
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

FACULTY

**Year of initial appointment at Binghamton*

Alden, Allison, *Lecturer and Director, Division of Professional Development and Research*, MAT, 1981, State University of New York at Binghamton: Systemic educational change, student diversity issues, school-community-family partnerships. (1998)*

Biemer, Linda, *Professor and Dean*, PhD, 1979, Syracuse University: Social studies education, teacher education. (1979)

Bromley, Karen, *Professor*, PhD, 1978, University of Maryland: Reading and language arts, children's literature, learning strategies and writing. (1978)

Burch, C. Beth, *Assistant Professor*, PhD, 1987, Purdue University: English education, composition, American literature, women's studies. (1994)

Burns, Edward G., *Professor*, PhD, 1971, University of Michigan: Special education, learning disabilities, educational research. (1974)

Carpenter, Robert L., *Associate Professor and Director of Division of Education*, PhD, 1976, Syracuse University: Special education services, mild/moderate disabilities. (1980)

Caspi, Jonathan, *Assistant Professor*, PhD, 1997, State University of New York at Albany: Family therapy, social work field instruction, human behavior. (1996)

Crowley, M. Sue, *Assistant Professor*, PhD, 1991, Pennsylvania State University: Human development, family studies, sexual abuse survivors, feminist theory. (1993)

DeVitis, Joseph L., *Professor*, PhD, 1972, University of Illinois: Educational policy, moral development, social change. (1988)

Irwin-DeVitis, Linda, *Associate Professor*, EdD, 1988, University of Tennessee: Reading and language arts, learning and assessment strategies, gender issues. (1993)

Jiménez-Muñoz, Gladys, *Assistant Professor*, PhD, 1994, State University of New York at Binghamton: Multicultural education, U.S.

women's history, feminist theories, cultural studies and postcoloniality. (1997)

Kugelmass, Judy W., *Assistant Professor*, PhD, 1983, Syracuse University: Special education, mild/moderate disabilities, learner-centered experiential education. (1994)

Lugones, María C., *Associate Professor*, PhD, 1978, University of Wisconsin-Madison: Ethics, social and political philosophy, feminist philosophy, philosophy of race and gender. (1993)

Miller Marsh, Monica, *Assistant Professor*, PhD, 1997, University of Wisconsin-Madison: Teacher education, early childhood education, issues of diversity. (1997)

O'Brien, Thomas P., *Associate Professor*, PhD, 1987, University of Maryland: Science education. (1987)

Owens, Sharon, *Visiting Assistant Professor*, PhD, 1990, Clark Atlanta University: Social welfare policy, women and AIDS. (1997)

Rainforth, Beverly, *Associate Professor*, PhD, 1985, University of Illinois: Special education, severe disabilities, educational teams. (1986)

Rector, Theodore W., *Associate Professor and Associate Dean*, MS, 1965, State University of New York at Albany: Education, organizational behavior, personnel management. (1973)

Regenspan, Barbara L., *Assistant Professor*, EdD, 1994, University of Rochester: Elementary education, research methods. (1995)

Ross, E. Wayne, *Associate Professor*, PhD, 1986, Ohio State University: Social studies education, teacher education, curriculum studies. (1992)

Rossi, Thomas, *Lecturer*, MBA, 1966, Indiana University: Finance, management, organizational behavior. (1987)

Schmittau, Jean A., *Associate Professor*, PhD, 1988, Cornell University: Mathematics education, psychology of learning, cognitive development. (1987)

Smith, Gary, *Lecturer*, EdD, 1979, Nova University: Counseling, group dynamics. (1986)

Stedman, Lawrence C., *Associate Professor*, PhD, 1987, University of Wisconsin-Madison: Educational research, policy studies, social and historical foundations of education. (1990)

Teitelbaum, Kenneth, *Associate Professor and Coordinator, EdD in Educational Theory and Practice*, PhD, 1985, University of Wisconsin-Madison: Curriculum studies, cultural and historical foundations of education, multicultural education, teacher education. (1988)

Vogely, Anita Jones, *Visiting Assistant Professor*, PhD, 1990, University of Texas at Austin: Foreign language teaching methodology. (1990)

White, Robert, *Assistant Professor*, EdD, 1997, University of Massachusetts-Amherst: Social welfare policy, juvenile delinquency, theories of educational administration. (1997)

Winfield, Bonnie M., *Assistant Professor*, PhD, 1996, Syracuse University: Organizational studies, conflict resolution, social policy, applied social science, feminist research methodology, women's studies. (1994)

Wright, Kevin N., *Professor and Director, Division of Human Development*, PhD, 1977, Pennsylvania State University: Crime control policy, correctional program/policy development and analysis, prison environments and prisoner adjustments, family life and delinquency. (1980)

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

The School of Education and Human Development (SEHD) provides an array of programs for undergraduate, graduate and continuing education students.

The Division of Education provides graduate-level programs leading to the master of arts in teaching (MAT), the master of science in education (MSEd) and the master of science in teaching (MST), with most programs culminating in teacher certification in New York state. The division also offers a certificate of advanced study (CAS) in reading and language arts and an EdD in educational theory and practice. *Note that only graduate education programs are offered.*

The Division of Human Development offers undergraduate programs leading to a BA in human development and a BS in human development. A graduate program leading to an MA in social sciences (MASS) is available to students who seek a flexible, interdisciplinary focus. A dual, jointly registered degree program is also offered, culminating in the MA in social sciences offered at Binghamton University and

the master of social work (MSW) degree offered at the State University of New York at Albany.

The Division of Professional Development and Research offers noncredit programming opportunities to area professionals who wish to share in the discovery and evaluation of knowledge over the span of both career and lifetime.

Discussion, debate and socio-drama to facilitate class activities.

MASS 515. PSYCHOLOGY OF GENDER

Theoretical approaches to the psychology of gender. Among these approaches is the social construction of "difference" vs. essentialism and the notion of continuums.

MASS 516. COUNSELING AND CHANGE PROCESSES

Overview of counseling processes designed to improve professional communication skills. Focus on active listening, reflection, questioning techniques, cognitive reframes, functional analysis, etc. Change processes emphasized should be useful to counselors, caseworkers, administrators, educators, human resource management personnel and others. Gender, social class, and ethnic and sexual diversity issues addressed.

MASS 517 (also EDUC 572). 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.

MASS 518 (also EDUC 504). 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.

MASS 519. EXISTENTIAL-HUMANISTIC COUNSELING

Jungian analytical psychology provides framework to discuss existential relations to counseling and in-depth psychological interventions. Utilization of psychospiritual teachings and practices in myths/storytelling, active imagination, meditation, dream analysis and development of personal rituals. Students select a therapeutic model for in-depth exploration and personal integration.

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

Advanced study in the psychological, social and education 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.

MASS 521. ADULT DEVELOPMENT

Integrates theory with experiences, provides yardsticks for evaluating own development. Implications of life cycle development for professional fields of counseling, education, human resource development and management. Identity, intimacy, finding work, generativity, midlife transitions, finding and becoming a mentor, life review. Debate between life stage theorists and those who con-

ceptualize development as independent of age and stage. Comparison of developmental issues of men and women.

MASS 522 (also EDUC 501). 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.

MASS 523. FOLK/POPULAR EDUCATION

Different theories and practices of folk education. Comparison and connection of Antonio Gramsci's and Paulo Freire's work. Examination of relationship between folk education and radical social change. Focus on folk education movement in Latin America and in communities of color in the U.S.

MASS 524. 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.

MASS 525. COUPLES AND FAMILY THERAPY

Theoretical foundations, practice applications, and ethical issues of major schools of family therapy. Progression from first contact with family, assessments, intervention techniques, termination process. How issues of socio-economic class, race, gender, sexual orientation and ethnicity are addressed within the family therapy context.

MASS 526. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

Foundation of human behavior and the social environment as a basis for direct practice with individuals and families and for the management of social service programs. Individuals and families will be viewed as transacting with their environments throughout the life course. This perspective provides students with a framework for understanding the range of normal bio-psycho-social development.

MASS 527. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

Continuation of Human Behavior in the Social Environment I. Focus on psycho-social dysfunction. Emphasis on multiple determinants of human behavior, including biological, psychological, social and environmental factors.

MASS 528. ADULT DISORDERS

Development of problems in adulthood using various theoretical models. Exploration of pathology through ego psychological, cognitive/behavioral and environment theories. Attention to biological nature or basis of many adult disorders. Attention to cultural and gender bias in psychopathology.

MASS 529. TROUBLED FAMILIES/TROUBLED CHILDREN

Examination of family functioning characteristics including socialization practices, supervision, discipline, parent/child relations, family conflict, marital discord. Stress

and disorganization, violence, parental mental health, and family isolation in relation to problem behavior among children and adolescents. Exploration of both risk and resiliency.

MASS 530. MOTHERING: FEMINIST PERSPECTIVES
Interdisciplinary course exploring nurturing or caring aspects of women's experiences. Facts, theories, emotions, ideals as seen by selected scholars in history, psychology, sociology, political science, literature. Assumption that a feminist perspective is practical as well as theoretical, and that it illuminates possibilities for the future as well as criticizes limitations of the present.

MASS 531. WOMEN IN THE WORKPLACE
Historical development, ethnic diversity and current social relations that shape women's situations in their workplaces. Case studies of specific occupations and comparative analysis of the labor process. Current theories of the labor process and assessment of their explanatory power with relation to women workers.

MASS 532. UNDERSTANDING MEN AND MASCULINITY
Exploration of the changing definition of what it means to be a man in American society. Review of contemporary research about the social construction of masculinities and application to various facets of the male experience across the life cycle. Implications for masculinity on organizational decision making and problem solving, male-female relationships and men's friendships. Focus on men's roles (e.g., worker, athlete, husband, father, warrior), as well as dominant themes in men's lives (e.g., homophobia, competition and achievement, power and control, violence and aggression, commitment and caring, self-reliance and independence).

MASS 534. COMPLEX UNITY
Seminar in political theory. Focus on notions of solidarity and coalition that are not dependent on agreement and sameness. Need for theorizing and constructing such solidarity will be explored. Investigation of political deployment of notions of nation, community, identity.

MASS 535. SUBSTANCE ABUSE
Examination of epidemiological information and etiological determinants of substance abuse, including physiological, psychological and social factors. Examination of specific substances of abuse, including alcohol and other depressants, as well as stimulants, hallucinogens, nicotine and caffeine. Evaluation and treatment issues. Attention to special populations affected by substance abuse and addiction.

MASS 539 (also EDUC 594). 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.

MASS 540. LEADERSHIP AND CHANGE IN ORGANIZATIONS
Exploration of the leadership process through case examples. Examination of characteristics of successful and exemplary leaders in contemporary society. Early lives of leaders, their lifestyles and values, successes and failures.

MASS 541. POWER AND INFLUENCE IN ORGANIZATIONS
Review and analysis of power and influence in organizations in contemporary society. Roles and interactions of individuals, small groups and organizational units in accomplishing the objectives of an organization. Organizations from private, public and volunteer sectors will be used to compare the similarities and differences in managing power and influence. Current theories will be applied to actual practice in class discussion and individual student projects.

MASS 542. HUMANISM IN ORGANIZATIONS
Clarify views of humanism and ways an individual can expand an organization's capacity for humane valuing of people. Developing individual's own philosophy of humanism in organizations; building theory about humanity and inhumanity in organizations; defining an organizational problem and analyzing problem vis-à-vis individual philosophy of humanism; strategizing about realistic ways to approach the problem within the organization.

MASS 543 (also 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 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. This course does not meet any program requirements in the Division of Education, nor does it count for New York state teacher certification.

MASS 544 (also 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.

MASS 545 (also EDUC 516 and SPED 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.

MASS 547 (also EDUC 559). 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 Limited English Proficiency population.

MASS 550. RACE AND ETHNICITY IN AMERICAN SOCIETY

Historical and sociological analysis of racial and ethnic controversies in American history and society. Background on the historical development of relationships between dominant and minority groups in American society; examination of racial and ethnic issues in contemporary America.

MASS 551. THE AMERICAN DREAM: IMAGE/ILLUSION/REALITIES

Social, economic, political, psychological, literary and popular cultural themes surrounding questions of the "American Dream"; its illusory qualities and its approximation to social reality. Values related to success, pleasure, morality and care; rationality, individualism, community.

MASS 553. COMMUNITY AND IDENTITY

Viable models toward formation of a resistant/decolonized subjectivity. Borders, exile, nomadism, margins, traveling, war of position, war of maneuver, community, home, nation, as examples of such models. Metaphorical or real places or locations from which to think about, fashion and refashion identities and struggles against oppression(s).

MASS 554. NARRATIVE STUDY OF LIVES

Interdisciplinary investigation through film, literature and storytelling of narrative concept and methodology in the study of women's and men's lives. Is the narrative study of lives just any story, or history? Does it have to conform to a certain structure or carry a message? How is it related to identity, culture and language? Does it differ, in any systemic way, when constructed by differences in gender, race, class or sexual preference? What is important and what is marginal about a life story? Exploration of the concepts of subjectivity and reflexivity in relationship to people's ways of knowing.

MASS 555. CROSS-CULTURAL PERSPECTIVES: PUERTO RICO

2 credits

Comparative ethnographic study of social structure and crucial issues in Puerto Rico and the U.S. Special emphasis on education and human services. Cross-cultural, historical and political interdisciplinary analysis of target cultures. Students will work in groups to explore local issues related to education and human services and develop a plan for examining these issues in Puerto Rico. Must be taken concurrently with MASS 556. Permission of instructor required.

MASS 556. CROSS-CULTURAL PERSPECTIVES: PUERTO RICO

2 credits

On-site study in Puerto Rico of issues explored in MASS 555. Must be taken concurrently with MASS 555. Permission of instructor required. Study abroad coordinated by the office of International Programs. Travel costs in addition to course tuition.

MASS 560 (ALSO EDUC 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 resolu-

tion skills and practices for those involved in educational and community settings. Team-taught with SPED 560.

MASS 561. PEACE AND WAR

Cross-disciplinary introduction to the study of peace. Lecture and discussion format with faculty from various departments and schools; class discussion; analysis of lectures and required readings.

MASS 562. OVERVIEW OF CRISIS INTERVENTION

Transitional and developmental crises and range of crisis situations. Definition of crisis and impact of trauma on individual, family, group, community. Coping strategies for dealing with aftermath of crisis event and approaches to crisis intervention. Processes involved in helping people who have experienced trauma; trauma debriefing methods.

MASS 575. INTEGRATIVE SEMINAR

Students will define, research, refine and successfully complete an integrative paper or project. Paper must involve an interdisciplinary social science topic or issue, be relevant to student's educational and professional goals and demonstrate competence in relevant theory and practice. This capstone course in the MASS program is to be taken during the student's last semester. Open only to matriculated MASS students. Prerequisites: MASS 500 and completion of 28 other credits.

MASS 580. SPECIAL TOPICS IN MASS

Special topics vary from semester to semester.

MASS 595. INTERNSHIP

1-4 credits

An applied learning experience for advanced students integrating theory with practice in a health, human service, criminal justice, community, education, non-profit or business setting. Faculty sponsor required. Open only to matriculated MASS students. Maximum number of credit hours for one internship is four hours.

MASS 597. INDEPENDENT STUDY

1-4 credits

Independent study can include research or projects in areas of special interest to MASS students that are not available as regular course offerings. Demonstrated academic competence in the subject area and permission of the instructor. Maximum number of credit hours for one independent study is four hours.

Professional Development and Research

The Division of Professional Development and Research exists to serve the educational needs of area professionals through programs consistent with the scope and mission of the University. A primary goal is to increase access to the University and its resources for many populations. Linking the University to the greater community through the Division of Professional Development and Research helps make knowledge more accessible, and greater external support is gained for University initiatives.

Continuing studies offerings represent a mechanism through which the University expresses its commitment to discovery, evaluation and sharing of knowledge with numerous constituencies over the span of both career and lifetime. The Division of Professional Development and Research contributes to the life of the University, the competency of the professional and the quality of public discussion. Noncredit continuing education programs focus on professionals working in human services and educational settings. The Division of Professional Development and Research also secures and administers a number of sponsored programs providing special services to the community.

ADMISSION AND APPLICATION FOR NONDEGREE STUDENTS

Permission to study in the School of Education and Human Development as a nondegree student in the Divisions of Education or Human Development is granted to any applicant who presents satisfactory evidence of having completed undergraduate and/or graduate work in a satisfactory manner, or who has received a bachelor's or higher degree from an accredited institution. Undergraduates who left school in good academic standing may be admitted to the

university as nondegree undergraduate students by undergraduate admissions.

Students admitted in nondegree status may register for School of Education and Human Development courses (limited spaces available) at registration. Students who fail to register for more than three consecutive semesters, excluding summer, are not allowed to take courses until they have been readmitted.

Applications for admission may be obtained from the Graduate School or the Undergraduate Admissions office. An official transcript from the college granting the bachelor's degree must be submitted to the Graduate School, or undergraduate course transcripts to Undergraduate Admissions. General advising for students wishing to pursue degrees in the School of Education and Human Development may be obtained by contacting the academic adviser at 777-6305.

If a student later decides to pursue a degree program, a regular application may be obtained from the Graduate School. If the student is admitted to the Graduate School, an evaluation by the department of the graduate courses that were taken on a nondegree basis should be requested. In this way those courses found suitable may be officially credited toward the student's degree. Nondegree undergraduates who decide to pursue a degree program must make formal application through the Undergraduate Admissions office.