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# Education

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The Division of Education focuses on the post-baccalaureate preparation of teachers. The following degrees and certificate are offered:

- 1) The master of arts in teaching (MAT) program is designed for the prospective secondary teacher who has a liberal arts degree but no teacher certification.
- 2) The master of science in education (MSEd) program is for teachers with provisional certification. It is designed to prepare teachers to assume leadership roles through advanced practice and study in elementary education, reading/language arts education, secondary education or special education.
- 3) The master of science in education (MSEd) program in elementary education is available for prospective teachers who seek teacher certification, but whose undergraduate degree is in the liberal arts and sciences.
- 4) The master of science in teaching (MST) program is designed for teachers with provisional certification at the secondary level who seek to focus most of their advanced study in an academic discipline.
- 5) The certificate of advanced study (CAS) is offered for those educators holding the master's degree in reading who wish to assume advance leadership roles in reading/language arts.
- 6) The doctorate in education (EdD) program in educational theory and practice is available for qualified applicants.

*NOTE: On July 16, 1998, the New York State Board of Regents proposed new certification titles for classroom teachers and new standards for teacher education programs. Due to the transitional nature of changes in New York state requirements, program requirements may be altered according to state specifications. Both prospective and matriculated students should check with faculty members in the Division of Education for state-required modifications of program and certification requirements.*

## ADMISSION

The procedures for applicants to programs in the Division of Education are outlined in the general section on Graduate Admission in this *Bulletin*. In addition, the appropriate Division of Education supplemental application must be submitted with other admissions materials. Master's degree applicants possessing teaching certification must also present documentation of

their certification.

All master's programs will review applications beginning April 1 for fall admission and November 1 for spring admission. The doctoral program will review applications beginning February 15 for fall admission only.

If you wish to be considered for a graduate assistantship, your application must be received by February 15.

## ACADEMIC POLICIES AND PROCEDURES

Students are referred to the Graduate Information on Academic Policies and Procedures in this *Bulletin*.

## Grievance Procedure

See your faculty adviser or your division director if you have a concern that you have not been able to resolve regarding your academic program, or particular courses or professors. You may request a copy of the SEHD grievance procedure from any of the above or the SEHD Dean's office.

## Master of Science in Education

### ELEMENTARY EDUCATION

The School of Education and Human Development offers two programs leading to the master of science in education in elementary education degree. Both programs are designed for students interested in promoting social justice through their work as teachers. In both coursework and intensive fieldwork, the programs rely on the model of the continually learning and self-reflecting teacher. Participants observe, teach and pursue research in inclusive and diverse classrooms and community organizations with teachers who view children as playful, artistic and thoughtful explorers requiring involvement in important pursuits.

Both coursework and continual fieldwork help students develop the knowledge base to understand children and schools in historical, social, cultural and developmental contexts. The programs promote meaningful parent-school-community collaboration to nurture learners who can cooperate to create a sustainable world.

### ELEMENTARY EDUCATION

(Program for provisionally certified teachers)

For students holding a provisional certificate to teach (or a certificate of qualification), this program prepares students to assume shared

responsibility for their professional development as reflective practitioners. This degree leads to permanent certification in New York State to teach prekindergarten through grade 6. Students must complete the degree within five years of matriculating in the program and must earn a cumulative average of B or better.

<i>Degree Requirements</i>	<i>credits</i>
ECEE 502. Child Growth and Development .....	4
ECEE 503. Curriculum and Teaching in the Elementary Grades .....	4
EDUC 541. Applied Research Techniques .....	4
RDLA 515. Current Research and Practices in Literacy Instruction .....	4
SPED 501. Psychology and Education of Exceptional Children .....	4

After completing core courses, students select a focus of study. Students design their concentrations in collaboration with advisers or take a minimum of three courses (12 credits) in any one of the following strands:

- Literacy and the Arts
- Cultural Foundations/Social Action Curriculum/Content Areas
- Inclusion

*Supervised Classroom Experience:*  
ECEE 592. Field Assessment and Seminar ..... 4  
Students concurrently complete an Integrative Classroom Project, classroom-based research integrating theory and practice.

## ELEMENTARY EDUCATION

(Pre-professional program for students whose undergraduate major is in liberal arts and sciences.)

The master of science in education in elementary education is also offered to preprofessional students whose undergraduate degree is in liberal arts and sciences. This 52-hour program leads to provisional certification in New York state to teach prekindergarten through grade 6. Students must complete the degree within five years of matriculating in the program and earn a cumulative average of B or better.

<i>Degree Requirements</i>	<i>credits</i>
ECEE 502. Child Growth and Development .....	4
ECEE 503. Curriculum and Teaching in the Elementary Grades <i>or</i>	
ECEE 504. Education Programs for Young Children .....	4
ECEE 507. Elementary School Science: Content, Methods, and Research .....	4
ECEE 540. Elementary School Mathematics: Content and Methods .....	4
ECEE 580A. Integrating the Arts into the Elementary Classroom .....	2
ECEE 580B. Integrating Music in the Elementary	

Classroom .....	2
EDUC 502. Foundations of Multicultural Education <i>or</i>	
EDUC 504. Multiculturalism and the Practice of Schooling <i>or</i>	
ECEE 510. Elementary Social Studies Curriculum <i>or</i>	
EDUC 531. Teaching American Ethnic Literature .....	4
EDUC 510. Social Action as Curriculum .....	4
EDUC 536. Action Research in Educational Settings .....	4
RDLA 515. Current Research and Practices in Literacy Instruction .....	4
RDLA elective course .....	4
SPED 501. Psychology and Education of Exceptional Children .....	4

*Supervised Classroom Experience:*  
EDUC 592. Classroom Teaching Experience .... 4  
ECEE 592. Field Assessment and Seminar ..... 4  
Students concurrently complete an Integrative Classroom Project, classroom-based research integrating theory and practice.

## READING AND LANGUAGE ARTS

For students with at least a provisional certificate (or a certificate of qualification) as a PreK-6 elementary education teacher or a grades 7-12 teacher of an academic subject, this program provides academic study and supervised field experiences in reading education at both the elementary and secondary school levels. Individuals are prepared to assume leadership roles as competent and qualified reading teachers, specialists and consultants. This degree leads to New York state certification as a reading teacher. Students must complete the degree within five years of matriculating in the program and must earn a cumulative average of B or better.

<i>Degree Requirements</i>	<i>credits</i>
ECEE 502. Child Growth and Development <i>or</i> EDUC 530. Adolescent Psychology and Education .....	4
EDUC 541. Applied Research Techniques .....	4
RDLA 515. Current Research and Practices in Literacy Instruction .....	4
SPED 501. Psychology and Education of Exceptional Children .....	4

An additional 16 credit hours of coursework in literacy emphasis courses is required:

RDLA 516. Language Arts in the Elementary and Middle School .....	4
RDLA 517. Literature for Children and Youth ...	4
RDLA 518. Literacy Assessment and Teaching	4
RDLA 519. Literacy and Learning in Content Areas .....	4

*Supervised Classroom Experience:*  
 RDLA 592. Seminar and Practicum in  
 Literacy Education ..... 4  
 Satisfactory completion of a Comprehensive  
 Examination.

Students who have completed some program requirements may take other appropriate courses as electives with the program adviser's approval.

## SECONDARY EDUCATION

For students provisionally certified as teachers of biology, earth science, English, mathematics, physics and social studies, this program combines an academic and professional education with preparation in the teaching and leadership skills of secondary school educators. This degree leads to permanent certification in New York state as a teacher in grades 7-12 in one of the above areas. Students must complete the degree within five years of matriculating in the program and must earn a cumulative average of B or better.

<i>Degree Requirements</i>	<i>credits</i>
EDUC 530. Adolescent Psychology and Education .....	4
EDUC 541. Applied Research Techniques .....	4
RDLA 519. Literacy and Learning in Content Areas .....	4
SPED 501. Psychology and Education of Exceptional Children .....	4

An additional 12 credit hours of coursework in the area of academic specialty for which the degree is being sought, and four hours of education elective. These courses are selected with the advice and concurrence of the program adviser.

*Supervised Classroom-oriented Research*  
 SEC 592. Field Assessment and Seminar ..... 4

## SPECIAL EDUCATION

For students with at least a provisional certificate (or a certificate of qualification) as a special education teacher, a preK-6 elementary education teacher, or a grades 7-12 teacher of an academic subject, this program prepares teachers with appropriate knowledge and skills to fulfill various special education teacher roles in today's schools. Sufficient flexibility exists in the program to allow individuals from undergraduate programs in special education or special/elementary education (dual programs) to either deepen their skills in the field or to link their special education foundation with the larger context of general education. Similarly, graduates of elementary or secondary education

programs can extend their knowledge of and skills with students needing special education through foundational coursework leading to eligibility for New York state certification to teach special education.

This program is designed to prepare teachers who can work collaboratively with colleagues in settings that operationalize least restrictive environment philosophies for children with disabilities. Collaboration skills, adaptation of curricula, consultant teacher strategies and modification of pedagogy to better respect individual differences are core themes in this program.

Students must complete the degree within five years of matriculating in the program and must earn a cumulative average of B or better.

<i>Degree Requirements</i>	<i>credits</i>
EDUC 541. Applied Research Techniques .....	4
SPED 523. Assessment and Prescriptive Teaching in Special Education .....	4
SPED 564. Educating Students with Severe Disabilities in Inclusive Settings .....	4

An additional 24 credits of coursework are required and should be selected from various areas of study. Selection is dependent on prior academic preparation and the particular goals of the student. These courses are selected with the advice and concurrence of the program adviser.

*Supervised Classroom Experience:*  
 SPED 595. Special Education  
 Internship .....

Satisfactory completion of a Portfolio Assessment.

## Master of Arts in Teaching

The master of arts in teaching degree is a program for students wishing to teach in secondary school who hold a liberal arts degree in biology, chemistry, English, French, geology (earth science), mathematics, physics, a social science or Spanish, and who do not have provisional certification to teach.

## ADMISSION

Applicants must have a baccalaureate degree with sufficient academic background in the prospective area of teaching to take graduate work in the discipline. All applicants must have college-level study or the equivalent in a language other than English. It is recommended that applicants have a preadmission interview with a graduate adviser in the MAT program in the Division of Education.

## BIOLOGICAL SCIENCES

Applicants should have an undergraduate major in biology. The applicant's undergraduate work must be acceptable to the Biological Sciences Department in Harpur College, as well as to the Division of Education. Applicants with fewer than 24 equivalent hours of biology are required to take additional intermediate-level courses.

### Degree Requirements

A minimum of 40 credit hours is required: 20 in biology and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
Courses numbered 500 or above (except BIOL 595) .....	16
BIOL 595. Special Studies for MAT/MST Students .....	4

The following courses cannot be taken for credit toward the MAT: BIOL 591, 599 and 699.

### Education Courses

SEC 500, 593, 594 .....	12
SEC 590, 591 (Practica in Teaching) .....	8

## CHEMISTRY

Applicants should have an undergraduate degree in chemistry. The applicant's undergraduate work must be acceptable to the Chemistry Department in Harpur College, as well as to the Division of Education. Incoming students are required to take the four area placement exams (see description under chemistry graduate programs) at the beginning of their MAT program. Students without appropriate undergraduate preparation in chemistry may be required to take additional credit hours in consultation with the graduate director in chemistry.

### Degree Requirements

A minimum of 40 credit hours is required: 20 in chemistry and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

### Subject Courses

A minimum of 20 credits in graduate-level chemistry, including one course from each of the four subdisciplines of chemistry: analytical, inorganic, organic and physical (16 credits); one semester of CHEM 592, Graduate Seminar (2 credits); and two semesters of CHEM 593, Frontiers in Chemistry (2 credits).

<i>Education Courses</i>	<i>credits</i>
SEC 500, 593, 594 .....	12

SEC 590, 591 (Practica in Teaching) .....	8
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## ENGLISH

Applicants must have an undergraduate degree in English. The applicant's undergraduate work must be acceptable to the English Department in Harpur College, as well as to the Division of Education. Students without appropriate undergraduate preparation in English will be required to take additional credit hours, in consultation with the graduate director in English.

### Degree Requirements

A minimum of 40 credit hours is required: 20 in English and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be achieved in the literature courses.

<i>Subject Courses</i>	<i>credits</i>
Criticism course .....	4
Elective courses in English .....	16

(Elective courses are chosen in consultation with the director of graduate programs in English and education and should complement the student's undergraduate studies in providing broad preparation in British and American literature before and after 1800, as well as in rhetoric and composition. Students whose background in English literature is particularly weak may be required to take additional courses.)

<i>Education Courses</i>	<i>credits</i>
SEC 500, 593, 594 .....	12
SEC 590, 591 (Practica in Teaching) .....	8

## GEOLOGICAL SCIENCES

Applicants are generally expected to have the equivalent of an undergraduate major in geology or related earth science. The applicant's undergraduate work must be acceptable to the Geological Sciences Department in Harpur College, as well as to the Division of Education. Students without appropriate undergraduate preparation may be admitted with the stipulation that they take additional coursework in geology or the cognate sciences.

### Degree Requirements

A minimum of 40 credit hours is required: 20 in the academic area and electives and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
Courses numbered above 500 .....	12-16
Elective—in geological sciences, mathematics	

OR

a related science to be elected with the consent of the adviser .....

4-8
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*GEOL 599 cannot be taken for credit toward an MAT degree.*

*Education Courses*

SEC 500, 593, 594 ..... 12  
SEC 590, 591 (Practica in Teaching) ..... 8

**MATHEMATICS**

Applicants are expected to have the equivalent of an undergraduate major in mathematics. The applicant's undergraduate work must be acceptable to the Mathematical Sciences Department in Harpur College, as well as to the Division of Education. Students without appropriate undergraduate preparation in mathematics will be required to take additional courses, in consultation with the MAT coordinator in mathematics.

*Degree Requirements*

A minimum of 40 credit hours is required: 20 in mathematics and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

*Subject Courses* ..... *credits*

Courses numbered 500 or above selected in consultation with the MAT/MST adviser in the Mathematical Sciences Department ..... 20

*Education Courses*

SEC 500, 593, 594 ..... 12  
SEC 590, 591 (Practica in Teaching) ..... 8

**PHYSICS**

Applicants must have a solid core of undergraduate physics and related sci-tech/engineering and mathematics courses that, at a minimum, include: 12 credits of introductory physics (including four credits of modern physics), 16 credits of calculus (including differential equations), 10 credits of sci-tech courses (computers, electronics, etc.), and four credits of introductory chemistry or a physical science. The applicant's undergraduate work must be acceptable to the Physics Department in Harpur College, as well as to the Division of Education.

*Degree Requirements*

A minimum of 40 credit hours is required: 20 in physics and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

*Subject Courses*

The MAT-physics advisory/guidance committee will examine each student's credentials and determine the most appropriate course of study in light of his or her background and the general guidelines defined as graduation requirements.

More specifically: eight credits of classical physics "foundations" (PHYS 505 and 502), four credits of laboratory physics (PHYS 503), four credits of quantum mechanics (PHYS 508), two to four credits of a physics education elective (ASTR 597, PHYS 506, PHYS 509 or PHYS 597, independent study on physics demonstrations, college teaching practicum) and/or two to four credits of one of the following contemporary physics electives: Mathematical Methods (PHYS 570), Solid State Physics (PHYS 572), Electronics (PHYS 504) or Research (PHYS 597). The total requirement is 20 credits of graduate-level physics.

For students entering with mastery of the above competencies, the MAT-physics advisory committee will establish an appropriate, alternate sequence of coursework with a minimum of 18 graduate credits of physics.

Undergraduate courses that are not already co-listed as graduate courses will be taken as a part of graduate independent studies (PHYS 581 A-X). Additional projects under the direct supervision of a physics faculty project supervisor will focus on translating the course content into experiments, demonstrations and/or lesson plans appropriate for grade 7-12 physical science/physics classes or teacher workshops.

*Education Courses*

SEC 500, 593, 594 ..... 12  
SEC 590, 591 (Practica in Teaching) ..... 8

**ROMANCE LANGUAGES  
(FRENCH AND SPANISH)**

Applicants should have a bachelor's degree in either French or Spanish. Applicants in the MAT/French and MAT/Spanish programs are required to demonstrate proficiency in the language. Contact the Romance Languages and Literatures Department in Harpur College for details. The applicant's undergraduate work must be acceptable to the Romance Languages and Literatures Department, as well as to the Division of Education. Promising applicants with extensive coursework, but no major, in French or Spanish may be admitted conditionally and required to take additional courses.

*Degree Requirements for MAT in French*

A minimum of 40 credit hours is required: 20 in Romance languages and literatures courses and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

*Subject Courses\** ..... *credits*

Three 500-level courses in textual analysis, French civilization, and theory and praxis of French grammar ..... 12  
Two 500-level courses in French literature ..... 8

<b>Education Courses</b>	
SEC 500, 593, 594 .....	12
SEC 590, 591 (Practica in Teaching) .....	8

**Master's Examination**

Students must successfully complete comprehensive examinations in Textual Analysis and Pedagogy.

Degree Requirements for MAT in Spanish  
A minimum of 40 credit hours is required: 20 in Romance languages and literatures courses and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

<b>Subject Courses*</b>	<i>credits</i>
Three 500-level courses in textual analysis, Spanish civilization, and theory and praxis of Spanish grammar .....	12
Two 500-level courses in Spanish literature ....	8

<b>Education Courses</b>	
SEC 500, 593, 594 .....	12
SEC 590, 591 (Practica in Teaching) .....	8

**Master's Examination**

Students must successfully complete comprehensive examinations in Textual Analysis and Pedagogy.

*\* If any of these courses is not feasible, then similar or other appropriate courses as available and approved by the department may be substituted.*

**SOCIAL STUDIES**

Applicants are expected to have an undergraduate major in the social sciences or a similar program. The major should have included at least 30 credit hours of undergraduate work in one area of concentration (e.g., anthropology, economics, geography, history, political science or sociology) and 30 additional hours in the distribution, i.e., in social sciences other than one's area of concentration. Students who have not met the above course requirements must take additional undergraduate courses. Applicants to the MAT/social studies program who select history as their academic area of concentration must submit a copy of a research paper, or its equivalent, as part of the application materials. The deadline for submission of this paper is April 1 for fall admission and November 1 for spring admission.

Degree Requirements  
A minimum of 40 credit hours is required: 20 in social science and 20 in education. A grade of B or better must be earned in each education course, and a cumulative average of B or better must be maintained.

<b>Subject Courses</b>	<i>credits</i>
Area of Concentration—three to five graduate courses in the social science in which the student specialized as an undergraduate; or, if a student chooses to focus the graduate work in an area of concentration other than the undergraduate major, four graduate courses are required, plus any undergraduate prerequisites to be taken .....	12-20

Social Sciences Distribution—up to two graduate courses in social sciences other than the concentration or in general social sciences. Graduate courses outside of the division may be allowed when they are a logical and consistent part of the student's program, and if they are approved by the adviser and made part of the student's official record .....	0-8
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<b>Education Courses</b>	
SEC 500, 593, 594 .....	12
SEC 590, 591 (Practica in Teaching) .....	8

**Master's Examination**

Students concentrating in history must satisfactorily complete a one-hour oral examination in history.

**Master of Science in Teaching**

For students provisionally certified as teachers of biology, earth science, English, French, mathematics, physics, social studies and Spanish, this program focuses most of the degree coursework in the academic discipline.

**ADMISSION**

Applicants must have sufficient background in the prospective area of academic specialty and be provisionally certified to teach at the secondary level.

**BIOLOGICAL SCIENCES**

Applicants should have either one or more years of teaching experience in biology or an undergraduate degree in which education course requirements were met and biology (or related fields) was an area of specialization. The applicant's undergraduate work must be acceptable to the Biological Sciences Department in Harpur College, as well as to the Division of Education.

Degree Requirements  
A minimum of 32 credit hours is required: 28 in biology and four in education. A cumulative average of B or better must be maintained.

<b>Subject Courses</b>	<i>credits</i>
Courses numbered 500 or above	

(except BIOL 595) .....	24
BIOL 595. Special Studies .....	4

The following courses cannot be taken for credit toward the MST: BIOL 591, 599 and 699.

<i>Education Course</i>	
Education elective .....	4

## ENGLISH

Applicants should have either one or more years of teaching experience in English or an undergraduate degree in which education course requirements were met and English (or a related field) was an area of specialization. Students with inadequate undergraduate preparation in English are required to take a semester or more of undergraduate coursework before beginning the graduate course requirements. The applicant's undergraduate work must be acceptable to the English Department in Harpur College, as well as to the Division of Education.

### Degree Requirements

A minimum of 32 credit hours is required: 28 in English and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
Criticism course .....	4
Elective courses in English .....	24

Strong undergraduate preparation in any of the required fields may allow substitution of one or more elective courses, with the approval of the chair or of the director of graduate studies in English.

<i>Education Course</i>	
Education elective .....	4

## GEOLOGICAL SCIENCES

Applicants should have taught at least one year on the pre-college level, taught earth science or been associated with the design of earth science courses, and should have college credits for a minimum of four courses in geology or their equivalents.

The applicant's undergraduate work must be acceptable to the Geological Sciences Department in Harpur College, as well as to the Division of Education.

### Degree Requirements

A minimum of 32 credit hours is required: 28 in the academic area and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
Courses numbered above 500 .....	28

GEOL 599 cannot be taken for credit toward an MST degree.

<i>Education Course</i>	
Education elective .....	4

## MATHEMATICS

Applicants should have a teaching certificate in secondary mathematics. The applicant's undergraduate work must be acceptable to the Mathematical Sciences Department in Harpur College, as well as to the Division of Education.

### Degree Requirements

A minimum of 32 credit hours is required: 28 in mathematics selected in consultation with the MAT/MST adviser in mathematical sciences and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
Courses numbered 500 or above are to be selected in consultation with the MAT/MST adviser in the Mathematical Sciences Department .....	28

<i>Education Course</i>	
Education elective .....	4

## PHYSICS

Applicants should have either one or more years of teaching experience in physics at the high school level or an undergraduate degree in which education course requirements were met and physics was an area of specialization. The applicant's undergraduate work must be acceptable to the Physics Department in Harpur College, as well as to the Division of Education.

### Degree Requirements

A minimum of 32 credit hours is required: 28 in physics and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
PHYS 502. Foundations of Applied Physics I ...	4
PHYS 503. Foundations of Applied Physics II ..	4
PHYS 511. Statistical Thermodynamics .....	4
PHYS 504. Digital and Microprocessor Electronics .....	4
PHYS 527. Graduate Laboratory .....	4

Other courses are to be selected from the graduate offerings of the Physics, Applied Physics, and Astronomy Department.

<i>Education Course</i>	
Education elective .....	4

### Independent Work

Independent work requirements may be satisfied by preparation and presentation of one seminar in PHYS 500. Topics are assigned by the course instructor; the student searches the literature,

prepares a seminar to be given before the entire class and is prepared to discuss questions that may arise during the seminar. Performance is judged on thoroughness and effectiveness of the presentation, and on comprehensive knowledge of the field of physics.

## ROMANCE LANGUAGES (FRENCH AND SPANISH)

Applicants should have either one or more years of teaching experience in French or Spanish or an undergraduate degree in which education course requirements were met and French or Spanish was an area of specialization. Applicants who do not have a baccalaureate degree in French or Spanish must have the equivalent of three literature courses beyond introductory level, and one course in composition. If a student does not have a reasonable fluency in French or Spanish, special arrangements will be necessary to remedy the deficiency. The applicant's undergraduate work must be acceptable to the Romance Languages and Literatures Department in Harpur College, as well as to the Division of Education.

**Degree Requirements for MST in French**  
A minimum of 32 credit hours is required: 28 in Romance languages and literatures and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses*</i>	<i>credits</i>
Three 500-level courses in textual analysis, French civilization, and theory and praxis of grammar .....	12
Four 500-level courses in literature .....	16
<i>Education Course</i>	
SEC 593 .....	4

**Master's Examination**  
Students must successfully complete comprehensive examinations covering knowledge of the field and the ability to teach and use French.

**Degree Requirements for MST in Spanish**  
A minimum of 32 credit hours is required: 28 in Romance languages and literatures and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses*</i>	<i>credits</i>
Three 500-level courses in textual analysis, Spanish civilization, and theory and praxis of grammar .....	12
Two 500-level courses in literature .....	8
Two electives selected with the advice and concurrence of the program adviser .....	8
<i>Education Course</i>	
SEC 593 .....	4

**Master's Examination**  
Students must successfully complete comprehensive examinations covering knowledge of the field and the ability to teach and use Spanish.

*\*If any of the following courses is not feasible, then similar or other appropriate courses as available and approved by the department may be substituted.*

## SOCIAL STUDIES

Applicants are expected to have had one or more years of secondary-school social studies teaching experience, an undergraduate degree that includes at least 30 credits in the social sciences, and the equivalent to the education course and student teaching requirements listed for the MAT requirements. Applicants who do not meet the teaching experience requirements must demonstrate their competence as teachers. Qualified students who lack the 30 hours in the social sciences must take additional undergraduate courses. Applicants to the MST/social studies program who select history as their academic area of concentration must submit a copy of a research paper, or its equivalent, as part of the application materials. The deadline for submission of this paper is April 1 for fall admission and November 1 for spring admission.

**Degree Requirements**  
A minimum of 32 credit hours is required: 28 in the academic concentration and four in education. A cumulative average of B or better must be maintained.

<i>Subject Courses</i>	<i>credits</i>
Area of Concentration—four to seven courses to be selected in one department in consultation with the department adviser .....	16-28

**Social Sciences Distribution**—up to three courses in departments other than the concentration, or in general social sciences. Courses outside the division may be allowed when they are a logical and consistent part of the student's program, and if they are approved by the adviser and made part of the student's official record .....

0-12
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<i>Education Course</i>	<i>credits</i>
Education elective .....	4

**Master's Examination**  
Students concentrating in history must satisfactorily complete a one-hour oral examination in history.

## Certificate of Advanced Study in Reading and

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## Language Arts

This program is for teachers of reading and language arts who wish to pursue advanced study beyond the master's degree. It is for dedicated educators interested in career advancement in the teaching of reading and language arts, curriculum design and evaluation, program and staff development, supervision and management of reading and language arts programs, and instructional consultation. The goal of the program is the improvement of instructional services delivered to students in schools.

## Doctoral Program in Educational Theory and Practice

The Division of Education offers a doctorate in education (EdD) program that integrates theory, knowledge, research and practice to increase understanding of and improve teaching and learning within the broader institutional, social, organizational and political context of school and related settings.

Three major themes guide this program for advanced study: 1) reflective professional practice (i.e., critical analysis of actions, goals and ethics); 2) instructional leadership (i.e., the understandings and skills needed for significant participation in the decision-making process of schools and related settings); and 3) education that is multicultural (i.e., the understandings and skills needed to promote a greater sensitivity to and affirmation of cultural and other differences among students, teachers, staff and parents).

This program admits only a small number of students each year, thus providing the opportunity for close relations not only among students but also between students and faculty.

The program's primary emphasis is on providing a "broadening" experience rather than the more narrow emphases of many other doctoral programs. The required core courses, the electives requirement, and the expectation that cohorts of students will include those with varying backgrounds and experiences promote this broader emphasis. The intent is to foster constructive and important conversations across professional areas and research interests.

At the same time, the program encourages specialized study within this broadened perspective. Assignments for core courses, elective courses, independent study and dissertation research all provide opportunities to address more specialized scholarly interests.

### ADMISSION

Students entering the EdD program are expected to have at least three years of experience in a

school or related setting and a master's degree with an excellent grade-point average. The program seeks to enroll a diverse group of students in any one academic year. In order to meet this goal, the admissions committee takes into consideration area(s) of teaching, research interests, other professional activities, part-time or full-time matriculation and cultural background. The procedures for applicants are outlined in the *Handbook for the EdD Program in Educational Theory and Practice*, which is available from the Division of Education office. The doctoral program will review applications beginning on February 15 for fall admission only.

Applicants are encouraged to have a preadmission interview with the EdD program coordinator.

### DEGREE REQUIREMENTS

For successful completion of the EdD program, students are required to complete a minimum of 48 credit hours with no less than a B average.

<i>Education Core Courses</i>	<i>credits</i>
EDUC 601. Contemporary Philosophical and Social Issues in Education .....	4
EDUC 602. Curriculum Theories, Designs and Evaluation .....	4
EDUC 603. Theories of Learning and Instructional Design .....	4
EDUC 604. Integrative Doctoral Seminar on Reflective Practice .....	4

#### *Research Courses*

EDUC 620. The Research Process in Education .....	4
<i>and either</i>	
EDUC 621. Seminar on Quantitative Research <i>or</i>	
EDUC 622. Seminar on Qualitative Research <i>or</i>	
a similar research course from another graduate program on campus, with the approval of the program adviser .....	4

#### *Elective Courses*

Students are also required to enroll in a minimum of 24 credits of elective courses. In consultation with the student's adviser, this requirement can be fulfilled by any combination in the Division of Education (at the doctoral level, i.e., courses numbered 600 and above), and/or in other departments at the University (at the graduate level, i.e., courses numbered 500 and above). Courses from other academic units numbered 500-599 are not acceptable if they are cross-listed with Education.

#### *Comprehensive Examination: Portfolio and Critical Reflection Paper*

The comprehensive examination for the EdD

program includes a portfolio of work, a critical reflection paper and an oral review. The main purpose is to assess a student's knowledge of educational theory and practice and ability to undertake advanced-level dissertation work. While traditional comprehensive examinations (i.e., a take-home or sit-down exam) have their strengths, we believe that our approach is more in keeping with the needs of reflective practitioners and will provide the opportunity for an enhanced learning experience for the student.

### *Dissertation*

Upon admission to candidacy for a doctoral degree (after successful completion of all coursework and passing the comprehensive examination), the student chooses a dissertation committee and begins a dissertation prospectus. The prospectus functions to identify the topic and type of inquiry to be undertaken in the dissertation and to formalize the approval of the project by the dissertation committee.

A student's doctoral dissertation must represent original and significant scholarly inquiry. The student will arrange to meet regularly with her or his dissertation adviser and dissertation committee during the process of researching and writing the dissertation.

On the approval of the dissertation by its readers, the candidate is expected to defend it at an oral examination.

## RESIDENCY REQUIREMENT

Students are required to complete a minimum of 36 credits of their doctoral program as matriculated Binghamton University EdD students. At the discretion of a student's program adviser and the EdD program coordinator, a maximum of 12 credits taken in doctoral courses at another university or as a nonmatriculated student at Binghamton University may be accepted for transfer.

Currently there is no requirement that students enroll full time for any part of the program, although they are strongly encouraged to do so. Several fellowships and graduate assistantships are available each year to full-time students.

## COURSE OFFERINGS

*\*pending Graduate Council approval*

Note: Unless otherwise noted, all courses carry 4 credits.

### Cross-Disciplinary Education Courses

#### EDUC 406. TEACHING, LEARNING AND SCHOOLING

This is an undergraduate course that introduces the school as a social institution and issues pertaining to teaching, learning and schooling. Exploration of the relationship between culture, teaching and learning; constructivist model of learning, including its implications for teaching, and schooling; structure and social

purposes of schooling; how students and teachers experience schooling; ideas and issues related to school reform. Some field experience required in local elementary/secondary schools. Course is open to juniors and seniors. This course does not meet any program requirements in the Division of Education, nor does it count for New York State teacher certification.

#### EDUC 501 (also MASS 522). CRUCIAL ISSUES IN EDUCATION

Interdisciplinary framework for the study of contemporary educational problems. Analysis and criticism of current issues, uncovering historical, sociological, philosophical and economic foundations. Special attention to cultural diversity, educational equity and institutionalized forms of oppression such as racism, sexism, classism and homophobia.

#### EDUC 502. FOUNDATIONS OF MULTICULTURAL EDUCATION

Exploration of diverse educational experiences of women, ethnic and racial minorities in the U.S. Ways in which power, equity, cultural politics, empowerment, imagination and the social construction of identity produce cultures and invest it with a range of meanings. Specific cultures and subcultures will be studied. Criteria for understanding diversity as broadly defined and consideration of the complex dynamics of race, gender, sex and class, and the pedagogical issues posed by diversity. Students will collectively or individually define and explore an area of relevant interest. A series of short papers and one research project are required.

#### EDUC 504 (also MASS 518). MULTICULTURALISM AND THE PRACTICE OF SCHOOLING

Examination of diverse cultural backgrounds of students and teachers; ways in which these differences affect the practice of schooling, particularly in early childhood, elementary, and secondary educational settings. Nature of "education that is multicultural" and link to issues of school culture, educational policy, community relations, curriculum, classroom interactions, teaching styles, student learning, grouping practices, labelling, assessment and the need to develop strategies for the improvement of educational practice. Dynamics of race, class, gender, ethnicity, religion, disability and sexual orientation; effects on schooling.

#### EDUC 506. TEACHING, LEARNING AND SCHOOLING

An introduction to the school as a social institution and to issues pertaining to teaching, learning and schooling. Exploration of the relationships among culture, teaching and learning; constructivist model of learning, including its implications for teaching and schooling; structure and social purposes of schooling; how students and teachers experience schooling; ideas and issues related to school reform. Some field experience required in local elementary/secondary schools. This course does not meet any program requirements in the Division of Education, nor does it count for New York State teacher certification.

#### \*EDUC 512. SCHOOLS AND TEACHERS IN HISTORICAL AND SOCIAL CONTEXTS

Study of the historical development of schooling in America and ways in which society's needs shape development of curricula, roles of teachers and purposes of schooling. Political and economic struggles that affect teaching as a career and the structure of contemporary

schools. Writings of major educational scholars who have studied the history and sociology of education. Development of K-12 education; emphasis on historical development of elementary schools and teaching.

**EDUC 516 (also SPED 516). LEARNER-CENTERED, COMMUNITY-BASED INSTRUCTION**

Examination of the theory and practice of creating learner-centered classrooms; building learning communities in which students are actively involved in linking the curriculum to their lives and communities. Access to a classroom for implementation is required. Graded S/U only.

**EDUC 529 (also ENG 503C). RHETORICAL GRAMMAR**

Rethinking of English grammar from primarily a structural perspective. How words, phrases, clauses, sentences are formed; rhetorical implications of grammatical choices; wide range of grammatical forms and structures; work with figures in a study of style. Lecture/lab format. Common-sense, lively approach to grammar designed to solidify students' experiences with grammar and renew confidence in writing and speaking. Especially useful for students in a writing-intensive discipline or in English education.

**EDUC 530 (also MASS 520). ADOLESCENT PSYCHOLOGY AND EDUCATION**

Advanced study in the psychological, social and educational characteristics and needs of adolescents. Research and theory relative to cognitive development and functioning, self-development, and peer and adult relationships of nonhandicapped and handicapped youth emphasized. Fieldwork may be required.

**EDUC 531 (also ENG 589C). TEACHING AMERICAN ETHNIC LITERATURE**

Opportunity to read, discuss, write about and consider teaching literature from African, Hispanic, Asian, Native American and other minority cultures, and works of women writers, in the context of the American experience primarily.

**EDUC 536. ACTION RESEARCH IN EDUCATIONAL SETTINGS**

Predominant research paradigms in study of teaching and learning; emergent approaches that complement and contest these paradigms. Action research in the context of reflective practice, professional empowerment and transformative knowledge. Exploration of questions: How is knowledge generated and legitimated? And, to what and whose purpose is it put? Must be taken concurrently with EDUC 592.

**EDUC 541. APPLIED RESEARCH TECHNIQUES**

Basic issues in educational research; development of critical skills as consumers of research. Qualitative and quantitative methodologies; experimental, quasi-experimental and single-subject research designs. Issues of validity, reliability and sampling; descriptive and inferential statistics.

**EDUC 542. PORTFOLIO PEDAGOGY AND ASSESSMENT**

Portfolio as an authentic assessment strategy, and, as such, the engine for a pedagogy valuing students' growth, improvement and increasing reflectivity. Theories of portfolio teaching and evaluation and creation of portfolio assignments and evaluation rubrics. Course requires a portfolio of work accomplished during the term, includ-

ing (but not limited to) reviews, response papers, a portfolio assignment and a portfolio evaluation rubric appropriate to the student's disciplines, field or endeavor.

**EDUC 559 (also MASS 547). FUNDAMENTALS OF LIMITED ENGLISH PROFICIENCY (LEP) EDUCATION**

Exploration of the social, historical, cultural and linguistic elements that define the LEP population; discussion of ways to work with them effectively. Emphasis on assessment of LEP students in academic settings, impact of current legislation, effective teaching and communication strategies. Course designed for those preparing to work in settings that include a Limited English Proficiency population.

**EDUC 560 (also MASS 560 and SPED 560). CONFLICT RESOLUTION IN EDUCATIONAL AND COMMUNITY SETTINGS**

Conflict analysis, management and resolution in educational and community settings with sensitivity to issues of race, class and gender. Explores practices that are nonviolent, noncoercive and effective in building solid and satisfactory personal and group relations. Reflection on root causes of conflict; development of conflict resolution skills and practices for those involved in educational and community settings. Team-taught with MASS 560.

**EDUC 572 (also MASS 517). EXPANDING PERSPECTIVES ON CHILDREN**

Professionals and those preparing to work with children in such areas as medicine, social work, psychology and education share and expand theories in use that guide their practice with children. Formal and informal sources of current knowledge about children's growth and development.

**EDUC 580. SPECIAL TOPICS IN EDUCATION**

Specific topics vary from semester to semester. Attention may focus on social, psychological, historical, political or contemporary issues. Exploration in depth of the impact of various topics on current public school practices.

**EDUC 592. CLASSROOM TEACHING EXPERIENCE**

Supervised teaching experience. Participants must be free to devote five full days per week for eight weeks in a school placement during the semester. Prerequisites: completion of 24 credit hours in education courses and permission of the adviser and course instructor. Must be taken concurrently with EDUC 536. Graded S/U only.

**EDUC 594 (also MASS 539). SOCIAL ACTION AS CURRICULUM**

Involving students in an effort to revitalize public education. Pursuit of a local or national social action interest; development of related integrated curriculum. Documentation of work on the project in context of a qualitative research effort. Graded S/U only.

**EDUC 597. INDEPENDENT STUDY** *1-4 credits*  
By permission of the instructor only.

Elementary Education Courses

**ECEE 502. CHILD GROWTH AND DEVELOPMENT**

Cognitive, psychosocial and aesthetic development of children from birth to age 12. Impact of poverty, racism, gender and social class on child growth and development. Roles of the teacher and the schools embedded in societal context. Course project will involve a child study based on direct interaction with a child and family.

**ECEE 503. CURRICULUM AND TEACHING IN THE ELEMENTARY GRADES**

Exploration of processes of curriculum design, development and evaluation through students' own theorizing and that of classic and contemporary educational theorists. Analysis of connections between and among children, teaching, curriculum and school structure. Problematic relationship between knowledge and power. Pedagogical and curricular issues central to multiculturalism, particularly those posed by the effects of racism, sexism, classism and ableism. Prerequisite: ability to spend one half day per week for 10 weeks in a classroom setting.

**ECEE 504. DEVELOPING EDUCATIONAL PROGRAMS FOR YOUNG CHILDREN**

Examination of past and current thinking in field of early childhood education. Evaluation of software that can be used in early childhood classrooms. Authentic ways of assessing young children; critical reflection of your own teaching. Work with group to create an integrated thematic unit. Field component with young children in a classroom setting.

**ECEE 507. ELEMENTARY SCHOOL SCIENCE: CONTENT, METHODS AND RESEARCH**

Science content, instructional strategies, resources, activities, New York state syllabus guidelines and underlying theoretical basis for teaching science to children ages five to 12. Emphasis on participatory activities that use inexpensive, household-type materials leading to an understanding of how key science concepts apply in everyday life. Students will be expected to alternate between the roles of student and teacher by both thinking about and doing science and science teaching. Specific cognitive and skills outcomes, as well as an increased appreciation of an interest in science.

**ECEE 510. ELEMENTARY SOCIAL STUDIES CURRICULUM**

Current nature of social studies education and possible ways of improving social studies curriculum and teaching in the elementary education grades. Topics include scope and sequence; facts, concepts, skills and values in social studies instruction; unit planning and student projects; community study; and teaching for social concern, social criticism and social action. Examination of New York state K-6 social studies curriculum.

**\*ECEE 512. SCHOOLS AND TEACHERS IN HISTORICAL AND SOCIAL CONTEXTS**

Study of the historical development of schooling in America and ways in which society's needs shape development of curricula, roles of teachers and purposes of schooling. Political and economic struggles that affect teaching as a career and the structure of contemporary schools. Writings of major educational scholars who have studied the history and sociology of education. Development of K-12 education; emphasis on historical development of elementary schools and teaching.

**ECEE 540. ELEMENTARY SCHOOL MATHEMATICS: CONTENT AND METHODS**

Changing content needs of elementary mathematics. Content topics will include basic operations and rational and real numbers; geometry; problem solving; measurement; calculators; and computers. Process topics include attitudes, learning theories, textbook evaluation, use of

instructional aids, New York state curriculum. Focus on understanding and developing mathematic concepts at given grade levels; strategies for presenting concepts.

**ECEE 580. SPECIAL TOPICS IN ELEMENTARY EDUCATION**

Specific topics vary from semester to semester. Attention may focus on social, psychological, historical, political or contemporary issues. Exploration in depth of the impact of various topics on current public and private school practices.

**ECEE 580A. INTEGRATING THE ARTS INTO THE ELEMENTARY CLASSROOM**

*2 credits*

Activity-oriented course promoting and understanding of the importance of art to the total growth and development of young children. Suggested methods of teaching and motivating that contribute to this growth. Direct experiences with a variety of art materials in order to better guide children in their own art experience.

**ECEE 580B. INTEGRATING MUSIC IN THE ELEMENTARY CLASSROOM**

*2 credits*

Examination of New York state syllabi and selected tests in elementary social studies, science, math and the language arts to determine suitable areas for the inclusion of music. Appreciation of role of music in unifying curriculum objectives. Students will design lessons integrating music into the elementary curriculum.

**ECEE 580C. CREATING DRAMA FOR CHILDREN**

*2 credits*

Development of the skill of imaging through drama, mime and play. For teachers of both younger and older children, the intent of this workshop is to reawaken skills of imaging in teachers so they may nurture it in children.

**ECEE 580D. INTEGRATING SCIENCE AND MATHEMATICS IN THE ELEMENTARY CURRICULUM**

*2 credits*

Different methods of presenting arithmetic and scientific concepts to elementary students. Theories of learning; inquiry process. Individualization and other methods for accommodating learner's needs. Studies and research concerning the science and mathematics curriculum, the child, the learning environment and teaching methods.

**ECEE 592. FIELD ASSESSMENT AND SEMINAR**

Final assessment of the student's competence as a teacher in the classroom. Supervised field experience and a series of working seminars and one-on-one conferences. Student develops a rationale for teaching and demonstrates specific competencies during classroom observations and in a written log. Permission of adviser and instructor required. Graded S/U only.

**ECEE 597. INDEPENDENT STUDY**

*1-4 credits*

By permission of the instructor only.

**ECEE 700. CONTINUOUS REGISTRATION**

*1 credit/semester*

Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

**ECEE 707. RESEARCH SKILLS**

*1-4 credits*

Development of research skills required for graduate study. May not be applied to course credits for any graduate degree. Prerequisite: approval of relevant graduate program director or department chair.

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## Reading and Language Arts Courses

### RDLA 515. CURRENT RESEARCH AND PRACTICES IN LITERACY INSTRUCTION

Overview of current research and practices in literacy instruction in the elementary and middle schools. Offered for teachers who wish to increase knowledge and understanding of literacy theory and pedagogy, basic reading and writing skills, methods of instruction, teaching diverse learners, organizational patterns and content area skills. Teachers will increase their competence in direct and functional teaching of reading and writing, development of materials, classroom organization for literacy instruction and assessment of literacy programs for improvement of instruction.

### RDLA 516. LANGUAGE ARTS IN THE ELEMENTARY AND MIDDLE SCHOOL

Overview of current theory, research and pedagogy in listening, speaking, reading and writing. The focus is on integration of language and learning with the content areas and literature. Teachers will increase their competence in language arts pedagogy by designing an integrated unit of study for a group of diverse learners and implementing this unit in a classroom setting.

### RDLA 517. LITERATURE FOR CHILDREN AND YOUTH

Overview of all genres of literature written for students in elementary and middle schools. Offered for classroom teachers, reading teachers and special education teachers who wish to 1) increase their competence in the selection and evaluation of quality literature; 2) develop their aesthetic and critical response to literature; 3) increase their knowledge and understanding of literature as a resource for teaching and learning.

### RDLA 518. LITERACY ASSESSMENT AND TEACHING

Assessment and instruction related to children's and adolescents' classroom reading and writing difficulties, both strengths and needs. Examination, analysis and demonstration of naturalistic and standardized assessment protocols and appropriate teaching strategies for addressing strengths and needs. Emphasis on authentic classroom assessment and literacy learning. Students will prepare a case report on one child or adolescent and a portfolio of classroom assessment and teaching tools. Prerequisite: RDLA 515.

### RDLA 519. LITERACY AND LEARNING IN CONTENT AREAS

Designed for reading teachers and content area classroom teachers to study the research, teaching strategies and materials related to helping students with reading, writing and the study of subject area text materials in middle and secondary schools. Emphasis on the functional rather than the direct teaching of reading and writing, with concern for content, process and equity. Students design, prepare and implement materials for use with subject area text resources.

### RDLA 580. SPECIAL TOPICS IN READING EDUCATION

Specific topics vary from semester to semester. Attention may focus on social, psychological, historical, political or contemporary issues. Exploration in depth of the impact of various topics on current public and private school practices.

### RDLA 592. SEMINAR AND PRACTICUM IN LITERACY EDUCATION

Supervised field experience provides practice, demonstration, self-evaluation and validation of competencies gained in the reading and language arts program. Seminar provides 1) opportunity for planning, feedback and evaluation with input from peers and faculty; 2) opportunity to develop skills and strategies for the consulting role with parents, teachers and other school and community personnel. Prerequisites: all required courses for literacy certification and permission of the instructor.

### RDLA 597. INDEPENDENT STUDY

By permission of the instructor only.

### RDLA 700. CONTINUOUS REGISTRATION

*1 credit/semester*

Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

### RDLA 707. RESEARCH SKILLS

Development of research skills required for graduate study. May not be applied to course credits for any graduate degree. Prerequisite: approval of relevant graduate program director or department chair.

## Secondary Education Courses

### SEC 500. FOUNDATIONS OF SECONDARY EDUCATION

Exploration of historical, political, economic and social contexts in which secondary schools exist. Experiences of teachers and students in these cultural settings. Issues of curriculum and equity. Critical reflective practice will be encouraged by an emphasis on linking course readings and discussions with students' experiences in field settings. Open only to matriculated MAT students.

### SEC 580. SPECIAL TOPICS IN SECONDARY EDUCATION

Specific topics vary from semester to semester. Attention may focus on social, psychological, historical, political or contemporary issues. Exploration in depth of the impact of various topics on current public and private school practices.

### SEC 590. PRACTICUM IN TEACHING I

Master of arts in teaching candidates engage in teaching internships in an area secondary school. The internships are a minimum of five half days per week, for 16 weeks. Graded S/U only.

### SEC 591. PRACTICUM IN TEACHING II

Master of arts in teaching students engage in teaching internships in an area secondary school. The internships are a minimum of five half days per week, for 16 weeks. Graded S/U only.

### SEC 592. FIELD ASSESSMENT AND SEMINAR

Students will be observed in a classroom setting a minimum of three times during the semester. Full-time teachers may use their own classroom; other students will be assigned to a school setting. Seminars will focus on refining teaching skills, engaging in creative problem-solving in the classroom, and demonstrating secondary school process and content competencies at a high level. Open only to MEd/secondary education candidates. Students should enroll in this course during their last semester in the program. Graded S/U only.

**SEC 593. PHILOSOPHICAL AND THEORETICAL FOUNDATIONS IN THE PEDAGOGY OF ENGLISH, SOCIAL STUDIES, MATHEMATICS, SCIENCE OR FOREIGN LANGUAGES**

Practices and theories of current research and methodology in teaching of content areas.

**SEC 594. CURRICULUM AND TEACHING IN ENGLISH, SOCIAL STUDIES, MATHEMATICS, SCIENCE OR FOREIGN LANGUAGES**

This course extends and applies the content of SEC 593 to specific curricular and instructional issues relevant to the fieldwork experience of SEC 590 and 591, Practica in Teaching. Prerequisite: SEC 593.

**SEC 597. INDEPENDENT STUDY** *1-4 credits*  
By permission of the instructor only.

**SEC 700. CONTINUOUS REGISTRATION** *1 credit/semester*

Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

**SEC 707. RESEARCH SKILLS** *1-4 credits*

Development of research skills required for graduate study. May not be applied to course credits for any graduate degree. Prerequisite: approval of relevant graduate program director or department chair.

Special Education Courses

**SPED 501. PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN**

Theories, etiology, prevalence, psychological characteristics and educational approaches for children with various handicapping conditions. Field visits are required in schools and clinical settings to observe and interact with individuals with disabilities.

**SPED 509. TEACHING STUDENTS WITH PHYSICAL DISABILITIES**

Theories and strategies of teaching students with physical, sensory and perceptual disabilities, particularly cerebral palsy and autism. Emphasis on teaching sensorimotor skills; incorporating sensorimotor instruction into other curriculum areas; making accommodations; using adapted equipment and materials. Fieldwork required with student with sensorimotor disability. Prerequisite: SPED 501 or equivalent.

**SPED 516 (also EDUC 516). LEARNER-CENTERED, COMMUNITY-BASED INSTRUCTION**

Examination of the theory and practice of creating learner-centered classrooms; building learning communities where students are actively involved in linking the curriculum to their lives and communities. Access to a classroom for implementation is required. Graded S/U only.

**SPED 521. BEHAVIOR MANAGEMENT: THEORY AND APPLICATIONS**

Various behavior intervention programs and strategies that have utility in school and classroom settings. Emphasis on promoting development of coping strategies and self-control. Fieldwork with students with challenging behavior required.

**SPED 523. ASSESSMENT AND PRESCRIPTIVE TEACHING IN SPECIAL EDUCATION**

Use of assessment and teaching procedures applicable to all areas of exceptionality. Prescriptive teaching, curricular analysis, curriculum-based instruction, formal and informal assessment, instructional programming, concept analysis, development of Individual Education Programs. Open only to matriculated students in special education. Fieldwork in special education required.

**SPED 526. TEACHING STUDENTS WITH LEARNING DISABILITIES AT THE SECONDARY LEVEL**

Focus on special learning needs of secondary students identified as learning disabled/mildly handicapped. Emphasis on strategies instruction and on adaptation of materials and instruction in content areas. Fieldwork with secondary students required.

**SPED 541. LEARNING AND BEHAVIOR DISORDERS IN CHILDREN**

Develop understanding of children in early childhood and elementary classrooms whose learning and behavior do not meet expectations established for "typical" children. Theoretical examinations of children's emotional and cognitive development; application of theory to practice. Inclusive learning communities in schools and classrooms as context for instructional strategies intentionally designed to address educational needs of specific children. Fieldwork in classrooms required. Prerequisite: SPED 501, ECEE 502 or permission of instructor.

**SPED 560 (also EDUC 560 and MASS 560). CONFLICT RESOLUTION IN EDUCATIONAL AND COMMUNITY SETTINGS**

Conflict analysis, management and resolution in educational and community settings with sensitivity to issues of race, class and gender. Explores practices that are nonviolent, noncoercive and effective in building solid and satisfactory personal and group relations. Reflection on root causes of conflict; development of conflict resolution skills and practices for those involved in educational and community settings. Team-taught with MASS 560.

**SPED 562. DIRECT AND INDIRECT CONSULTANT TEACHER SERVICES**

Overview of the history and practice of the consultant teacher model used in New York state. Information and field experience relating to direct and indirect services for classified students in the regular classroom. Designation and implementation of direct and indirect services. Attention to relationship between consultant teaching, inclusion, collaboration, various mainstreaming models. Course will involve both a seminar/discussion component and a variety of field activities in schools using the consultant teacher model.

**SPED 563. FAMILIES AND THEIR CHILDREN WITH SPECIAL NEEDS**

Explorations of creating partnerships with families will be built on research, current issues and exemplary practices. Definitions of the family and family system theories within diverse sociocultural contexts and among families with a child with a disability. Ways in which educators can facilitate active collaborations that both empower families and enrich education. Fieldwork required. Prerequisite: SPED 501, ECEE 502 or permission of instructor.

#### SPED 564. EDUCATING STUDENTS WITH SEVERE DISABILITIES IN INCLUSIVE SETTINGS

Rationale and strategies for meaningful assessment and instruction of students with severe multiple disabilities, in regular academic, special area and nonacademic classes and settings, through a team approach to planning and instruction. Fieldwork with student with severe multiple disabilities required. Prerequisite: SPED 501 or equivalent.

#### SPED 565. PERSONALITY AND BEHAVIOR DISORDERS OF CHILDHOOD

Etiology and intervention in behavior disorders of children and adolescents. Disorders will be approached from psychodynamic, behavioral, biophysical, sociological and ecological perspectives. Implications for school-based programming will be grounded in the various perspectives.

#### SPED 580. SPECIAL TOPICS IN SPECIAL EDUCATION

Specific topics vary from semester to semester. Attention may focus on social, psychological, historical, political or contemporary issues. Exploration in depth of the impact of various topics on current public and private school practices.

#### SPED 595. SPECIAL EDUCATION INTERNSHIP

Supervised experience in teaching students with handicapping conditions. Open only to matriculated students in special education. Graded S/U only.

#### SPED 597. INDEPENDENT STUDY

*1-4 credits*

By permission of the instructor only.

#### SPED 700. CONTINUOUS REGISTRATION

*1 credit/semester*

Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

#### SPED 707. RESEARCH SKILLS

*1-4 credits*

Development of research skills required for graduate study. May not be applied to course credits for any graduate degree. Prerequisite: approval of relevant graduate program director or department chair.

## Doctoral Education Courses

All of the following courses are by permission of the instructor only.

#### EDUC 601. CONTEMPORARY PHILOSOPHICAL AND SOCIAL ISSUES IN EDUCATION

Examination of philosophical assumptions that inform educational practice and policy. Exploration of important relationships, including the connections between educational theory and practice, knowledge and human interests, democracy and education, and diversity and community. Theorizing will be made meaningful to practitioners as they analyze contemporary educational issues not only through the writings of distinguished philosophers and social theorists, but also through their own critical frameworks.

#### EDUC 602. CURRICULUM THEORIES, DESIGNS AND EVALUATION

Examination of curriculum as a field of study. Primary focus on alternative theories and implications for content and form of curriculum. Issues relating to purposes,

selection, organization, differentiation and evaluation of curriculum. Exploration of current practice in curriculum with reference to issues of diversity and equity, conceptions of literacy and the work of teachers and administrators.

#### EDUC 603. THEORIES OF LEARNING AND INSTRUCTIONAL DESIGN

Exploration of the psychological and epistemological foundations of curriculum and instruction, relationship between learning and cognitive development, role of historical and conceptual analysis in the design of school subjects. Students will be expected to apply learning theory to instructional design and pedagogical practice.

#### EDUC 604. INTEGRATIVE DOCTORAL SEMINAR ON REFLECTIVE PRACTICE

Exploration of students' own philosophies of education in relation to their own fields of study and research interests. Students will address broad questions related to the political and social contexts for teaching and learning, ways of knowing and teaching, curriculum problems and ethical considerations.

#### EDUC 620. THE RESEARCH PROCESS IN EDUCATION

Exploration of multiple approaches to educational research. Examination of nature and utility of descriptive and causal research studies and qualitative and quantitative research techniques. Critical analysis of educational policies and practices using program evaluation and ethnographic, sociological and historical research.

#### EDUC 621. SEMINAR ON QUANTITATIVE RESEARCH

Examination of a diverse range of methods and designs, including observational, program evaluation, survey, regression, quasi-experimental, and experimental. Focus will be on research design, exploratory data analysis, development of statistical and graphing skills, and the use of meta-analysis in summarizing research. The reading list includes illustrative studies along with reflective essays on methodology. Prerequisite: EDUC 620.

#### EDUC 622. SEMINAR ON QUALITATIVE RESEARCH

Examination of qualitative approaches to and criteria for problem posing, research design, data collection, theory construction, interpretation and evaluation. Analysis of a range of theoretical constructs (such as constructivism, phenomenology, critical theory). Effects on styles of qualitative research, such as case studies, descriptive research, evaluation research, ethnography and action/participatory research. Prerequisite: EDUC 620.

#### EDUC 623. PHILOSOPHICAL FOUNDATIONS OF EDUCATIONAL AND SOCIAL RESEARCH

Consideration of various philosophical foundations of educational and social research, including postmodernism, feminism, positivism and critical theory. Focus on analysis of the attributes of various forms of knowledge, particularly the ways of deriving and validating knowledge, and how the conduct of educational and social research is influenced by differing philosophical foundations.

#### EDUC 670. THEORIES OF HUMAN DEVELOPMENT

Concepts of human development based on various schools of psychological thought (e.g., psychoanalytic, cognitive, developmental and behavioral). Exploration of their contextual world views. Affective, social and moral development aspects, as well as impact of race, class and gender.

#### EDUC 671. RESEARCH IN MULTICULTURAL EDUCATION

Examination of the methodologies, designs, theories, knowledge and issues emerging from research that has cultural and multicultural concerns. Primary focus on educational research; related research in other fields of inquiry (e.g., sociology and anthropology) that concern schooling and education as broadly conceived. Exploration of nature of diversity and education that is multicultural with linkage to aspects of educational practice.

#### EDUC 672. PROCESSES OF SUPERVISION AND STAFF DEVELOPMENT

Exploration of literature on: adult learners and the impact of race, gender and class on them; nature of practical knowledge; supervision and staff development as educative processes. Exploration of professional development through an analyzed sequence of face-to-face conferences and group sessions.

#### EDUC 673. LEADERSHIP IN EDUCATIONAL SETTINGS

Emphasis on the role of educators as instructional innovators and change-agents within complex educational organizations. Focus on nature and implementation of educational leadership. Students will be involved in the development and analysis of leadership strategies to effect systems change.

#### EDUC 674. LITERACY IN SCHOOL AND SOCIETY

Examination of current issues in literacy (verbal, visual and technological). Overview of current literacy theory; literacy in a socio-historical context. Functional literacy, aesthetic literacy, aliteracy, cross-cultural literacy patterns. Students critique current literacy practices and programs within and beyond schools. Emphasis on political and multicultural realities of schools and literacy that is valued (or devalued) in educational theory and practice. Connections among social, historical, philosophical and psychological foundations of literacy as they deconstruct current practice. Course includes a collaborative research project.

#### EDUC 675. PLANNING AND POLICY DEVELOPMENT IN EDUCATION

Examination of the demographic, political and social contexts of planning and policy making. Students will be expected to identify and examine in depth one or more planning and policy issues by using the techniques, methods and disciplinary constructs of their academic or professional field.

#### EDUC 676. SPECIAL EDUCATION AND SCHOOL REFORM

Examination and critical review of current professional literature and practices in special education. Policy and planning initiatives will be considered, emphasizing closer alignments with regular education.

#### EDUC 677. SEMINAR AND PRACTICUM IN WRITING

Exploration of theory, research and practice related to the writing process and the educator as writer. Study of the writer's craft, including issues of voice, audience, critical analysis and revision, conventions and style, editing,

peer review and collaborations will be a major focus. Participants will select their own educational topics or issues, and have intensive practice in writing workshop and experience in writing for professional publication.

#### EDUC 678. FOUNDATIONS OF DEMOCRATIC EDUCATION

Exploration and analysis of foundations of education for democracy. Emphasis on examination of theoretical and philosophical rationales for democratic curriculum and pedagogy in schools. Critical analysis of current educational policies and practices with reference to democratic principles. Focus includes in-depth examination of John Dewey's work on democracy and democratic education.

#### EDUC 680. SPECIAL TOPICS IN EDUCATION

*2-4 credits*

Various topics in education, offered according to interest and need. Students will examine research and other professional literature related to the topic and present research/position papers for critical discussion and response.

#### EDUC 691. TEACHING PRACTICUM *1-4 credits*

May not be applied toward credit for degree. Registration by permission of student's adviser and program coordinator.

#### EDUC 692. INTERNSHIP *4-8 credits*

Students will engage in a practicum in a professional education setting. Drawing on doctoral coursework and previous professional experiences, the internship will emphasize problem solving in the schools or other educational settings. Registration requires written proposal approved in advance by instructor and student's adviser.

#### EDUC 697. INDEPENDENT STUDY *1-4 credits*

Written proposal approved in advance by the instructor and student's adviser.

#### EDUC 698. PREDISSENTATION RESEARCH

*1-9 credits/semester*

Independent reading and/or research in preparation for comprehensive examination for admission to EdD candidacy, and/or preparation of dissertation prospectus. May not be applied toward course credits for degree. Graded S/U only.

#### EDUC 699. DISSERTATION *1-9 credits/semester*

Research and preparation of the dissertation. Prerequisite: formal admission to state of candidate for EdD degree. Graded S/U only.

#### EDUC 700. CONTINUOUS REGISTRATION

*1 credit/semester*

Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

#### EDUC 707. RESEARCH SKILLS *1-4 credits*

Development of research skills required for graduate study. May not be applied to course credits for any graduate degree. Prerequisite: approval of relevant graduate program director or department chair and student's adviser.