completion of approximately 45 credits, minimum, of post-baccalaureate study applicable to the certificate, the student must complete satisfactorily a comprehensive examination to qualify for the certificate.

Residence Requirements

The student must complete the University residence requirements described earlier in this bulletin.

PROGRAMS LEADING TO MASTER'S DEGREES

The department offers five master's degree programs.

The Master of Arts or Master of Science in Basic Classroom Teaching (BCT) satisfies the academic requirements for people seeking initial (provisional) certification at grades 7-12 in the subject areas of English, a foreign language, mathematics, a natural science, or social studies.

The Master of Arts or Master of Science for Teachers of an Academic Discipline (ACT) satisfies the academic requirements for people seeking permanent certification at grades 7-12 in the subject areas of English, a foreign language, mathematics, a natural science, or social studies.

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) provides interdisciplinary graduate study that prepares students to work in programs focusing on foreign born or ethnically diverse populations both in the United States and abroad. This program also provides an option leading to New York State certification.

The Master of Science in Curriculum Development and Instructional Technology is designed for those who wish to extend their expertise in curriculum and instruction, and for those with an interest in instructional design and technology. The program is appropriate for people with a general interest in education and may also be appropriate for elementary and secondary teachers seeking permanent certification.

The Master's in General Educational Studies complements a variety of undergraduate preparations and is appropriate for people with a general interest in education.

MASTER OF SCIENCE OR MASTER OF ARTS IN BASIC CLASSROOM TEACHING (BCT)

The Basic Classroom Teaching (BCT) Programs provide initial preparation for teaching English, Foreign Languages, Mathematics, Social Studies, and Natural Sciences in grades 7-12. They lead to the degree of Master of Arts or Master of Science in Education and satisfy the academic requirements for New York State Provisional Certification.

Admission Requirements

Admission requirements for the BCT programs are as follows:

1. A baccalaureate degree with a concentration in one of the liberal arts or sciences sufficient to prepare the individual for graduate work in the discipline. Indicators of sufficient undergraduate preparation include: positive review of undergraduate transcript by the Graduate Admissions Committee AND a 36 hour concentration in an academic discipline with a 3.0 or better (out of a 4.0) quality grade point average AND/OR an appropriate score on the Graduate Record Examination in the academic area;
2. One year of college-level study of a language other than English. Indicators of a year of college level foreign language study or the equivalent that the department will accept include: three or more years of a high school Regents level foreign language with a grade of 80% or better on the Regents Exam OR six to ten credits of one foreign language taken at the college level with a grade of C or better in each course OR a passing score on a proficiency examination in one foreign

language to be administered by each department OR six to ten credits (with a grade of C or better) of a summer intensive program in a foreign language;

3. 36 credit hours (equivalent to a major) in the field for which the applicant seeks certification;
4. An overall Grade Point Average of 3.0 or better (Exceptions may be made for candidates with strong qualifications in other areas as determined by the Admissions Committee.);
5. Three letters of reference, of which two must be from instructors of courses in the applicant's major field or from individuals who are in a position to evaluate the applicant's ability to complete graduate level work in his/her academic area;
6. Microcomputer and related technology competency/literacy, as specified by the Department of Educational Theory and Practice;
7. A commitment to teaching as a profession and good communication skills, assessed on the basis of a reflective essay on teaching, in which the applicant reflects on a week-long observation in a secondary school (Arrangements for the observation are the responsibility of the applicant.);
8. An interview with the Director of Professional Development and Field Placement.

Program Requirements

1. Prior to Student Teaching I, a passing grade on a subject-area specific exam specified by Educational Theory and Practice faculty in the applicant's subject area (Notification of the required exams will be made upon the applicant's initial admittance to the program.)
2. Course requirements (total program - 36-41 credits):
 - a. Appropriate methodology course (3): Tap 551() The Teaching of Secondary-School English (L), Foreign Language (F), Social Studies (H), Natural Sciences (S), Mathematics (M);
 - b. Appropriate Student Teaching I course (3): Tap 590 (3) Graduate Student Teaching I: English, Foreign Language, Social Studies, Natural Sciences, Mathematics. Taken concurrently with the methods course;
 - c. Appropriate Student Teaching II course (9): Tap 690 (9) Graduate Student Teaching II: English, Foreign Language, Social Studies, Natural Sciences, Mathematics);
 - d. Two ETAP elective in education in the academic area (6). Must have the approval of the advisor. Current choices include Tap 627, 652 (3), 655 (3), 658, and others as specified by ETAP department.;
 - e. Tap 580 Introduction to Classroom Research (3);
 - f. Students must meet the New York State Education Department requirements for child abuse education. This requirement may be met by attending a non-credit, fee based workshop offered through ETAP. See advisor for details.
 - g. Two foundations courses, one of which must be EPSY 520 (this course also satisfies the New York State Education Department requirement for drug education), and one other course in educational and social thought. (6);
 - h. Two courses in academic area (6-8). Must have the approval of the advisor;
 - i. A possible add-on course on application and methodology of use of computer-age technology in instruction in the academic disciplines (3).

Note: Undergraduate deficiencies may extend the program beyond the specified minimum number of credits.

In addition, all graduates of this sequence must complete an academic-year-long supervised internship in a public or non-public school in order to qualify for a teaching certificate from the New York State Education Department. They must also pass the State Education examinations in liberal arts, the teaching concentration and teaching skills, as required by the New York State Education Department.

MASTER'S DEGREE PROGRAMS FOR TEACHERS OF AN ACADEMIC DISCIPLINE (ACT)

These programs fulfill the academic requirements for permanent certification in the teaching field in New York State.

Program of Study

Requirements for the M.A. or M.S. in Mathematics or Science education (a minimum of 33 credits in graduate courses at the 500-level or above):

1. Teacher education - mathematics and/or science education (18-21 credits minimum): Courses as advised including:
 - a. Tap 652S or Tap 652M Perspectives in Mathematics (Science) Education (3);
 - b. Tap 650 Microcomputers and the Math/Science Class (3-9);
 - c. Tap 680 Research Seminar in ETAP (3) or Tap 699 Master's Thesis;
 - d. Electives;
2. Supporting courses as advised (12-15 credits minimum) including:
 - a. Academic field (6 credits minimum) selected from Atm, Bio, Chem, Csi, Geo, Mat, Phy as appropriate;
 - b. Foundations of education (6 credits minimum), with at least one course in educational and social thought, and one in human learning and development.

Requirements for the M.A. or M.S. in English, Language, or Social Studies Education (30 credits minimum):

1. Specialized education courses (18 credits minimum):
 - a. Teaching of Subject Field: Two courses in the teaching of the subject field (Tap courses as advised);
 - b. Foundations of education (6 credits minimum), with at least one course in educational and social thought, and one in human learning and development.
 - c. Educational Research and Measurement: One course such as: Psy 530, 540, 630, 640, 650, 750; Tap 580, as advised;
 - d. Tap 680 Research Seminar in ETAP or Tap 699 thesis;
2. Supporting courses as advised: 12 credits, including:
 - a. A minimum of two courses in the principal subject;
 - b. A minimum of two courses in professional education.

THE MASTER'S PROGRAM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

There are two tracks in the TESOL master's program. Both tracks lead to the master's degree, but only one leads to New York certification in TESOL.

A minimum score of 600 on the paper-based or 250 on the computerized Test of English as a Foreign Language proficiency (TOEFL) is required of students who are non-native English speakers.

Track 1:

Requires a supervised student teaching experience in an elementary or secondary school (Tap 690). This track is designed to lead to New York State certification in TESOL, and requires a minimum of 45 credits.

Students wishing to obtain New York certification in TESOL must:

- a. Indicate their intention at the time of admission to the program;
- b. Meet admission requirements for 12 hours of study of another language and culture; and
- c. Demonstrate proficiency in English and complete a Report of English Proficiency.

Track 2:

Requires a field experience in an adult, college-level or other TESOL program (Tap 598). This experience is designed for those whose goal is to teach in adult, college-level, or overseas situations. This track does not lead to New York State certification in TESOL. It requires a minimum of 35 credits.

Flexibility in both tracks enables students to choose combinations of courses and experiences which will provide insights into teaching English as a second language to learners of various age levels, and at several levels of English proficiency.

Program of Study for Track 1 (Leading to NYS Certification)

A minimum of 45 graduate credits is required for the Master's Degree in TESOL as specified below.

1. Educational Theory and Practice - Language in Education (minimum 21-24 credits):
 - a. Specialization (minimum 12-15 credits); Tap 501 TESOL Secondary and Adult; Tap 655T Contemporary Patterns in Teaching: Perspectives in Language and Culture Education; Tap 652B Perspectives in Teaching the Academic Disciplines: Bilingual Education; Tap 536 Second Language Learning;
 - b. Practicum: Tap 690 Supervised Student Teaching (10) for those seeking New York State certification in TESOL;
 - c. Tap 580 Analysis of Research on Teaching and Teachers (3);
 - d. Electives (3);
 - e. Students must meet the NYSED requirements for child abuse education. This requirement may be met by attending a non-credit, fee based workshop offered through ETAP. See advisor for details.
2. Supporting courses as advised (minimum 14-18 credits):
 - a. Two foundations courses, one of which must be EPSY 520 (this course also satisfies the New York State Education Department requirement for drug education), and one other course in educational and social thought. (6);
 - b. Study in academic field (minimum of 8 credits): at least one course of study in the structure of English (minimum of 4 credits) and in linguistics or anthropology (minimum of 4 credits). Students without an appropriate course in linguistics must complete such a course prior to registering for these courses, the additional course may be taken at the undergraduate or graduate level.

Program of Study for Track 2

A minimum of 35 graduate credits is required for Master's Degree in TESOL. Requirements for this program are the same as Track 1 except:

1. Practicum: Tap 598 Field Experience (3-6).

MASTER OF SCIENCE IN CURRICULUM DEVELOPMENT AND INSTRUCTIONAL TECHNOLOGY

The Master of Science in Curriculum Development and Instructional Technology is designed for students who wish to extend their expertise in curriculum and instructional design and in instructional technology. Practicing teachers, including those who teach at an elementary level or in specialized areas, may qualify through this program for permanent teaching certificates. It is also useful for students wishing to prepare for leadership positions in government, social service, health-related fields, corporate training, and development of educational media products.

Students in the master's program can create a general program of study on issues of educational theory and practice tailored to their specific background and career goals.

Instructional Design, Technology, and Theory: This specialization serves students who wish to develop scholarly expertise in instructional design, technology, and theory and who intend to assume leadership roles in matters related to instruction and training in schools, government agencies, professions, research, or industry. The specialization focuses on theories of effective instruction, the design of instructional materials, and uses of instructional technology that apply across a variety of contexts, subject matter domains, students, and educational tasks.

Language in Education: This specialization focuses on research and scholarship in first and second language teaching and learning, including literacy, writing, English, and literature. The specialization focuses on language, thought, and socialization as the underpinnings of literacy development. Coursework considers contextual as well as cognitive processes of reading and writing, the ways in which contexts affect learning and instruction, and how this understanding can most effectively influence learning, teaching, testing, and policy.

Teaching and Learning of Academic Disciplines: This specialization is designed for students who wish to develop scholarly expertise in the research, theory, and practice of a particular academic discipline (e.g., science, mathematics, social science, English, foreign languages). The program prepares scholars to assume leadership roles in domain-specific research, instruction, and evaluation. Coursework focuses on developing an understanding of teaching and learning processes, and how that interacts with knowledge of the discipline to shape educational theory and curricular and instructional decisions in specific school subjects.

Program of Study

For the Master's Degree in Curriculum Development and Instructional Technology, students must complete a minimum of 30 hours of coursework at the graduate level. These should include:

1. At least one course (3 credits) in Instruction, such as Tap 621 or Tap 623;
2. At least one course (3 credits) in either:
 - a. Curriculum Development, such as Tap 510, Tap 652, or Tap 655; or

- b. Instructional Technology, such as Tap 523, Tap 525, Tap 526, Tap 527, or Tap 550;
 3. Two courses (6 credits) in the Foundations of Education, with at least one course in Educational and Social Thought and one course in Human Learning and Development;
 4. Tap 680 Research Seminar in ETAP (3 credits) or Tap 699 Master's Thesis (3 credits);
 5. At least five courses (15 credits) in the student's chosen area of specialization as developed with their advisor.
-

THE MASTER OF SCIENCE IN GENERAL EDUCATIONAL STUDIES

This master's degree program is designed to complement a variety of undergraduate preparation and thus assist the student to acquire a generally well-rounded educational background.

The program requires a minimum of 30 graduate credits and includes a master's seminar, at least one course in the area of educational and social thought, and specialized courses to support the student's area of concentration.

Courses in Educational Theory and Practice

Tap 501 The Teaching of English to Speakers of Other Languages (3)

Design of lesson plans, construction of test items: analysis of content to be taught, collection of resources used in teaching, analysis of linguistic development of students, techniques for developing and evaluating audiolingual, reading, and writing skills. Includes an "application module" with students learning English as a second language.

Tap 502 Social Concerns in Schools (3)

Analysis of the complex social issues of drug abuse, child abuse, teenage depression and suicide, teenage pregnancy and HIV/AIDS. Designed for prospective teachers to develop their skills and understanding of classroom concerns.

Tap 510 Fundamentals of Program Development (3)

Examines and identifies the concepts, principles, and models of curriculum and the interrelationships of these elements in developing programs and evaluating them.

Tap 512 Teachers in Context (3)

An examination of the influence of sociological, cultural, and historical factors on the place of teachers in society and the professional practice of teaching with an emphasis on representative countries.

Tap 518 Principles and Issues in Secondary Education (3)

Goals and structure of the public schools and their relation to social purpose. Examination of selected problems and principles that influence the role, responsibility, and opportunity of the teacher in relation to curriculum planning and teaching in the secondary school. Not open to students with credit in Est 300.

Tap 522 Mass Communications and Education (3)

Implications of mass communications for education, social learning from mass media propaganda, media literacy, information technologies and communications revolution, and their effects on teaching and learning.

Tap 523 Media in Teaching and Learning (3)

Design and use of media for teaching and learning; characteristics, sources, selection, creation and evaluation of non-print educational materials.

Tap 525 Educational Television Production I (3)

Introduction to uses of video production for educators; design and production techniques, field and studio productions, classroom uses of video production.

Tap 526 Educational Computing (3)

Overview of computing in education; introduction to computer software, application packages, programming, hypermedia, and telecommunications. Project required. May not be taken for credit by students who have completed Tap 426.

Tap 527 Teaching and Learning with Logo (3)

Introduction to Logo programming and its uses in the classroom; Logo research. Prerequisites: Tap 526 or permission of instructor.

Tap 528 Issues in Innovative Multimedia Design and Implementation (3)

This course highlights processes of technological innovation in various educational contexts. Course activities and projects focus on dilemmas in adapting theories of instructional design to educational practice. Students will work with professionals, including policy makers, video producers, publishers, school district administrators, and multimedia designers from local, regional, and national contexts, currently applying technological solutions to educational problems. Students will develop generalized insights about technological innovation through case studies.

Tap 536 Second Language Learning (3)

Theories of language acquisition, psycholinguistics, and sociolinguistic aspects of second language learning. Effects of age, motivation, learning styles, and personality on language learning processes. Acquisition of reading and writing skills. Prerequisite: Consent of instructor.

Tap 547 Analysis of Education Materials (3)

Students will become familiar with and use professional standards and evaluative criteria for subject matter content and pedagogical practices in their teaching specialties. Students will use these criteria to assess the quality of educational materials and their potential to enhance student achievement.

Tap 551 Teaching of an Academic Discipline (3)

Study of pedagogy and principles of instruction in an academic discipline, including strategies for creating productive learning environments for all students; design of lesson plans, construction of evaluation procedures, analysis of content and analysis of psychological development in relation to content. Must be taken concurrently with Graduate Student Teaching I. Prerequisites: Admission to BCT program and prior registration with the Director of Professional Development and Field Experience.

Tap 551F Teaching Foreign Languages (3)

Tap 551H Teaching Social Studies (3)

Tap 551L Teaching English (3)

Tap 551M Teaching Mathematics (3)

Tap 551S Teaching Science (3)

Tap 552 Instructional Materials and Their Design (3)

Classification and analysis of instructional materials including sources of ideas and criteria for evaluation. Production of supplemental materials to match specific teaching situations. Prerequisite: Consent of instructor.

Tap 552F Instructional Materials and Their Design: Foreign Languages (3)

Tap 552H Instructional Materials and Their Design: Social Studies (3)

Tap 552L Instructional Materials and Their Design: English (3)

Tap 552M Instructional Materials and Their Design: Mathematics (3)

Tap 552R Instructional Materials and Their Design: TESOL (3)

Tap 552S Instructional Materials and Their Design: Science (3)

Tap 580 Introduction to Classroom Research (3)

Designed to acquaint the classroom teacher with sources of research on teaching, with emphasis on developing strategies for improving classroom practice. Prerequisite: Consent of instructor.

Tap 590 Graduate Student Teaching I (3)

Field-centered practicum. Combines theory and practice with reflection. Provides a team-teaching based, supervised student teaching experience. Must be taken concurrently with appropriate methods course. Prerequisites: Admission to the Basic Classroom Teaching Program; maintenance of GPA overall and in major; and prior registration with the Director of Professional Development and Field Experience.

Tap 590F Graduate Student Teaching I: Foreign Language (3)

Tap 590H Graduate Student Teaching I: Social Studies (3)

Tap 590L Graduate Student Teaching I: English (3)

Tap 590M Graduate Student Teaching I: Mathematics (3)

Tap 590S Graduate Student Teaching I: Science (3)

Tap 598 Directed Field Experience in Education (3)

Primarily for students working toward the master's degree. Observation- participation in and analysis of professional on-site activities. Prerequisites: 12 credits of graduate study in an approved program and/or permission of instructor.

Tap 598F Directed Field Experience in Education: Foreign Languages (3)

Tap 598H Directed Field Experience in Education: Social Studies (3)

Tap 598S Directed Field Experience in Education: Science (3)

Tap 598T Directed Field Experience in Education: TESOL/Second Languages (3)**Tap 598L Directed Field Experience in Education: English (3)****Tap 598M Directed Field Experience in Education: Mathematics (3)****Tap 607 The Teacher and Supervision (3)**

Examination of models of supervision and research findings aimed at the improvement of preservice and inservice teaching. The role of the experienced teacher and/or chair as a supervisor of student teachers, novice teachers, and other experienced teachers. Particular attention is paid to the role of subject matter supervisors. Prerequisite: Two years of teaching experience.

Tap 611 Interpretation of Research for Curriculum Development (3)

Reading and criticism of research reports in the areas of curriculum, instruction, supervision and evaluation. Introduction to differing types of research with emphasis upon logical approach to inquiry methods. Case study approach to criticism.

Tap 612 Problems in Elementary School Curriculum Development (3)

The program of the elementary school; patterns of curriculum organization, determination of specific aim; selection of experiences; articulation procedures for appraisal and revision; analysis of current issues and controversies.

Tap 618 The Secondary School Curriculum (3)

History, development, comparative programs; limitations and weaknesses of the secondary school curriculum; scope and organizational problems; evaluation; improvement projects; factors in selection of content. Role, responsibility, and opportunity for the teacher.

Tap 621 Classroom Instructional Analysis (3)

Introduction to the study of classroom practices. Development of a conceptual framework for addressing instructional issues. Systematic planning of classroom instruction informed by research, collegial discourse, and personal experience and reflection.

Tap 622 Hypermedia Design and Production for Educators (3)

Introduction to hypermedia design issues through experience with hypermedia authoring. Emphasis on graphical design, navigation, and structural issues. Prerequisite: Tap 523 and Tap 623, or permission of instructor.

Tap 623 Systematic Design of Instruction (3)

Promotes systematic, analytical approaches to curricular and instructional planning. Surveys contemporary theories of learning, instruction, and instructional design, and requires application of these theories to the preparation of educational materials. Although planning for classroom activities and presentations is discussed, primary focus is on design of materials that support independent learning.

Tap 625 Educational Television Production II (3)

Advanced video production for educators; advanced design and production techniques, field and studio productions, use of video in multimedia and telecommunications. Prerequisites: Tap 525 or permission of instructor.

Tap 626 Educational Telecommunications Design and Production (3)

Design and production techniques for the Internet and the World-Wide Web; web site development, desktop video conferencing, emerging interactive environments. Prerequisites: Tap 526 or permission of instructor.

Tap 627 Teaching Science for Conceptual Change (3)

An examination of "troublesome" science concepts in elementary and secondary curricula, and ways in which science instruction can promote conceptual change. An examination of the literature, lecture, discussion, hands-on activities, interviews, and a major project. Emphasis on physical science examples.

Tap 628 Instructional Design for Technology (3)

Principles of instructional design for use with the microcomputer and other electronic media. No technical background required. Focus on concepts in instructional design and practical application to instructional technology.

Tap 630 (Rdg 630) The Development of Literate Thought: Social and Historical Roots (3)

General foundation for understanding the conceptions, uses and changing demands of literacy as they interact with conditions within society and schools. Exploration of the uses of literacy within the home and community in terms of their contribution to the academic context that an individual encounters as well as the perceptions and learnings that ensue.

Tap 631 Introduction to Language in Education (3)

Exploration of language use and language development as they relate to general issues in teaching and learning. Examination of ways in which such fields as linguistics, philosophy, and psychology approach a shared problem-area through study of major works in a variety of disciplines.

Tap 632 (Rdg 632) Sociolinguistic Perspectives on Literacy (3-4)

Language diversity among students and implications for literacy acquisition. Issues associated with bilingualism nonstandard dialects, inter-cultural communication, and the development of reading and writing abilities. Discourse structures and learner strategies across cultures.

Tap 633 (Rdg 633) Technology, Culture and Literacy (3)

An examination of the phenomenon of literacy and its cultural settings and consequences from the time of the first writing system to the present day. Emphasis on the social, religious, psychological, and philosophical issues surrounding literacy and its teaching and learning.

Tap 634 Using Media n the Language Classroom (3)

Survey of issues on practical utilization of media in language classrooms. Hands-on activities in media-related materials and lesson plan development. Planning and implementation of media-assisted language activities built on current theory and research. Emphasis on correspondence between language teaching practice and ESL learners' media use outside classrooms.

Tap 635 Advocacy Strategies for Limited English Proficient Students (3)

The course is designed to acquaint pre-service and in-service teachers with the knowledge, skills, and strategies to enable them to serve as effective advocates for limited English proficient students. Topics include: culture shock, curriculum, instruction, assessment, literacy issues, parental involvement, inclusion and articulation with school personnel.

Tap 641 Evaluation Concepts and Practice (3)

Introduction to concepts and practice of evaluation in education and human services. Emphasis will be on issues and procedures in planning and conducting an evaluation and reporting evaluation results. Designed as a master's-level course.

Tap 650 Educational Computing in the Math/Science Class (3)

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

Tap 651 Microcomputers in the Math/Science Class III (3)

Advanced programming in BASIC. Emphasis on graphics, animation, and sound. Introduction to machine languages. Curriculum design and implementation related to mathematics/science. Laboratory experiences. Prerequisite: Tap 650 or equivalent.

Tap 652 Perspectives in Teaching the Academic Disciplines (3)

Tap 652H Perspectives in Teaching the Academic Disciplines: Social Studies (3)

Tap 652S Perspectives in Teaching the Academic Disciplines: Science (3)

Tap 652B Perspectives in Teaching the Academic Disciplines: Bilingual Education (3)

Tap 652L Perspectives in Teaching the Academic Disciplines: English (3)

Tap 652M Perspectives in Teaching the Academic Disciplines: Mathematics (3)

Tap 652T Perspectives in Teaching the Academic Disciplines: Language and Culture (3)

Tap 653 Language, Literacy and Technology (3)

This course explores the many and important roles electronic texts play in the development of contemporary readers and writers. How technologies affect language and literacy development in native, foreign, and second languages will be studied.

Tap 654 (Rdg 655) Emergent Literacy (3)

Language and literacy development in young children is examined in everyday contexts, in out outside the home. The reciprocal relationship between early writing and reading is emphasized, as is a serious reconsideration of some long-held notions, such as reading readiness, pre-reading, or pre-requisite skills.

Tap 655 Contemporary Patterns in Teaching (3)

Curriculum projects, advanced techniques, specialized equipment and media materials, examination of research findings in teaching academic disciplines. Implications for individualizing instruction. Prerequisite: Provisional certification or equivalent.

Tap 655B Contemporary Patterns in Teaching: Perspectives in Bilingual Education (3)**Tap 655F Contemporary Patterns in Teaching: Perspectives in Foreign Language Education (3)****Tap 655H Contemporary Patterns in Teaching: Perspectives in Social Studies Education (3)****Tap 655L Contemporary Patterns in Teaching: Perspectives in English Education (3)****Tap 655M Contemporary Patterns in Teaching: Perspectives in Mathematics Education (3)****Tap 655S Contemporary Patterns in Teaching: Perspectives in Science Education (3)****Tap 655T Contemporary Patterns in Teaching: Perspectives in Language and Culture Education (3)****Tap 657 (Rdg 657) Reading in a Second Language (3)**

The relationship between first and second language acquisition and the reading process, with emphasis on the pedagogical implications of these relationships. Prerequisite: Consent of instructor.

Tap 658 Topics in Interpreting Academic Disciplines (1-3)

Current research and/or development topics in the academic disciplines and their related technologies, selected so as to be of interest to teachers. May be repeated to a total a 9 credits. Prerequisite: Undergraduate major in a related field.

Tap 658D Topics in Interpreting Academic Disciplines (1-3)**Tap 658H Topics in Interpreting Academic Disciplines: Social Studies (1- 3)****Tap 658S Topics in Interpreting Academic Disciplines: Science (1-3)****Tap 658M Topics in Interpreting Academic Disciplines: Mathematics (1-3)****Tap 658F Topics in Interpreting Academic Disciplines: Language and Culture (1-3)****Tap 659 Language Testing (3)**

Theory and practice of test construction, scoring, and interpretation in language arts both as mother tongue and as second/foreign language.

Tap 680 Research Seminar in ETAP (3)

Analysis and research of theoretical and practical problems in curriculum and instruction. Prerequisites: Consent of instructor and 12 graduate credits in master's program.

Tap 682 Seminar in Teaching the Disadvantaged Learner (3)

Comprehensive examination of the research in the critical areas related to the development and implementation of curriculum for the disadvantaged learner.

Tap 683 Seminar in Instructional Technology (3)

Examination of topical issues and current research in instructional technology. Prerequisite: Consent of instructor.

Tap 686 Seminar-Gifted and Talented (3)

Examination of problems and patterns in curriculum and instructional development as they relate to the gifted child.

Tap 687 Institute for Educational Theory and Practice (3-9)

A variety of special courses are offered under the institute title.

Tap 690 Graduate Student Teaching II (9)

Field-centered, student teaching practicum in secondary school setting at a grade level different from Student Teaching I. Requires full-time work in the schools. Prerequisites: Acceptance in teacher education program; successful completion of Student Teaching I; maintenance of appropriate GPA overall, in major and in education courses; and prior registration with the Director of Professional Development and Field Experience.

Tap 690F Graduate Student Teaching II: Foreign Language (9)

Tap 690H Graduate Student Teaching II: Social Studies (9)

Tap 690L Graduate Student Teaching II: English (9)

Tap 690M Graduate Student Teaching II: Mathematics (9)

Tap 690S Graduate Student Teaching II: Science (9)

Tap 690T Graduate Student Teaching II: TESOL (4-6)

Course can be repeated for a total of 10 credits (4 in one quarter, 6 in the other)

Tap 692M Graduate Practicum in Teaching: Mathematics (9)

Tap 692S Graduate Practicum in Teaching: Science (9)**Tap 695 Master's Internship in Educational Theory and Practice (2-6)**

Planned professional experience in a specialty area in Educational Theory and Practice. Faculty guidance prior to registration, the student should prepare a proposal for approval by the instructor.

Tap 697 Independent Study in Educational Theory and Practice (2-6)

Supervised independent study in master's-level programs.

Tap 697L Independent Study in Educational Theory and Practice: English (2-6)**Tap 697T Independent Study in Educational Theory and Practice: English as a Second Language (2-6)****Tap 697F Independent Study in Educational Theory and Practice: Foreign Languages (2-6)****Tap 697S Independent Study in Educational Theory and Practice: of Science (2-6)****Tap 697H Independent Study in Educational Theory and Practice: Social Studies (2-6)****Tap 699 Master's Thesis in Educational Theory and Practice (2-6)**

Intended for students in the master's programs.

Tap 703 Principles of Supervision (3)

Examination of alternative models for curriculum and instructional improvement leadership. Analysis and evaluation of current literature and research on leadership and supervision. Integration of contributions from psychology, sociology, political and organizational science, and personality research in behalf of a theoretical base for management and improvement activities.

Tap 710 Principles of Curriculum Development (3)

Conceptual analysis of curriculum and other educational program elements and rational relationships among them, including educational goals, instructional plans, program evaluation, managerial planning, content sources, and criteria for selection and organization.

Tap 714 Recurrent Issues in Program Development (3)

Current program development issues with focus upon historical antecedents. Attention to social and school milieu from which issues have emerged. Emphasizes historiographic methods and research.

Tap 719 Curriculum and Instruction in Higher Education (3)

Evolution and status of instructional programs and practices in American higher education. Theoretical and practical considerations in program revision and instructional improvement.

Tap 720 Instructional Theory and Practice (3)

Conceptualizations, theories, and models of instruction and their application to practice and research. Research as a means of studying instructional issues.

Tap 723 Seminar in Technology and Education (3)

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

Tap 731 (Rdg 755Q) Theory and Research in Teaching Writing (3)

An examination of current research in the field of writing. Reading include class papers as well as significant recent research in the various fields including psychology, linguistics, anthropology, and education.

Tap 732 (Rdg 755R) Theory and Research in Teaching Literature (3)

Presentation of a theoretical overview concerning the teaching of literature K-12 together with a review of the latest research in the reading of literature. Emphasis on crucial issues that need to be researched and on the various methodologies that might be used in research.

Tap 734 (Rdg 755S) Oral and Written Language (3)

Overview of the social and psychological factors that underlie patterns of oral and written discourse in classroom settings as they support or impede literacy learning. Basis of the belief that literacy learning is socially based and that this foundation affects cognitive behaviors and communicative interactions during instructional events.

Tap 735 Sociocognitive View of Instruction (3)

Presentation of a theoretical framework from which to consider development and instruction. Based on Vygotskian and other social cognitive perspective of the social genesis of learning, focus on the view that learning occurs in settings where language is used among teacher and student to refine and develop new ways of thinking and doing.

Tap 740 Principles of Program Evaluation (3)

Approaches to the evaluation of curricular and instructional aspects of demonstration projects and on-going programs. Problems in instrumentation, analysis, and reporting of product and process evaluations at formative and summative stages.

Tap 741 Advanced Issues in Methodology I (3)

Survey of advanced issues in the design of research evaluation and measurement with emphasis on the appropriate selection and use of these techniques in applied settings. Problems and issues related to selection, application and communication of methodology stressed. Prerequisite: Tap 740, E Psy 530, or permission of instructor.

Tap 742 Advanced Issues in Methodology II (3)

Selected topics dealing with the selection, interpretation, and communication of findings that result from research or evaluation in applied settings. Emphasis on determining appropriate methods of analysis communicating and documenting these needs, interpreting the analysis in client/lay languages. Prerequisites: Tap 740, E Psy 630, and either E Psy 731 or 733/734 (or equivalents) prior to or concurrently or by permission of instructor.

Tap 743 Meta-Analysis and Literature Review in Educational Research (3)

Examines strategies for literature review as a systematic scholarly activity. Articulates strategies appropriate for different types of literature review and promotes critical examination of published reviews. Critically examines approaches to literature review that are sensitive to the probabilistic nature of research findings. Meta-analytic techniques are reviewed with guided experiences in application.

Tap 747 Program Evaluation in International Settings (3)

An examination of concepts and issues in the conduct of program evaluation in international settings, with particular attention to developing country settings. Prerequisite: Tap 541, Tap 740, or permission of instructor.

Tap 750 Curriculum and the Academic Discipline (3)

Examination of conceptual structures in academic disciplines as a basis for curriculum development. Comparisons of the content and structure across disciplines. Prerequisite: Consent of instructor.

Tap 751 Instruction in the Discipline (3)

Theoretical basis for, and critique of, existing practices in instructional strategy design in an academic discipline. Prerequisite: Consent of instructor.

Tap 770 Research and Models in Teacher Education (3)

Examination of the history of teacher education programs in the U.S. Analysis of secondary teacher education programs models. Study of research related to secondary teacher education. Special emphasis on the role of subject matter specialists in teacher education.

Tap 771 Research Design Seminar in Educational Theory and Practice (3)

Intended for dissertation proposal preparation. Guidance and feedback on defining an appropriate problem and considering alternative methods. Dissertation procedures including committee formation, proposal submission, and human subjects review. May be repeated for up to 9 credits.

Tap 772 Inquiry Skills in Program Development II (3)

Problems and issues related to research in program development and evaluation: problem identification and statement, instrumentation selection and design, use of computer application packages for data analysis, data interpretation and presentation. Prerequisite: Tap 771 or equivalent.

Tap 773 Foundations of Research in Curriculum and Instruction (3)

The course will focus on the philosophical basis of various research traditions in education. In broad

strokes, it will consider postmodernism, feminism, positivism, interpretivism, and critical theory. Students will develop an understanding of the historical context of social science inquiry, and the competing epistemologies and ontologies in contemporary educational research.

Tap 776 Theory and Practices of Interviewing in Interpretive Research (3)

This course examines the theoretical underpinnings of interviewing, including the relationship between language and knowledge, the social construction of knowledge, and political and ethical dimensions. A number of types of interviews will be considered. The course provides opportunities for understanding of theory and the development of skills.

Tap 777 Qualitative Research Methods (3)

Qualitative research methods and issues with focus on ethnographic techniques; participant observation and interviewing; analyzing, interpreting, and collecting data. Attention to problems generic to fieldwork; emphasis on formation of research questions (entry into field settings, ethical issues in fieldwork, qualitative analysis and theory building).

Tap 778 (Rdg 778) Qualitative Research Field Methods (3)

Focuses on data interpretation and representation. Frameworks for analyzing and interpreting data are examined with emphasis on both theoretical perspectives and practical applications. Forms of representation are emphasized as a critical aspect of knowledge generation. Prerequisite: Tap 777 or consent of instructor.

Tap 780 Research Practicum in ETAP (3)

Designed for students who wish to participate in research projects directed by faculty. Experiences include library research, study of measurement instruments, training in administration of instruments, scoring and analysis of results, and participation in data collection and analysis. Prerequisite: Consent of instructor.

Tap 780F Research Practicum in ETAP: Foreign Languages (3)

Tap 780M Research Practicum in ETAP: Mathematics (3)

Tap 780S Research Practicum in ETAP: Science (3)

Tap 780H Research Practicum in ETAP: Social Studies (3)

Tap 791 Field Study and Practice in ETAP (4-6)

Particularly for those who plan to meet full-time study requirements by consecutive summer school attendance. Students develop projects with advisor in the University and with supervising personnel in the field. Related reading and analysis. Prerequisite: Consent of department.

Tap 810 Seminar in Curriculum Development (3)

In-depth study of a selected issue in the field of curriculum. Issue to be selected by instructor. Prerequisite: Tap 710.

Tap 811 Advance Seminar in Curriculum Theory (3-9)

Focus on special topics and issues in the field of, curriculum, in accordance with faculty and student interests. Emphasis on contemporary theoretical discourse and research in curriculum. Prerequisite: Tap 710 or permission of instructor.

Tap 820 Seminar in Instructional Design (3)

Study of instructional designs and applications of recent models of instruction; examination of instructional strategies in the light of program objectives and staff development requirements for installation and implementation of selected models. Prerequisites: Tap 710 and 720.

Tap 821 Models of Instruction (3)

Integrative seminar in instructional design: ways of building integrated design models from otherwise unconnected research; selected models of instructional design examined. Emphasis on practical applications of the models and the generation of research related to the models Prerequisite: Tap 820 or equivalent.

Tap 830 Advanced Seminar in Language in Education (3)

Forum for the discussion and critical review of recent theoretical and research concerns in the field of language in education. Critical analysis of issues, assumptions, methodologies, and findings of current importance as they relate to an increased understanding of theory and practice. May be repeated for credit.

Tap 840 Seminar in Program Evaluation (3)

Consideration of the concepts and methods employed in the negotiation, design, implementation, and report of educational program evaluations. Emphasizes applications in fieldwork settings. Prerequisites: Tap 740 and 3 credits statistics, 3 credits measurement or equivalent.

Tap 841 Advanced Seminar in Program Evaluation (3-9)

Exploration through reading and dialogue, special topics and issues in the field of program evaluation. Topics chosen in accordance with faculty and student interests and emphasize contemporary conceptual issues in the field. Exposure to current and ongoing research with emphasis on theoretical models and ideas. Prerequisite: Tap 740 or permission of instructor.

Tap 848 Practicum in Program Evaluation (2-4)

Opportunity to integrate theory and practice through the conduct of evaluation studies in a supervised setting for advanced students of program evaluation.

Tap 850 Research Seminar in Teaching and Learning an Academic Discipline (2-4)

A study of current research, theory and/or philosophy in the teaching and learning of language, mathematics, science or other academic discipline. Prerequisite: Consent of instructor. May be repeated for a total of 9 credits. Graded S-U.

Tap 880 Dissertation Seminar in Curriculum and Instruction (3)

Examination of curriculum, instruction, supervision, and evaluation issues.

Tap 881 Studies in Literacy, Languages and Cultures (3)

Seminar: Exploration of theoretical and practical issues with respect to literacy in various societies, with particular respect to reading and writing. Examination of issues in this philosophical, social, psychological, historical, linguistic and cultural perspective. Prerequisite: Permission of instructor. Students should demonstrate knowledge and experience in linguistics, reading, rhetoric, literary theory, or cross-cultural studies.

Tap 890 Research and Independent Study in Teaching and Learning an Academic Discipline (2-6)

Planned intensive scholarly or research experience in an area related to education and designed to meet the student's scholarly interests. Faculty guidance. Prior to registration in 890, the student should prepare a proposal for approval by the instructor and the major advisor. Graded S-U.

Tap 895 Internship in Educational Theory and Practice (4-8)

Planned experiences which emphasize the student's professional objective. Includes a seminar.

Tap 899 Doctoral Dissertation in Educational Theory and Practice (3-12)

DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE FACULTY

Professors

Arthur Applebee, Ph.D.
University of London
English Education, Language Use and Language Learning

Audrey Champagne, Ph.D.
University of Pittsburgh
Science Education, Educational Assessment

Judith Langer, Ph.D.
Hofstra University
Literacy Learning and Instruction; Classroom Discourse

Associate Professors

Robert Bangert-Drowns, Ph.D.
University of Michigan
Instructional Design and Technology, Meta-analysis

Theodore Bredderman, Ph.D.
Cornell University
Science Education, Instructional Theory

Vicky Kouba, Ph.D.
University of Wisconsin-Madison
Mathematics Education, Development of Students' Concepts and Beliefs,
Assessment & Literacy in Mathematics

Richard Light, Ph.D.
Georgetown University
Teaching English to Speakers of Other Languages, Language Education

Sandra Mathison, Ph.D.
University of Illinois at Urbana Champaign
Curriculum and Program Evaluation, Qualitative Research Methodology

Carla Meskill, Ed.D.
Boston University
English as a Second Language, Computer-Assisted Language Learning

Karen Swan, Ph.D.
Columbia University
Instructional Technology, Hypermedia

Assistant Professors

Jane Agee, Ph.D.
University of Georgia
English Education, Teacher Education & Professional Development

Joseph Bowman, Jr., Ed.D.
Columbia University
Instructional Technology, Multicultural Education

Academy for Initial Teacher Preparation Director

Jerry Rivera-Wilson

Graduate Certificate in Urban Education

The Certificate in Urban Education will enable students to utilize knowledge and skills from Education, Urban Studies, and the Social Sciences to become effective educators in central city schools. Graduates from the Certificate in Urban Education Program will have an understanding of the characteristics and cultural backgrounds of the students who attend urban schools. Students should be better able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people from the central cities. This program will complement the graduate programs offered in the School of Education by providing additional professional knowledge and experiences that will enable graduates to function more effectively in central city schools.

Program Leading to Graduate Certificate in Urban Education

A minimum of 18 Graduate Credits.

1. Urban Education (9 Credits)

Students are required to take Edu 527 (Issues in Urban Education) - 3 credits and either Edu 500 (Fieldwork in Urban Education - Urban School Community) 3 Credits or Edu 501 (Fieldwork in Urban Education - Urban Children and Youth) 3 credits. Students must elect *one* of the following electives:

| | |
|----------|---|
| LCS 550 | Minorities in US Schools |
| EAPS 604 | Macro-Sociology of Education and Administration |
| EAPS 605 | Micro-Sociology of Education and Administration |
| EAPS 608 | Politics of Education |
| EAPS 687 | Administration of Urban Schools |
| EPHL 601 | Philosophy of Education |
| SOC 682 | Ethnicity and Education |
| ETAP 632 | Sociolinguistic Perspectives on Literacy |
| ERDG 632 | Sociolinguistic Perspectives on Literacy |
| ETAP 682 | Seminar in Teaching the Disadvantaged Learner |

An independent study, readings course or a fieldwork course in a professional or academic area of interest in Education may be substituted with permission of the program director.

2. Urban Life in the United States (9 Credits)

Students must elect *one* course from Group A and *two* courses from Group B.

Group A

| | |
|---------|--|
| AAS 510 | Seminar in Urban Affairs and Human Development |
| AAS 532 | Urban Life Styles |
| ANT 664 | Seminar in Urban Anthropology |
| PLN 506 | Space, Society, and the Postmodern City |
| GOG 580 | Space, Society, and the Postmodern City |
| PLN 671 | Urban Poverty and Labor in the Americas |
| AAS 671 | Urban Poverty and Labor in the Americas |
| LCS 671 | Urban Poverty and Labor in the Americas |
| SOC 550 | American Community |
| SOC 627 | Urbanization |
| WSS 560 | Families |
| CRJ 650 | Juvenile Delinquency and Youth Crimes |
| PAD 684 | Seminar in Urban Policy |

| | |
|---------|--|
| POS 624 | Problems of Metropolitan Areas |
| SSW 610 | Human Behavior and Social Environments |
| SSW 670 | Community Mental Health |
| SSW 708 | Community Organizations |

Group B

| | |
|---------|--|
| AAS 595 | The Slavery Experience in America |
| AAS 630 | Biography and the African American Experience |
| AAS 645 | Seminar: African American Community |
| AAS 664 | Seminar: Black Goals and American Public Policy |
| LCS 502 | Latin American and Caribbean Cultures and Societies I |
| LCS 503 | Latin American and Caribbean Cultures and Societies II |
| LCS 550 | Minorities in US Schools |
| AAS 500 | Minorities in US Schools |
| SOC 575 | Ethnicity and Race |
| AAS 596 | Survey of African American Literature |
| ANT 524 | Language and Culture |
| SOC 701 | Gender, Race, and Class in English Studies |
| LCS 514 | Literature of the Hispanic Caribbean |
| SPN 514 | Literature of the Hispanic Caribbean |
| LCS 517 | Cultural Foundations of Latin American Literature |
| SPN 517 | Spanish American Theater |
| SPN 518 | Spanish American Short Story |
| SPN 523 | Spanish American Colonial Prose |
| WWS 540 | Black Women in US History |