

THE CITY UNIVERSITY OF NEW YORK

FACULTY COUNCIL

Meeting of 4/3/2012

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 207

SECTION A-I: SPECIAL ACTIONS	4
SECTION A-III: CHANGES IN DEGREE PROGRAMS	5
SECTION A-IV: NEW COURSES	81
SECTION A-V: CHANGE IN EXISTING COURSES	89
APPENDIX: SPECIAL TOPICS	227

Respectfully submitted,

Jennifer Ball, Chair – Art
Isabelle Barriere – Speech
Carol Connell – Finance and Business Management
James Cox – Computer and Information Science
Wen-Song Hwu – Childhood and Special Education

Members of Faculty Council with any questions are urged to contact **Jennifer Ball** at jball@brooklyn.cuny.edu prior to the meeting.

TABLE OF CONTENTS

	Pages
<u>SECTION A-I: SPECIAL ACTIONS</u>	4
CONSERVATORY OF MUSIC	4
<u>SECTION A-III: CHANGES IN DEGREE REQUIREMENTS</u>	5
DEPARTMENT OF ACCOUNTING	5
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	6
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	7
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	9
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	11
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	13
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	16
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	17
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION	19
DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE	20
DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION	22
DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION	25
DEPARTMENT OF ENGLISH	30
DEPARTMENT OF ENGLISH	31
DEPARTMENT OF FINANCE AND BUSINESS MANAGEMENT	34
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	35
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	37
DEPARTMENT OF MODERN LANGUAGES AND LITERATURES	40
CONSERVATORY OF MUSIC	41
DEPARTMENT OF POLITICAL SCIENCE	43
DEPARTMENT OF POLITICAL SCIENCE	44
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	46
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	47
ADVANCED CERTIFICATE PROGRAM IN SCHOOL COUNSELING	47
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	48
ADVANCED CERTIFICATE PROGRAM: SCHOOL PSYCHOLOGIST	48
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	49
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	50
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	51
DEPARTMENT OF SECONDARY EDUCATION	52
<u>SECTION A-IV: NEW COURSE</u>	81
DEPARTMENT OF ART	81
DEPARTMENT OF ART	82
DEPARTMENT OF ART	83
DEPARTMENT OF ART	84
DEPARTMENT OF ACCOUNTING	85
DEPARTMENT OF FINANCE AND BUSINESS MANAGEMENT	86
DEPARTMENT OF POLITICAL SCIENCE	87
DEPARTMENT OF POLITICAL SCIENCE	88

SECTION A-V: CHANGES IN EXISTING COURSES	89
CHILDHOOD AND SPECIAL EDUCATION	89
DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE	119
DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE	120
DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE	122
DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE	123
EARLY CHILDHOOD EDUCATION AND ART EDUCATION	124
DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION	126
DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES	142
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	143
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	144
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	145
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	146
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	147
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	148
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	149
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	150
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	151
DEPARTMENT OF HEALTH & NUTRITION SCIENCES	152
CONSERVATORY OF MUSIC	153
CONSERVATORY OF MUSIC	154
CONSERVATORY OF MUSIC	155
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	156
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	163
SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP	172
SECONDARY EDUCATION	184
APPENDIX	230
SPECIAL TOPICS	230

SECTION A-I: SPECIAL ACTIONS

Discontinuation of a Graduate Degree Concentration; Change in Program Title

Conservatory of Music

M.A. in Musicology Music

HEGIS code 1005; SED program code 02020

M.A. in Music (SED code 02020; HEGIS code 1005; with concentrations in either Musicology or Performance Practice)

1. To eliminate the concentration of **Performance Practice**, leaving the program's focus on Musicology.
2. Change the title of this M.A. program from M.A. in Music to M.A. in Musicology.

Rationale: In line with the College's wish to discontinue graduate programs that no longer attract large numbers of students, the Conservatory of Music has decided that it will no longer offer its concentration entitled "*Performance Practice*" (major #351) under its M.A. in Music, but the department will continue its M.A. programs in Musicology (#345) and for Music Teacher (#662). Hence, there will no longer be a choice of two concentrations (musicology or performance practice) in the M.A. in Music (HEGIS code 1005; SED program code 02020); there will just be the concentration of "musicology." Therefore the name of this M.A. should change from "M.A. in Music" to "M.A. in Musicology," for the sake of clarity.

The demand and enrollment in the *performance practice* concentration of the M.A. in Music have decreased significantly over the past decade, with virtually all master's *performance* students currently applying for the Conservatory's M.M. in Performance degree (#349) as their post-bachelor's study in performance. Students are not coming into the Conservatory's performance master's program to study and research earlier performance practices from contemporary documents and scores, as "performance practice" study implies. Rather, they are matriculating in the M.M.-Performance program to improve their abilities and knowledge for the techniques and repertoire of their particular instruments. In recent years the existence (and name) of this Performance Practice concentration (#351) has only confused many applicants who really intend to enroll in the M.M.-Performance program (#349). Students do not come to the Conservatory's master's programs to focus upon the critical study of pre-1800 performance practices as the term "performance practice" generally implies.

The necessary changes in the degree requirements that result from this discontinuation of the Performance Practice concentration and this change in program title appear in section A-III below.

Date of approval by department: March 13, 2012

Effective Date: Fall 2012

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Change in degree requirements

Department of Accounting

M.S. in Accounting (C.P.A. qualifying)

HEGIS code 0502; SED program code 88398

Requirements

Thirty credits are required for the degree.

Students must complete the following courses:

Accounting:

All of the following: Accounting 7106X, 7107X, 7108X, and 7109X.

Two of the following: Accounting 7110X, 7120X, 7130X, 7140X, 7150X, 7190X.

Economic analysis:

One of the following: Economics 7000X, Economics 7205X or Business 7205X, or Business 7206X, or Economics 7010X. Students who have not taken Economics 7025X or a comparable undergraduate mathematics course are advised to take Economics 7205X or Business 7205X or Business 7206X .

Finance:

Economics 7215X or Business 7215X or Business 7240X or Business 7216X.

Quantitative methods:

Economics 7230X or Business 7230X.

Business Electives/Econometrics:

One course from the following: Accounting 7110X, 7120X, 7130X, 7140X, 7150X, 7190X; Business 7200X, 7202X, 7204X, 7208X, 7216X, 7220X, 7240X, 7250X, 7255X, 7260X; Business 7131X or Accounting 7131X; Economics 7020X, 7021X.

With permission of the graduate deputy chairperson, up to 12 graduate credits may be accepted for work done at other institutions.

Rationale: Regulation is one of 4 parts of the CPA exam, and yet there was no course offered as part of this program. Accounting / Business 7131X is a new cross listed course that will address this.

Effective Date: Fall 2012

Date of Departmental Approval: March 13, 2012

Department of Childhood and Special Education

Changes in degree requirements

M.S. in Education degree program: childhood education teacher (grades 1-6) - bilingual education

HEGIS code 0802.00; SED program code 26823

Requirements

Thirty-six credits are required for the degree.

Required courses are listed below; courses marked with an asterisk (*) are bilingual extension courses.

~~Education~~ CBSE 7200T paired with ~~Education~~ CBSE 7351T*.

~~Education~~ CBSE 7203T paired with Puerto Rican and Latino Studies 7145X*.

~~Education~~ CBSE 7204T paired with Mathematics 7141T or 7142T or 7143T or 7145T or

~~Education~~ CBSE 7405T.

~~Education~~ CBSE 7201T paired with any graduate level course in General Science or 7000-level course in Geology.

~~Education~~ CBSE 7202T paired with ~~Education~~ CBSE 7350T*.

~~Education~~ CBSE 7353T* paired with ~~Education~~ CBSE 7355T*.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence and in childhood bilingual extension programs require departmental permission for registration.

Nonmatriculated students

Students with a New York State Initial Certificate in Childhood Education and/or a New York State Professional Certificate in Childhood Education or their equivalents who wish to complete an Extension in Bilingual (Spanish/English) Education without completing a master's degree in Childhood Education, may do so as a nonmatriculated student. Permission from the head of the Program in Bilingual Education is required.

The Bilingual Extension in Childhood Education consists of 15 credits. Required courses, which may be taken in any order, are listed below.

~~Education~~ CBSE 7350T, 7351T, 7353T, and 7355T; and Puerto Rican and Latino Studies 7145X.

All courses in childhood education and in childhood bilingual extension programs require departmental permission for registration.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education

Changes in degree requirements

M.S. in Education degree program: childhood education teacher (grades 1-6) - liberal arts

HEGIS code 0802.00; SED program code 26826

Requirements

Thirty credits are required for the degree.

~~Education CBSE~~ 7200T and English 7602X or 7701X or 7502X or 7503X.

~~Education CBSE~~ 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X.

~~Education CBSE~~ 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or

~~Education CBSE~~ 7405T.

~~Education CBSE~~ 7201T and any graduate level course in General Science or 7000-level course in Geology.

~~Education CBSE~~ 7202T and an elective in education: ~~Education CBSE~~ 7207X or 7360X or 7671X or a course in teaching students with disabilities with permission of the head of the Program in Teaching Students with Disabilities and the head of the Program in Childhood Education: Liberal Arts.

The following courses are required and it is recommended that they be taken in the following order (see the list above):

~~Education CBSE~~ 7200T and a course in English; ~~Education CBSE~~ 7203T and a course

in history or political science or Puerto Rican and Latino studies or Africana Studies;

~~Education CBSE~~ 7204T and a course in mathematics or ~~Education CBSE~~ 7405T;

~~Education CBSE~~ 7201T any graduate level course in General Science or 7000-level course in Geology;

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

Option (B): 33 credits

The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent or a New York State Initial Certificate in Special Subjects (all grades) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6).

Requirements

Thirty-three credits are required for the degree.

~~Education CBSE~~ 7200T and English 7602X or 7701X or 7502X or 7503X.

~~Education CBSE~~ 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X.

~~Education CBSE~~ 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or

~~Education CBSE~~ 7405T.

~~Education~~ CBSE 7201T and any graduate level course in General Science or 7000-level course in Geology.

~~Education~~ CBSE 7202T and an elective in education: ~~Education~~ CBSE 7207X or 7360X or 7671X or 7019T or a course in teaching students with disabilities with permission of the head of the Program in Teaching Students with Disabilities and the head of the Program in Childhood Education: Liberal Arts. ~~Education~~ 7214T.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

Option (C): 45 credits

The following program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education or Childhood Education or Special Subjects or equivalent course work and teaching experience, or who are teaching but do not hold initial certification. This program leads to both New York State Initial and Professional Certificates in Childhood Education (grades 1-6).

Requirements

Forty-five credits are required for the degree.

~~Education~~ CBSE 7205T, 7216X, 7440T, 7213T, 7503X, and 7471T.

~~Education~~ CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.

~~Education~~ CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X.

~~Education~~ CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or

~~Education~~ CBSE 7405T.

~~Education~~ CBSE 7201T and any graduate level course in General Science or 7000-level course in Geology or ~~Education~~ CBSE 7202T.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education
Changes in degree requirements

**M.S. in Education degree program: childhood education teacher (grades 1-6) -
mathematics**
HEGIS code 0802.00; SED program code 26826

Requirements

Thirty to 45 credits are required for the degree depending on applicants' qualifications.

Students will enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold.

Students must complete the following education courses in the stated sequence:
~~Education~~ CBSE 7400T, 7401T, 7402T, 7403T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Option (A): 30 credits

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent.

Requirements

Thirty credits are required for the degree.

In addition to ~~Education~~ CBSE 7400T, 7401T, 7402T, and 7402T, the following courses are required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7141T, 7142T, 7143T, 7144T, 7145T, 7146T;

(b) ~~Education~~ CBSE 7215X;

(c) one of the following elective education courses, or an education course approved by the program adviser: ~~Education~~ CBSE 7451X, 7671X, 7672X, 7207X, 7019T, 7684T, 7472X, 7215X, 7545X, 7220X.

Option (B): 33 credits

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent or a New York State Initial Certificate in Middle Childhood Education (generalist, grades 5-9) or its equivalent.

Requirements

Thirty-three credits are required for the degree.

In addition to ~~Education~~ CBSE 7400T, 7401T, 7402T, and 7403T, the following courses are required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7141T, 7142T, 7143T, 7144T, 7145T, 7146T;

(b) ~~Education~~ CBSE 7215X;

- (c) one of the following elective education courses, or an education course approved by the program adviser: ~~Education~~ CBSE 7451X, 7671X, 7672T, 7207X, 7019T, 7684T, 7472X, 7545X, 7503X;
- (d) ~~Education~~ CBSE 7214T.

Option (C): 45 credits

This option leads to both New York State Initial and Professional Certificates in Childhood Education (grades 1-6) with a specialization in mathematics education.

Matriculation requirements

See "General matriculation requirements" for Childhood Education: Mathematics, above. Requirements: Forty-five credits are required for the degree.

Students must complete ~~Education~~ CBSE 7205T, 7216X, 7440T, 7213T, and 7471T prior to taking other education courses required for the degree.

Students must obtain departmental permission to register for these courses.

In addition to ~~Education~~ CBSE 7400T, 7401T, 7402T, and 7403T, the following courses are required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7141T, 7142T, 7143T, 7144T, 7145T, 7146T;

(b) ~~Education~~ CBSE 7215X;

(c) one of the following elective education courses, or an education course approved by the program adviser: ~~Education~~ CBSE 7451X, 7671X, 7672T, 7207X, 7019T, 7684T, 7215X, 7545X, 7503X.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education

Changes in degree requirements

M.S. in Education degree program: childhood education teacher (grades 1-6) - science and environmental education HEGIS code 0802.00; SED program code 26826

Requirements

Option (A): 30 credits

The following program applies to students who hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6).

Requirements

Thirty credits are required for the degree.

Students must complete the following five courses in the stated sequence: ~~Education CBSE~~ 7300T and General Science 7030T; ~~Education CBSE~~ 7301T; ~~Education CBSE~~ 7320T; ~~Education CBSE~~ 7321T.

The following courses are also required:

Two of the following:

Any 6000 or 7000-level course in General Science, Biology, Chemistry, Earth and Environmental Science or Physics;

~~Education CBSE~~ 7215X; 7671X, 7672T, 7674T or a course in teaching students with disabilities;

An education or science elective.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental approval for registration.

Option (B): 33 credits

The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent, a New York State Initial Certificate in Middle Childhood Education (grades 5-9) or its equivalent, or a New York State Initial Certificate in Special Subjects (all grades) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6).

Requirements

Thirty-three credits are required for the degree.

The following courses are also required:

Two of the following:

Any 6000 or 7000-level course in General Science, Biology, Chemistry, Earth and Environmental Science or Physics;

~~Education CBSE 7214T; 7215X; Education CBSE 7671X, 7672T, 7674T~~, or a course in teaching students with disabilities;
An education or science elective.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

Option (C): 39 credits

The following program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education, Childhood Education, Middle Childhood Education, or Special Subjects or equivalent course work and teaching experience, or who are teaching but do not hold initial certification. This program leads to both New York State Initial and Professional Certificates in Childhood Education (grades 1-6).

Requirements

Thirty-nine credits are required for the degree.

Students must complete the following three courses: ~~Education~~ CBSE 7205T; 7216X; 7440T.

Students must complete the following five courses in the stated sequence: ~~Education~~ CBSE 7300T and General Science 7030T; Education CBSE 7301T; Education CBSE 7471T; Education CBSE 7320T; Education CBSE 7321T.

Two of the following:

Any 6000- or 7000-level course in General Science, Biology, Chemistry, Earth and Environmental Science, or Physics;

~~Education CBSE 7671X, 7672T, 7674T~~, or a course in teaching students with disabilities;

An education or science elective.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education

Changes in degree requirements

M.S. in Education degree program: teacher of students with disabilities in childhood education (grades 1-6)

HEGIS code 0808

NYS SED program code 26729

Requirements

Thirty or 33 or 33 to 45 credits are required for the degree; there are now two additional options of 39 and 44 credits. The course of study and credit options are determined by previous course work, teaching experience, and the certificates they hold.

During the first term students in all options (30, 33, or 33 to 45 credits) must file a program of study approved by the head of the Program in Teaching Students with Disabilities in Early Childhood and Childhood Education.

Option A: 30 credits

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas and an Initial Certificate in Teaching Students with Disabilities.

Students complete 15 credits in the following courses: ~~Education~~ CBSE 7676T, 7677T, 7679T, 7680T, and 7657T; and 6 credits in elective courses in teaching students with disabilities. The remaining 9 credits consist of ~~Education~~ CBSE 7405T, or 7440T or 7693T, 7203T or 7205 and 7300T or 7305T with approval from program heads of the Programs in Childhood Education: Liberal Arts, Childhood Education: Science and Environmental Education, and Childhood Education: Mathematics.

Students are required to complete an independent research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

Option B: 33 credits

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas, without student teaching experience and without certification in students with disabilities in grades 1-6.

Students must complete 33 credits in the following sequenced courses, which should be taken in this order: ~~Education~~ CBSE 7674T and 7672T; 7676T and 7680T; 7679T and 7664T; 7677T and 7680T; 7675T and 7657T; and ~~Education~~ CBSE 7681T, Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 50 hours of supervised field experience and at least 20

days of student teaching (teaching students with disabilities in childhood). In addition, students must complete a research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

Option C: 33-45 credits

This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences, and foreign language, and do not possess Initial Certification in any teacher certification area.

Students must complete 33 to 45 credits in the following courses: ~~Education~~ CBSE 7205T, 7679T, 7440T, 7213T, 7214T, 7674T, 7672T, 7676T, 7678T, 7664T, 7677T, 7680T, 7675T, 7657T, and ~~Education~~ CBSE 7681T Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 100 hours of supervised field experience and at least 40 days of student teaching. In addition students must complete a research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

Option D: 39 credits

This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences, and foreign language who are teaching or have secured a position teaching students with special needs and qualify for New York State Alternative Certification as a Teacher of Students with Disabilities in Childhood Education or holding such certification. Students should take the following courses in the recommended order: ~~Education~~ CBSE 7653T, 7674T, 7679T, 7440T, 7672T, 7205T, 7213T, 7676T, 7677T, 7678T, 7680T, 7657T, 7664T.

This option is consigned to students sponsored by entities such as the New York City Teaching Fellows program.

In addition, students must complete a research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

Option E: 44 credits

This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences, and foreign language who are teaching or have secured a position teaching students with special needs and qualify for New York State Alternative Certification as a Teacher of Students with Disabilities in Childhood Education or holding such

certification. Students should take the following courses in the recommended order:
~~Education~~ CBSE 7653T, 7674T, 7679T, 7440T, 7672T, 7205T, 7213T, 7676T, 7677T,
7678T, 7680T, 7657T, 7664T and 7695T, 7696T, 7697T, and 7698T Inclusive Teaching
Practicum.

In addition, students must complete a research project under advisement of a faculty
member in ~~Education~~ CBSE 7657T.

Rationale:

The childhood and special education program is updating the course prefix and
prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education

Changes in degree requirements

M.S. in Education degree program: teacher of students with disabilities generalist (grades 7-12)

HEGIS code 0808; NYS SED program code 31136

Requirements

Thirty-three credits are required for the degree.

33 credits in the following courses:

Students must complete 21 credits in the following education courses: ~~Education~~ CBSE 7674T, 7676T, 7678T, 7664T, 7657T, 7659T, 7503; and 12 credits in graduate liberal arts and sciences courses, to be approved by the program head.

In addition, students must complete a research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education

Changes in degree requirements

M.S. in Education degree program: teacher of students with disabilities in early childhood education (birth-grade 2)

HEGIS code 0808; NYS SED program code 26726

Requirements

Thirty or 33 or 33 to 45 credits are required for the degree. Students take different education courses and credit options depending on their previous course work, teaching experience, and the certificates they hold.

During the first term students in either option (30, 33, or 33 to 45 credits) must file a program of study approved by the head of the Program in Teaching Students with Disabilities in Early Childhood and Childhood Education.

Thirty credit option:

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas and an Initial Certificate in Teaching Students with Disabilities.

Students complete 15 credits in the following courses: ~~Education CBSE~~ 7676T, 7677T, 7679T, 7680T, and 7657T; and 6 credits in elective courses in teaching students with disabilities. The remaining 9 credits consist of ~~Education CBSE~~ 7405T, 7203T, and 7300T or 7305T with approval from program heads of the Programs in Childhood Education: Liberal Arts, Childhood Education: Science and Environmental Education, and Childhood Education: Mathematics.

Students are required to complete an independent research project under advisement of a faculty member in ~~Education CBSE~~ 7657.

Thirty-three credit option:

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas, and having had no course work in teaching students with disabilities and no student teaching experience with students with disabilities in grades 1-6.

Students must complete 33 credits in the following courses, which should be taken in this order: ~~Education CBSE~~ 7674T and 7672T; 7676T and 7680T ; 7679T and 7664T; 7677T and 7680T; 7675T and 7657T; and ~~Education CBSE~~ 7681T, Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 50 hours of supervised field experience and at least 20 days of student teaching (teaching students with disabilities in childhood). In addition,

students must complete a research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

33 to 45 credit option:

This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, and the social sciences, and foreign language.

Students must complete 33 to 45 credits in the following courses: ~~Education~~ CBSE 7214T, 7674T, 7672T, 7676T, 7678T, 7664T, 7677T, 7680T, 7675T, 7659T and ~~Education~~ CBSE 7681T, Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 100 hours of supervised field experience and at least 40 days of student teaching. In addition students must complete a research project under advisement of a faculty member in ~~Education~~ CBSE 7657T.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Childhood and Special Education

Changes in degree requirements

Advanced certificate program in autism spectrum disorders

HEGIS code 0808; NYS SED program code 31638

Requirements

Fifteen credits of coursework completed with a grade point average of B or better are required for the advanced certificate. No more than one course with a grade below B may be offered toward the completion of the certificate requirements. Students must complete all of the following courses:

- ~~Speech 7317X/~~Education CBSE 7685T: An Introduction to Autism Spectrum Disorders
- ~~Speech 7319X/~~Education CBSE 7686T: Speech, Language, and Communication Development of Children on the Autistic Spectrum
- ~~Education~~ CBSE 7666T: Special Issues in Education: Classroom and School-wide Learning Environments
- ~~Education~~ CBSE 7677T: Curriculum Modifications for Teaching Students with Special Needs
- ~~Education~~ CBSE 7681T: Seminar and Student Teaching: Students with Special Needs.

Rationale:

The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Computer and Information Science

Change in bulletin description and degree requirements

Advanced Certificate in Parallel and Distributed Computing

HEGIS code 0799.00; SED program code 32771

How does Google use 450,000 computers to answer my questions so quickly?

How do financial firms predict market trends or the weather bureau crunch the weather forecast?

Many operations such as these need faster and more thorough computing to produce practical solutions. The Advanced Certificate in Parallel and Distributed Computing will give you the necessary skills to master the latest problem-solving technologies and large-scale computing that are needed to meet ever evolving technological advances.

Computers used to be made faster and more efficient by increasing their speed. The practical limits of such speeds has been reached. The only way to continue making ever-faster computers is to combine many of them for use in solving individual problems. The science and art of solving problems this way is the subject of our new Advanced Certificate. Top-of-the-line computers are now sold routinely with multiple processors, and those who know how to program them are at a decided advantage in software development.

Someone with a Bachelor's degree in computer science or with significant programming experience and appropriate background in computer methodology can take 6 graduate courses that will familiarize them with this new world of computing. The courses include the subjects of parallel and distributed systems and applications programming, parallel computer and distributed network design, parallel problem solving methods, and practical systems administration. Once these 6 courses are completed successfully, the Advanced Certificate is awarded. ~~The Advanced Certificate courses are also credited to a Master's degree in Computer Science, if desired, or the Advanced Certificate can be taken as a standalone program.~~

Students admitted to the program will have significant programming experience, an undergraduate or graduate course in operating systems, an undergraduate or graduate course in algorithms, and an undergraduate or graduate course in computer organization or computer architecture.

Program Requirements: Computer and Information Science 7100X, 7212X, 7312X, 7340X, 7342X, and 7350X.

Up to 3 courses credited towards the advanced certificate may also be credited to the master of arts degree in computer science and the master of science degree in information systems.

Rationale: This change in wording brings the Bulletin Description of the Advanced Certificate in Parallel and Distributed Computing in accord with the Faculty Council Resolution of March 9, 2010. The resolution stated:

“Departments and programs may choose to allow students to apply courses from a first Brooklyn College master’s degree or advanced certificate to the required coursework and credit requirements of a second master’s degree or advanced certificate up to the lesser of nine (9) credits or 50% of the required credits of the second master’s degree or advanced certificate. This dispensation applies only to coursework taken at Brooklyn College; courses used toward a prior degree or advanced certificate outside of Brooklyn College may not be credited toward a second master’s degree or advanced certificate at Brooklyn College. Furthermore, it applies only to courses that are required by the second program; courses taken in the first program may not be applied toward elective credits in a second program. If a program chooses to credit a student’s Brooklyn College coursework, as described above, toward a second master’s degree or advanced certificate, the department chair, graduate deputy, or program head must specify the same in writing to the Registrar.”

Date of Departmental Approval: 2/14/2012

Effective Date: Fall, 2012

Department of Early Childhood Education and Art Education

Change in bulletin description and degree requirements

M.A., art teacher (all grades)

HEGIS code 0831; SED program code 26751

The art education program at Brooklyn College is committed to preparing quality art teachers (K-12) who are skilled makers of art, insightful observers of visual culture, and articulate advocates for art education in public and independent schools. For students who hold a bachelor's degree from an accredited institution in either art or art education, we offer two master of arts degrees in art education. For students who already hold a master's degree in art or related discipline, we offer a non-degree teaching certificate. The curriculum consists of education courses, field experiences, a sequence of art studio that are scheduled to accommodate students who have family and/or professional responsibilities. Most students complete the program in two years, however individuals are free to set their own pace for progressing through the program.

The courses required by the School of Education vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the program coordinator of art education for current degree requirements.

Matriculation requirements

Applicants must offer at least 30 credits in courses in studio art and art history including basic design workshops (two-dimensional and three-dimensional), drawing and painting, sculpture and crafts, and other advanced courses acceptable to the Art Department program in art education.

Applicants must offer (a) or (b) or (c):

(a) New York State Initial Certification in teaching art for all grades;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching art in all grades; 100 hours of fieldwork; 40 days or 300 hours of student teaching of art in all grades, or one year of full-time teaching of art in all grades; ~~and submission of scores on the L.A.S.T.;~~

(c) an undergraduate degree with a major in art or appropriate course work in art, ~~and submission of scores on the L.A.S.T.~~

Applicants must have a minimum undergraduate scholastic index of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the ~~head of adolescence education and special subjects in the School of Education~~ program coordinator of art education and the chairperson of the Early Childhood and Art Education Department.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 550 before being considered for admission.

Applicants must consult matriculation requirements for ~~adolescence education and special subjects~~ the program in art education in the School of Education section of the Bulletin, and should see the ~~head of adolescence education and special subjects~~ program coordinator of art education for counseling.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Degree requirements

30-46 credits are required for the degree.

Students must complete the following 15 credits in courses in the Art Department: Art 7310X, 7520X, 7610X, and 6 additional credits in studio art or art history.

Students must complete 18-31 credits in courses in the School of Education.

Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold.

Students who possess Initial Certification in teaching art must complete 15 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching art or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching art must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I in addition to courses in Groups II and III, below.

Students pursuing Initial Certification in teaching art must take Secondary Education 7503X, Teaching Writing Across the Curriculum; Childhood and Special Education 7671X, Children and Youth with Special Needs in Group III.

Students who already have a master's degree but wish Initial Certification in teaching art must take appropriate courses in Group I ~~and Group~~ , II and III below, as determined at the time of matriculation by the ~~head of adolescence education and special subjects~~ program coordinator of art education in the Department of Early

Childhood and Art Education in the School of Education.

Group I:

Early Childhood and Art Education 7538T, 7542T, 7520T, 7543T.

Group II:

Early Childhood and Art Education 7530T, 7507T, 7533T, 7526T, 7506X.

Group III:

~~One of the following: Education 7005X, Childhood and Special Education 7671X, Secondary Education 7527T, 7684T, 7686T, 7545X, 7503X, Education 7548X/English 7507X, Secondary Education 7549X/Theater 741X, Education 7038X, 7207X, Early Childhood and Art Education 7100T, 7101T, 7102T, 7105T, 7106T.~~

Rationale:

The art education program is updating the course prefixes and shifting administrative responsibility to reflect the new departmental structure in the School of Education.

Further, the course, CBSE 7671 (Children and Youth with Special Needs), has been added as a degree requirement to satisfy the new New York State mandate that requires all special subjects teachers to have at least one stand-alone special education course.

These changes will improve the quality of our program and ensure that all of our students will be better equipped to teach children with special needs and work collaboratively with their families.

Clearances: Department of Art, November 8, 2011

Date of department approval: October 25, 2011

Effective date of the change: Fall 2012

Department of Early Childhood Education and Art Education
Changes in description and degree requirements

M.S. degree program in education: early childhood education teacher (birth through grade 2)

HEGIS code 0802; NYS SED program code 26736

The program in early childhood education prepares reflective teachers of young children from birth through grade 2. Our unique approach considers child development (typical and atypical) within the contexts of families, communities, and early learning settings in urban environments. Our graduates are keen observers of children who deeply understand and document how children grow and develop. They successfully teach and guide young children and families from culturally, linguistically and socially diverse backgrounds using developmentally effective and culturally sensitive practices.

Fundamental ~~Central~~ to the program's philosophy is a commitment to providing and advocating for linguistic and cultural developmentally effective practices, ~~in early childhood programs and schools~~ the arts and children's play as central to quality education for all young children, and the inclusion of children with special needs and English language learners. Based on the continual expansion of knowledge, our curriculum is vibrant and addresses emerging issues in the field. This includes bridging students' fieldwork experiences with current theories and research in child development and early childhood education. Our coursework integrates the latest research in infancy, infant mental health, brain research, neuropsychology, curriculum design, authentic assessment, emergent bilingual language development, number sense, and technology.

Students are encouraged to push the boundaries of what is known about early childhood education, as witnessed ~~in~~ through our partnership with the Lincoln Center Institute, in which our Brooklyn College students explore the relationship between aesthetic education, imaginative learning and early childhood educational practices. We also prepare our students to teach in high-need communities through our strong relationships with early childhood programs and schools located in Sunset Park as well as through our partnership with Jumpstart, a non-profit organization that recruits and trains college students' to provide a rich literacy-based curriculum to preschool children and their parents in low-income neighborhoods. Our Undergraduate and Graduate Early Childhood Education Programs are nationally recognized by the National Association for the Education of Young Children as part of the School of Education's national accreditation by the National Council for Accreditation of Teacher Education (NCATE).

Students will enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 30 credits

The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent. This program

leads to a New York State Professional Certificate in Early Childhood Education (birth through grade 2).

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, to be considered for admission.

Applicants are interviewed and may be required to demonstrate written proficiency in English.

Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores as additional evidence to support the application. ~~must submit scores on the L.A.S.T.~~

Applicants must obtain and file an application form in the program office in addition to the regular college admission form. ~~Interviews may be required.~~

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

Degree requirements

Students must complete 30 credits in the following courses.

Early Childhood and Art Education 7101T; 7102T; 7107T; 7678T; 7103T; 7110T and four courses from the following: 7100T or 7104T or 7113T or 7111T or 7115T or 7116T or 7108T or 7105T or 7106T or 7114T or 7109T or 7652T or 7663T or 7675 or 7683T or 7530T.

During the first semester, students must file a program of study approved by the program adviser. All courses in the early childhood degree sequence require departmental permission for registration.

Early Childhood and Art Education 7103T and 7110T are taken consecutively the last two semesters of the student's program of study.

Option (B): 33 credits

The following program applies to students who hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial

Certificate in Special Subjects (all grades) or its equivalent. This program leads to a New York State Professional Certificate in Early Childhood Education (birth through grade 2).

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Special Subjects (all grades) or its equivalent.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants are interviewed and may be required to demonstrate written proficiency in English.

Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores as additional evidence to support the application. ~~must submit scores on the L.A.S.T.~~

Applicants must obtain and file an application form in the program office in addition to the regular college admission form. ~~Interviews may be required.~~

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

Degree requirements

Students must complete 33 credits in the following courses.

Early Childhood and Art Education 7101T, ~~or~~ 7102T; 7100T; ~~or~~ 7104T ~~or~~ 7113T ~~or~~ 7683T; 7111T or 7115T; 7116T; or 7108T; or 7105T or 7106T or 7107T; 7109T; 71204T; 7103T; 7110T.

During the first semester, students must file a program of study approved by the program adviser. All courses in the early childhood degree sequence require departmental permission for registration.

Option C: 45 credits

The following program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education or Childhood Education or Special Subjects or equivalent course work and teaching experience, or who are teaching but do not hold initial certification. This program leads to both New York State Initial and Professional Certificates in Early Childhood Education.

Matriculation requirements

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants are interviewed and may be required to demonstrate written proficiency in English.

Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores as additional evidence to support the application. ~~must submit scores on the L.A.S.T.~~

Applicants must obtain and file an application form in the program office in addition to the regular college admission form. ~~Interviews are may be required.~~

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

Degree requirements

Students must complete 45 credits in the following courses.

Early Childhood and Art Education 7100T; 7101T; 7102T; 7105T or 7106T; 7107T; 7108T; 7109T; 7111T; 7104T or 7143 or 7683T; 7115T; 7116T; 7120T; 7103T; 7110T

During the first semester, students must file a program of study approved by the program adviser. All courses in the early childhood degree sequence require departmental approval.

Rationale:

The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education, which applies to Options A, B, and C.

Further, to satisfy the New York State mandate requiring all general education teachers to have at least one stand-alone special education course, which includes supervised field, Education 7102T (*Social, Historical, Philosophical, Construction of ECE*) and 7104T (*Environments for Young Children with Special Developmental and Learning Needs*) have been revised to fulfill this mandate. ALL graduate early childhood education students seeking initial certification in Early Childhood (birth to 2nd Grade; Option B or C) will now be required to take 7102T and 7104T.

Students with a Childhood or Secondary teaching certification (Option B) need to have the same rigor of required courses specific to child developmental processes (7101, 7102, 7109, 7104) as students obtaining a masters degree in the other two options (Option A and C). Also, students in Option B have the methodological expertise already

since they have been teaching and need greater depth in understanding child development (typical and atypical). We've updated our

Finally, these changes will improve the quality of our program and ensure that all of our early childhood students will be better equipped to teach young children with special needs and work collaboratively with their families.

Date of department approval: March 13, 2012

Effective date of the change: Fall 2012

Department of English

Change in matriculation requirements

M.A. in English

HEGIS code 1501; SED program code 02044

Matriculation requirements

Applicants must offer at least ~~12~~ 15 credits in advanced courses in English literature.

Applicants must have a minimum undergraduate grade point average of 3.00.

Applicants must submit a sample of critical writing of about ten pages, and a two-page statement of academic purpose.

Foreign applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 650 on the paper-based test or 280 on the computer-based test, or 114 on the Internet-based test before being considered for admission.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Rationale: The current requirement of 12 credits in advanced undergraduate coursework in English literature ensures that non-English majors applying to the program have some preparation in the field. However, we have found that in many cases this degree of preparation is not sufficient given the academic rigor of the program. Increasing the prerequisite to 15 credits of advanced undergraduate coursework in the field will not substantially inhibit our recruitment effort and application numbers, but it will improve the likelihood of success among those admitted.

Effective date: September 1, 2012

Date of approval by department: March 13, 2012

Department of English

Change in Bulletin description and requirements

M.A. degree program in education: English teacher (7-12) HEGIS code 1501.01; SED program code 26811

The School of Education at Brooklyn College offers programs in adolescence education and special subjects leading either to the master of arts or master of science in education degree. The 30-plus credit programs are registered with the New York State Education Department and lead to initial and/or professional teacher certification in several subjects, as follows: art (all grades); biology (grades 7-12); chemistry (grades 7-12); English (grades 7-12); general science (grades 5-9); health (all grades); mathematics (grades 5-9); mathematics (grades 7-12); music (all grades); physical education (all grades); physics (7-12); social studies (7-12); modern languages (French, Spanish, Italian) (grades 7-12). Also, several master of arts in teaching (M.A.T.) programs are pending approval.

The School of Education is committed to urban education and serving the needs of our city's teachers. We are proud that almost 80 percent of Brooklyn's high school teachers are graduates of our programs. Our courses are particularly sensitive to the rich diversity of New York's population and we continue to forge links with the borough's schools.

The graduate programs in adolescence education and special subjects are responsive to the needs and experiences of those individuals who have chosen to devote themselves to teaching. Our programs offer The M.A. programs in English education leading to Initial Certification and/or Professional Certification for English teachers grades 7-12 are designed for students who plan to teach or are currently teaching. Our The programs offer experienced and beginning teachers opportunities to develop their classroom practice and to expand their knowledge of their particular discipline English education and the field of education as a whole. Courses are taught by nationally known scholars, many of whom who have had experience teaching at elementary and secondary levels. Our programs combine rigorous and rewarding study in each discipline literature and composition with intensive study of curriculum, pedagogy, and schools.

Graduates of our programs are trained in their specific discipline, in research methodologies, and in the critical analysis of curriculum, pedagogy, school culture, and the sociopolitical dimensions of schooling. Please take some time to read through the general information section as well as the specific information that describes the program in which you are interested. We look forward to working with you and sharing the exciting world of graduate study.

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the School of Education for the current requirements.

Matriculation requirements

Applicants must offer at least ~~42~~ 15 credits in advanced courses in English. Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in teaching English for grades 7-12; or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching English in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of English in grades 7-12, or one year of full-time teaching of English in grades 7-12; and submission of scores on the Liberal Arts and Science Test (L.A.S.T.); or

(b) an undergraduate degree with a major in English, or appropriate coursework in English and submission of L.A.S.T. scores; or

(c) an undergraduate major in English, the L.A.S.T., the CST, an approved 200 hours preparation program and a position at an approved public school through which students can accrue on-the-job training to substitute for student teaching.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the head of ~~adolescence education~~ the program in English education and ~~special subjects~~ in the School of Education and the chairperson or graduate deputy of the English Department.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test, before being considered for admission.

~~Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects for counseling.~~

General matriculation and admission requirements of the Division of Graduate Studies are in the chapter "Admission."

Degree requirements

Thirty to forty-three credits are required for the degree.

Students must complete 18 credits in courses in English.

Students enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 30 credits

Students who possess Initial Certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: English 7010X and 7011X and English 7040X. In addition, students must complete a course in four of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: three courses from areas 1-5 and 7, excluding English 7507X; and one course from area 6. Student must also complete 12 credits in courses in Education as follows: SEED 7502T, 7508T, 7548X and 7521T.

Option (B): ~~39~~ 43 credits

Students who do not possess Initial Certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: ~~English 7011X, English 7010X and English 7507X~~ English 7507X, English 7010X and English 7011X. In addition, and with advisement from the **chairperson** or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. Students must also complete the following courses in Education: SEED 7500X, 7501X, 7531T, 7542T, 7514T, 7543T, 7502T, 7508T and 7521T.

Option (C): 33 credits

Students who are teaching or have secured a position teaching English and who are pursuing an Alt B Certificate (~~option C above~~) must complete the following courses in English: ~~English 7011X, English 7010X and English 7507X~~ English 7507X, English 7010X and English 7011X. In addition, and with advisement from the **chairperson** or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. ~~Students must take the following courses: ED 7500X, 7501X, 7531T, 7542T, 7514T, 7543T, 7502T, 7508T, and ED 7521T.~~ Students pursuing an Alt B Certificate, (~~option C above~~) may substitute their teaching job for student teaching but upon consultation with their advisor must still register for SEED 6002T and must take SEED 7500X, 7531T, 7514T, 7502T, and ED 7508T.

All Students must pass a written comprehensive examination administered by the English Department at the end of their program. Information about the comprehensive examination is in the section of the "Academic Regulations and Procedures."

Courses in the English Department and the School of Education offered toward the degree must be 7000-level courses.

Students pursuing an M.A. English Teacher must have taken or must take courses that meet the New York State and NCTE English standards. Transcript review will determine what appropriate course work students must take.

Rationale: The description of the program for English teacher 7-12 has been changed to simplify and clarify the requirements for the different options available to students and to

address changes in the structure of the School of Education. We have amended the prefixes in the A-III document, so that courses now read SEED and we have clarified degree requirements to meet mandates from New York State Department of Education.

Date of approval by department: March 13, 2012

Effective date: September 1, 2012

Department of Finance and Business Management

Change in degree requirements

M.S. in Business Economics

HEGIS code 0517, SED program code 01895

Degree requirements

A minimum of thirty-three credits is required for the degree. Students must complete at least 24 credits in the Finance and Business Management, Accounting, and Economics Departments. The following courses are required: Economics 7000X, 7010X, 7020X, 7021X, 7025X. Students selecting Option 2 or Option 3 (below) may take either Economics 7000X or Business 7206X. They also take either Economics 7021X or Business 7279X; and either Economics 7025X or Business 7278. Option 3 students who have taken an undergraduate course in calculus may, with the permission of the graduate deputy, waive Economics 7025X and substitute a course from the Option 3 requirements listed below. With permission of the graduate deputy chairperson, up to nine credits may be taken in appropriate courses in other departments. With permission of the graduate deputy chairperson, up to 12 credits may be accepted for work done at other institutions.

Students select one of the following options to complete the remaining credits:

Option 1. *Economic Analysis.* A minimum of 18 credits (6 courses) from the following: Economics 7215X or Business 7215X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7040X, Economics 7045X, Economics 7050X, Economics 7055X, Economics 7060X or Health and Nutrition Sciences 7144X, Economics 7090X, and Economics 7095G. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 1.

Option 2. *Global Business and Finance.* A minimum of 18 credits (6 courses) from the following: Business 7200X, 7202X, 7204X, 7208X, 7210X, 7216X, 7220X, 7240X, Business 7250X or Psychology 7246G, Business 7255X or Psychology 7247G, Business 7260X, Business 7278, Business 7279X, Business 7290X, Business 7203X or Television and Radio 7727X, Economics or Business 7215X, Economics or Business 7230X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7060X or Health and Nutrition Sciences 7144X, and Economics 7095G. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 2.

Option 3. *Accounting.* A minimum of 18 credits (6 courses) from the following: Accounting 7108X, Accounting 7109X, and at least two additional courses with an Accounting prefix; Business 7131X or Accounting 7131X, Business 7215X or Economics 7215X, Business 7216X, Business 7230X, Business 7240X, Business 7260X, and Business 7290X. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18-credit requirement in Option 3.

Rationale: Regulation is one of 4 parts of the CPA exam, and yet there was no course offered as part of this program. Accounting / Business 7131X is a new cross listed course that will address this.

Effective date: Fall 2012

Date of approval by the department: February 14, 2010

Department of Health & Nutrition Sciences

Change in degree requirements

MPH degree program in Health and Nutrition Sciences

HEGIS code 1214, SED program code 21578

This program, accredited by the Council on Education for Public Health, provides graduate-level training for students interested in pursuing or in advancing careers in public health. Successful applicants to the M.P.H. program include health professionals and recent college graduates. The program offers two concentrations, a general public health track ~~or~~ and a more specialized health care policy and administration track. The degree offers both classroom and internship experiences and provides the opportunity for students to work closely with a faculty mentor. By offering all classes in the evenings in Brooklyn and Manhattan, the program is geared to the needs of working adults. Graduates of the program are employed as managers, administrators, researchers, and planners in hospitals, not-for-profit agencies, community programs, departments of health, and state and national health organizations.

Matriculation requirements

Applicants must offer at least 18 undergraduate credits in acceptable health-related courses and a GPA of at least 3.00. Applicants should have experience in a health-related field and must submit a statement of academic interests and goals. Applicants also must submit results of the Graduate Record Examination. A waiver of the GRE may be made when a student has a master's degree or higher from an accredited US college or university. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" of the Graduate Bulletin.

Degree requirements

Forty-five credits are required for the degree.

Students must complete Health and Nutrition Sciences 7100X, 7110X, 7120X, 7130X, 7140X, 7150X, 7920X and 7930X.

Students must receive a grade of at least B in each of these eight core courses; courses may be repeated if necessary.

In addition, students must complete one of the following ~~three~~ two concentrations of study:

General public health concentration:

Students in this concentration must take Health and Nutrition Sciences 7163X, 7164X and 7171X. Students must choose their remaining courses from courses numbered Health and Nutrition Sciences 7000X and above unless they receive permission from the deputy chairperson to substitute a specific course. In addition, students must submit

either a thesis or a master's paper. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a master's paper must complete Health and Nutrition Sciences 7940X and 7950X with a grade of B or better. ~~Courses in the Health and Nutrition Sciences Department offered toward the degree must be 7000-level courses.~~

Health care policy and administration concentration (offered in cooperation with the Department of Political Science):

Students must take the following courses: Health and Nutrition Sciences 7141X, 7142X, 7143X, 7144X. Students in the health policy and administration concentration must choose their remaining courses from the following list unless they receive permission from the deputy chairperson to substitute specific courses: Health and Nutrition Sciences 7145X, 7146X, 7161X, 7162X, 7184X; Political Science 7150X, 7310X, 7340X, 7370X, 7400X, 7470X, 7480X, 7510X, 7720X, 7760X. Students with advanced preparation may substitute other courses for required courses with the permission of the deputy chairperson. In addition, students must submit either a thesis or a master's paper. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a master's paper must complete Health and Nutrition Sciences 7940X and 7950X with a grade of B or better. ~~Courses in the Health and Nutrition Sciences Department offered toward the degree must be 7000-level courses.~~

Furthermore, students must independently complete a professional portfolio. The portfolio describes relevant public health experiences and achievements during the course of students' studies leading to the MPH degree. The portfolio consists of academic, professional and service accomplishments and may include major course projects, reports, presentations, publications and other samples of work that is completed.

Rationale: We offer two concentrations, not three. The text regarding HNSC 7000 related courses repeats information already mentioned in those paragraphs and therefore is deleted. Our MPH program is accredited by the Council on Education for Public Health (CEPH) as part of the CUNY School of Public Health at Hunter College. Making the portfolio a requirement for graduation is consistent with the standards of CEPH and brings parity in this requirement across the three CUNY MPH programs (Brooklyn College, Lehman College, and Hunter College). Other changes reflect typographical corrections.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences
Change in degree requirements

M.A. degree program in community health
HEGIS code 1214; SED program code 78495

The master of arts degree in community health serves both national and international students who are ~~pursing~~ pursuing a career in health promotion/disease prevention. Many of our graduate students are in practice in the field and come to Brooklyn College for advanced training and professional development.

The program has two concentrations: community health education and thanatology. The community health education concentration develops professionals who design, conduct, and evaluate activities that help improve the health of individuals and communities. Graduates typically find employment in public health departments, community-based organizations, hospitals, and clinics as patient educators, health education teachers, health coaches, community organizers, public health educators, and health program managers.

The thanatology concentration focuses on the development of expertise in the area of dying, death, and bereavement. Graduates hold a variety of positions including that of hospice program director, hospital bereavement coordinator, hospice volunteer coordinator, funeral aftercare counselor, and bereavement counseling program director.

Matriculation requirements

Applicants must offer at least 18 credits in acceptable health-related courses and a minimum GPA of 3.0. Experience in a health-related field is required for the thanatology concentration.

Degree requirements

Thirty-three to thirty-six credits are required for the degree. Students must complete one of the following two concentrations of study: Community Health Education (36 credits) or Thanatology (33 credits).

Community health education concentration:

Required courses (30 credits): Health and Nutrition Sciences 7110X, 7120X, 7140X, 7141X, 7150X, 7161X, 7170X, 7171X, 7925X, and 7930X. Elective courses (6 credits): Students who satisfy the exit requirements (see below) by passing a comprehensive examination must complete 6 additional credits (for a total of 36 credits) chosen from 7000-level health courses after consultation with their faculty advisor.

Thanatology concentration:

Required courses (27 credits): students must complete 24 credits from the following courses: Health and Nutrition Sciences 7180X, 7181X, 7182X, 7183X, 7184X, 7185X, 7186X, 7187X, 7188X, 7901X. Students must also complete Health and Nutrition Sciences 7930X (3 credits) and elect one of the exit requirements (see below), either of which requires two courses (6 credits) for a total of 33 required credits in this concentration.

Students with advanced preparation may substitute other courses for required courses with the permission of the deputy chairperson.

Exit requirements:

Students matriculated in the community health education concentration are required to pass a comprehensive examination administered by the Health and Nutrition Sciences Department, or submit an acceptable master's thesis or master's paper.

Students matriculated in the thanatology concentration are required to submit either an acceptable thesis or an acceptable master's paper.

Students in either concentration electing to submit a thesis must complete Health and Nutrition Sciences 7935X (3 credits) and 7999X (3 credits). Information about the thesis is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

Students in either concentration electing to submit a master's paper must complete Health and Nutrition Sciences 7940X (3 credits) and 7950X (3 credits) with a grade of B or better. The student is not allowed to take 7940X more than twice. The grade for Health and Nutrition Sciences 7950X will be the same as the grade for the master's paper. The student must earn a grade of B or better for a master's paper to be acceptable.

Students opting for the Comprehensive Examination will be evaluated on: 7110X, 7120X, 7170X, and 7930X. Students must have completed all four courses before registering for the Comprehensive Examination. If the examination is failed on the first try, students must retake and pass all of the parts that they failed in the previous examination.

Students in the community health education concentration who pass a comprehensive examination must complete an additional 6 elective credits chosen from 7000-level health courses (for a total of 36 credits) after consultation with their faculty advisor.

Note that Health and Nutrition Sciences 7930X is a prerequisite for Health and Nutrition Sciences 7935X and for Health and Nutrition Sciences 7940X.

Courses in the Health and Nutrition Sciences Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the department.

~~Students interested in certification as a death educator (CDE) or grief counselor (CGC) may use the Health and Nutrition Sciences internship course that partially fulfills the requirements of the National Certification Board of the Association for Death Education and Counseling.~~

Community Health Education students interested in national certification as a Certified Health Education Specialist (CHES) may take the examination administered by the National Commission for Health Education Credentialing, Inc.

Rationale: Changes are needed to more effectively communicate the requirements and expectations regarding the Comprehensive Examination. Additionally, the statement about re-taking the exam would make this policy more uniform within the Health and Nutrition Sciences department. There have been some major changes at the Association for Death Education and Counseling, and it no longer has a process to certify persons as death educators or grief counselors. Other changes reflect typographical corrections.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Modern Languages and Literatures

Changes in degree requirements

M.A. Degree Program in Spanish

HEGIS code 1105; SED program code 02035

Degree requirements

Thirty credits are required for the degree.

Students must pass a written and oral comprehensive examination and complete a substantial research paper, in Spanish, acceptable to the department. They may take the comprehensive examination beginning in the semester in which they will have earned 18 credits. The writing of the thesis ~~will~~ may take place during a ~~three-credit~~ one-credit tutorial, Spanish 7790G, to be taken as the final course of the student's program.

Information about requirements for the comprehensive examination is in the section "Academic Regulations and Procedures."

Courses in the Modern Languages and literatures Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the department. The following courses are required: Spanish 7170X, 7010X, a course in Peninsular Spanish literature, a course in Latin American Literature, and either Spanish 7610X or Spanish 7620X

Rationale:

Spanish 7790G is one credit, not three. The other small change makes it clear that it is not a required course.

Date of approval by department: February 14, 2012

Effective Date of the change: Fall 2012

Conservatory of Music

Changes in degree requirements necessitated by discontinuing the Performance-Practice concentration (see section A-I above)

M.A. in Musicology Music

HEGIS code 1005; SED program code 02020

~~Students choose a concentration in one of the following: musicology or performance practice. The master of arts degree in music, musicology concentration is for the student who wishes to focus on music scholarship. With a breadth of graduate seminars that engage topics ranging from art music to jazz and popular music to ethnomusicology, graduate students in musicology can fully explore their interests before beginning thesis research. Thirty credits in graduate level music courses and a thesis are required. or students can complete 36 credits without a thesis. The master of arts degree in music, performance practice concentration is geared to the performer who wishes to focus on scholarship as it applies to their instrument. Often students choose to specialize in the performance practices of one historical period, such as the Baroque era or twentieth-twenty-first century extended techniques. The student is required to complete 30 credits in graduate level music courses and a combined written thesis and recital.~~

Matriculation requirements

Applicants must offer at least 36 credits in music courses including courses in analysis, counterpoint, harmony, and history.

Consideration is given to applicants who do not meet course requirements but have unusual talent or experience equivalent to course work. Such applicants should consult the assistant director. A placement examination is given to all applicants for admission. The test includes writing skills (harmonic and contrapuntal techniques), analysis, history, and literature. Further information about the examination may be obtained from the assistant director. ~~Applicants who intend to concentrate in performance practice must pass an audition at the time of application. A request for an audition appointment may be made by telephone to the conservatory office. Applicants in performance practice must also submit one paper on a historical or analytic topic. Applicants who intend to concentrate~~ in musicology must submit with the application two papers on either historical or analytic subjects. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Degree requirements

~~Thirty credits are required for the degree for the concentration in performance practice. Thirty credits and a thesis or 36 credits and no thesis are required for the degree for the concentration in musicology. Before completing 12 credits, students must pass a test given by the conservatory in French, German, or another language approved by the assistant director. Students who completed their bachelor's degree using a modern language other than English may be exempted from this language examination by the assistant director. Students must pass a comprehensive examination. Information about requirements for the comprehensive examination and thesis is in the section "Academic Regulations and Procedures." Courses in the conservatory offered toward the degree must be 7000-level courses. The program of study must be approved by the conservatory. Students must also complete requirements in one concentration as follows. Any remaining credits required for the degree must be in courses chosen in consultation with the assistant director.~~

Musicology (22–28 credits): Music U7000G; Music U7400G; four courses chosen from Music U7601G through U7651X, U7840X, U7850X, and 7860X, to include two seminars in history and one in theory; and one course chosen from Music 7700X through 7781X. Students may submit a thesis acceptable to the conservatory or complete specified required courses in lieu of a thesis. Students who choose to write a thesis must complete Music U7930X. Students who do not choose to write a thesis must complete three courses chosen from Music U7601G through U7651X, U7840X, 7850X, and 7860X.

~~Performance practice (30 credits): Music 7000G, Music U7400G; two courses chosen from Music U7601G through Music U7651X, and 7860X; three courses chosen from Music 7700X through 7781X; Music 7791X, 7792X, U7840X, U7930X; and Music U7060G or U7913X or another elective approved by the assistant director. Students must present a combined written thesis and recital.~~

Rationale:

The above change in M.A. degree title and adjustments and rewording of the degree requirements of the M.A. in Musicology degree is a result of the discontinuation of the M.A.-Music degree's concentration in "performance practice" (see section A-I above for rationale and discussion). Wordings that mention the performance-practice concentration have been expunged from the degree requirements above. The requirements for the musicology M.A. students remain the same at this time.

Date of approval by department: March 13, 2012

Effective Date: Fall 2012

Department of Political Science

Changes in degree requirements

MA Concentration in International Affairs

HEGIS code 2207; NYS SED Program Code 02108

Requirements

II. International Affairs

a) Political Theory (one course chosen from Political Science ~~7010X, 7170X-7190X, excluding 7170X~~ 7010X-7190X, excluding 7160X and 7170X.

Rationale:

For the concentration in International Affairs, the list of political theory courses that may be taken to satisfy the requirement has been expanded to reflect new courses in our curriculum.

Date of Departmental Approval: March 13, 2012

Effective date: Fall 2012

Department of Political Science
Changes in degree requirements

MA concentration in Urban Policy and Administration
HEGIS code 2207; NYS SED program code 02108

Requirements

III. Urban Policy and Administration

(1) Courses: Eleven 7000-level courses (33 credits) with the following distribution:

1. Political Science 7000X, Statistics in Political Science
2. Political Science 7400X, Public Administration
3. Political Science 7480X, Planning for Metropolitan Areas
4. Political Science 7510X, Government of New York City/Urban Politics
5. Political Science 7570X, Racial and Ethnic Politics in the United States
6. One of the following three choices, a)- c):
 - a) Political Science 7450G, Fieldwork/Internship
 - b) Political Science 7910G, Master's Thesis
 - c) Political Science 7940X, Independent Study
6. Five electives: any courses from the political science graduate program.

(2) Examinations: Students take a pass/fail comprehensive exam.

~~Urban policy and administration: Thirty three credits are required for the concentration in urban policy and administration. The following courses are required: Political Science 7000X, 7170X, 7510X, and 7570X. The remaining 21 credits required for the degree may be chosen from courses in the Political Science Department. With department approval, permission, of the deputy chairperson a maximum of nine 9 credits from other departments or graduate programs may substitute for any requirement(s) above. may be in courses in related departments. Political Science courses offered at the ~~25 Broadway Graduate Center~~ for Worker Education in Manhattan will be enhanced and augmented from a labor perspective and academic focus. ~~Each student's program of study must be approved by the deputy chairperson for the Worker Education Center.~~~~

Rationale:

Adding a comprehensive exam as a concentration requirement will bring this concentration into alignment with the department's other two concentrations that have exit requirements (a thesis or a comprehensive exam). POLS 7170X, Master's Seminar, is being eliminated as a concentration requirement because with the introduction of a comprehensive exam, this seminar is no longer necessary. If students choose to do a thesis, they may write one under the supervision of individual faculty by registering in POLS 7910G. We are adding a required distribution category that requires all students in the concentration to do one of the following: write a thesis, take a fieldwork/internship course, or take an independent study course. This change models the Urban Policy and Administration requirement on the International Affairs concentration, which has proven to successful in offering students a range of options for doing independent projects. Reference to the deputy chairperson of the Worker Education Center has been eliminated because there is no such position. Individual courses of study do not have to be approved by the graduate deputy: if a course of study meets the requirements for the concentration, no extra approval is needed. The change in language regarding

substitution of courses from other departments and programs reflects departmental processes and mirrors the language for the International Affairs concentration.

The rest of the changes above are cosmetic: including Urban Policy and Administration in the same format as the other two concentrations, including displaying the requirements in list form rather than paragraph form and spelling out the names of particular courses. The other concentrations display the requirements in list form, and now that there are more requirements for this program, the list form will make those details easier to read.

Date of Departmental Approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership

Change in degree requirements

**M.S. degree program in education: educational leadership: school building leader;
school district leader**

HEGIS code 0828.00; 0827.00; SED program code 31971; 31972

Degree requirements

A minimum of 36 credits is required for the Master's degree. The credits must be completed within three years after admission to the program.

Students are required to complete a capstone fieldwork portfolio project under advisement of a faculty member.

Students must complete 36 credits in the following courses: ~~Education~~ **SPCL** 7751X, 7752X, 7753X, 7762X, 7763X, 7764X, 7754T, 7755T, 7756T, 7757T, 7758T, and 7759T. (Students who have completed a course equivalent to one or more of these courses may, with department permission and consistent with State regulations, substitute another 7000-level educational leadership course for each such course.)

There shall be three Program Options: Program Option A leading to New York State School Building Leader certification only; Program Option B leading to New York State School District Leader certification only; and Program Option C leading to both School Building Leader and School District leader certification. Students without a prior Master's degree shall only be eligible for Program Option A. Students without prior school-based certification shall only be eligible for Program Option B. Students who fail to pass the School District Leader qualifying examination shall only be eligible for Program Option A.

Rationale: The Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership
Change in degree requirements

Advanced certificate program in school counseling
HEGIS code 0826.01; SED program code 01890

Advanced certificate requirements

Twelve credits beyond the master's degree are required for the advanced certificate. Students must complete the following courses, which should be taken in this order:
~~Education~~ **SPCL** 7816T, 7817T, 7818T, and 7819T.

A student whose master's degree represents fewer than 48 credits or whose master's degree lacks adequate internship or fieldwork preparation may be required to take ~~Education~~ **SPCL** 7807T and 7811T in order to be matriculated into the advanced certificate program.

Rationale: The Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012
Effective date: Fall 2012

School Psychology, Counseling and Leadership

Change in degree requirements

Advanced certificate program: school psychologist
HEGIS code 0826.01; SED program code 79597

Advanced certificate requirements

Twenty-seven credits (beyond the master's degree) are required for the advanced certificate; 30 credits including 7914X are required for the ~~Education~~ **SPCL** 117 advanced certificate with a specialization in bilingual school psychology.

Students must complete 27 credits selected from the following courses: ~~Education~~ **SPCL** 7904T, 7905X, 7931T, 7932T, 7923X, 7907X, 7933X, 7934X, 7912X, 7913X, 7920X, and 7921X.

Students in the bilingual specialization must also complete ~~Education~~ **SPCL** 7914X. During the first term, students must file a program of study approved by the program coordinator.

Students must continuously maintain and graduate with a cumulative grade point average of at least 3.0 (B). A student who acquires 6 credits below C+ cannot be awarded an advanced certificate in this program.

Completion of the advanced certificate program fulfills requirements for provisional certification as school psychologist by the New York State Education Department.

Completion of the bilingual specialization fulfills requirements for the bilingual extension to the certificate.

Rationale: The Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership

Change in degree requirements

Advanced certificate program: school psychologist, bilingual extension

HEGIS code 0826.02; SED program code 79597

Advanced certificate requirements

Twenty-seven credits (beyond the master's degree) are required for the advanced certificate; 33 credits are required for the advanced certificate with a specialization in bilingual school psychology.

Students must complete the following courses: ~~Education~~ **SPCL** 7903T, 7930X, 7933X, 7934X, 7942X, 7913X, and 7920X. Students in the bilingual specialization must also complete ~~Education~~ **SPCL** 7922T and 7914X. They must pass a language proficiency test in the language presented as their second language.

During the first term, students must file a program of study approved by the program coordinator.

Students must continuously maintain and graduate with a cumulative grade point average of at least 3.00 (B). A student who acquires more than 9 credits below B- cannot be awarded an advanced certificate in this program.

Completion of the advanced certificate program fulfills requirements for provisional certification as school psychologist by the New York State Education Department.

Completion of the bilingual specialization fulfills requirements for the bilingual extension to the certificate.

Rationale: The Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership

Change in degree requirements

M.S. degree program in education: school counseling

HEGIS code 0826.01; SED program code 01846

Degree requirements

Forty-eight credits are required for the degree. Sixty credits are required for the degree with a specialization in bilingual school counseling. ~~Education~~ **SPCL** 112 Students must complete 48 credits in the following courses, which should be taken in this order:

~~Education~~ **SPCL** 7801X, 7800X, 7806T, 7802T, 7804X, 7803T, 7810T, 7807T, 7808T, 7809T, 7922T, 7811T, 7813X, 7812T, 7814T, 7815T.

Full-time students take four courses each semester, and part-time students take two courses each semester.

The bilingual specialization is a 15-credit sequence, consisting of the following courses: ~~Education~~ **SPCL** 7922T, 7350T, 7823, 7817T and either 7671X or 7672T. The sequence of the courses will be determined in consultation with the coordinator of the specialization in bilingual school counseling.

Additional requirements for students in the bilingual specialization:

- a. all internships in the program must be done in a bilingual setting;
- b. passing scores on the English Language Proficiency Assessment for Non-Classroom Personnel (ELPAN), and on the Target Language Proficiency Assessment (TLPA).

After a student completes approximately 12 credits, the faculty members review the student's progress and potential and recommend continuation or withdrawal. This evaluation is based on criteria described in the "Program Statement of Expectations" made available to students when they enter the program.

Students must pass a comprehensive examination. Information about requirements for the comprehensive examination is in the section "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

Rationale: The Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership

Change in degree requirements

M.S. degree program in education: school psychologist

HEGIS code 0826.01; SED program code 01798

Degree requirements

Thirty-three credits are required for the degree. Students must complete 33 credits selected from the following courses: ~~Education~~ **SPCL** 7931T, 7932T, 7903T, 7922T, 7911X, 7900X, 7923X, 7901X, 7910X, 7912X, 7913X, 7920X, 7921X, 7906X, 7907X, 7915X. The program of study must be approved by the program head.

Students must continuously maintain and graduate with a cumulative grade point average of at least 3.0 (B). A student who acquires 6 credits below C+ cannot be awarded an M.S. in Education in this program.

Rationale: The Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

The School Counseling Program is altering the course sequence for their part-time program. Student feedback from their self-evaluation process for accreditation indicated that part-time students wanted to finish in three rather than four years. For this purpose, a course sequence was designed in which part-timers take three courses their first two years and two courses their last year. In order to accommodate the new part-time three-year schedule, the order of courses was adjusted.

In addition, and following the trends of the professional school counseling field and education, the School Counseling Program is shifting from requiring a comprehensive exam for graduation to the completion of a capstone project (e.g., multidisciplinary portfolio). The portfolio will be in alignment with our SPA requirements (CACREP) and will include artifacts from various courses in the program. SPCL 7813, Counseling Leadership in Urban Schools, will be the capstone course where students will construct and finalize their portfolio.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Secondary Education

Change in department prefix

**~~M.A., M.S. degree program in adolescence education and special subjects~~
See the corresponding academic department section for information regarding
specific HEGIS and SED codes**

The ~~School of Education~~ Department of Secondary Education at Brooklyn College offers programs in ~~adolescence~~ secondary education and special subjects leading either to the master of arts or master of science in education degree. The 30-plus credit programs are registered with the New York State Education Department and lead to initial and/or professional teacher certification in the following subjects: ~~art (all grades)~~; biology (grades 7-12); chemistry (grades 7-12); English (grades 7-12); general science teacher (5-9); mathematics (grades 7-12); music (all grades); physical education (all grades); physics (7-12); social studies (7-12); modern languages (French, Spanish) (grades 7-12). ~~There are also several master of arts in teaching (M.A.T.) programs that are pending approval.~~ The Secondary Education department also offers two master of arts in teaching (M.A.T.) programs: the M.A.T. in Adolescence Science Education (grades 7-12) and the M.A.T. in Earth Science Teacher (grades 7-12).

The ~~School of Education~~ Department of Secondary Education is committed to urban education and serving the needs of our city's teachers. We are proud that almost 80 percent of Brooklyn's high school teachers are graduates of our programs. Our courses are particularly sensitive to the rich diversity of New York's population and we continue to forge links with the borough's schools.

The Our ~~graduate programs in adolescence and special subjects~~ are responsive to the needs and experiences of those individuals who have chosen to devote themselves to teaching. Our programs offer experienced and beginning teachers opportunities to develop their classroom practice and to expand their knowledge of their particular discipline and the field of education as a whole. Courses are taught by nationally known scholars who have had experience teaching at elementary and secondary levels. Our programs combine rigorous and rewarding study in each discipline with intensive study of curriculum, pedagogy, and schools. Graduates of our programs are trained in their specific discipline, in research methodologies, and in the critical analysis of curriculum, pedagogy, school culture, and the sociopolitical dimensions of schooling. The requirements below contain both general and program-specific information about these programs.

Please ~~see appropriate~~ consult specific department listings for further information about these programs and matriculation requirements.

Master's degrees are offered in the following subject areas:

~~Adolescence~~ Secondary Education (grades 7-12)

M.A., Biology teacher HEGIS code 0401.01; SED code 26742

M.A., Chemistry teacher HEGIS code 1905.01; SED code 26766

M.A., English teacher HEGIS code 1501.01; SED code 26811

M.A., French teacher HEGIS code 1102.01; SED code 26797

M.A., Mathematics teacher HEGIS code 1701.01; SED code 26734

M.A., Physics teacher HEGIS code 1902.01; SED code 26762
M.A., Social studies teacher HEGIS code 2201.01; SED code 26753
M.A., Spanish teacher HEGIS code 1105.01; SED code 26800
M.A.T. Adolescence Science Education HEGIS code 0834.00; SED program code 32663
M.A.T. Earth Science Teacher. See the corresponding academic department section for information regarding specific HEGIS and SED codes

Special Subjects (all grades)

~~M.A., Art teacher HEGIS code 0831; SED code 26751~~
M.A., Music teacher HEGIS code 0832; SED code 26816
Advanced Certificate, music education HEGIS code 0832; SED code 26817
M.S. in Ed., Physical education teacher HEGIS code 0835; SED code 26745

Middle school subject areas (grades 5-9):

M.A. General science teacher HEGIS code 0804.04; SED program code 26821 & 26820

M.S., Middle childhood education teacher, mathematics specialist HEGIS code 0804.03; SED program code 26723

In addition, Brooklyn College, in conjunction with the New York City Department of education, offers an Alternative Certification program for qualified individuals who attend the college under a contractual arrangement with the Department of Education. After completing a pre-service preparation program at the college, individuals are recommended by the Department of Education of for a Transitional B Certificate, which validates the individual's service in a public school while completing the masters degree program. The masters degree program requirements in each subject area, as registered with the State Education Department under criteria set for Alternative Certification, differ from requirements set for individuals who are not holders of Transitional B Certificates and are not part of the NYC DOE/Brooklyn College collaboration. Not all programs operate all years.

Masters Programs arranged alphabetically by subject area

M.A. Programs in English education

M.A., English teacher (7-12)
HEGIS code 1501.01; SED program code 26811
(See page 152-53 on the online bulletin)

The M.A. programs in English education leading to Initial Certification and/or Professional Certification for English teachers grades 7-12 are designed for students who plan to teach or are currently teaching. The programs offer experienced and beginning teachers opportunities to develop their classroom practice and to expand their knowledge of English education and the field of education as a whole. Courses are taught by nationally known scholars, many of whom have had experience teaching at secondary levels. Our programs combine rigorous and rewarding study in literature and composition with intensive study of curriculum, pedagogy, and schools.

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the School Department of Education for the current requirements.

Matriculation requirements

Applicants must offer at least ~~42~~ 15 credits in advanced courses in English.

Applicants must also offer (a) or (b) or (c):

~~(a) New York State Initial certification in Adolescence Education for grades 7-12 in biology, chemistry, teaching English for grades 7-12, mathematics, physics, social studies, Spanish, or French or New York State Initial certification in Special Subjects for all grades in art, health, music, physical education, or education of students with speech and language disabilities.~~

~~(b) or~~ or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching ~~the appropriate subject area~~ English at appropriate grade levels; 100 hours of fieldwork; ~~40 days or~~ 300 hours of student teaching English at appropriate grade levels, or one year of full-time teaching ~~in the appropriate subject area~~ English at appropriate grade levels, and ~~a specified number of credits in the appropriate subject area (see requirements in the appropriate department listing); and submission of scores on the Liberal Arts and Science Test, L.A.S.T.;~~

~~(c) (b)~~ (b) an undergraduate degree with ~~an appropriate~~ a major in English, or appropriate coursework in ~~the appropriate subject area~~ English, and submission of scores on the Liberal Arts and Science test (L.A.S.T.).

~~(c)~~ (c) an undergraduate major in English, the L.A.S.T., the Content Specialty Test CST, an approved 200 hours preparation program and a position at an approved public school through which students can accrue on-the-job training to substitute for student teaching.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in English education ~~head of adolescence education and special subjects in the School of Education~~ and the chairperson or deputy of the English department ~~in the appropriate subject area~~.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a ~~minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test,~~ before being considered for admission. For the M.A. in teaching ~~English, mathematics or social studies~~ a passing score of 650 on the paper-based test or 280 on the computer-based test or ~~440~~ 114 on the internet-based test is required.

~~Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects for counseling. General matriculation and admission requirements of the Division of Graduate Studies are in the chapter "Admission."~~

Students should note additional requirements found in the sections "Admission" and "Academic Regulations and Procedures" in the Graduate Bulletin.

Degree requirements

Thirty to ~~50~~ forty-three credits are required for the degree.

Students must complete at least 18 credits in courses in English.

Students enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 30 credits

Students who possess Initial certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: English 7010X and 7011X. In addition, students must complete a course in four of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: three courses from areas 1-5 and 7, excluding English 7507X; and one course from area 6. Student must also complete 12 credits in courses in Education as follows: Secondary Education 7502T, 7508T, 7548X and 7521T.

Option (B): ~~43~~ 39 credits

~~Students who do not possess Initial certification in teaching English or equivalent course work and teaching experience or who are teaching but do not possess Initial certification must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I before taking courses in Groups II and III. the following courses in English: English 70117X, 7010X and 7507X. 7507X, 7010X and 7011X. 70117X, 7010X and 7507X.~~

In addition, and with advisement from the Chairman or Graduate Deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. Students must also complete the following courses in Secondary Education: SEED 7500X, 7501X, 7531T, 7542T, 7514T, 7543T, 7502T, 7508T and 7521T.

Option (C): 33 credits

Students who are teaching or have secured a position teaching English and who are pursuing an Alt B Certificate (~~option C above~~) must complete the following courses in English: English ~~70117X, 7010X and 7507X.~~7507X, English 7010X and English 7011X. In addition, and with advisement from the chairman or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7;

and one course from area 6. ~~Students must take the following courses: ED 7500X, 7501X, 7531T, 7542T, 7514T, 7543T, 7502T, 7508T, and ED 7521T.~~

Students pursuing an Alt B Certificate (~~option C above~~) may substitute their teaching job for student teaching but upon consultation with their advisor must still register for ~~EDUC~~ Secondary Education 6002T and must take ~~EDUC~~ Secondary Education: SEED 7500X, 7531T, 7514T, 7502T, and ~~EDUC~~ Secondary Education: SEED 7508T.

All students must pass a written comprehensive examination, administered by the English Department at the end of their program. Information about the comprehensive examination is in the section of the "Academic Regulations and Procedures."

Courses in the English Department and the Department of Secondary Education offered toward the degree must be 7000-level courses.

Students pursuing an M.A. English Teacher must have taken or must take courses that meet the New York State and National Council of Teachers of English NCTE English standards. Transcript review will determine what appropriate course work students must take.

M.A. Programs in Mathematics Education

M.S. Degree Program in Education: Middle Childhood Education Teacher, Mathematics Specialist (grades 5-9) HEGIS code 0804.03; SED program code 26723 *(See page 109-111 on the online bulletin)*

This program leads to the M.S. in Education and both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation requirements

Applicants must submit scores on the Liberal Arts and Science Test (L.A.S.T.). Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test before being considered for admission.

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures."

Degree requirements

Thirty to 41 credits are required for the degree, depending on applicants' qualifications. Students will enroll in the appropriate course of studies listed below (Option A or B or C or D) based upon teaching experience, previous course work, and the teaching certificates they hold. Students must complete the following education courses in the stated sequence: ~~Education~~ Secondary Education: SEED 7452X, 7453X, 7454T, 7455T.

All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Option (A): 30 credits

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Middle Childhood Education (grades 5-9) or its equivalent. Applicants must present 18 credits of mathematics, including two semesters of calculus.

Degree requirements

Thirty credits are required for the degree.

In addition to ~~Education~~ Secondary Education: SEED 7451X, 7452X, 7453X, 7454T, and 7455T, the following courses are also required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7271T, 7273T, 7274T, 7275T, 7276T, 7277T;

(b) one of the following elective education courses, or an education course approved by the program adviser: ~~Education~~ Secondary Education: SEED 7671X, 7672T, ~~7207X,~~ 7502T, ~~7019T,~~ 7472X, 7503X, 7465X.

Option (B): 32 credits

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent. Applicants must present 18 credits of mathematics, including two semesters of calculus.

Degree requirements

Thirty-two credits are required for the degree.

In addition to ~~Education~~ Secondary Education: SEED 7451X, 7452X, 7453X, 7454T, and 7455T, the following courses are required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7271T, 7273T, 7274T, 7275T, 7276T, 7277T;

(b) one of the following elective education courses, or an education course approved by the program adviser: ~~Education~~ Secondary Education: SEED 7671X, 7672T, 7207X, 7019T, 7472X, 7503X, 7502T, 7465T;

(c) Student teaching in grades 7-8 for those with Initial Certification in Childhood ~~Education~~ Secondary Education: SEED, or grades 5-6 for those with Initial Education Certification in Adolescence Education (~~Education~~ Childhood Bilingual and Special Education: CBSE 7214T).

Option (C): 41 credits

This option leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation requirements

Applicants must present 18 credits of mathematics, including two semesters of calculus.

Degree requirements

Forty-one credits are required for the degree.

Students must complete ~~Education~~ Secondary Education: SEED 7500X, 7501X, 7542T, 7451X, and CBSE 7214T prior to taking other education courses required for the degree. Students must obtain departmental permission to register for these courses.

In addition to ~~Education~~ Secondary Education: SEED 7452X, 7453X, 7454T, and 7455T, the following courses are required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7271T, 7273T, 7274T, 7275T, 7276T, 7277T;

(b) ~~Education~~ Secondary Education: SEED 7503X.

Option (D): 33 credits

This option leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation requirements

Applicants must hold a New York State Transitional B Certificate in Middle Childhood Education (grades 5-9) or its equivalent.

Applicants must present 18 credits of mathematics, including two semesters of calculus.

Degree requirements

Thirty-three credits are required for the degree. Students must complete ~~Education~~ Secondary Education: SEED 7500X, 7501X, and 7451X, prior to taking other education courses required for the degree. Students must obtain departmental permission to register for these courses.

In addition to ~~Education~~ Secondary Education: SEED 7452X, 7453X, 7454T, 7455T, the following courses are required: four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7271T, 7273T, 7274T, 7275T, 7276T, 7277T.

M.A. Programs: mathematics teacher (7-12)

The Mathematics Department, in conjunction with the Department of Secondary Education, offers a master of arts degree in education for mathematics teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. Please consult the Bulletin under Mathematics for the M.A. degree program in mathematics teacher (7-12) HEGIS code 1701.01; SED program code 26734

M.A. Programs in Modern Languages: French and Spanish Education

The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Spanish or French teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. Please consult the Bulletin under Modern Languages and Literature for the M.A. degree program French teacher (7-12) HEGIS code 1102.01; SED program code 26797 and the M.A. degree program Spanish teacher (7-12) HEGIS code 1105.01; SED program code 26800

M.A. Programs in Music Education

The Conservatory of Music in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Music teachers (all grades) as well as an advanced certificate program in music education . The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

Please consult the Bulletin under Conservatory of Music for the M.A. degree program music teacher (all grades) HEGIS code 0832; SED program code 26816 and for the Advanced certificate program in music education HEGIS code 0832; SED program code 26817

M.S. Programs in Physical Education

Please consult the Bulletin under Physical Education and Exercise Science for the M.S. degree program physical education teacher (all grades) HEGIS code 0835; SED program code 26745

The M.S. degree programs in physical education leading to Initial Certification and/or Professional Certification for physical education teachers (all grades) are designed to train students to be effective teachers and coaches in all grades (kindergarten through grade 12). The programs offer experienced and beginning physical education teachers opportunities to develop their practice and to expand their knowledge of physical education and the field of education as a whole. Our programs combine rigorous and rewarding study in physical education with intensive study of curriculum, pedagogy, and schools.

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the School of Education for the current requirements.

Matriculation requirements

Applicants must offer at least 18 credits in courses in physical education as follows:

- a) Course work in each of the following areas for a total of at least 12 credits: philosophical perspectives of physical education (philosophy or history), behavioral perspectives (motor learning, sport psychology, or sociology of sport), movement perspectives (kinesiology or biomechanics), and human physiology;
- b) Course work in the theory and practice of teaching and coaching activities for a total of at least 6 credits.

Applicants must also offer (a) or (b) or (c):

~~(a) New York State Initial certification in Adolescence Education for grades 7-12 in biology, chemistry, teaching physical education for all grades, mathematics, physics, social studies, Spanish, or French or New York State Initial certification in Special Subjects for all grades in art, health, music, physical education, or education of students with speech and language disabilities.~~

~~(b) or~~ or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the

classroom; methods of teaching ~~the appropriate subject area~~ physical education at appropriate grade levels; 100 hours of fieldwork; ~~40 days~~ or 300 hours of student teaching physical education at appropriate grade levels, or one year of full-time teaching ~~in the appropriate subject area~~ physical education at appropriate grade levels, and a ~~specified~~ number of credits in the appropriate subject area (see requirements in the appropriate department listing); and submission of scores on the Liberal Arts and Science Test, L.A.S.T.;

~~(e)~~ (b) an undergraduate degree with ~~an appropriate~~ a major in physical education, or appropriate coursework in ~~the appropriate subject area~~ physical education, and submission of scores on the Liberal Arts and Science test (L.A.S.T.).

(c) an undergraduate major in physical education, the L.A.S.T., the Content Specialty Test CST, an approved 200 hours preparation program and a position at an approved public school through which students can accrue on-the-job training to substitute for student teaching.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Chair or Deputy of the Department of Physical Education and Exercise Science and the Chair or Deputy of Secondary Education ~~head of adolescence education and special subjects in the School of Education and the chairperson in the appropriate subject area~~. Students should note additional requirements found in the sections "Admission" and "Academic Regulations and Procedures" in the Graduate Bulletin.

Degree requirements

Thirty to ~~50~~ forty-three credits are required for the degree.

Students must complete at least 18 credits in ~~the subject area~~ the Physical Education and Exercise Science Department. ~~to satisfy degree requirements of the appropriate departments. See the appropriate department listing for these requirements.~~

Students ~~take different education courses and sequences of courses depending on their previous course work~~ enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 30 credits

Students who possess Initial certification in teaching physical education or equivalent course work and teaching experience must complete the following courses in physical education: Physical Education 7092X, 7149X. Students must also choose two electives

from the following courses: Physical Education 7044, 7150, 7153, 7154, 7155, 7156, 7157, 7158, 7059, 7064. An additional two elective courses in the department, but not Physical Education 7354 or 7265 must be taken. 9 credits in Group II below, 3 credits in Group III, and at least 18 credits in their subject area of specialization. Student must also complete 12 credits in courses in Education as follows: Secondary Education 7502T, 7511T, 7524X and 7521T or 7671.

Option (B): 43 credits

Students who do not possess Initial certification in physical education or equivalent course work and teaching experience ~~or who are teaching but do not possess Initial certification must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I before taking courses in Groups II and III. the following courses in physical education~~ Physical Education 7092, 7149, and two courses chosen from 7044, 7150, 7153, 7154, 7155, 7156, 7157, 7158, 7059, 7064. An additional two elective courses in the department, but not Physical Education 7354 or 7265 must be taken. Students must also complete the following courses in Secondary Education: SEED 7500X, 7501X, 7535T, 7542T, 7517T, 7543T, 7502T, 7503T and 7511T and 7524.

~~Students pursuing Initial certification must take Education 7503X, Teaching Writing Across the Curriculum, in Group III. Students who already have a master's degree but wish Initial certification must take appropriate courses in Group I and Group III, as determined at the time of matriculation by the head of adolescence education and special subjects.~~

~~Group I~~

~~Education 7500X, 7501X, 7531T-7538T or 7312T or 7462T, 7542T, 7514T-7520T or 7326T or 7463T or 7470T, 7543T.~~

~~Group II~~

~~Education 7502T, 7508T-7512T or 7327T or 7533T or 7544T, 7521T-7526T or 7340T or 7464T.~~

~~Group III~~

~~Education 7005X, one of the following (7504T, 7505T, 7507T, 7528T, 7529T, 7546T, 7547T, 7551T), 7671X, 7527T, 7684T, 7683T (restricted to programs in special subjects), 7545X, 7503X, Education 7548X/English 7507X (cross-listed with the English Department), Education 7549X/Theater 7141X (cross-listed with the Theater Department).~~

Option (C): 33 credits

Students who are teaching or have secured a position teaching physical education and who are pursuing an Alt B Certificate must complete the following courses in physical education: Physical Education 7092X, 7149X. Students must also choose two electives from the following courses: Physical Education 7044, 7150, 7153, 7154, 7155, 7156, 7157, 7158, 7059, 7064. An additional two elective courses in the department, but not Physical Education 7354 or 7265 must be taken. Students pursuing an Alt B Certificate may substitute their teaching job for student teaching but upon consultation with their advisor must still register for Secondary Education 6002T and must take Secondary Education 7500X, 7531T, 7514T, 7502T, and 7508T.

All students must pass a written comprehensive examination administered by the Department of Physical Education and Exercise Science at the end of their program.

Information about the comprehensive examination is in the section of the "Academic Regulations and Procedures."

Courses in the Department of Physical Education and Exercise Science and the Department of Secondary Education used toward the degree must be 7000-level courses.

Students pursuing an M.S. degree in physical education teaching must have taken or must take courses that meet the New York State and physical education standards. Transcript review will determine what appropriate course work students must take.

M.A. and M.A.T. Programs in Science Education

M.A. degree program in middle childhood education (5-9) - general science teacher - specialization in biology, chemistry, physics, or earth science

HEGIS code 0804.04; SED program code 26821 (options A, B) & 26820 (options C, D)

(See page 93-5 on the online bulletin)

Informed by the National Science Education Standards for the professional development of science educators, the program involves teachers in learning science content using the process of inquiry. The program is also committed to expanding the classroom to include the local environment and science-rich community resources such as zoos, parks, museums, nature centers and gardens. The program introduces future educators to scientific literature, media and technological resources that expand their science knowledge and their ability to access further knowledge.

Certification requires the completion of a minimum of 30 credits within one science discipline including coursework at both the undergraduate and graduate level. This program leads to certification to teach Regents level science.

General matriculation requirements

Applicants must submit scores on the Liberal Arts and Science Test (L.A.S.T.).

Applicants to this sub-program must submit scores on the Content Specialty Test (CST) in the discipline of specialization (biology, chemistry, physics or earth science.)

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test to be considered for matriculation.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

General degree requirements

Thirty to ~~45~~ 36 credits are required for the degree depending on applicants' qualifications. Students must complete 15 credits in courses in biology, chemistry, earth and environmental science, physics, and general science.

Students who have not already completed 30 credits in the science discipline of specialization upon admission must take courses in that discipline until the 30 credit requirement has been met. Once the thirty credit requirement has been met, students may take additional coursework in a science other than the discipline of specialization.

The program of study must be approved by the ~~coordinator of general science~~ Program Head of middle school science education.

Students must complete the following education courses in the stated sequence: Secondary Education 7310T, 7311T, 7340T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the ~~Coordinator of General Science~~ Program Head of middle school science education.

~~Subprogram I:~~ Middle childhood education with a specialization in biology, chemistry, physics, or earth science

This ~~subprogram~~ leads to a Master of Arts in Education and a New York State Professional Certificate in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9). Matriculation requirements for all three options below include an undergraduate major in biology, chemistry, physics, or earth and environmental science or the equivalent.

Option (A): 30 credits.

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Middle Childhood Education (grades 5-9) or its equivalent.

Degree requirements

Thirty credits are required for the degree.

In addition to ~~Education~~ Secondary Education 7310T, 7311T, 7320T and 7340T, the following courses are required: 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science; and ~~one of the following elective education courses, or an elective approved by the program adviser: Education [735.03T], 7019T, 7207X, 7305T, 7451T, 7472X, 7503X, 7545X, 7671X, 7672T, 7674T, 7679T, 7684T, 7691T~~ selected from Secondary Education, Childhood and Special Education or Science.

Option (B): ~~30~~-33 credits

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent.

Degree requirements

Thirty to thirty-three credits are required for the degree.

In addition to Secondary Education 7310T, 7311T, 7320T, and 7340T, the following courses are required: 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science; and ~~one of the following elective education courses, or an elective approved by the program adviser:~~ Education 7454X, 7305T, 7671X, 7672T, 7207X, 7019T, 7674T, 7679T, 7684T, 7691T, 7472X, 7545X, 7503X. Student teaching in grades 7-9 for those with Initial Certification in Childhood Education (Education Secondary Education 7330T) or grades 5-6 for those with Initial Certification in Adolescence Education (Education Secondary Education 7332T) or mentored teaching in middle childhood for full time teachers.

Option (C): 36 45 credits

This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9).

Degree requirements

Thirty-six ~~forty-five~~ credits are required for the degree.

Students must complete Education Secondary Education 7500X, 7310T, 7311T, prior to student teaching, ~~Education SEED~~ 7330T and 7332T. Students must obtain ~~departmental~~ permission from the Program Head of middle school science education to register for these courses.

In addition to the above, the following courses are required: ~~Education Secondary Education~~ 7679T, 7340T, and 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science.

Option (D): 33-35 credits

Matriculation requirements

Applicants must hold a New York State Transitional B Certificate in Middle Childhood Education: Biology, Chemistry, Earth Science, or Physics (grades 5-9). Requirements for the Transitional B Certificate are determined by the New York State Education Department.

This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9).

Degree requirements

Thirty-three credits are required for the degree.

Students must complete Education Secondary Education 7500X, 7310, 7679T, 7311T, 7320T and 7340T. Students must obtain ~~departmental~~ permission from the Program Head of middle school science education to register for these courses.

In addition to the above, 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science.

M.A. degree program in middle childhood education (5-9) - general science teacher - generalist with a concentration in general science

HEGIS code 0804.04; SED program code 26821 (options A, B) & 26820 (option C, D)

(See page 93-94 on the online bulletin)

Informed by the National Science Education Standards for the professional development of science educators, the program involves teachers in learning science content using the process of inquiry. The program is also committed to expanding the classroom to include the local environment and science-rich community resources such as zoos, parks, museums, nature centers and gardens. The program introduces future educators to scientific literature, media and technological resources that expand their science knowledge and their ability to access further knowledge.

This program does not lead to certification to teach Regents level science.

General matriculation requirements

Applicants must have 15 credits in science. Applicants for initial certification take the Multi-subject New York State Content Specialty Test.

Applicants must submit scores on the Liberal Arts and Science Test (L.A.S.T.).
~~Applicants to sub-program II must submit scores on the Content Specialty Test (CST) in the discipline of specialization.~~

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or ~~280~~ 213 on the computer-based test or ~~444~~ 79 on the internet-based test, to be considered for matriculation.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" of the Graduate Bulletin.

General degree requirements

Thirty to ~~45-36~~ credits are required for the degree depending on applicants' qualifications.

Students must complete 15 credits in courses in biology, chemistry, earth and environmental science, physics, and general science.

The program of study must be approved by the ~~general science coordinator~~ Program Head of Middle Childhood Science.

Students must complete the following education courses in the stated sequence: Education Secondary Education 7300T, 7301T, 7340T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Coordinator of General Science.

Subprogram I: Middle childhood education generalist with a concentration in general science

This subprogram leads to a Master of Arts in Education and a New York State Professional Certificate in Middle Childhood Education Generalist (grades 5-9).

Matriculation requirements for all three options below include 15 credits of science.
Option (A): 30 credits.

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Middle Childhood Education (grades 5-9) or its equivalent.

Degree requirements

Thirty to forty-five credits are required for the degree. In addition to ~~Education~~ Secondary Education 730010T, 730411T, 7320T, and 7340T, the following courses are required: 15 credits in graduate courses in: biology, chemistry, physics, earth and environmental science, and general science; ~~Education 7545X~~; ~~one of the following elective education courses, or an elective course selected from~~ Secondary Education, Childhood and Special Education or Science approved by the program adviser: Education [735.03T], 7019T, 7207X, 7305T, 7451T, 7472X, 7503X, 7674X, 7672T, 7674T, 7679T, 7684T, 7691T.
~~Education 94.~~

Option (B): 30-33 credits.

This program leads to the Professional Certificate in Middle Childhood Education generalist (grades 5-9).

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent.

Degree requirements

Thirty-three credits are required for the degree.

In addition to ~~Education~~ Secondary Education 730010T, 730411T, 7320, and 7340T, the following courses are required: 15 credits in graduate courses in: biology, chemistry, physics, earth and environmental science, and general science; ~~Education 7545X~~. Student teaching in grades 7-8 for those with Initial Certification in Childhood Education (~~Education~~ Secondary Education 7332T) or grades 5-6 for those with Initial Certification in Adolescence Education (~~Education~~ Secondary Education 7330T) or mentored teaching in middle childhood for full time teachers.

Option (C): 36-45 credits

This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in middle childhood generalist (grades 5-9).

Degree requirements

Forty-five credits are required for the degree.

Students must complete ~~Education~~ Secondary Education 7500X, 7501X, 730010T, and 730111T prior to student teaching, ~~Education~~ Secondary Education 7330T and 7332T. Students must obtain departmental permission to register for these courses.

In addition to the above, the following courses are required: ~~Education~~ 7679T Secondary Education 7545X, 7503X, a course in special education, and Secondary Education 7340T, as well as 15 credits in graduate courses in: biology, chemistry, physics, earth and environmental science, and general science.

Education Secondary Education 730010T, 730111T, 7340T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Coordinator of General Science.

Option (D): 33-35 credits

Matriculation requirements

~~Applicants must hold a New York State Transitional B Certificate in Middle Childhood Education: Biology, Chemistry, Earth Science, or Physics (grades 5-9). Requirements for the Transitional B Certificate are determined by the New York State Education Department. This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9).~~

Degree requirements

~~Thirty three credits are required for the degree.~~

~~Students must complete Education 7500X, 7310, 7679T, 7311T, 7320T and 7340T.~~

~~Students must obtain departmental permission to register for these courses. In addition to the above, 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science.~~

M.A.T. degree program: earth science teacher (grades 7-12)

See the corresponding academic department section for information regarding specific HEGIS and SED codes

~~This program leads to the Master of Arts in Teaching (M.A.T.) degree, Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher. There are two concentrations: concentration A (SED program code 32663) leads to Professional Teacher Certification only;~~

concentration B (SED program code 32662) leads to Initial and Professional Teacher Certification. Education 95

Matriculation requirements

~~Applicants must submit two appropriate letters of recommendation and are interviewed. Additional requirements are found in the Graduate Bulletin sections, "Admission" and "Academic Regulations and procedures," and under the section, "Adolescence education and special subjects." Applicants must submit scores or proof of registration for the Liberal Arts and Science Test (LAST). Applicants to concentration A must submit scores on the Content Specialty Test (CST) in the discipline of specialization. Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.~~

~~Concentration A requires a New York State Initial Certificate in Adolescence Science Education in a content area or its equivalent for admission.~~

~~Concentration B (pre-service) require student teaching and is for applicants without state certification but possessing 30 or more credits in the discipline of certification.~~

~~Each candidate will be evaluated individually based upon prior experiences. Based upon this evaluation and certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the program coordinator Program Head of middle school science education. Applicants to Concentration A must have completed a minimum of six credits in earth and environmental science or in cognate sciences including chemistry and physics. Applicants to Concentration B must have completed a minimum of 9 credits in earth science and six credits in cognate sciences including chemistry and physics. Students deficient in science credits may be accepted on condition that they complete additional coursework as recommended by the program coordinator Program Head of middle school science education. For transfer credits see the section, "Rules about transfer courses and credits," in the Graduate Bulletin for more updated and complete information.~~

This program leads to a Master of Arts in Teaching Earth Science, and a New York State Professional Teaching Certificate in Adolescent Science Education with a specialization in earth science in grades 7-12.

Applicants must submit scores on the Liberal Arts and Science Test (L.A.S.T.).

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

~~International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 650 on the paper based test or 173-280 on the computer based test or 64 114 on the internet based test version to be considered for matriculation. ~~tSee the section, "Additional admission requirements for students with international credentials," in the Graduate Bulletin for more updated and complete information.~~~~

~~The program of study must be approved by the science coordinator in the School of Education. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes. Applicants should note additional requirements found General matriculation and admission requirements of~~

the Division of Graduate Studies are in the sections "Admission" and "Academic Regulations and Procedures," in the Graduate Bulletin.

General matriculation and admission requirements of the Division of Graduate Studies are in the sections "Admission."

Degree requirements

Thirty to thirty-three ~~seven~~ credits are required for the degree depending on the applicants' previous coursework, teaching experience and the certificates the applicant holds. ~~Each candidate will be evaluated individually and a program of study will be prescribed. In addition, students must complete a research project under advisement of a faculty member in Education 7321T.~~

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Concentration (A): 30 credits (for in-service teachers)
HEGIS code: 0834.00; SED program code ~~32663~~

~~This concentration program leads to a New York State Professional Teaching Certificate in Adolescent Earth Science and General Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher for in-service science teachers. Applicants must hold a New York State Initial Certification in a content area or its equivalent classroom teaching and a minimum of six credits in earth and environmental science or in cognate sciences including chemistry and physics. Students electing this concentration must complete the following requirements: Education 7325X, 7671T or 7672T or 7653T, 7314X, 7320T, 7315X, 7324X, 7321T, and six (6) credits in science content and six (6) elective credits in Education or science, including 6000 level science courses, to be determined in consultation with and approval of program adviser. Twenty four credits in Earth and Environmental Sciences from among: Earth Science and Environmental Science 7000T, 7006T, 7012T, 7013T, 7040T, 7041T, 7042T, 7044T, 7091T, 7092T, 7093T or any earth and environmental sciences course numbered 7100 or higher. Education Secondary Education 7340T and one of the following courses in education: EDUC Secondary Education 7311T, 7305T, 7326T or 7320T.~~

Concentration (B): 30-36 credits (for pre-service teachers)
HEGIS code: 0834.00; SED program code ~~32662~~

~~This concentration option leads to both New York State Initial and Professional Teaching Certificates for pre-service science teachers. (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher, and is designed for candidates who do not have Initial New York State Teaching Certification in Science.~~

~~Students electing this concentration must complete the following requirements: Education 7325X, 7671T or 7672T or 7653T, 7314X, 7320T, 7315X, 7324X, 7321T, 7312T, 7326T, 7542T, 7543T and six (6) elective credits in science content, including 6000 level science courses, to be determined in consultation with and approval of program adviser.~~

Applicants must have completed a minimum of 9 credits in Earth science and six credits in cognate sciences including chemistry and physics.

Fifteen credits in Earth and Environmental Sciences from among: Earth Science and Environmental Science 7000T, 7006T, 7012T, 7013T, 7040T, 7041T, 7042T, 7044T, 7091T, 7092T, 7093T or any earth and environmental sciences course numbered 7100 or higher.

All of the following courses in education: EDUG Secondary Education 7500X, 7503X, 7312T or 7311T, 7320T and 7340T.

Other requirements that must be met include 100 hours of field experience, 40 days or 300 hours of student teaching at appropriate grade levels (EDUG Secondary Education 7332T and 7542T) or one year of full-time teaching at the appropriate subject area at appropriate grade level, completed study at the college level of a foreign language, submission of passing scores on the Liberal Arts and Science test (LAST), and any additional New York State requirements.

M.A.T. degree program in adolescence science education (grades 7-12)

HEGIS code 0834.00 NYS SED program code 32663 (Concentration A); 32662 (Concentration B)

(See page 96-98 on the online bulletin)

~~This program leads to the M.S. in Education and both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9). Education 105~~

This program leads to the Master of Arts in Teaching (M.A.T.) degree, Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher.

There are two concentrations: concentration A (SED program code 32663) leads to Professional Teacher Certification only; concentration B (SED program code 32662) leads to Initial and Professional Teacher Certification.

Matriculation requirements

~~Applicants must submit two appropriate letters of recommendation and are interviewed. Additional requirements are found in the Graduate Bulletin sections, "Admission" and "Academic Regulations and procedures," and under the section, "Adolescence education and special subjects."~~

Applicants must submit scores or proof of registration for the Liberal Arts and Science Test (LAST). Applicants to concentration A must submit scores on the Content Specialty Test (CST) in the discipline of specialization. Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

Concentration A requires a New York State Initial Certificate in Adolescence Science Education in a content area or its equivalent for admission. Concentration B (pre-service) require student teaching and is for applicants without state certification but possessing 30 or more credits in the discipline of certification.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and the current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the program coordinator. For transfer credits see the section, "Rules about transfer courses and credits," in the Graduate Bulletin for more updated and complete information.

International applicants whose native language is not English or who were educated in a country where English is not the official language must take the Test of English as a Foreign Language (TOEFL) and arrange to have official score reports sent to the Office of Admissions. The minimum acceptable TOEFL score is ~~600~~ ~~500~~ (or ~~280~~ ~~173~~ in the computer-based version, or ~~114~~ ~~64~~ in the Internet-based version). See the section, "Additional admission requirements for students with international credentials," in the Graduate Bulletin for more updated and complete information.

The program of study must be approved by the Head of the program in adolescence science education. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes. Applicants should note additional requirements found in the sections, "Admission" and "Academic Regulations and Procedures," in the Graduate Bulletin.

Degree requirements

Thirty-three to 37 credits are required for the degree depending on the applicant's previous coursework, teaching experience, and the certificate(s) the applicant holds. Each candidate will be evaluated individually and a program of study will be prescribed. In addition, students must complete a research project under advisement of a faculty member in ~~Education~~ Secondary Education 7321T.

Concentration (A): 33 credits (for in-service teachers)

HEGIS code: 0834.00; SED program code 32663

This concentration leads to a New York State Professional Teaching Certificate in Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher. Applicants must hold a New York State Initial Teaching Certificate in Adolescence Science Education in a content area or its equivalent.

Students electing this concentration must complete the following requirements:

~~Education~~ Secondary Education 7325X, 7671T ~~or 7672T or 7653T~~, 7314X, 7320T, 7315X, 7324X, 7321T, and six (6) credits in science content and six (6) elective credits in Education or science, including ~~6000-level science courses~~ general science, to be determined in consultation with and approval of the Head of the program in adolescence science education.

Concentration (B): 37 credits (for pre-service teachers)

HEGIS code: 0834.00; SED program code 32662

This concentration leads to both New York State Initial and Professional Teaching Certification in Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher, and is designed for candidates who do not have Initial New York State Teaching Certification in Science.

Students electing this concentration must complete the following requirements:

~~Education~~ Secondary Education 7325X, 7671T or 7672T or 7653T, 7314X, 7320T, 7315X, 7324X, 7321T, 7312T, 7326T, 7542T, 7543T and six (6) elective credits in science content, including ~~6000-level science courses~~ general science, to be determined in consultation with and approval of the Head of the program in adolescence science education.

M.A. degree program in Education: Biology Teacher (7-12)

HEGIS code 0401.01; NYS SED program code 26742

Based on the required background in science, this program develops the student's knowledge of biology. Courses from the Department of Biology and the ~~School of Education~~ Department of Secondary Education are required. In the Department of Biology, courses are chosen from the offerings described for the master of arts, biology program. In the Department of Secondary Education, coursework is chosen from the following areas of study: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; and methods of teaching biology in grades 7-12. Also included are fieldwork and student teaching of biology. The program prepares students to teach biology and related sciences in secondary schools. Courses required by the ~~School of Education~~ for the degree vary depending on the entry qualifications of students. All students should consult ~~with the School of Education~~ the Head of the program in adolescence science education for the current requirements.

Admission Requirements

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the ~~School of Education~~ Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer adequate preparation in the following, with an average grade of B or higher in biology courses: general biology; general physics; an advanced course in botany, zoology, general physiology, and genetics; and two terms of organic chemistry.

Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in Adolescence Education in teaching biology for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of

teaching biology in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of biology in grades 7-12, or one year of full-time teaching of biology in grades 7-12; and submission of scores on the Liberal Arts and Science Test (L.A.S.T.);

(c) an undergraduate degree with a major in biology or appropriate course work in biology, and submission of scores on the L.A.S.T.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the ~~head of adolescence education and special subjects~~ Head of the program in adolescence science education in the School of Education and the chairperson of the Biology Department.

~~Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects~~ Head of the program in adolescence science education for counseling.

General matriculation and admission requirements of the Division of Graduate Studies are in the chapter "Admission."

Degree requirements

A minimum of 34 credits is required for the degree.

Students must complete 22 credits in biology and related areas.

Students must complete 12 credits in courses in ~~the School of Education~~ Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching biology must complete 9 credits in Group II and 3 credits in Group III, below. Students who do not possess Initial Certification in teaching biology or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching biology must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I before taking courses in Groups II and III.

Students pursuing Initial Certification in teaching biology must take ~~Education~~ Secondary Education 7503X, Teaching Writing Across the Curriculum, and Secondary Education 7671X in Group III.

Students who already have a master's degree but wish Initial Certification in teaching biology must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the Head of the program in adolescence science education.

Group I:

~~Education~~ Secondary Education 7302X, [7501X](#), [7312T](#), [7542T](#), [7326T](#), [7543T](#).

Group II:

~~Education~~ Secondary Education [7502T](#), [7327T](#), [7340T](#).

Group III:

~~Education~~ Secondary Education [7005X](#), [7547T](#), [7671X](#), [7527T](#), [7684T](#), [7545X](#), [7503X](#), [7548X](#)/ENGL [7507X](#), ~~Education~~ Secondary Education [7913X](#)/ THEA [7141](#), ~~Education~~ SEED [7671X](#), [7038X](#).

Students must pass a comprehensive examination or submit a thesis acceptable to the Biology Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Biology Department and the ~~head of adolescence education and special subjects~~ Head of the program in adolescence science education in the School of Education.

M.A. Degree Program in Education: Chemistry Teacher (7-12)

Secondary Education Secondary Education HEGIS code 1905.01; NYS SED program code 26766

(See page 69--70 on the online bulletin)

Students taking this program gain in-depth knowledge of some area of modern organic, inorganic, quantum chemistry, biochemistry or instrumental analysis. Seminar courses provide exposure to diverse subject matter in areas of current research interest within the department and beyond. Students also receive a detailed introduction to the use of the teaching laboratory in adolescent education. The School of Education component prepares students for teaching; the required courses vary depending on the entry qualifications of students. All students should consult with the Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer courses in chemistry as follows: general chemistry, including qualitative analysis; a comprehensive course in organic chemistry (may be one or two terms depending on curriculum) one term of physical chemistry; and analytical chemistry.

Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in teaching chemistry grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development;

classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching chemistry in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching chemistry in grades 7-12, or one year of full-time teaching of chemistry in grades 7-12; and submission of scores on the Liberal Arts and Science test (L.A.S.T.);

(c) an undergraduate degree with a major in chemistry or appropriate course work in chemistry, and submission of scores on the L.A.S.T.

Applicants must have a minimum undergraduate scholastic index of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in adolescence science education in the School of Education and the chairperson of the Chemistry Department.

~~Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects~~ Head of the program in adolescence science education for counseling.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Degree requirements

A minimum of 30 credits are required for the degree.

Students must complete one of the following courses: Chemistry 7761G, 7550G, 7571G, 7670G or 7640G.

Students must also complete Chemistry 7450G.

Students must complete an additional 5 credits in graduate courses in Chemistry, for a total of 12 credits in Chemistry.

Six of the remaining 18 credits required for the degree may be taken in the Chemistry Department or in other science subjects directly related to chemistry.

Students must complete 12 credits in courses in the ~~School of Education~~ Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching chemistry must complete 9 credits in Group II and 3 credits in Group III, below. Students who do not possess Initial Certification in teaching chemistry or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in

teaching chemistry must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I before taking courses in Groups II and III, below.

Students pursuing Initial Certification in teaching chemistry must take Education Secondary Education 7503X, Teaching Writing Across the Curriculum, and Secondary Education 7671X in Group III.

Students who already have a master's degree but wish Initial Certification in teaching chemistry must take appropriate courses in Groups I and III, below, as determined at the time of matriculation ~~by the head of adolescence education and special subjects~~ Head of the program in adolescence science education in the School of Education.

Group I:

~~Education~~ Secondary Education 7302X, 7501X, 7312T, 7542T, 7326T, 7543T.

Group II:

~~Education~~ Secondary Education 7502T, 7327T, 7340T.

Group III:

~~Education~~ Secondary Education 7005X, 7547T, 7671X, 7527T, 7684T, 7545X, 7503X, 7548X/ENGL 7507X, Education Secondary Education 7913X/ Theater 7141, Education Secondary Education 7671X, 7038X.

Courses in the Chemistry Department or other science departments and the School of Education offered toward the degree must be 700-level courses.

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Chemistry Department and the Head of the program in adolescence science education.

M.A. degree program in education: physics teacher (7-12)

HEGIS code 1902.01; NYS SED program code 26762

(See page 214-215 on the online bulletin)

The M.A., physics teacher program prepares students for a career in teaching at the high school level. It includes courses in education, as well as physics, which are designed to help graduate students become more effective high school physics teachers. The courses required by the ~~School of Education~~ Department of Secondary Education vary depending on the entry qualifications of students. All students should consult with the ~~School of Education~~ Head of the program in adolescence science education for the current requirements.

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. ~~All students should consult with the School of Education for the current requirements.~~

Matriculation requirements

Applicants must offer at least 12 credits in physics beyond general physics.

Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in physics for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching physics in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of physics in grades 7-12, or one year of full-time teaching of physics in grades 7-12; and submission of scores on the L.A.S.T.;

(c) an undergraduate degree with a major in physics or appropriate course work in physics, and submission of scores on the Liberal Arts and Science test (L.A.S.T.).

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the ~~head of adolescence education and special subjects~~ Head of the program in adolescence science education in the School of Education and the chairperson of the Physics Department.

~~Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the~~ Head of the program in adolescence science education for counseling.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Degree requirements

A minimum of thirty credits is required for the degree.

Students must complete 12 credits in courses in the Physics Department including 6 credits in courses on the 7000 level. Students must complete 12 credits in courses in the School of Education as described below. The remaining credits required for the degree may be in courses taken in any department.

Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching physics must complete 9 credits in Group II and 3

credits in Group III, below. Students who do not possess Initial Certification in teaching physics or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching physics must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I before taking courses in Groups II and III, below.

Students pursuing Initial Certification in teaching physics must take ~~Education~~ Secondary Education 7503X, Teaching Writing Across the Curriculum, and Secondary Education 7671X in Group III.

Students who already have a master's degree but wish Initial Certification in teaching physics must take appropriate courses in Group I and Group III, below as determined at the time of matriculation by the ~~head of adolescence education and special subjects in the School of Education~~ Head of the program in adolescence science education.

Group I:

~~Education~~ Secondary Education 7302X, 7501X, 7312T, 7542T, 7326T, 7543T.

Group II:

~~Education~~ Secondary Education 7502T, 7327T, 7340T.

Group III:

~~Education~~ Secondary Education 7005X, 7547T, 7671X, 7527T, 7684T, 7545X, 7503X, 7548X/ENGL 7507X, Education Secondary Education 7913X/ Theater 7141, Education Secondary Education 7671X, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Department of Physics, the choice to be made in consultation with the deputy chairperson of the Physics Department. Information about requirements for the comprehensive examination and the thesis is in the section "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Physics Department and the ~~head of adolescence education and special subjects~~ Head of the program in adolescence science education in the School of Education.

M.A. Programs in Social Studies

M.A. Degree Program in Education: Social Studies Teacher (7-12)

HEGIS code 2201.01; SED program code 26753

(See page 115-117 on the online bulletin)

Degree requirements

A minimum of 30 credits is required for the degree.

Eighteen credits must be chosen from the field(s) of the Social Studies: History, Political Science, Economics, Sociology. Students must choose at least one course from each of the distribution areas listed below, with a minimum of nine credits in history (not all courses will run every semester):

- 1) Economics: Economics 7215X, 7055X and HIST 7120X, 7441X.
- 2) U.S. Constitution: History 7412X, 7448X and POLS 7200X, 7210X.
- 3) European History: History, 7210X, 7220X, 7120X, 7230X, 7310X, 7320X, 7370X, 7380X and Sociology 7322X.
- 4) Global: History 7110X, 7512X, 7515X, 7517X, 7540X, 7550X, 7552X, 7562X, 7580X, 7530X and Political Science 7610X, 7650X, 7720X, 7780X.
- 5) US History: History 7411X, 7412X, 7420X, 7425X, 7430X, 7440X, 7442X, 7446X, 7448X, 7441X, 7450X, 7460X; Political Science 7030X, 7320X, 7330X, 7470X, 7570X; Sociology ~~6404X, 6402X~~, 7341, 7342X, 7352X.

Students must complete a minimum 12 credits in courses in the ~~School of Education~~ Secondary Education Department. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold.

Students who possess Initial Certification in teaching social studies must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching social studies or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching social studies must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I before taking courses in Group II and III, below.

Students pursuing Initial Certification in teaching social studies must take ~~Education~~ Secondary Education 7503X, Teaching Writing Across the Curriculum, in Group III.

Students who already have a master's degree but wish Initial Certification in teaching social studies must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the program head of Social Studies Education ~~adolescence education and special subjects in the School of Education~~.

Group I: ~~Education~~ Secondary Education 7500X, 7501X, 7532T, 7542T, 7515T, 7543T.

Group II: ~~Education~~ Secondary Education 7502T, 7509T, 7522T.

Group III: ~~Education~~ Secondary Education 7005X, 7546T, 7671X, 7527T, 7684T, 7545X, 7503X 7548X (and/or English 7507X), Education 7549X (and/or Theater 7141X), Education 7038X, and 7507T.

Students must complete a research project under advisement of a faculty member in ~~Education~~ Secondary Education 7522T. This project meets the Comprehensive Examination/Thesis requirement for the program.

Rationale: Proposed changes reflect new department names. Elimination of approval for and specification of electives to streamline program administration and provide

greater student options in elective coursework. Reference to subprograms is removed for clarification. Distinction between programs is highlighted in narrative. Proposed changes also reflect new department names and align Science Generalist Program with changes to Science Specialist program from January 2009 Chancellor's Report. Elimination of EDUC 7545 Integrating Technology and Media in Adolescence Education as a required course. Technology and media are integrated in program coursework. Replacement of EDUC 7300 with Secondary Education 7310 and EDUC 7301 with Secondary Education 7311. The special education changes reflect. In addition, new NYS requirements, "Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities", New York State Education Department Revised Guidance, November 5, 2010, compel teacher education programs to have a stand-alone course that focuses on preparing teachers in the content areas to teach students with disabilities. As such we are eliminating the other options and only keeping the required course (Secondary Education 7671).

Clearance: Biology Department, Chemistry Department, English Department, Mathematics Department, Department of Modern Languages and Literature, Conservatory of Music, Physics Department, Department of Physical Education and Exercise Science.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

SECTION A-IV: NEW COURSE
Department of Art

ARTD 7193G Internship in a Museum
60 hours, 3 credits

Course Description:

Work in a museum in one of the following departments: registrar, education, curatorial, or development.

Prerequisite: matriculation for the M.A. in art history and permission of the deputy chairperson.

Frequency of Offering: Every semester

Clearances: None

Rationale: We are introducing new courses in museum work for our MA students. An internship will compliment those courses, allowing the student practical exploration of subjects explored in an academic environment.

Learning Objectives:

To learn skills associated with creating budgets, fundraising, teaching in a museum environment, developing curricula for learners of various ages, registrar and cataloguing skills

To explore a career in one facet of the museum

To make professional contacts

Date of Departmental Approval: March 13, 2012

Effective Date: Fall 2012

Department of Art

ARTD 7194G Internship in an Arts Organization

60 hours, 3 credits

Course Description:

Work in a museum, gallery, auction house, archival or private collection, arts foundation or other arts-related organization.

Prerequisite: matriculation for the M.A. in art history and permission of the deputy chairperson.

Frequency of Offering: Every semester

Clearances: None

Rationale: We are introducing new courses designed to teach marketable skills for working in arts organizations for our MA students. An internship will compliment those courses, allowing the student practical exploration of subjects explored in an academic environment related to fundraising, business practices in museum work, education efforts of art institutions, and the like.

Learning Objectives:

To learn skills typically found in arts organizations, such as creating budgets, fundraising, teaching with objects to learners of various ages, registrar and cataloguing skills

To explore a career in one facet of the art world

To make professional contacts

Date of Departmental Approval: March 13, 2012

Effective Date: Fall 2012

Department of Art

ARTD 7184G Museum Education I

45 hours, 3 credits

Course Description:

Exploration of a variety of methodological approaches to object-based learning within a museum setting. Achievement of a comprehensive understanding of methods in museum education. Topics covered include discipline-based art education, visual thinking strategies, contextual model of learning, and other teaching/learning processes. Opportunity for students to observe onsite teaching in a museum setting and to learn how programs are developed.

Prerequisite: matriculation for the M.A. in art history

Frequency of Offering: Every 3 to 4 semesters

Expected enrollment: 12

Clearances: Early Childhood and Arts Education, March 25, 2012

Rationale: This course provides an overview to the various methods and techniques of teaching within the museum setting. It explores issues such as museum learning, new technologies in the museum, and the development of educational programs. Students will acquire the skills needed to assess the far-ranging methods used in museum education and determine the effectiveness of each one.

This course will assist the department in developing a Museum Education Certificate program for M.A. students. It is the first of two classes that will serve as the foundation for this certificate program. The course addresses the Art Department's program goals in several key ways. Students will (1) develop better critical thinking and interpretive skills, and (2) practice articulating their ideas about museum education programs "in spoken and written form." In addition, this course meets most of the learning objectives of the department, including having students (1) "Formulate and defend critical judgments about works of art," (2) "Write clearly and analytically," and (5) "Visit museums and art exhibitions frequently in order to learn to appreciate a wide and varied range of works of art."

Date of Departmental Approval: March 13, 2012

Department of Art

ARTD 7185 Museum Education II

45 hours, 3 credits

Bulletin Description:

Exploration of the diverse areas within Museum Education, including public programs, school programs, family programs and community outreach. Application of the various teaching methods explored in Art 7184 to the disparate areas that comprise the education departments in museums today.

Prerequisite: Art 7184

Frequency of Offering: Every 3 to 4 semesters

Expected enrollment: 12

Clearances: Early Childhood and Arts Education, March 25, 2012

Rationale: Building from Museum Education I, this course provides an overview to the various methods and techniques of teaching to a broad range of museum constituents. Museum Educators create a learning experience for audiences that range from university communities, to the general public, to school and family programs, to community outreach groups. Educators are also increasingly involved with interactive technologies, as well as curatorial and publication decisions. Students will acquire the skills needed to assess the far-ranging methods used in museum education, determine the effectiveness of each one and its appropriate application when dealing with diverse groups. Students will work with the course instructor and professional museum educators within the museum setting to explore these diverse areas of teaching and learning.

This course will assist the department in developing a Museum Education Certificate program for M.A. students. This course addresses the Art Department's program goals in several ways. Students will (1) develop better critical thinking and interpretive skills, and (2) practice articulating their ideas about museum education programs "in spoken and written form." In addition, this course meets most of the learning objectives of the department, including having students (1) "Formulate and defend critical judgments about works of art," (2) "Write clearly and analytically," and (5) "Visit museums and art exhibitions frequently in order to learn to appreciate a wide and varied range of works of art."

Date of Departmental Approval: March 13, 2012

Department of Accounting

Accounting 7131X Tax Regulation & Strategy

45 hours; 3 credits

The practical application of accounting and government regulations regarding the taxation of individuals and entities. Legal aspects of operating a business, regulation, and corporate social responsibility. The federal tax process, procedures, accounting, and planning are explored. This course is the same as Business 7131X.

Prerequisite: At least 9 credits of undergraduate courses in accounting.

Frequency of Offering: Every semester

Projected enrollment: 25 students per semester

Clearances: Finance and Business Management Department (Crosslisted Course)

Rationale: There is currently no graduate level regulation course offered in the accounting or business programs, but regulation is one of 4 parts of the CPA exam. This interdisciplinary course is targeted both to students planning on taking the CPA exam as well as students who are interested in learning more about tax regulations and the importance of corporate social responsibility.

Program goals addressed by the course: The School of Business offers a 33-credit MS in Business Economics with three options. Two of the options are in Global Business and Finance and Accounting. This course is targeted to students in those two options who are interested in careers in finance and accounting. It will be an elective for students pursuing the MS in Accounting.

This course meets the following goals of our business programs:

1. Students will develop knowledge and understanding of all dimensions of taxation and government regulation and how these factors can impact a business enterprise;
2. Students will enhance their knowledge of finance and accounting by studying the potential and actual impacts taxes and regulation can have on the value of a business enterprise;
3. Students will develop competency in written communication, analytical thinking, and verbal communication skills;
4. Students will develop the ability to integrate the knowledge from the various functional areas of business such as finance, law, and accounting and be able to critically analyze a problem and develop a solution.

Date of Approval by the Department: March 13, 2012

Effective Date: Fall 2012

Department of Finance and Business Management

Business 7131X Tax Regulation & Strategy

45 hours; 3 credits

The practical application of accounting and government regulations regarding the taxation of individuals and entities. Legal aspects of operating a business, regulation, and corporate social responsibility. The federal tax process, procedures, accounting, and planning are explored. This course is the same as Accounting 7131X.

Prerequisite: At least 9 credits of undergraduate courses in accounting.

Frequency of Offering: Every semester

Projected enrollment: 25 students per semester

Clearances: Accounting Department (Crosslisted Course)

Rationale: There is currently no graduate level regulation course offered in the accounting or business programs, but regulation is one of 4 parts of the CPA exam. This interdisciplinary course is targeted both to students planning on taking the CPA exam as well as students who are interested in learning more about tax regulations and the importance of corporate social responsibility.

Program goals addressed by the course: The School of Business offers a 33-credit MS in Business Economics with three options. Two of the options are in Global Business and Finance and Accounting. This course is targeted to students in those two options who are interested in careers in finance and accounting. It will be an elective for MS in Accounting students.

This course meets the following goals of our business programs:

1. Students will develop knowledge and understanding of all dimensions of taxation and government regulation and how these factors can impact a business enterprise;
2. Students will enhance their knowledge of finance and accounting by studying the potential and actual impacts taxes and regulation can have on the value of a business enterprise;
3. Students will develop competency in written communication, analytical thinking, and verbal communication skills;
4. Students will develop the ability to integrate the knowledge from the various functional areas of business such as finance, law, and accounting and be able to critically analyze a problem and develop a solution.

Date of Approval by the Department: February 14, 2012

Effective Date: Fall 2012

Department of Political Science

POLS 7380 Politics of Technology

30 hours plus conference 3 credits

Bulletin Description: Examination of the growing influence of technology on politics, work, consumption of information, participation as citizens. Study of technology and power relations, including effects on government, regulation, and social change. History of technological determinism; study of the theories and ideas informing conceptions of western technology. Study of a specific application in use today and its significance for politics and citizenship.

Frequency of Offering: once a year

Projected enrollment: 18 students

Rationale: Technologies are all around us, affecting how we work and move through our daily lives, yet technology is under studied. It is important to develop and utilize a critical understanding of the roles technology plays in our lives and the way it is both designed to fit managerial objectives and the ways working people appropriate technologies for their own uses. The class examines the growing intervention of technology in our polity, in how we work, absorb information, participate as citizens, and imagine social change and also how we are governed and regulated. In our daily lives, we engage in using many interactive technologies—everything from cell phones, to Ipods, to websites, to work devices, Skype, and more. How do we study our involvement in these environments? What places and spaces are we engaged in—both in the physical three-dimensional world and in our two-dimensional interaction on blogs, email, twitter, text messaging and global positioning systems? What objectives are technical systems designed to fit and how do we, as workers and citizens re-appropriate technologies? These are some of the questions we will examine, in order to understand that technologies don't just appear, but are historically situated and have been purposefully integrated into the workplace and designed to fit certain management and corporate objectives. A history of technological determinism and a study of the theories and ideas behind western technology will be included along with a study of a specific application in use today and its significance for politics and citizenship. Drawing from the study and the range of perspectives, the course encourages examination and research on correlations between historical and contemporary use and evolution of technology on the economy, work, civil society, and the state.

This course will satisfy the department's stated goals for student learning. It will: advance understanding and knowledge of new technologies on individuals, citizens, and people; introduce students to the relationship between new technologies and government, institutional, and structural forces in civil society; explain the range of perspectives on technology and the major advances in research in the field that concern government and politics; utilize the most recent scholarly literature as well as important historiographic work related to the study of technology and political economy; examine relevance and significance of technology to understanding the global political economy.

Date of departmental approval: March 19, 2012

Effective date: Fall 2012

Department of Political Science

POLS 7665, Political Economy of Migration

30 hours plus conference; 3 credits

Bulletin Description: Presents the prominent themes, theoretical explanations, epochal and modern historical accounts of the political economy of migration on an international, regional, national, ethnic, and sub-national basis. Class will examine thematic and political-economic interpretations and theories of migration in the contemporary era.

Prerequisites: None

Frequency of offering: One section per year

Projected enrollment: 18 students

Rationale: The course is integral to student understanding of the transformation of global political economy. Students are expected to advance an understanding of the forces that structure international politics. Contemporary international politics is shaped ever more by population mobility across national boundaries that influence global economic and environmental relations and national politics. Today the foreign populations comprise the percent of the average population of all nation states. Knowledge of the phenomena of migration will enable students to develop competencies in areas crucial to the field of political science: including: business and capitalism, political development and remittances, environment, climate, and biodiversity, genocide, public health, human rights and refugees, national immigration laws and controls, labor and political economy, race, gender, ethnicity, transnationalism, and war. Drawing from the study and the range of perspectives in political economy, the course encourages examination and research on correlations between historical and contemporary political economy and poverty, labor mobility, political marginalization, and climate change.

Clearances: None

Date of departmental approval: March 19, 2012

Effective date: Fall 2012

Section A-V: CHANGES IN EXISTING COURSES
Childhood And Special Education

From:

EDUC 6000X	Experiencing Education: Individuals and Communities
EDUC 6002T	Issues and Strategies in Education
EDUC 6200X	Schools and Communities: The Societal Context of Schooling and the Teaching of Social Studies
EDUC 6201X	Introduction to Literacy and the Reading/Writing Process
EDUC 6202X	Teaching Mathematics in the Elementary School
EDUC 6203X	Models of Teaching Science in the Elementary Classroom
EDUC 6204X	Integrated Teaching Methods and Student Teaching in Elementary and Early Childhood Grades
EDUC 7001T	Introduction to Foundations of Literacy Instruction
EDUC 7003T	Historic Innovations in Educational Method and Curriculum
EDUC 7004T	Education and Culture in the United States
EDUC 7005X	Educational Programs and Practices in Comparative Perspective
EDUC 7006X	International Dimensions in American School Curricula
EDUC 7007T	Learning Theory and the Education Process
EDUC 7010X	The Use and Interpretation of Intelligence, Diagnostic, and Aptitude Tests
EDUC 7011X	Measurement and Evaluation in Teaching
EDUC 7017T	Contemporary Thought and Education
EDUC 7018T	Sexism in American Education
EDUC 7019T	Moral Development and Moral Education
EDUC 7021T	Diagnosis and Correction of Reading Difficulties
EDUC 7023T	Principles and Emerging Practices in Reading Instruction in the Elementary Schools
EDUC 7038X	Special Topics in Education
EDUC 7101T	Child Development in Social, Cultural, and Educational Contexts
EDUC 7200T	Contextualizing Literacy Instruction: Teacher/Learner Interactions
EDUC 7201T	Seminar in Applied Theory and Research I
EDUC 7202T	Seminar in Applied Theory and Research II
EDUC 7203T	Advanced Study of Pedagogy and Curriculum in Childhood Education I
EDUC 7204T	Advanced Study of Pedagogy and Curriculum in Childhood Education II
EDUC 7205T	Social Discourses in Education: Integrating Social Sciences in Childhood Education
EDUC 7206T	Childhood and Adolescence in the Urban Community
EDUC 7207X	Multicultural Education
EDUC 7211T	Teaching Literature for Children and Adolescents
EDUC 7213T	Teaching and Learning Science in Childhood Education
EDUC 7214T	Childhood Education: Student Teaching Practicum
EDUC 7215X	Introduction to Technology in Childhood Education
EDUC 7216X	Literacy: Issues and Analysis

EDUC 7300T	Methodology in Childhood Science and Environmental Teaching and Learning I
EDUC 7301T	Methodology in Childhood Science and Environmental Teaching and Learning II
EDUC 7305T	Science Instruction Beyond the Classroom
EDUC 7315X	Historical, Philosophical, and Social Foundations of Education and Science
EDUC 7320T	Foundations and Analysis of Teaching I
EDUC 7321T	Seminar in Applied Theory and Research: Science and Environmental Education
EDUC 7350T	Bilingual and Multicultural Education
EDUC 7351T	Methods and Research in Teaching English Language Arts to Bilingual English Language Learners
EDUC 7353T	Language Arts, Literacy, and Social Studies in Bilingual Classrooms
EDUC 7355T	Mathematics, Science, and Technology in Bilingual Classrooms
EDUC 7358	Student Teaching: Teaching English as a Second Language in K-12
EDUC 7360X	Introduction to Second Language Acquisition and English Language Learning
EDUC 7361T	Seminar: Independent Research Project in Second Language Learning
EDUC 7380T	Introduction to Literacy Research and Technology
EDUC 7400T	Childhood Mathematics Education: Advanced Methodology and Practice
EDUC 7401T	Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches
EDUC 7402T	Seminar in Applied Theory and Research in Mathematics Education I
EDUC 7403T	Seminar in Applied Theory and Research in Mathematics Education II
EDUC 7405T	Advanced Methods for Teaching Childhood Mathematics
EDUC 7440T	Teaching Mathematics in Childhood Education
EDUC 7471T	Childhood Education: Student Teaching in Grades 1 – 6
EDUC 7501X	Analysis of Classroom Interaction and Curriculum
EDUC 7503X	Teaching Writing across the Curriculum
EDUC 7549X	Theater in the Classroom
EDUC. 7650T	Observation and Assessment of Young children with Special Needs
EDUC 7651T	Analysis of Learner Behavior
EDUC 7652T	Teaching Young Children with Special Needs
EDUC 7653T	Collaborative Planning and Teaching in Urban Classrooms
EDUC 7655T	Theory and Practice in Special Education
EDUC 7656T	Seminar in Applied Theory and Research
EDUC 7657T	Seminar in Applied Theory and Research
EDUC 7658T	Teaching Young Children With Special Needs
EDUC 7659T	Instructional Strategies for Students with Special Needs
EDUC. 7662T	Collaboration with Families
EDUC 7663T	Special Issues in Education: Communication and Young Children with

EDUC 7664T	Special Issues in Education: Communication and School-aged Students with Special Needs
EDUC 7665T	Special Issues in Education: Learning Environments
EDUC 7666T	Special Issues in Education: Classroom and School-wide Learning Environments
EDUC 7667T	Education of Diverse Gifted Children and Youth
EDUC 7671X	Children and Youth with Special Needs
EDUC 7672T	Teaching in Least Restrictive Environments
EDUC 7673T	Psychological and Sociological Problems of Adolescence
EDUC 7674T	Students with Special Needs
EDUC 7675T	The Family and Community of Students with Special Needs
EDUC 7676T	Learning Environments for Students with Special Needs
EDUC 7677T	Curriculum Modifications for Teaching Students with Special Needs
EDUC 7678T	Educational Assessment of Young Children and Students with Special Needs
EDUC 7679T	Teaching Literacy to Students in Inclusive Classrooms
EDUC 7680T	Research Methods in Special Education
EDUC 7681T	Seminar and Student Teaching: Students with Special Needs
EDUC 7683T	Atypical Development in Infants, Toddlers, and Young Children
EDUC 7684T	Adolescence and Emotional Conflict
EDUC 7685T	An Introduction to Autism Spectrum Disorders
EDUC 7686T	Speech, Language, and Communication Development of Children on the Autistic Spectrum: Assessment and Intervention
EDUC 7688T	Seminar in Special Education: Students with Learning Disabilities
EDUC 7689T	Seminar in Special Education: Students Experiencing Emotional Conflict
EDUC 7690T	Seminar in Special Education: Developmental Disabilities
EDUC 7691T	Seminar in Special Education: Classroom Organization and Management Communication
EDUC 7693T	Seminar in Special Education: Mathematics and Students with Special Needs
EDUC 7694T	Seminar in Special Education: Learning Process and the Arts
EDUC 7699T	Student Teaching Practicum, Education of Middle Childhood and Adolescent Students with Special Needs
EDUC 7701T	Early Intervention and Working With Families

TO:

CBSE 6000X	Experiencing Education: Individuals and Communities
CBSE 6002T	Issues and Strategies in Education
CBSE 6200X	Schools and Communities: The Societal Context of Schooling and the Teaching of Social Studies
CBSE 6201X	Introduction to Literacy and the Reading/Writing Process
CBSE 6202X	Teaching Mathematics in the Elementary School
CBSE 6203X	Models of Teaching Science in the Elementary Classroom
CBSE 6204X	Integrated Teaching Methods and Student Teaching in Elementary and Early Childhood Grades

CBSE 7001T	Introduction to Foundations of Literacy Instruction
CBSE 7003T	Historic Innovations in Educational Method and Curriculum
CBSE 7004T	Education and Culture in the United States
CBSE 7005X	Educational Programs and Practices in Comparative Perspective
CBSE 7006X	International Dimensions in American School Curricula
CBSE 7007T	Learning Theory and the Education Process
CBSE 7010X	The Use and Interpretation of Intelligence, Diagnostic, and Aptitude Tests
CBSE 7011X	Measurement and Evaluation in Teaching
CBSE 7017T	Contemporary Thought and Education
CBSE 7018T	Sexism in American Education
CBSE 7019T	Moral Development and Moral Education
CBSE 7021T	Diagnosis and Correction of Reading Difficulties
CBSE 7023T	Principles and Emerging Practices in Reading Instruction in the Elementary Schools
CBSE 7038X	Special Topics in Education
CBSE 7101T	Child Development in Social, Cultural, and Educational Contexts
CBSE 7200T	Contextualizing Literacy Instruction: Teacher/Learner Interactions
CBSE 7201T	Seminar in Applied Theory and Research I
CBSE 7202T	Seminar in Applied Theory and Research II
CBSE 7203T	Advanced Study of Pedagogy and Curriculum in Childhood Education I
CBSE 7204T	Advanced Study of Pedagogy and Curriculum in Childhood Education II
CBSE 7205T	Social Discourses in Education: Integrating Social Sciences in Childhood Education
CBSE 7206T	Childhood and Adolescence in the Urban Community
CBSE 7207X	Multicultural Education
CBSE 7211T	Teaching Literature for Children and Adolescents
CBSE 7213T	Teaching and Learning Science in Childhood Education
CBSE 7214T	Childhood Education: Student Teaching Practicum
CBSE 7215X	Introduction to Technology in Childhood Education
CBSE 7216X	Literacy: Issues and Analysis
CBSE 7300T	Methodology in Childhood Science and Environmental Teaching and Learning I
CBSE 7301T	Methodology in Childhood Science and Environmental Teaching and Learning II
CBSE 7305T	Science Instruction Beyond the Classroom
CBSE 7315X	Historical, Philosophical, and Social Foundations of Education and Science
CBSE 7320T	Foundations and Analysis of Teaching I
CBSE 7321T	Seminar in Applied Theory and Research: Science and Environmental Education
CBSE 7350T	Bilingual and Multicultural Education
CBSE 7351T	Methods and Research in Teaching English Language Arts to Bilingual English Language Learners
CBSE 7353T	Language Arts, Literacy, and Social Studies in Bilingual Classrooms

CBSE 7355T	Mathematics, Science, and Technology in Bilingual Classrooms
CBSE 7358	Student Teaching: Teaching English as a Second Language in K-12
CBSE 7360X	Introduction to Second Language Acquisition and English Language Learning
CBSE 7361T	Seminar: Independent Research Project in Second Language Learning
CBSE 7380T	Introduction to Literacy Research and Technology
CBSE 7400T	Childhood Mathematics Education: Advanced Methodology and Practice
CBSE 7401T	Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches
CBSE 7402T	Seminar in Applied Theory and Research in Mathematics Education I
CBSE 7403T	Seminar in Applied Theory and Research in Mathematics Education II
CBSE 7405T	Advanced Methods for Teaching Childhood Mathematics
CBSE 7440T	Teaching Mathematics in Childhood Education
CBSE 7471T	Childhood Education: Student Teaching in Grades 1 – 6
CBSE 7501X	Analysis of Classroom Interaction and Curriculum
CBSE 7503X	Teaching Writing across the Curriculum
CBSE 7549X	Theater in the Classroom
CBSE 7650T	Observation and Assessment of Young children with Special Needs
CBSE 7651T	Analysis of Learner Behavior
CBSE 7652T	Teaching Young Children with Special Needs
CBSE 7653T	Collaborative Planning and Teaching in Urban Classrooms
CBSE 7655T	Theory and Practice in Special Education
CBSE 7656T	Seminar in Applied Theory and Research
CBSE 7657T	Seminar in Applied Theory and Research
CBSE 7658T	Teaching Young Children With Special Needs
CBSE 7659T	Instructional Strategies for Students with Special Needs
CBSE 7662T	Collaboration with Families
CBSE 7663T	Special Issues in Education: Communication and Young Children with Special Needs
CBSE 7664T	Special Issues in Education: Communication and School-aged Students with Special Needs
CBSE 7665T	Special Issues in Education: Learning Environments
CBSE 7666T	Special Issues in Education: Classroom and School-wide Learning Environments
CBSE 7667T	Education of Diverse Gifted Children and Youth
CBSE 7671X	Children and Youth with Special Needs
CBSE 7672T	Teaching in Least Restrictive Environments
CBSE 7673T	Psychological and Sociological Problems of Adolescence
CBSE 7674T	Students with Special Needs
CBSE 7675T	The Family and Community of Students with Special Needs
CBSE 7676T	Learning Environments for Students with Special Needs
CBSE 7677T	Curriculum Modifications for Teaching Students with Special Needs

CBSE 7678T	Educational Assessment of Young Children and Students with Special Needs
CBSE 7679T	Teaching Literacy to Students in Inclusive Classrooms
CBSE 7680T	Research Methods in Special Education
CBSE 7681T	Seminar and Student Teaching: Students with Special Needs
CBSE 7683T	Atypical Development in Infants, Toddlers, and Young Children
CBSE 7684T	Adolescence and Emotional Conflict
CBSE 7685T	An Introduction to Autism Spectrum Disorders
CBSE 7686T	Speech, Language, and Communication Development of Children on the Autistic Spectrum: Assessment and Intervention
CBSE 7688T	Seminar in Special Education: Students with Learning Disabilities
CBSE 7689T	Seminar in Special Education: Students Experiencing Emotional Conflict
CBSE 7690T	Seminar in Special Education: Developmental Disabilities
CBSE 7691T	Seminar in Special Education: Classroom Organization and Management Communication
CBSE 7693T	Seminar in Special Education: Mathematics and Students with Special Needs
CBSE 7694T	Seminar in Special Education: Learning Process and the Arts
CBSE 7699T	Student Teaching Practicum, Education of Middle Childhood and Adolescent Students with Special Needs
CBSE 7701T	Early Intervention and Working With Families

NOTE: Below are listed those courses which contain changes beyond merely the prefix change in the course number; prefixes in pre-requisites or cross-listed courses are spelled out below.

FROM:

EDUC 6201X Introduction to Literacy and the Reading/Writing Process

30 hours lecture, 30 hours laboratory; 3 credits

Approaches to teaching reading/writing; perspectives from theories of psycholinguistics; emergent literacy in the pre-school years; methods and materials for teaching reading/writing as integrated processes in grades K-6; integration with content area subjects; adaptation to meet special needs of children; assessment; supervised field experiences with children. (Not open to students who are enrolled in or have completed Education 7023T [746T].)

Prerequisite: a course in literature.

TO:

CBSE 6201X Introduction to Literacy and the Reading/Writing Process

30 hours lecture, 30 hours laboratory; 3 credits

Approaches to teaching reading/writing; perspectives from theories of psycholinguistics; emergent literacy in the pre-school years; methods and materials for teaching reading/writing as integrated processes in grades K-6; integration with content area subjects; adaptation to meet special needs of children; assessment; supervised field

experiences with children. (Not open to students who are enrolled in or have completed Childhood and Special Education 7023T.)

Prerequisite: a course in literature

FROM:

EDUC 6202X Teaching Mathematics in the Elementary School

30 hours lecture, 30 hours laboratory; 3 credits

Approaches to teaching mathematics; perspectives from theories of cognitive development; methods and materials for teaching key concepts, skills, and thinking processes in mathematics, grades PreK-6; analysis of curricula; integration of mathematics with other subject areas; adaptation of instruction to meet special needs of students; assessment; supervised field experiences with children.

Prerequisite: Mathematics *1401 [~~1-95~~] or a 3-credit mathematics course.

TO:

CBSE 6202X Teaching Mathematics in the Elementary School

30 hours lecture, 30 hours laboratory; 3 credits

Approaches to teaching mathematics; perspectives from theories of cognitive development; methods and materials for teaching key concepts, skills, and thinking processes in mathematics, grades PreK-6; analysis of curricula; integration of mathematics with other subject areas; adaptation of instruction to meet special needs of students; assessment; supervised field experiences with children.

Prerequisite: Mathematics *1401 or a 3-credit mathematics course.

FROM:

EDUC 7001T Introduction to Foundations of Literacy

Instruction

45 hours; 3 credits

Concepts and discourses in educational foundations of literacy. Study of the teacher's role, focus on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and pupil diversity and teacher role. History of literacies, study of literacy instruction and relationship to diverse students; literacy as related to interdisciplinary curriculum. Organizing and teaching of the language arts in the childhood classroom.

Corequisite: Education 7380T [~~704-12T~~]

TO:

CBSE 7001T Introduction to Foundations of Literacy

Instruction

45 hours; 3 credits

Concepts and discourses in educational foundations of literacy. Study of

the teacher's role, focus on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and pupil diversity and teacher role. History of literacies, study of literacy instruction and relationship to diverse students; literacy as related to interdisciplinary curriculum. Organizing and teaching of the language arts in the childhood classroom.

Corequisite: Childhood and Special Education 7380T

FROM:

EDUC 7003T Historic Innovations in Educational Method and Curriculum

30 hours plus independent work; 3 credits

Critical study of major historical developments in educational method and curriculum. Conditions and motivations that relate to curriculum change and development of method.

~~Prerequisite: a master's degree or matriculation in a teacher education program; and Education 711T or the equivalent.~~

TO:

CBSE 7003T Historic Innovations in Educational Method and Curriculum

30 hours plus independent work; 3 credits

Critical study of major historical developments in educational method and curriculum. Conditions and motivations that relate to curriculum change and development of method.

FROM:

EDUC 7006X International Dimensions in American School Curricula

30 hours plus independent work and conference; 3 credits

Analysis of the effectiveness of school programs, practices, and materials in developing bases for international understanding. Emphasis on problems of nationalism, ethnocentrism, and prejudice. Analysis and use of community resources for international features of the curriculum.

~~Prerequisite: Education 706T or the equivalent.~~

TO:

CBSE 7006X International Dimensions in American School Curricula

30 hours plus independent work and conference; 3 credits

Analysis of the effectiveness of school programs, practices, and materials in developing bases for international understanding. Emphasis on problems of nationalism, ethnocentrism, and prejudice. Analysis and use of community resources for international features of the curriculum.

FROM:

EDUC 7017T Contemporary Thought and Education

30 hours plus independent work; 3 credits

Original source materials are used to develop a philosophical perspective characteristic of the twentieth-century mind that bears on educational theory and practice.

~~Prerequisite: a master's degree or matriculation in a teacher education program; and Education 711T or 731T or 741X or the equivalent.~~

TO:

CBSE 7017T Contemporary Thought and Education

30 hours plus independent work; 3 credits

Original source materials are used to develop a philosophical perspective characteristic of the twentieth-century mind that bears on educational theory and practice.

FROM:

EDUC 7021T Diagnosis and Correction of Reading

Difficulties

45 hours; 3 credits

Symptoms and causes of reading disabilities. Use and interpretation of achievement tests, diagnostic instruments, and alternative assessments. Materials and methods of remedial instruction. Preparation of teacher-made reading materials. Work with children and case studies.

Prerequisite or corequisite: Employment or certification as a teacher and Education 7023T [746T] or its equivalent.

TO:

CBSE 7021T Diagnosis and Correction of Reading

Difficulties

45 hours; 3 credits

Symptoms and causes of reading disabilities. Use and interpretation of achievement tests, diagnostic instruments, and alternative assessments. Materials and methods of remedial instruction. Preparation of teacher-made reading materials. Work with children and case studies.

Prerequisite or corequisite: Employment or certification as a teacher and Childhood and Special Education 7023T or its equivalent.

From:

EDUC 7023T Principles and Emerging Practices in Reading Instruction in the Elementary School

30 hours plus independent reading and fieldwork; 3 credits

Study and assessment of current research and experimentation in reading instruction. New developments in principles of learning, compilation and use of materials, group and individual work, the use of programmed materials and self-instructional devices, and techniques of teaching and evaluation. Appraisal of representative experimental programs.

~~Prerequisite: Education 7043T [763.4T] or the equivalent; and two years of teaching and permission of the reading program head.~~

TO:

CBSE 7023T Principles and Emerging Practices in Reading Instruction in the Elementary School

30 hours plus independent reading and fieldwork; 3 credits

Study and assessment of current research and experimentation in reading instruction. New developments in principles of learning, compilation and use of materials, group and individual work, the use of programmed materials and self-instructional devices, and techniques of teaching and evaluation. Appraisal of representative experimental programs.

Prerequisite: Childhood and Special Education 7043T.

FROM:

EDUC 7101T Child Development in Social, Cultural, and Educational Contexts

30 hours plus conference; 3 credits

~~Education 426~~

Advanced seminar that focuses on childhood development from birth through grade two. Childrearing and early education in diverse cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development; parental ethnotheories about the structuring of everyday social and educational experiences for the acquisition of culture-specific social and cognitive skills in young children, including English language learners and children with special needs. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; educational policies.

~~Prerequisite: None.~~

TO:

CBSE 7101T Child Development in Social, Cultural, and Educational Contexts

30 hours plus conference; 3 credits

Advanced seminar that focuses on childhood development from birth through grade two. Childrearing and early education in diverse cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development; parental ethnotheories about the structuring of everyday social and educational experiences for the acquisition of culture-specific social and cognitive skills in young children, including English language learners and children with special needs. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; educational policies.

FROM:

EDUC 7200T Contextualizing Literacy Instruction: Teacher/Learner Interactions

45 hours; 3 credits

Concepts and discourses in educational foundations and human development as related to interdisciplinary curriculum; classroom application in childhood education with focus on literacy. Study of the teachers role and impact upon diverse student learning; organizing and teaching of the language arts in the childhood classroom. Pedagogical implications of literacies.

Corequisite: ~~English 7602X [702X] or 706.1X or 7760X [775.1X] or 7761X [775.2X].~~

TO:

CBSE 7200T Contextualizing Literacy Instruction: Teacher/Learner Interactions

45 hours; 3 credits

Concepts and discourses in educational foundations and human development as related to interdisciplinary curriculum; classroom application in childhood education with focus on literacy. Study of the teachers role and impact upon diverse student learning; organizing and teaching of the language arts in the childhood classroom. Pedagogical implications of literacies.

Corequisite: An approved graduate course in English

FROM:

EDUC 7201T Seminar in Applied Theory and Research I

45 hours plus conference; 3 credits

Concepts and methods of educational theory and research. Application of techniques of research, with focus on classroom research and its impact on student learning, integrating instruction relevant to science inquiry and research technology. Formulation and development of a preliminary research project relevant to teaching and learning in childhood education.

Prerequisite: None

TO:

CBSE 7201T Seminar in Applied Theory and Research I

45 hours plus conference; 3 credits

Concepts and methods of educational theory and research. Application of techniques of research, with focus on classroom research and its impact on student learning, integrating instruction relevant to science inquiry and research technology. Formulation and development of a preliminary research project relevant to teaching and learning in childhood education.

FROM:

EDUC 7202T Seminar in Applied Theory and Research II

45 hours plus conference; 3 credits

Continuation of Education 7201T [~~702-22T~~]. Implementation of research project relevant to teaching and learning in the childhood education classroom; focus upon current pedagogical inquiry, educational research, and innovative practices related to effective teaching, including issues of technology in education, English language learners and students with special needs.

Prerequisite: Education 7201T [~~702-22T~~].

TO:

CBSE 7202T Seminar in Applied Theory and Research II

45 hours plus conference; 3 credits

Continuation of Childhood and Special Education 7201T. Implementation of research project relevant to teaching and learning in the childhood education classroom; focus upon current pedagogical inquiry, educational research, and innovative practices related to effective teaching, including issues of technology in education, English language learners and students with special needs.

Prerequisite: Childhood and Special Education 7201T.

FROM:

~~EDUC 7204T~~ **Advanced Study of Pedagogy and Curriculum in Childhood Education II**

45 hours; 3 credits

Continuation of Education 7203T [~~742-22T~~]. Development, application, and implementation of curriculum based on the theories and research findings in childhood education. Advanced pedagogical practice and interdisciplinary curriculum development; focus on learning and teaching mathematics in childhood education, including use of technology; English language learners and students with special needs; national, state, and local curriculum standards and guidelines.

Corequisite: an approved course in mathematics or Education 7405T [~~789-10T~~].

TO:

CBSE 7204T Advanced Study of Pedagogy and Curriculum in Childhood Education II

45 hours; 3 credits

Continuation of Childhood and Special Education 7203T. Development, application, and implementation of curriculum based on the theories and research findings in childhood education. Advanced pedagogical practice and interdisciplinary curriculum development; focus on learning and teaching mathematics in childhood education, including use of technology; English language learners and students with special needs; national, state, and local curriculum standards and guidelines.

Corequisite: an approved course in mathematics or Childhood and Special Education 7405T.

FROM:

EDUC 7215X Introduction to Technology in Childhood Education

30 hours, 30 hours laboratory; 3 credits

Introduction to educational uses of technology. Definition and development of computer literacy. Evaluation and use of software in reading, writing, science, social studies, and mathematics. Media, calculators, and other instructional tools. The internet as a resource for teaching and learning. Project-based instruction. Roles of technology in classrooms and in relation to school curricula, and the consequent new roles for teachers. Survey of relevant education research.

Prerequisite: 12 credits in education and permission of the program head of Childhood Education: Mathematics.

TO:

CBSE 7215X Introduction to Technology in Childhood Education

30 hours, 30 hours laboratory; 3 credits

Introduction to educational uses of technology. Definition and development of computer literacy. Evaluation and use of software in reading, writing, science, social studies, and mathematics. Media, calculators, and other instructional tools. The internet as a resource for teaching and learning. Project-based instruction. Roles of technology in classrooms and in relation to school curricula, and the consequent new roles for teachers. Survey of relevant education research.

Prerequisite: 12 credits in education and permission of the program head of Childhood and Special Education: Mathematics.

FROM:

EDUC 7216X Literacy: Issues and Analysis

45 hours plus conference; 30 hours field experience; 3 credits

Review and analysis of research in the teaching and learning of literacy. Application of reading and writing, learning theories and research findings in teaching children of varying abilities and in interdisciplinary language arts curricula in childhood education. Pedagogy and instructional practices, focus on English language learners and students with special needs; literacy development and learning process; formal and informal assessment.

Prerequisite: ~~permission of the program head.~~

TO:

CBSE 7216X Literacy: Issues and Analysis

45 hours plus conference; 30 hours field experience; 3 credits

Review and analysis of research in the teaching and learning of literacy. Application of reading and writing, learning theories and research findings in teaching children of

varying abilities and in interdisciplinary language arts curricula in childhood education. Pedagogy and instructional practices, focus on English language learners and students with special needs; literacy development and learning process; formal and informal assessment.

FROM:

EDUC 7300T Methodology in Childhood Science and Environmental Teaching and Learning I

45 hours plus 15 hours conference and fieldwork; 3 credits

Implementation, adaptation, and assessment in practice of research validated science curricula for childhood education. Emphasis on life and environmental science. Approaches to integrating science in teaching and learning language arts, humanities and social sciences; children's science and environmental literature; development of oral and written communication skills in the context of childhood science inquiry. Adapting pedagogy to the needs of English language learners and students with diverse learning styles. Examination of environmental ethics and issues. Field trips will be required.

Corequisite: General Science 7030T ~~[604.3T]~~.

TO:

CBSE 7300T Methodology in Childhood Science and Environmental Teaching and Learning I

45 hours plus 15 hours conference and fieldwork; 3 credits

Implementation, adaptation, and assessment in practice of research validated science curricula for childhood education. Emphasis on life and environmental science. Approaches to integrating science in teaching and learning language arts, humanities and social sciences; children's science and environmental literature; development of oral and written communication skills in the context of childhood science inquiry. Adapting pedagogy to the needs of English language learners and students with diverse learning styles. Examination of environmental ethics and issues. Field trips will be required.

Corequisite: General Science 7030T.

FROM:

EDUC 7301T Methodology in Childhood Science and Environmental Teaching and Learning II

45 hours plus 15 hours conference and fieldwork; 3 credits

Continuation of Education ~~742.25~~. Methods of integrating science with math and technology in childhood education with an emphasis on physical and earth science. Developing quantitative and critical thinking skills. Design and assessment of inquiry- and problem-based curriculum integrating mathematics. Adapting methods to the needs of students with disabilities, and students with diverse learning styles. Purposes and types of student assessment. Field trips will be required.

Prerequisite: Education 7300T [~~742.25T~~].

TO:

CBSE 7301T Methodology in Childhood Science and Environmental Teaching and Learning II

45 hours plus 15 hours conference and fieldwork; 3 credits

Continuation of Childhood and Special Education 7300T. Methods of integrating science with math and technology in childhood education with an emphasis on physical and earth science. Developing quantitative and critical thinking skills. Design and assessment of inquiry- and problem-based curriculum integrating mathematics. Adapting methods to the needs of students with disabilities, and students with diverse learning styles. Purposes and types of student assessment. Field trips will be required.

Prerequisite: Childhood and Special Education 7300T.

FROM:

EDUC 7358 Student Teaching: Teaching English as a Second Language in K-12

30 hours seminar, 120 hours student teaching; 3 credits

Pedagogical approaches and ideas underlying second language acquisition and teaching applied to the classroom. Approaches to integrating language and content instruction for all English language learners including those with special developmental and educational needs. Seminar and college supervised student teaching K-12.

~~Prerequisite: Education 7354T [760.49T] and Education 7356T [761.49T], and approval of the program adviser~~

TO:

CBSE 7358 Student Teaching: Teaching English as a Second Language in K-12

30 hours seminar, 120 hours student teaching; 3 credits

Pedagogical approaches and ideas underlying second language acquisition and teaching applied to the classroom. Approaches to integrating language and content instruction for all English language learners including those with special developmental and educational needs. Seminar and college supervised student teaching K-12.

Rationale: The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

FROM:

EDUC 7360X Introduction to Second Language Acquisition and English Language Learning

30 hours plus conference; 3 credits

Survey of second language acquisition theory and research as it relates to teaching English as a second language. The influence of speech and language disorders. Application of recent research findings in child first and second language acquisition, language typology, universal grammar and parameters, various models of second language acquisition, instructed second language learning, the critical period hypothesis, the social context, and other influences on second language acquisition. Data collection and analysis. Applications to educational and community settings. This course is the same as English 779.2X and Speech 7535X [~~735X~~].

Prerequisite: either English 7603X [~~702.6X~~] or a course in normal language acquisition or permission of the deputy chairperson.

TO:

CBSE 7360X Introduction to Second Language Acquisition and English Language Learning

30 hours plus conference; 3 credits

Survey of second language acquisition theory and research as it relates to teaching English as a second language. The influence of speech and language disorders. Application of recent research findings in child first and second language acquisition, language typology, universal grammar and parameters, various models of second language acquisition, instructed second language learning, the critical period hypothesis, the social context, and other influences on second language acquisition. Data collection and analysis. Applications to educational and community settings. This course is the same as English 779.2X and Speech 7535X.

Prerequisite: either English 7603X or a course in normal language acquisition or permission of the deputy chairperson.

FROM:

EDUC 7361T Seminar: Independent Research Project in Second Language Learning

45 hours; 3 credits

Principles and methods in research in TESOL with emphasis on research in English language learning classroom settings. Development of observation and recording methodologies emphasizing the role of Education 132 teacher as researcher. Scope and variety of educational research; principles and characteristics of qualitative and quantitative research; structure and organization of a research project. Review of research literature related to current themes and issues in education.

Prerequisite: Education 7360X [~~798X~~].

TO:

CBSE 7361T Seminar: Independent Research Project in Second Language Learning

45 hours; 3 credits

Principles and methods in research in TESOL with emphasis on research in English language learning classroom settings. Development of observation and recording methodologies emphasizing the role of Education 132 teacher as researcher. Scope and variety of educational research; principles and characteristics of qualitative and quantitative research; structure and organization of a research project. Review of research literature related to current themes and issues in education.

Prerequisite: Childhood and Special Education 7360X.

FROM:

EDUC 7380T Introduction to Literacy Research and Technology

45 hours plus conference; 3 credits

Educational research in literacy instruction. Use of educational research technology to analyze and assess literacy in urban schools including children with special needs and English language learners.

Corequisite: Education 7001T [~~700-12T~~].

TO:

CBSE 7380T Introduction to Literacy Research and Technology

45 hours plus conference; 3 credits

Educational research in literacy instruction. Use of educational research technology to analyze and assess literacy in urban schools including children with special needs and English language learners.

Corequisite: Childhood and Special Education 7001T .

FROM:

EDUC 7400T Childhood Mathematics Education: Advanced Methodology and Practice

45 hours plus conference; 3 credits

Development, application, and implementation of methodology and materials, and related research and theoretical perspectives. Principles and standards for mathematics curriculum, instruction, and assessment. Emphasis on teaching and learning in the number, operations, and algebra strands of the 1-6 curriculum. Organization for instruction. Literacy and mathematics. Thematic instruction. Use of technology in teaching and learning mathematics.

Prerequisite: two of the following mathematics courses:

7141T [604.1T], 7142T [604.2T], 7143T [604.3T], 7144T [604.4T], 605.5T, 605.6T, or mathematics courses approved by the program adviser.

TO:

CBSE 7400T Childhood Mathematics Education: Advanced Methodology and Practice

45 hours plus conference; 3 credits

Development, application, and implementation of methodology and materials, and related research and theoretical perspectives. Principles and standards for mathematics curriculum, instruction, and assessment. Emphasis on teaching and learning in the number, operations, and algebra strands of the 1-6 curriculum. Organization for instruction. Literacy and mathematics. Thematic instruction. Use of technology in teaching and learning mathematics.

Prerequisite: two of the following mathematics courses:

7141T , 7142T, 7143T, 7144T, 605.5T, 605.6T, or mathematics courses approved by the program adviser.

FROM:

EDUC-7401T Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches

45 hours plus conference; 3 credits

Continuation of Education 7400T [712.23T]. Emphasis on teaching and learning involving fractions, decimals, and percents ,measurement/geometry, probability, and data interpretation. Interdisciplinary approaches involving mathematics and science, social studies, and literacy. Writing and assessment in mathematics. Diagnostic techniques, and adaptations of materials and methods for special needs learners. Introduction to research paradigms in mathematics education.

Prerequisite: Education 7400T [712.23T].

TO:

CBSE 7401T Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches

45 hours plus conference; 3 credits

Continuation of Education 7400T [712.23T]. Emphasis on teaching and learning involving fractions, decimals, and percents, measurement/geometry, probability, and data interpretation. Interdisciplinary approaches involving mathematics and science, social studies, and literacy. Writing and assessment in mathematics. Diagnostic techniques, and adaptations of materials and methods for special needs learners. Introduction to research paradigms in mathematics education.

Prerequisite: Childhood and Special Education 7400T.

FROM:

EDUC 7402T Seminar in Applied Theory and Research in Mathematics Education I

45 hours plus conference; 3 credits

Educational research as applied to the analysis of teaching and learning of mathematics. Qualitative and quantitative research. Use of educational research techniques to analyze teaching and learning of mathematics in urban schools. Mathematics vocabulary, reading, and writing in mathematics. Focus on children with special needs and English-language learners. Nature and design of action research in mathematics education. Selection of a research topic and questions, review of related research.

Prerequisite: Education 7401T [743.23T].

TO:

CBSE 7402T Seminar in Applied Theory and Research in Mathematics Education I

45 hours plus conference; 3 credits

Educational research as applied to the analysis of teaching and learning of mathematics. Qualitative and quantitative research. Use of educational research techniques to analyze teaching and learning of mathematics in urban schools. Mathematics vocabulary, reading, and writing in mathematics. Focus on children with special needs and English-language learners. Nature and design of action research in mathematics education. Selection of a research topic and questions, review of related research.

Prerequisite: Childhood and Special Education 7401T.

FROM:

EDUC 7403T Seminar in Applied Theory and Research in Mathematics Education II

45 hours plus conference; 3 credits

Continuation of Education 7402T [704.23T]. Techniques for analyzing qualitative and quantitative data. Design, implementation, and reporting a research project. Current issues in mathematics education. Professional leadership in mathematics education.

Prerequisite: Education 7402T [704.23T].

TO:

CBSE 7403T Seminar in Applied Theory and Research in Mathematics Education II

45 hours plus conference; 3 credits

Continuation of Childhood and Special Education 7402T. Techniques for analyzing qualitative and quantitative data. Design, implementation, and reporting a research project. Current issues in mathematics education. Professional leadership in mathematics education.

Prerequisite: Childhood and Special Education 7402T .

FROM:

EDUC 7440T Teaching Mathematics in Childhood Education

45 hours plus conference; 30 hours field experience; 3 credits

Problems and issues in the organization and teaching of subject matter. Techniques of instruction. Introduction to approaches for teaching mathematics to all children from preschool through grade 6, including English language learners and students with special needs. Overview of children's development of number and of geometric and spatial sense; informal mathematical knowledge of young children. National, state, and local standards and curriculum guidelines. Teaching mathematical concepts, computational skills, and higher order thinking processes; integration of mathematics with literacy and other subject areas; formal and informal assessment. Role of technology in teaching and learning mathematics.

Prerequisite: Mathematics *1401 [4-95] or a mathematics course approved by the program adviser.

TO:

CBSE 7440T Teaching Mathematics in Childhood Education

45 hours plus conference; 30 hours field experience; 3 credits

Problems and issues in the organization and teaching of subject matter. Techniques of instruction. Introduction to approaches for teaching mathematics to all children from preschool through grade 6, including English language learners and students with special needs. Overview of children's development of number and of geometric and spatial sense; informal mathematical knowledge of young children. National, state, and local standards and curriculum guidelines. Teaching mathematical concepts, computational skills, and higher order thinking processes; integration of mathematics with literacy and other subject areas; formal and informal assessment. Role of technology in teaching and learning mathematics.

Prerequisite: Mathematics *1401 or a mathematics course approved by the program adviser.

FROM:

EDUC 7471T Childhood Education: Student Teaching in Grades 1 - 6

30 hours, 300 hours or 40 days supervised teaching practice; 3 credits

Supervised fieldwork in teaching childhood education; problems and issues in the organization of all aspects of childhood education curriculum; emphasis on the development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment; techniques of instruction, integration of instructional technology, classroom management, skills in fostering effective relationships and interactions to support all students, development of collaborative school-community relationships. Readings and discussions on significant education issues, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Attention is given to the particular needs and interests of students, including

English language learners and students with special needs. (~~Not open to students who are enrolled in or have completed any of the following: Education 663.1T, 663.3T, 663.4T, 663.21T, 663.22T, 7119T [763.1T], 763.3T, 7043T [763.4T], 763.21T, 763.22T.~~)

Prerequisites: ~~Education 7205T [718.22T], 7216X [794X], 7440T [763.25T], 7213T [763.26T]~~ or permission of the program head.

TO:

CBSE 7471T Childhood Education: Student Teaching in Grades 1 - 6

30 hours, 300 hours or 40 days supervised teaching practice; 3 credits

Supervised fieldwork in teaching childhood education; problems and issues in the organization of all aspects of childhood education curriculum; emphasis on the development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment; techniques of instruction, integration of instructional technology, classroom management, skills in fostering effective relationships and interactions to support all students, development of collaborative school-community relationships. Readings and discussions on significant education issues, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Attention is given to the particular needs and interests of students, including English language learners and students with special needs

Prerequisites: Childhood and Special Education 7205T, 7216X, 7440T, 7213T, or permission of the program head.

FROM:

EDUC 7501X Analysis of Classroom Interaction and Curriculum

45 hours seminar, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

~~Prerequisite or corequisite: Education 7500X [742X]~~

TO:

CBSE 7501X Analysis of Classroom Interaction and Curriculum

45 hours seminar, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes

of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

FROM:

EDUC 7503X Teaching Writing across the Curriculum

30 hours plus conference; 3 credits

Examination of the writing process as it may be used in subject areas. Study and application of recent research to classroom practice. Analysis of the relationship between writing, critical thinking, and learning and teaching in the subject area.

TO:

CBSE 7503X Teaching Writing across the Curriculum

30 hours plus conference; 3 credits

Examination of the writing process as it may be used in subject areas. Study and application of recent research to classroom practice. Analysis of the relationship between writing, critical thinking, and learning and teaching in the subject area.

FROM:

EDUC 7549X Theater in the Classroom

30 hours plus field experience; 3 credits

Theater work in classroom settings. Existing models of theater arts in education. Using theater, improvisation and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Main stage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. (This course is the same as Theater 7141X [741X].)

~~Prerequisite: Permission of the instructor and the head of Adolescence Education and Special Subjects.~~

TO:

CBSE 7549X Theater in the Classroom

30 hours plus field experience; 3 credits

Theater work in classroom settings. Existing models of theater arts in education. Using theater, improvisation and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Main stage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. (This course is the same as Theater 7141X.)

FROM:

EDUC 7656T Seminar in Applied Theory and Research

45 hours seminar, plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area

of special education.

Prerequisite: Education 7680T (750.7)

TO:

CBSE 7656T Seminar in Applied Theory and Research

45 hours seminar, plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of special education.

Prerequisite: Childhood and Special Education 7680T

FROM:

EDUC 7657T Seminar in Applied Theory and Research

45 hours seminar, plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of special education.

Prerequisite: Education 7680T (750.7)

TO:

CBSE: 7657T Seminar in Applied Theory and Research

45 hours seminar, plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of special education.

Prerequisite: Childhood and Special Education 7680T

Rationale: The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education

FROM:

EDUC 7671X Children and Youth with Special Needs

45 hours; 3 credits

Characteristics of children with special needs including giftedness. Implications for the classroom environment regarding assessment, curriculum, management, integrations and supports of students with special needs in general education settings. Review of legislations and landmark court cases in special education. Focus on collaboration with other professionals including co-teaching, consultative and itinerant models. Engagement of family members in collaborative efforts. Field experiences in schools and a variety of community settings.

TO:

CBSE 7671X Children and Youth with Special Needs

45 hours; 3 credits

Characteristics of children and youth with special needs including giftedness. Clinical practice in the classroom environment regarding assessment, curriculum, management, integrations and positive supports and interventions for students with special needs in general education settings. Review of regulatory compliance in special education. Focus on collaboration with other professionals including co-teaching, consultative and itinerant models. Engagement of family members in collaborative efforts. Clinical experiences in schools and a variety of community settings.

Rationale: To meet requirements contained in “Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities,” New York State Education Department Revised Guidance, November 5, 2010. The requirement compels teacher education programs to have a stand-alone course that focuses on preparing teachers in the content areas to teach students with disabilities.

Clearance: Cross listed with SEED 7671X

FROM:

EDUC 7673T Psychological and Sociological Problems of Adolescence

45 hours; 3 credits

Intensive study of the responsibility of the school and other educational agencies in meeting problems of adolescents. Behavior in the light of physical, mental, and emotional development. Expanding interests and activities in recreational, vocational, and social spheres. Family and community relationships. (~~Not open to students who have completed Education 726X.~~)

~~Prerequisite: a course in adolescent development and the education process.~~

TO:

CBSE 7673T Psychological and Sociological Problems of Adolescence

45 hours; 3 credits

Intensive study of the responsibility of the school and other educational agencies in meeting problems of adolescents. Behavior in the light of physical, mental, and emotional development. Expanding interests and activities in recreational, vocational, and social spheres. Family and community relationships.

FROM:

EDUC 7678T Educational Assessment of Young Children and Students with Special Needs

45 hours seminar plus conference; 3 credits

Critical review and use of formal and informal strategies for the assessment and evaluation of the cognitive, behavioral, social, and affective characteristics of young children and school-aged students with special needs including giftedness. Attention will be given to understanding cultural, linguistic, and societal factors involved in identification, placement and the academic and behavioral performance of students. Focus on curriculum-based assessment and collaboration with other professionals and parents. Field experiences in a variety of school and community settings.

TO:

CBSE 7678T Educational Assessment of Young Children and Students with Special Needs

45 hours seminar plus conference; 3 credits

Critical review and use of formal and informal strategies for the assessment and evaluation of the cognitive, behavioral, social, and affective characteristics of young children and school-aged students with special needs including giftedness. Attention will be given to understanding cultural, linguistic, and societal factors involved in identification, placement and the academic and behavioral performance of students. Focus on curriculum-based assessment and collaboration with other professionals and parents. Field experiences in a variety of school and community settings.

FROM:

EDUC 7685T An Introduction to Autism Spectrum Disorders

30 hours plus conference; 3 credits

Contemporary issues in autism spectrum disorders from an interdisciplinary and cross-paradigm perspective. Collaborative models for assessment and intervention within the fields of speech-language pathology, special education, and school psychology. Emphasis on partnerships with families. This course is the same as Speech 7317X [717X].

Prerequisite: any undergraduate or graduate course in either child development, language acquisition, or speech and language disorders, or permission of the deputy chairperson or program head.

TO:

CBSE 7685T An Introduction to Autism Spectrum Disorders

30 hours plus conference; 3 credits

Contemporary issues in autism spectrum disorders from an interdisciplinary and cross-paradigm perspective. Collaborative models for assessment and intervention within the fields of speech-language pathology, special education, and school psychology. Emphasis on partnerships with families. This course is the same as Speech 7317X [717X].

Prerequisite: any undergraduate or graduate course in either child development, language acquisition, or speech and language disorders, or permission of the deputy chairperson or program head.

FROM:

**~~EDUC 7686T~~ Speech, Language, and Communication
Development of Children on the Autistic Spectrum:
Assessment and Intervention**

30 hours plus conference; 3 credits

Contemporary issues in speech, language, and communication in children on the autistic spectrum. Models of typical and atypical speech, language and communication acquisition. Qualitative differences and unique strengths and challenges. Assessment and intervention from different theoretical perspectives, including developmental and behavioral approaches, with emphasis on the integration of various models. Consideration of augmentative and alternative communication. (This course is the same as Speech 7319X [~~717.4X~~].)

Prerequisite: Speech 7317X [~~717X~~] or Education 7685T [~~754.3T~~]

TO:

**CBSE 7686T Speech, Language, and Communication
Development of Children on the Autistic Spectrum:
Assessment and Intervention**

30 hours plus conference; 3 credits

Contemporary issues in speech, language, and communication in children on the autistic spectrum. Models of typical and atypical speech, language and communication acquisition. Qualitative differences and unique strengths and challenges. Assessment and intervention from different theoretical perspectives, including developmental and behavioral approaches, with emphasis on the integration of various models. Consideration of augmentative and alternative communication. (This course is the same as Speech 7319X .)

Prerequisite: Speech 7317X or Childhood and Special Education 7685T.

FROM:

**~~EDUC 7688T~~ Seminar in Special Education: Students with
Learning Disabilities**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [~~764.2T~~] or 7542T [~~764.5T~~], or employment as a teacher in a public or approved private school.

TO:

**CBSE 7688T Seminar in Special Education: Students with
Learning Disabilities**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T, or employment as a teacher in a public or approved private school.

FROM:

EDUC 7689T Seminar in Special Education: Students Experiencing Emotional Conflict

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [~~764.2T~~] or 7542T [~~764.5T~~], or employment as a teacher in a public or approved private school.

TO:

CBSE 7689T Seminar in Special Education: Students Experiencing Emotional Conflict

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T , or employment as a teacher in a public or approved private school.

FROM:

EDUC-7690T Seminar in Special Education: Developmental Disabilities

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers

of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [~~764.2T~~] or 7542T [~~764.5T~~], or employment as a teacher in a public or approved private school.

TO:

CBSE 7690T Seminar in Special Education: Developmental Disabilities

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T , or employment as a teacher in a public or approved private school.

FROM:

EDUC 7691T Seminar in Special Education: Classroom Organization and Management

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [~~764.2T~~] or 7542T [~~764.5T~~], or employment as a teacher in a public or approved private school.

TO:

CBSE 7691T Seminar in Special Education: Classroom Organization and Management

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T , or employment as a teacher in a public or approved private school.

FROM:

EDUC 7692T Seminar in Special Education: Literacy and Communication

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [764.2T] or 7542T [764.5T], or employment as a teacher in a public or approved private school.

TO:

CBSE 7692T Seminar in Special Education: Literacy and Communication

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T , or employment as a teacher in a public or approved private school.

FROM:

EDUC 7693T Seminar in Special Education: Mathematics and Students with Special Needs

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [764.2T] or 7542T [764.5T], or employment as a teacher in a public or approved private school.

TO:

CBSE 7693T Seminar in Special Education: Mathematics and Students with Special Needs

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject

matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T, or employment as a teacher in a public or approved private school.

FROM:

EDUC 7694T Seminar in Special Education: Learning Process and the Arts

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Education 7214T [764.2T] or 7542T [764.5T], or employment as a teacher in a public or approved private school.

TO:

CBSE 7694T Seminar in Special Education: Learning Process and the Arts

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T [764.5T], or employment as a teacher in a public or approved private school.

Rationale: The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Computer and Information Science

Change in prerequisite

FROM:

CISC 7110X Compiler Construction

37 1/2 hours plus conference and independent work; 3 credits

Systems design of higher-level languages and their processors. Comparison and analysis of programming language structures and dictions. Syntax description, parsing algorithms and their implementation. Representation of semantics and semantic analysis. Object code generation and optimization. Bootstrapping techniques, higher-level translators, and self-compilers. This course requires a substantial amount of programming. (Not open to students who have completed a course in compiler construction.)

Prerequisite: ~~Computer and Information Science 604X or 6002X [604.1X] or a course in assembly language; and Computer and Information Science 6006X [622X] or a course in data structures.~~

TO:

CISC 7110X Compiler Construction

37 1/2 hours plus conference and independent work; 3 credits

Systems design of higher-level languages and their processors. Comparison and analysis of programming language structures and dictions. Syntax description, parsing algorithms and their implementation. Representation of semantics and semantic analysis. Object code generation and optimization. Bootstrapping techniques, higher-level translators, and self-compilers. This course requires a substantial amount of programming. (Not open to students who have completed a course in compiler construction.)

Prerequisite: A course in assembly language; and a course in data structures.

Rationale:

The CIS department no longer offers either CIS 604X, CISC 6002X or CISC 6006X. The prerequisites are being updated to reflect that only undergraduate courses are required as prerequisites for this entry-level graduate class.

Date of department approval: 2/14/2012

Effective date: Fall 2012

Department of Computer and Information Science

Change in prerequisite

FROM:

CISC *7132X Declarative Programming

37½ hours plus conference and independent work; 3 credits

Functional, logic, and constraint programming paradigms and languages. Logic programming concepts: logic variables, unification, recursion, and backtracking. Constraint solving and constraint programming. Functional programming concepts: lambda calculus, pattern-matching, high-order functions, strong typing, polymorphism, and lazy evaluation. Declarative programming languages: Prolog, Haskell, and CLP (Constraint Logic Programming).

Prerequisite: Computer and Information Science ~~6004X [611X]~~, ~~6006X [622X]~~; 7110X [707X] or 7310X [704X] or 7510X [717.1X].

TO:

CISC *7132X Declarative Programming

37½ hours plus conference and independent work; 3 credits

Functional, logic, and constraint programming paradigms and languages. Logic programming concepts: logic variables, unification, recursion, and backtracking. Constraint solving and constraint programming. Functional programming concepts: lambda calculus, pattern-matching, high-order functions, strong typing, polymorphism, and lazy evaluation. Declarative programming languages: Prolog, Haskell, and CLP (Constraint Logic Programming).

Prerequisite: A course in discrete structures and a course in data structures; Computer and Information Science 7110X [707X] or 7310X [704X] or 7510X [717.1X].

Rationale:

CISC 6004X and 6006X are no longer offered. The prerequisites are being updated to reflect that undergraduate courses are required in addition to the graduate level prerequisites.

Date of department approval: 2/14/2012

Effective date: Fall 2012

Department of Computer and Information Science

Change in prerequisite

FROM:

CISC *7140X Functional Programming Languages

37½ hours plus conference and independent work; 3 credits

Backus's algebra of functional programs. The functional programming languages UNIX FP, ML, HOPE, IFP, and FL. Syntax and semantics of functional programming languages. Machine architectures for functional programming. Specialized specification and symbolic simulation of functional programs.

Prerequisite: ~~Computer and Information Science 6004X [611X]~~ or a course in discrete structures; and one of the following: Computer and Information Science 7224X [724X], a course in formal languages, or a course in programming languages.

TO:

CISC *7140X Functional Programming Languages

37½ hours plus conference and independent work; 3 credits

Backus's algebra of functional programs. The functional programming languages UNIX FP, ML, HOPE, IFP, and FL. Syntax and semantics of functional programming languages. Machine architectures for functional programming. Specialized specification and symbolic simulation of functional programs.

Prerequisite: A course in discrete structures; and one of the following: Computer and Information Science 7224X [724X], a course in formal languages, or a course in programming languages.

Rationale:

CISC 6004X is no longer offered. The prerequisites are being updated to reflect that undergraduate courses are required in addition to the graduate level prerequisites.

Date of department approval: 2/14/2012

Effective date: Fall 2012

Department of Computer and Information Science

Change in prerequisite

FROM:

CISC 7200X Analysis of Algorithms

37½ hours plus conference and independent work; 3 credits

Introduction to algorithms and their complexity, including models of computation. Review of data structures and techniques of efficient program design. Analysis of algorithms chosen from sorting and searching, graph theory, pattern matching, matrix operations, and combinatorial optimization. Algorithms will be analyzed for their space, time, and other resource requirements. NP-complete problems. Complexity classes.

Prerequisite: ~~Computer and Information Science 6006X [622X] or a course in data structures; and 6004X [611X] or a course in discrete structures.~~

TO:

CISC 7200X Analysis of Algorithms

37½ hours plus conference and independent work; 3 credits

Introduction to algorithms and their complexity, including models of computation. Review of data structures and techniques of efficient program design. Analysis of algorithms chosen from sorting and searching, graph theory, pattern matching, matrix operations, and combinatorial optimization. Algorithms will be analyzed for their space, time, and other resource requirements. NP-complete problems. Complexity classes.

Prerequisite: A course in data structures; and a course in discrete structures.

Rationale:

CISC 6004X and 6006X are no longer offered. The prerequisites are being updated to reflect that only undergraduate courses are required as prerequisites for this entry-level graduate class.

Date of department approval: 2/14/2012

Effective date: Fall 2012

Department of Computer and Information Science

Change in prerequisite

FROM:

CISC 7302X Computer Architecture

37½ hours plus conference and independent work; 3 credits

Digital circuits and logic design. Gates, registers, counters, bus transfer. The arithmetic unit and machine algorithms for high-speed arithmetic. The control unit. Memory design and the analysis of hierarchical memory systems and their management. Input-output and communication techniques. Microprogramming. Comparison of advanced systems including multiprocessors, stack machines, parallel and pipeline processors, associative computers.

Prerequisite: ~~Computer and Information Science 6007X [627X]~~ or an undergraduate course in computer organization.

TO:

CISC 7302X Computer Architecture

37½ hours plus conference and independent work; 3 credits

Digital circuits and logic design. Gates, registers, counters, bus transfer. The arithmetic unit and machine algorithms for high-speed arithmetic. The control unit. Memory design and the analysis of hierarchical memory systems and their management. Input-output and communication techniques. Microprogramming. Comparison of advanced systems including multiprocessors, stack machines, parallel and pipeline processors, associative computers.

Prerequisite: An undergraduate course in computer organization.

Rationale:

CISC 6007X is no longer offered. The prerequisites are being updated to reflect that only undergraduate courses are required as prerequisites for this entry-level graduate class.

Date of department approval: 2/14/2012

Effective date: Fall 2012

Early Childhood Education and Art Education

Change in department prefixes and course title

FROM:

Old Prefix	Course#	Course Title
EDUC	7100T	Seminar in Principles, Practices & Environments in Early Childhood Education
EDUC	7101T	Child Development in Social, Cultural & Educational Contexts
EDUC	7102T	Social, Historical, Philosophical, Construction of Early Childhood Education
EDUC	7103T	Introduction to Research in Early Childhood Education
EDUC	7104T	Environments for Young Children with Special Developmental and Learning Need
EDUC	7105T	Imagination, the Arts, and Multidisciplinary Learning
EDUC	7106T	Visual Arts in Early Childhood Education
EDUC	7107T	Play in Cross Cultural Contexts
EDUC	7108T	Mathematics in Early Childhood Education
EDUC	7109T	Scientific Inquiry in Early Childhood Education
EDUC	7110T	Independent Project and Research Seminar
EDUC	7111T	Language Learning & Development in Young Children
EDUC	7113T	Curriculum Modifications for the Young Child with Special Needs
EDUC	7114T	Administration and Supervision of Early Childhood Education Programs
EDUC	7115T	Literacy Curriculum in Early Childhood Education
EDUC	7116T	Families, Communities and Social Studies in Early Childhood Education
EDUC	7119T	Workshop in Early Childhood Education
EDUC	7120T	Seminar & Comprehensive Student Teaching: Early Childhood Education
EDUC	7121T	Seminar and Student Teaching Practicum I in Early Childhood Education
EDUC	7122T	Seminar and Student Teaching Practicum II in Early Childhood Education
EDUC	7652T	Teaching Young Children with Special Needs
EDUC	7663T	Special Issues in Education: Communication and Young Children with Special Ne
EDUC	7675T	The Family and Community of Students with Special Needs
EDUC	7678T	Educational Assessment of Young Children and Students with Special Needs
EDUC	7683T	Atypical Development in Infants, Toddlers, and Young Children
EDUC	7506X	Projects in Creative Art for the Classroom
EDUC	7507T	Critical Issues in Education - Social Values and Individual Needs: Art
EDUC	7520T	Seminar II in Pedagogy and Curriculum: Art
EDUC	7526T	Seminar in Educational Research: Art
EDUC	7530T	Diverse Classrooms in a Visual Culture
EDUC	7533T	Advanced Seminar in Pedagogy and Curriculum: Art
EDUC	7538T	Seminar I in Pedagogy and Curriculum: Art
EDUC	7542T	Art Education : Student Teaching Practicum I
EDUC	7543T	Art Education: Student Teaching Practicum II

TO:

New **Course#** **Course Title**
Prefix

ECAE	7100T	Seminar in Principles, Practices & Environments in Early Childhood Education
ECAE	7101T	Child Development in Social, Cultural & Educational Contexts
ECAE	7102T	<u>Foundations of Early Childhood, Early Childhood Bilingual and Early Childhood Special Education</u>
ECAE	7103T	Introduction to Research in Early Childhood Education
ECAE	7104T	Environments for Young Children with Special Developmental and Learning Needs
ECAE	7105T	Imagination, the Arts, and Multidisciplinary Learning
ECAE	7106T	Visual Arts in Early Childhood Education
ECAE	7107T	Play in Cross Cultural Contexts
ECAE	7108T	Mathematics in Early Childhood Education
ECAE	7109T	Scientific Inquiry in Early Childhood Education
ECAE	7110T	Independent Project and Research Seminar
ECAE	7111T	Language Learning & Development in Young Children
ECAE	7113T	Curriculum Modifications for the Young Child with Special Needs
ECAE	7114T	Administration and Supervision of Early Childhood Education Programs
ECAE	7115T	Literacy Curriculum in Early Childhood Education
ECAE	7116T	Families, Communities and Social Studies in Early Childhood Education
ECAE	7119T	Workshop in Early Childhood Education
ECAE	7120T	Seminar & Comprehensive Student Teaching: Early Childhood Education
ECAE	7121T	Seminar and Student Teaching Practicum I in Early Childhood Education
ECAE	7122T	Seminar and Student Teaching Practicum II in Early Childhood Education
ECAE	7652T	Teaching Young Children with Special Needs <u>through the Arts</u>
ECAE	7663T	Special Issues in Education: Communication and Young Children with Special Needs
ECAE	7675T	The Family and Community of Young Children Students with Special Needs
ECAE	7678T	<u>Developmental and Educational Assessment of Infants and Young Children and Students</u> with Special Needs
ECAE	7683T	Atypical Development in Infants, Toddlers, and Young Children
ECAE	7506X	Projects in Creative Art for the Classroom
ECAE	7507T	Critical Issues in Education - Social Values and Individual Needs: Art
ECAE	7520T	Seminar II in Pedagogy and Curriculum: Art
ECAE	7526T	Seminar in Educational Research: Art
ECAE	7530T	Diverse Classrooms in a Visual Culture
ECAE	7533T	Advanced Seminar in Pedagogy and Curriculum: Art
ECAE	7538T	Seminar I in Pedagogy and Curriculum: Art
ECAE	7542T	Art Education: Student Teaching Practicum I
ECAE	7543T	Art Education: Student Teaching Practicum II

Note: Courses in bold were already approved by Faculty Council on 2/14/12 (Document 205)

Rationale: The early childhood education program and the art education program are updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Department of Early Childhood Education and Art Education

Change in prerequisite, department prefix, course title and description

FROM:

EDUC 7100T Seminar in Principles, Practices and Environments in Early Childhood Education

45 hours; 3 credits

Analysis of case studies, relevant research, classroom interactions, and environments as related to early childhood teacher practice with culturally and linguistically diverse young children, including children with special needs. Selected current issues in classroom organization and design for children from birth through the second grade. Other topics derived from students' classroom experience. Development of a reflective approach to teaching; individualized instruction, organizing for effective support, guidance of learning, and planning.

TO:

ECAE 7100T Seminar in Principles, Practices and Environments in Early Childhood Education

45 hours; 3 credits

Analysis of case studies, relevant research, classroom interactions, and environments as related to early childhood teacher practice with culturally and linguistically diverse young children, including children with special needs. Selected current issues in classroom organization and design for children from birth through the second grade. Other topics derived from students' classroom experience. Development of a reflective approach to teaching; individualized instruction, organizing for effective support, guidance of learning, and planning.

FROM:

EDUC 7101T Child Development in Social, Cultural, and Educational Contexts

30 hours plus conference; 3 credits

Advanced seminar that focuses on childhood development from birth through grade two. Childrearing and early education in diverse cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development; parental ethnotheories about the structuring of everyday social and educational experiences for the acquisition of culture-specific social and cognitive skills in young children, including English language learners and children with special needs. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; educational policies.

Prerequisite: None.

TO:

ECAE 7101T Child Development in Social, Cultural, and Educational Contexts

30 hours plus conference; 3 credits

Advanced seminar that focuses on childhood development from birth through grade two. Childrearing and early education in diverse cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development; parental ethnotheories about the structuring of everyday social and educational experiences for the acquisition of culture-specific social and cognitive skills in young children, including English language learners and children with special needs. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; educational policies.

Prerequisite: None.

From:

~~EDUC 7102 Social, Historical, and Philosophical Construction of Early Childhood Education~~

45 hours; 3 credits

~~Interdisciplinary analysis of the construction of early childhood education; impact of political, economic, social, cultural, and technological changes on the discourse of early childhood studies and the fields of early childhood education. Changing views curricular, pedagogic, and policy implications; of children in various cultural contexts; comparative studies of early childhood education in a global context, with special emphasis on urban settings.~~

To:

ECAE 7102 Foundations of Early Childhood, Early Childhood Bilingual and Early Childhood Special Education

45 hours; 3 credits

Interdisciplinary analysis of the foundations of early childhood education, multicultural and bilingual education, and special education; impact of political, economic, social, cultural, and technological changes in the fields of early childhood education, including bilingual and special education. We will examine changing views in curricular, pedagogic, and policy implications for teaching linguistically and culturally diverse young children with and without special needs, including children with autism; comparative studies of early childhood education in a global context, with special emphasis on urban settings, integrated co-teaching and collaboration with peers, families and communities.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also, all NYC school districts are now required to provide 'integrated co-teaching services' for children with special needs. Therefore, all general early childhood education and early childhood special education teachers will need a strong foundation to develop strong interpersonal and collaboration skills to effectively provide joint instruction to a class that includes both children with and without disabilities to meet the diverse learning needs of all students. There is a growing number of English language learners and families in the NYC classrooms. While this course has covered foundations of early childhood special education and bilingual education, there will be a broader and deeper

emphasis on the curricular and pedagogical implications for linguistically and ethnically diverse children with and without special needs.

FROM:

EDUC 7104T Environments for Young Children with Special Developmental and Learning Needs

~~45 hours; 3 credits~~

~~An examination of disabilities in young children and their effect upon development and learning. Implications for the educative environment. Development of social interaction skills and positive behavior supports for all young children, including English language learners. Role of families and educators in creating learning environments at home and in educational settings.~~

~~Prerequisite: Education 7101T [705.13T] or 7102T [706.11T] or permission of the program head.~~

TO:

ECAE 7104T Environments for Young Children with Special Developmental and Learning Needs

3 hours recitation, 1 hour supervised field experience; 3 credits

An examination of developmental disabilities in young children, their identification and developmentally appropriate and effective remediation. Implications for adapting the environment, individualizing settings and instruction, co-teaching and cooperative models and methods. Development of positive behavioral supports for all young children, including English language learners. Role of families and educators in creating learning environments at home and in educational settings.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Also, there is a new New York State mandate that requires all general education teachers to have at least one special education course, which includes supervised field. This course will now be a required course to fulfill the mandate and to ensure that all of our graduates will be better equipped to teach children with special needs and work collaboratively with their families. In addition all NYC school districts are now required to provide 'integrated co-teaching services' for children with special needs rather than placing them in special education schools. These course changes will better prepare our graduates to work in this expanding role.

FROM:

EDUC 7105T Imagination, the Arts, and Multidisciplinary Learning

45 hours; 3 credits

Multidisciplinary curriculum through the creative arts. The creative process; experiential approach to the study of works of art in music, dance, theater, and the visual arts. Integrating the arts with other curriculum areas for all children, including English language learners and children with special needs. A global perspective that draws upon

diverse cultures. Based on the collaborative work between the Lincoln Center Institute for the Arts in Education and the School of Education. Lincoln Center Institute for the Arts in Education practice and other approaches to aesthetic education and learning. Guest teachers/artists.

Prerequisite: Education 7101T [~~705.43T~~] or 7102T [~~706.44T~~].

TO:

ECAE 7105T Imagination, the Arts, and Multidisciplinary Learning

45 hours; 3 credits

Multidisciplinary curriculum through the creative arts. The creative process; experiential approach to the study of works of art in music, dance, theater, and the visual arts. Integrating the arts with other curriculum areas for all children, including English language learners and children with special needs. A global perspective that draws upon diverse cultures. Based on the collaborative work between the Lincoln Center Institute for the Arts in Education and the School of Education. Lincoln Center Institute for the Arts in Education practice and other approaches to aesthetic education and learning. Guest teachers/artists.

Prerequisite: Early Childhood and Art Education 7101T or 7102T.

FROM:

EDUC 7106T Visual Arts in Early Childhood Education

30 hours plus conference; 3 credits

Pedagogical approaches to integrating the visual arts in early childhood curriculum. Analysis and application of theory and research to the teaching of the visual arts for all young children, birth through grade two, including culturally and linguistically diverse children, as well as children with special needs. Philosophies and goals of visual arts education, particularly as they apply to diverse, urban communities. Artistic development in early childhood within varied social, cultural, and environmental contexts. Role of materials and experience as they apply to artistic learning in young children. Work with a variety of artistic forms and media, field trips.

Prerequisite: 7100T [~~705.44T~~] or 7102T [~~706.44T~~].

TO:

ECAE 7106T Visual Arts in Early Childhood Education

30 hours plus conference; 3 credits

Pedagogical approaches to integrating the visual arts in early childhood curriculum. Analysis and application of theory and research to the teaching of the visual arts for all young children, birth through grade two, including culturally and linguistically diverse children, as well as children with special needs. Philosophies and goals of visual arts education, particularly as they apply to diverse, urban communities. Artistic development in early childhood within varied social, cultural, and environmental contexts. Role of materials and experience as they apply to artistic learning in young children. Work with a variety of artistic forms and media, field trips.

Prerequisite: Early Childhood and Art Education 7100T or 7102T.

FROM:
EDUC 7108T Mathematics in Early Childhood

30 hours, 30 hours supervised field experience; 3 credits

Study of early childhood curriculum and instruction in mathematics for all young children, including English language learners and children with special needs. Topics include mathematical content; development of cognitive processes; selection and use of instructional resources; interdisciplinary and thematic teaching; family involvement; assessment options and the appropriate use of technological tools. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Education 7101T [~~705.13T~~] or 7102T [~~706.11T~~].

TO:
ECAE 7108T Mathematics in Early Childhood

30 hours, 30 hours supervised field experience; 3 credits

Study of early childhood curriculum and instruction in mathematics for all young children, including English language learners and children with special needs. Topics include mathematical content; development of cognitive processes; selection and use of instructional resources; interdisciplinary and thematic teaching; family involvement; assessment options and the appropriate use of technological tools. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Early Childhood and Art Education 7101T or 7102T.

FROM:
EDUC 7109T Scientific Inquiry in Early Childhood Education

30 hours, 30 hours supervised field experience; 3 credits

Approaches to nurturing curiosity in children, from infancy through the early childhood years. Development of educational environments to promote scientific curiosity and playful exploration in young children, including English language learners and children with special needs. Integration of science in the early childhood curriculum; exploration of natural environments; creative representation of science learning. Family involvement in science education; familiarity with technologies and community resources. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms;

students who do not possess a New York State Initial Certificate or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Education 7101T [~~705.13T~~] or 7102T [~~706.11T~~].

TO:

ECAE 7109T Scientific Inquiry in Early Childhood Education

30 hours, 30 hours supervised field experience; 3 credits

Approaches to nurturing curiosity in children, from infancy through the early childhood years. Development of educational environments to promote scientific curiosity and playful exploration in young children, including English language learners and children with special needs. Integration of science in the early childhood curriculum; exploration of natural environments; creative representation of science learning. Family involvement in science education; familiarity with technologies and community resources. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Early Childhood and Art Education 7101T or 7102T.

FROM:

EDUC 7110T Independent Project and Research Seminar

45 hours plus conference; 3 credits

A study of research methods, data analysis and the dissemination of results. Development and completion of an independent project related to an area of early childhood education. The submission of a bound copy of the study is required.

Prerequisite: Education 7103T [~~707.11T~~].

TO:

ECAE 7110T Independent Project and Research Seminar

45 hours plus conference; 3 credits

A study of research methods, data analysis and the dissemination of results. Development and completion of an independent project related to an area of early childhood education. The submission of a bound copy of the study is required.

Prerequisite: Early Childhood and Art Education 7103T [~~707.11T~~].

FROM:

EDUC 7111T Language Learning and Development in Young Children

45 hours; 3 credits

The structure, acquisition, and development of language and oral and written communication in young children, including English language learners and children with special needs. Language and communication development within the context of children's development; role of family, community and culture. Study of linguistic

structures, including phonological, syntactic and semantic development. Creating language- and text-rich environments for young children.

Prerequisite: Education 7101T [~~705.13T~~] or 7102T [~~706.11T~~].

TO:

ECAE 7111T Language Learning and Development in Young Children

45 hours; 3 credits

The structure, acquisition, and development of language and oral and written communication in young children, including English language learners and children with special needs. Language and communication development within the context of children's development; role of family, community and culture. Study of linguistic structures, including phonological, syntactic and semantic development. Creating language- and text-rich environments for young children.

Prerequisite: Early Childhood and Art Education 7101T or 7102T.

FROM:

EDUC 7113T Curriculum Modifications for Young Children with Special Needs

45 hours; 3 credits

Special programs, modification of curriculum in the content areas, life skills, teaching strategies and approaches designed to meet the individual and group needs of culturally and linguistically diverse young children with special needs including giftedness, across the developmental spectrum in early education settings. Focus on family, community, and interagency partnerships; appropriate use of technology, including assistive technology; multiple assessment strategies. Field experiences in a variety of schools and community settings.

Prerequisite: Education 7101T [~~705.13T~~] or 7102T [~~706.11T~~] or permission of the program head.

TO:

ECAE 7113T Curriculum Modifications for Young Children with Special Needs45

hours; 3 credits

Special programs, modification of curriculum in the content areas, life skills, teaching strategies and approaches designed to meet the individual and group needs of culturally and linguistically diverse young children with special needs including giftedness, across the developmental spectrum in early education settings. Focus on family, community, and interagency partnerships; appropriate use of technology, including assistive technology; multiple assessment strategies. Field experiences in a variety of schools and community settings.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

FROM:

EDUC 7115T Literacy Curriculum in Early Childhood

30 hours plus conference, 30 hours supervised field experience; 3 credits

Theoretical and methodological approaches to fostering literacy in young children, including English language learners and children with special needs. Study of relationships between speaking, reading, and writing. Research on teaching literacy. Development of literacy through literature and the arts. Role of family, community, and culture in young children's literacy learning. Formal and informal assessment. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: ~~Education 7101T [705.13T] or 7102T [706.11T]~~.

TO:

ECAE 7115T Literacy Curriculum in Early Childhood

30 hours plus conference, 30 hours supervised field experience; 3 credits

Theoretical and methodological approaches to fostering literacy in young children, including English language learners and children with special needs. Study of relationships between speaking, reading, and writing. Research on teaching literacy. Development of literacy through literature and the arts. Role of family, community, and culture in young children's literacy learning. Formal and informal assessment. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Early Childhood and Art Education 7111T

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Course content in 7111 emphasizes students' knowledge of the structure, acquisition, and development of language and oral and written communication in infants and young children, which students would need in order to benefit from this course (7115).

FROM:

EDUC 7116T Families, Communities, and Social Studies in Early Childhood Education

30 hours; 30 hours supervised field experience; 3 credits

Approaches to integrating parents, families, and communities into educational environments and curriculum for young children, including children with special needs and children who are English language learners. Teaching social studies to young children beginning with study of the family and community, and leading to study of larger social, political and historical frameworks. Focus on culturally and linguistically diverse

urban settings. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Education 7101T [705.13] or 7102T [706.14].

TO:

ECAE 7116T Families, Communities, and Social Studies in Early Childhood Education

30 hours; 30 hours supervised field experience; 3 credits

Approaches to integrating parents, families, and communities into educational environments and curriculum for young children, including children with special needs and children who are English language learners. Teaching social studies to young children beginning with study of the family and community, and leading to study of larger social, political and historical frameworks. Focus on culturally and linguistically diverse urban settings. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Early Childhood and Art Education 7101T or 7102T.

FROM:

EDUC 7119T Workshop in Early Childhood Education

45 hours; 3 credits

Study of solution of problems concerning the organization of subject matter. Techniques of instruction, classroom management, pupil adjustment, school-community relationships. Attention is given to the particular needs and interests of students, with provision for individual and group study. (~~Not open to students who are enrolled in or have completed any of the following: Education 663.2T, 663.3T, 663.4T, 663.22T, 763.2T, 763.3T, 763.4T, 763.22T.~~)

Corequisite: Education 7121T [764.1T] or employment as a teacher in a public or approved private school.

TO:

ECAE EDUC 7119T Workshop in Early Childhood Education

45 hours; 3 credits

Study of solution of problems concerning the organization of subject matter. Techniques of instruction, classroom management, pupil adjustment, school-community relationships. Attention is given to the particular needs and interests of students, with provision for individual and group study.

Corequisite: Early Childhood and Art Education 7121T or employment as a teacher in a public or approved private school.

FROM:

EDUC 7120T Seminar and Comprehensive Student Teaching: Early Childhood Education

3 hours recitation, weekly supervised teaching (at least 300 hours); 6 credits

Student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required to qualify for initial certification in early childhood education. Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Emphasis on learning needs of children in culturally and linguistically diverse urban settings. Reflection on practice. Development of professional portfolio. Open only to students who have completed all program courses with a grade point average of 3.00 or higher.

Prerequisite: Education 7101T ~~[705.13T]~~ or 7102T ~~[706.11T]~~; 7100T; ~~[705.11T]~~ or 7104T ~~[708.11T]~~ or 7113T ~~[725.11T]~~ or 7683T ~~[751.1T]~~; 7111T ~~[720.11T]~~ or 7115T ~~[727.11T]~~; 7116T ~~[728.11T]~~; 7108T ~~[740.11T]~~; 7105T ~~[709.11T]~~ or 7106T ~~[709.13T]~~ or 7107T ~~[709.15T]~~; 7109T ~~[740.13T]~~ and a cumulative graduate education index of 3.0 or higher.

TO:

ECAE 7120T Seminar and Comprehensive Student Teaching: Early Childhood Education

3 hours recitation, weekly supervised teaching (at least 300 hours); 6 credits

Student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required to qualify for initial certification in early childhood education. Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Emphasis on learning needs of children in culturally and linguistically diverse urban settings. Reflection on practice. Development of professional portfolio. Open only to students who have completed all program courses with a grade point average of 3.00 or higher.

Prerequisite: Early Childhood and Art Education 7101T; 7102T; 7100T; 7104T; 7111T or 7115T; 7116T; 7108T; 7105T or 7106T or 7107T; 7109T and a cumulative graduate education index of 3.0 or higher.

FROM:

EDUC 7121T Seminar and Student Teaching Practicum I in Early Childhood Education

15 hours seminar; at least 150 hours student teaching/semester; 3 credits

Advanced course in student teaching. Opportunity for extensive participation in teaching and school activities. Hours to be arranged. Students who hold an Initial Certificate in Childhood Education or in Special Subjects must complete at least 150 hours of student teaching in Education 7121T ~~[764.1T]~~ in order to qualify for the Professional Certificate in Early Childhood Education. Students who do not hold an Initial Certificate in Early Childhood Education or Childhood Education or in Special Subjects must complete at least 150 hours of student teaching in Education 7121T ~~[764.1T]~~ and an additional 150 hours of student teaching in Education 7122T ~~[764.11T]~~ in two of the following age

groups: preschool, kindergarten, or grades one and two. All students must have experience with all three age groups through the combined field experience and student teaching practica.

Prerequisite: Education 7101T [~~705.13T~~] or 7102T [~~706.11T~~]; 7100T; [~~705.11T~~] or 7104T [~~708.11T~~] or 7113T [~~725.11T~~] or 7683T [~~751.1T~~]; 7111T [~~720.11T~~] or 7115T [~~727.11T~~]; 7116T [~~728.11T~~]; 7108T [~~710.11T~~]; 7105T [~~709.11T~~] or 7106T [~~709.13T~~] or 7107T [~~709.15T~~]; 7109T [~~710.13T~~] and a cumulative graduate education index of 3.0 or higher.

TO:

ECAE 7121T Seminar and Student Teaching Practicum I in Early Childhood Education

15 hours seminar; at least 150 hours student teaching/semester; 3 credits

Advanced course in student teaching. Opportunity for extensive participation in teaching and school activities. Hours to be arranged. Students who hold an Initial Certificate in Childhood Education or in Special Subjects must complete at least 150 hours of student teaching in Education 7121T in order to qualify for the Professional Certificate in Early Childhood Education. Students who do not hold an Initial Certificate in Early Childhood Education or Childhood Education or in Special Subjects must complete at least 150 hours of student teaching in Education 7121T and an additional 150 hours of student teaching in Education 7122T in two of the following age groups: preschool, kindergarten, or grades one and two. All students must have experience with all three age groups through the combined field experience and student teaching practica.

Prerequisite: Early Childhood and Art Education 7101T; 7102T; 7100T; 7104T; 7111T or 7115T; 7116T or 7108T or 7105T or 7106T or 7109T; 7107T and a cumulative graduate education index of 3.0 or higher.

FROM:

EDUC 7122T Seminar and Student Teaching Practicum II in Early Childhood Education

15 hours seminar; at least 150 hours student teaching/semester; 3 credits

Pedagogy and curriculum development in early childhood settings, birth through grade 2. Integrated curriculum in early childhood settings, with a focus on culturally and linguistically diverse urban settings. Teachers as researchers; development of a reflective approach to teaching and assessing a diverse child population, including children with special needs and English language learners. Families and communities in early childhood education; interagency collaboration. Students who have completed 150 hours of student teaching in Education 7121T [~~764.1T~~] in preschool, kindergarten, or grades one and two, must complete the student teaching requirements for this course in a second age level.

Prerequisite: 7121T [~~764.1T~~] and a cumulative graduate education academic index of 3.0 or higher.

TO:

ECAE 7122T Seminar and Student Teaching Practicum II in Early Childhood Education

15 hours seminar; at least 150 hours student teaching/semester; 3 credits

Pedagogy and curriculum development in early childhood settings, birth through grade 2. Integrated curriculum in early childhood settings, with a focus on culturally and linguistically diverse urban settings. Teachers as researchers; development of a reflective approach to teaching and assessing a diverse child population, including children with special needs and English language learners. Families and communities in early childhood education; interagency collaboration. Students who have completed 150 hours of student teaching in Education 7121T in preschool, kindergarten, or grades one and two, must complete the student teaching requirements for this course in a second age level.

Prerequisite: 7121T and a cumulative graduate education academic index of 3.0 or higher.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

FROM:

EDUC 7652T Teaching Young Children with Special Needs through the Arts

30 hours lecture, 30 hours laboratory; 3 credits

Development of competencies needed to teach young children with special needs; formal and informal assessment, goal setting, and integration of theories of learning, the expressive arts and research validated practice into curriculum across a variety of content areas. Field experience in a setting with young children who present difficulties in adjustment and cognition. Focus on reflective practice and on the development of nurturing and stimulating learning environments.

TO:

ECAE 7652T Teaching Young Children with Special Needs through the Arts

30 hours lecture, 30 hours laboratory; 3 credits

Development of competencies needed to teach young children with special needs; formal and informal assessment, goal setting, and integration of theories of learning, the expressive arts and research validated practice into curriculum across a variety of content areas. Field experience in a setting with young children who present difficulties in adjustment and cognition. Focus on reflective practice and on the development of nurturing and stimulating learning environments.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Finally, students will need to be familiar with development (ECAE 7101) and early childhood foundations and early childhood foundations in special education (ECAE 7102) in order to benefit from this course.

FROM:

EDUC 7663T Special Issues in Education: Communication and Young Children with Special Needs

30 hours lecture plus conference; 3 credits

Study of language acquisition, including childhood bilingualism, distinctions between language disorders in young children with special needs and language acquisition problems. Understanding of nonverbal behavior. Alternative strategies, including the unique aspects of artistic representation. Assistive technology for enhancing communication with young children with language difficulties and pronounced cognitive and adjustment issues. Implications for collaboration with other professionals, diverse families, and community organizations. Field experiences.

TO:

ECAE 7663T Special Issues in Education: Communication and Young Children with Special Needs

30 hours lecture plus conference; 3 credits

Study of language acquisition, including childhood bilingualism, distinctions between language disorders in young children with special needs and language acquisition problems. Understanding of nonverbal behavior. Alternative strategies, including the unique aspects of artistic representation. Assistive technology for enhancing communication with young children with language difficulties and pronounced cognitive and adjustment issues. Implications for collaboration with other professionals, diverse families, and community organizations. Field experiences.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Finally, students will need to be familiar with development (ECAE 7101) and early childhood foundations and early childhood foundations in special education (ECAE 7102) in order to benefit from this course.

FROM:

EDUC 7675T The Family and Community of ~~Students~~ with Special Needs

30 hours plus conference; 3 credits

Analysis of the issues for the family and the child with special needs within diverse family systems. Teacher-parent, parent-child, sibling-child relations, collaboration, and community resources for young children ~~and young school-aged students~~. Focus on life ~~eye~~ from birth through ~~adulthood~~. Emphasis on urban, linguistic, and cultural perspectives, resource access, and development of parent-community partnerships. Field experiences in school settings and a variety of community settings.

TO:

ECAE 7675T The Family and Community of Young Children with Special Needs

30 hours plus conference; 3 credits

Analysis of the issues for the family and the child with special needs within diverse family systems. Teacher-parent, parent-child, sibling-child relations, collaboration, and community resources for young children. Focus from birth through 2nd grade. Emphasis on urban, linguistic, and cultural perspectives, resource access, and development of parent-community partnerships. Field experiences in early intervention, early childhood centers and school settings and a variety of community settings.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also, this course will only focus on families with children with special needs during the early childhood years. Finally, students will need to be familiar with development (ECAE 7101) and early childhood foundations and early childhood foundations in special education (ECAE 7102) in order to benefit from this course.

FROM:

EDUC 7678T Educational Assessment of Young Children and ~~Students with Special Needs~~

45 hours seminar plus conference; 3 credits

Critical review and use of formal and informal strategies for the assessment and evaluation of the cognitive, behavioral, social, and affective characteristics of young children ~~and school-aged students~~ with special needs ~~including giftedness~~. Attention will be given to understanding cultural, linguistic, and societal factors involved in identification, placement and the academic and behavioral performance of students. Focus on curriculum-based assessment and collaboration with other professionals and parents. Field experiences in a variety of school and community settings.

TO:

ECAE 7678T Developmental and Educational Assessment of Infants and Young Children with Special Needs

45 hours seminar plus conference; 3 credits

Formal and informal developmental and educational assessment tools for children birth through second grade with special needs and English language learners will be reviewed, including screening tools, standardized tests, and curriculum-based assessments. Attention will be given to understanding cultural, linguistic and societal factors in identification of young children with special needs and adapting assessment procedures; uses and limitations of assessment tools; collaboration with related service professionals and parents; initial training in one screening and one assessment tool, which includes administration, interpretation, and recommendations for developmental and educational goals. Field experiences in a variety of settings including early intervention programs and inclusive early childhood special education classrooms. Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also,

this course will only focus on families with children with special needs during the early childhood years beginning at birth and reflect a deeper emphasis on the assessment of young children's overall development. Finally, students will need to be familiar with development (ECAE 7101) and early childhood foundations and early childhood foundations in special education (ECAE 7102) in order to benefit from this course.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also, this course will only focus on families with children with special needs during the early childhood years. Finally, students will need to be familiar with development (ECAE 7101) and early childhood foundations and early childhood foundations in special education (ECAE 7102) in order to benefit from this course.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

FROM:

EDUC 7683T Atypical Development in Infants, Toddlers, and Young Children

30 hours plus conference; 3 credits

Developmental processes, early identification and intervention, appropriate curriculum in home, child care, preschool, and early childhood settings. Implications for teacher-parent relations, and development of enriched and nurturing environments for infants, toddlers, and young children with atypical development. Focus on family, interagency, and professional collaboration across cultural, linguistic, and ethnic contexts. Field experiences.

TO:

ECAE 7683T Atypical Development in Infants, Toddlers, and Young Children

30 hours plus conference; 3 credits

Developmental processes, early identification and intervention, appropriate curriculum in home, child care, preschool, and early childhood settings. Implications for teacher-parent relations, and development of enriched and nurturing environments for infants, toddlers, and young children with atypical development. Focus on family, interagency, and professional collaboration across cultural, linguistic, and ethnic contexts. Field experiences.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

Rationale: The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also, students will need to be familiar with development (ECAE 7101) and early childhood foundations and early childhood foundations in special education (ECAE 7102) in order to benefit from this course.

Date of department approval: March 13, 2012

Effective date: Fall 2012

Department of Earth and Environmental Sciences

Change in course number

FROM:

~~GEOL 777.1G~~ Geostatistics

30 hours lecture; 30 hours lab; 3 credits

Description and interpretation of geological and geophysical data through statistics. Major topics include statistical description of data; collection of data; probability; hypothesis testing; variance; correlation; spatial analysis multivariate analysis, graphical display of data, common distribution models, sampling and regression. The variogram as a tool for modeling spatial correlation, variogram estimation and modeling. Introduction to spatial mapping and prediction with kriging, integration of remote sensing and other ancillary information using co-kriging models, spatial uncertainty. Introduction to geostatistical software applied to large environmental, and reservoir engineering databases, emphasis on practical use of geostatistical tools. Applications of popular software, such as EXCEL[®] and SPSS[®].

TO:

EESC7771 Geostatistics

30 hours lecture; 30 hours lab; 3 credits

Description and interpretation of geological and geophysical data through statistics. Major topics include statistical description of data; collection of data; probability; hypothesis testing; variance; correlation; spatial analysis multivariate analysis, graphical display of data, common distribution models, sampling and regression. The variogram as a tool for modeling spatial correlation, variogram estimation and modeling. Introduction to spatial mapping and prediction with kriging, integration of remote sensing and other ancillary information using co-kriging models, spatial uncertainty. Introduction to geostatistical software applied to large environmental, and reservoir engineering databases, emphasis on practical use of geostatistical tools. Applications of popular software, such as EXCEL[®] and SPSS[®].

Rationale: This course fell through the cracks during the renumbering process. It was last taught in Spring 2009.

Date of program approval: February 13, 2012

Effective: Fall, 2012

Department of Health & Nutrition Sciences

Change in course description

FROM:

HNSC 7145X Human Resources Management in Health Care

45 hours; 3 credits

Theoretical analysis of techniques for leadership and motivation of professional and nonprofessional health care employees. Study of methods for managing work groups and minimizing conflict in health care institutions. Examination of health personnel management. Evaluation of employee communications in health care. Analysis of workplace negotiation, with special reference to health care labor negotiations. ~~(Not open to students who have completed Health and Nutrition Sciences [775X].)~~

Prerequisite: a course in health care management or appropriate employment in health care management.

TO:

HNSC 7145X Human Resources Management in Health Care

45 hours; 3 credits

Theoretical analysis of techniques for leadership and motivation of professional and nonprofessional health care employees. Study of methods for managing work groups and minimizing conflict in health care institutions. Examination of health personnel management. Evaluation of employee communications in health care. Analysis of workplace negotiation, with special reference to health care labor negotiations.

Prerequisite: a course in health care management or appropriate employment in health care management.

Rationale: This seems to be an old reference as 775X does not exist in current or previous code system.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course title

FROM:

HNSC 7151X ~~Evaluation~~ in Health and Nutrition Sciences II

30 hours lecture, 30 hours laboratory, plus conference; 4 credits

Application of evaluation techniques for community health and nutrition professionals. Design of tools to evaluate health and nutritional status, knowledge, attitudes, and behavior for individuals and populations. Multivariate techniques for assessment of health data including survival analysis, multiple regression, multivariate analysis of variance, discriminant analysis, logistic regression, and factor analysis. Use of computer programs to analyze and interpret health and nutrition data with these techniques.

Prerequisite: Health and Nutrition Sciences 7150X [778.1X] or permission of the chairperson.

TO:

HNSC 7151X Biostatistics in Health and Nutrition Sciences II

30 hours lecture, 30 hours laboratory, plus conference; 4 credits

Application of evaluation techniques for community health and nutrition professionals. Design of tools to evaluate health and nutritional status, knowledge, attitudes, and behavior for individuals and populations. Multivariate techniques for assessment of health data including survival analysis, multiple regression, multivariate analysis of variance, discriminant analysis, logistic regression, and factor analysis. Use of computer programs to analyze and interpret health and nutrition data with these techniques.

Prerequisite: Health and Nutrition Sciences 7150X [778.1X] or permission of the chairperson.

Rationale: It seems to have been a typographical error in which Biostatistics got replaced for Evaluation. In fact, the course prerequisite, 7150X is called "Biostatistics in Health and Nutrition Sciences I"

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course description

FROM:

HNSC 7180X Bereavement

45 hours; 3 credits

Theoretical concepts of grief and bereavement. The impact of mourning on the bereavement process. Health implications of incomplete mourning and pathological bereavement. The role of the health care professional and related personnel in providing care. Research to improve care. ~~(Not open to students who have completed Health and Nutrition Sciences [744X] or [774X].)~~

TO:

HNSC 7180X Bereavement

45 hours; 3 credits

Theoretical concepts of grief and bereavement. The impact of mourning on the bereavement process. Health implications of incomplete mourning and pathological bereavement. The role of the health care professional and related personnel in providing care. Research to improve care.

Rationale: This seems to be an old reference as 744X or 774X do not exist in current or previous code system.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course description

FROM:

HNSC 7185X The Health Care Provider and Thanatological Counseling

45 hours; 3 credits

Theory and practice of counseling the dying patient and the bereaved. Focus on personal skill development in anticipatory bereavement and postmortem bereavement counseling. Examination of group support, self-help, and individual intervention strategies. Research and evaluation of support programs and techniques. ~~(Not open to students who have completed Health and Nutrition Sciences [774X].)~~

TO:

HNSC 7185X The Health Care Provider and Thanatological Counseling

45 hours; 3 credits

Theory and practice of counseling the dying patient and the bereaved. Focus on personal skill development in anticipatory bereavement and postmortem bereavement counseling. Examination of group support, self-help, and individual intervention strategies. Research and evaluation of support programs and techniques.

Rationale: This seems to be an old reference as 774X does not exist in current or previous code system.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course description

FROM:

HNSC 7186X Principles in the Care of the Terminally Ill

45 hours; 3 credits

Needs of the dying patient and family. Clinical approaches to care of terminally ill patients and their families. Role of the hospice as an alternative-care setting. Techniques of pain management and palliative care. The role of the health care professional and related personnel in providing care. ~~(Not open to students who have completed Health and Nutrition Sciences [774X] or [784X].)~~

TO:

HNSC 7186X Principles in the Care of the Terminally Ill

45 hours; 3 credits

Needs of the dying patient and family. Clinical approaches to care of terminally ill patients and their families. Role of the hospice as an alternative-care setting. Techniques of pain management and palliative care. The role of the health care professional and related personnel in providing care.

Rationale: This seems to be an old reference as 774X or 784X do not exist in current or previous code system.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course description and prerequisite

FROM:

HNSC 7920X Internship in Public Health

150 hours fieldwork plus conference weekly seminars; 3 credits

Supervised individual projects in public health practice. ~~Weekly seminars.~~

Prerequisite: ~~Health and Nutrition Sciences 7100X [740X], 7120X [771X], 7140X [770X], and 7150X [778.1X]; and permission of deputy chairperson.~~

TO:

HNSC 7920X Internship in Public Health

180 hours of fieldwork plus weekly seminars; 3 credits

Supervised individual projects in public health practice.

Prerequisite: Must have completed at least 21 credits of graduate coursework in Health and Nutrition Sciences.

Rationale: Increase in the number of fieldwork hours is needed to meet national standards and to assure stronger continuity between CUNY School of Public Health campuses. Substitution of conferences with weekly seminars offers the opportunity for a more focused class meeting. The increase in the number of prerequisite credits of graduate coursework is necessary to better prepare students for the internship.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences
Change in course description and prerequisite

FROM:
HNSC 7921X Internship in Public Health II
150 hours; 3 credits

Supervised internship in a public health setting. Continuation of Health and Nutrition Sciences ~~7925X [764X]~~.

Prerequisite: Health and Nutrition Sciences ~~7925X [764X]~~ and matriculation in the M.P.H. program and permission of the chairperson.

TO:
HNSC 7921X Internship in Public Health II
150 hours; 3 credits

Supervised internship in a public health setting. Continuation of Health and Nutrition Sciences 7920X [764.4X].

Prerequisite: Health and Nutrition Sciences 7920X [764.4X] and matriculation in the M.P.H. program and permission of the chairperson.

Rationale: It seems to have been a typographical error in which 7925X [764X] appeared as the prerequisite for 7921X. It was corrected in the 2011-2012 Bulletin to 7920X [764.4X], but under the understanding that the department would submit a formal request to Faculty Council for formal approval and insertion in the 2012-2013 Bulletin.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course description and prerequisite

FROM:

HNSC 7925X Internship and Field Experience Seminar in Community Health

~~30~~ hours ~~seminar~~ and fieldwork plus ~~conference~~ weekly seminars; 3 credits

Supervised individual projects in community health education in a health agency. ~~Weekly seminars.~~

Prerequisite: Health and Nutrition Sciences 7170X [758X] and 7171X [759X], or permission of the ~~graduate~~ deputy.

TO:

HNSC 7925X Internship and Field Experience Seminar in Community Health

90 hours of fieldwork plus weekly seminars; 3 credits

Supervised individual projects in community health education in a health agency.

Prerequisite: Health and Nutrition Sciences 7170X [758X] and 7171X [759X], or permission of the deputy chairperson.

Rationale: It seems to have been a typographical error in the number of fieldwork hours for 7925X. The increase in the number of fieldwork hours is needed in order to meet national standards. Substitution of conferences with weekly seminars offers the opportunity for a more focused class meeting. The term changed to deputy chairperson to keep consistency with the rest of the text.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course prerequisite

FROM:

HNSC 7935X Research Seminar II

45 hours; 3 credits

Examination of quantitative and qualitative techniques appropriate for research in the health sciences. Class discussions of each student's efforts in developing a master's thesis. (Not open to students who are enrolled in or have completed Health and Nutrition Sciences 7940X [791.3X] or 7950X [797.1X].)

Prerequisite: Health and Nutrition Sciences ~~[791X]~~ or 7930X [791.1X], and a GPA of 3.00 (B) or better in graduate courses completed to date.

TO:

HNSC 7935X Research Seminar II

45 hours; 3 credits

Examination of quantitative and qualitative techniques appropriate for research in the health sciences. Class discussions of each student's efforts in developing a master's thesis. Not open to students who are enrolled in or have completed Health and Nutrition Sciences 7940X [791.3X] or 7950X [797.1X].

Prerequisite: Health and Nutrition Sciences 7930X [791.1X], and a GPA of 3.00 (B) or better in graduate courses completed to date.

Rationale: This seems to be an old reference as 791X does not exist in current or previous code system. Other changes reflect typographical corrections.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Department of Health & Nutrition Sciences

Change in course title and description

FROM:

HNSC 7950X Master's Paper: ~~Research on Health Behavior~~

30 hours plus conference; 3 credits

Critical analysis of the recent research on ~~health behavior~~. Examination of theoretical models and empirical research on ~~health behavior~~. Students will be required to complete a master's paper ~~on this topic~~. Discussions of each student's master's paper in progress. ~~(Not open to students who have completed Health and Nutrition Sciences 7935X [791.2X]).~~

Prerequisite: Health and Nutrition Sciences or 7930X [791.1X], and 7940X [791.3X] with a grade of B or higher, and a GPA of 3.00 (B) or better in graduate courses completed to date.

TO:

HNSC 7950X Master's Paper: Selected Topics in Public Health

30 hours plus conference; 3 credits

Critical analysis of the recent research on a public health topic chosen in consultation with instructor. Examination of theoretical models and empirical research on this topic. Instructor may limit paper topics to general overarching themes pertinent to public health (e.g., health behavior, health care financing, medical ethics, etc). Students will be required to complete a master's paper by the end of this course. Discussions of each student's master's paper in progress. Not open to students who have completed Health and Nutrition Sciences 7935X [791.2X].

Prerequisite: Health and Nutrition Sciences or 7930X [791.1X], and 7940X [791.3X] with a grade of B or higher, and a GPA of 3.00 (B) or better in graduate courses completed to date.

Rationale: The series of courses numbered above 7950 through 7990 are to be supplanted by 7950, per changes approved in Spring 2011. However, we neglected to amend the course description of 7950 to encompass the range of public health topics that the previous series addressed (i.e., previously there were separate course numbers for topics in health behavior, health care financing, medical ethics, etc.). Note: With the new course description, the instructor may still specify overarching topics for the master's papers. Other changes reflect typographical corrections.

Date of departmental approval: March 13, 2012

Effective date of change: Fall, 2012

Conservatory of Music

Change in title and description

FROM:

MUSC 7710X: Chorus

45 hours; 1 credit

Study and performance of standard choral literature for mixed voices.

Prerequisites: audition

TO:

MUSC 7710X: Choral Union

45 hours; 1 credit

Study and performance of choral literature from a multiplicity of genres and style periods, with particular emphasis given to the development of fundamental musicianship skills, music literacy, and vocal technique. This ensemble welcomes all students without audition.

Prerequisites: none

Rationale

The new course title, "Choral Union," encapsulates the essence of this ensemble within Brooklyn College. Prior to this, the course was listed as "Chorus" and was referred to as "Chorale" in practice. "Choral Union" validates the ensemble as a "union" of singers from across the campus community, regardless of previous musical experience. The updated bulletin description better demonstrates the function of the ensemble as a place in which fundamental musicianship skills, music literacy, and vocal technique are developed.

Date of departmental approval: March 13, 2012

Effective Date: Fall 2012

Conservatory of Music
Change in title and description

FROM:

~~MUSC 7711X: Chamber Chorus~~
~~45 hours; 1 credit~~

~~Study and performance of standard choral literature for mixed voices.~~
~~Prerequisites: audition~~

TO:

MUSC 7711X: Conservatory Singers
45 hours; 1 credit

Brooklyn College's premiere choral ensemble performs literature from a multiplicity of genres and style periods, including major works with orchestra. Open by audition.

Prerequisites: audition

Rationale

The updated course description and new course title, "Conservatory Singers," highlight a number of important issues. First, Brooklyn College is home to a Conservatory of Music, and not merely a department of music—a distinctive feature both within the CUNY system and nationally among all colleges that offer music instruction. Second, the use of the term "chamber" chorus imposes limitations in both size of the ensemble and the type of literature that would typically be performed by a small choir. In actual practice, a chamber choir often has eight to twelve singers with very specific literature suitable for small performing forces. Our ensemble actually draws more than 30 singers and performs literature from other traditions, including major works with orchestra.

Date of departmental approval: March 13, 2012

Effective Date of the change: Fall 2012

**Conservatory of Music
Change in Hours**

~~MUSC 7760X: Orchestra~~

~~45 hours; 1 credit~~

~~Study and performance of new and old literature.~~

~~Prerequisite: audition.~~

MUSC 7760X: Orchestra

75 hours; 1 credit

Study and performance of new and old literature.

Prerequisite: audition

Rational:

Five hours of weekly rehearsal are necessary in order to maintain the high standards required of a college orchestra. This is normal for schools with similar level music programs, such as our sister music school at Queens College. This, in fact, is not a change. The Conservatory Orchestra has been scheduled by the college to rehearse for five hours per week for the past 25 years. It is only in the past year that the Registrar has informed us that we need to increase the hours for the course listed in the Bulletin in order to continue this practice.

Date of departmental approval: March 13, 2012

Effective Date of change: Fall 2012

School Psychology, Counseling and Leadership

Change in department prefixes and course title

FROM:

	Educational Leadership	course title
<u>EDUC</u>	EDUC. 7750T	Internship Seminar in Educational Administration
<u>EDUC</u>	EDUC. 7751X	School & Community Relations
<u>EDUC</u>	EDUC. 7752X	Supervision of Instruction
<u>EDUC</u>	EDUC. 7753X	School Instruction and Curriculum Development, Innovation and Evaluation
<u>EDUC</u>	EDUC. 7754T	Colloquium in Educational Leadership
<u>EDUC</u>	EDUC. 7755T	Colloquium in Educational Leadership
<u>EDUC</u>	EDUC. 7756T	Colloquium in Educational Leadership
<u>EDUC</u>	EDUC. 7757T	Colloquium in Educational Leadership
<u>EDUC</u>	EDUC. 7758T	Colloquium in Educational Leadership
<u>EDUC</u>	EDUC. 7759T	Colloquium in Educational Leadership
<u>EDUC</u>	EDUC. 7760X	Administration: Theory and Practice I
<u>EDUC</u>	EDUC. 7761X	Administration: Theory and Practice II
<u>EDUC</u>	EDUC. 7762X	Personnel Functions in Educational Administration
<u>EDUC</u>	EDUC. 7763X	Management and Finance Functions in Educational Leadership
<u>EDUC</u>	EDUC. 7764X	Education Law and Ethics
<u>EDUC</u>	EDUC. 7771X	Collective Negotiation in Public Education
<u>EDUC</u>	EDUC. 7766T	Practicum in Supervision of Student Teachers
<u>EDUC</u>	EDUC. 7767T	The Public Administration of Education
<u>EDUC</u>	EDUC. 7768X	Financing Public Education
<u>EDUC</u>	EDUC. 7769T	Internship in Educational Administration and Supervision I
<u>EDUC</u>	EDUC. 7770T	Internship in Educational Administration and Supervision II

TO:

<u>SPCL</u>	7750T	Internship Seminar in Educational Administration
<u>SPCL</u>	7751X	School & Community Relations
<u>SPCL</u>	7752X	Supervision of Instruction
<u>SPCL</u>	7753X	School Instruction and Curriculum Development, Innovation and Evaluation
<u>SPCL</u>	7754T	Colloquium in Educational Leadership
<u>SPCL</u>	7755T	Colloquium in Educational Leadership
<u>SPCL</u>	7756T	Colloquium in Educational Leadership
<u>SPCL</u>	7757T	Colloquium in Educational Leadership
<u>SPCL</u>	7758T	Colloquium in Educational Leadership
<u>SPCL</u>	7759T	Colloquium in Educational Leadership
<u>SPCL</u>	7760X	Administration: Theory and Practice I
<u>SPCL</u>	7761X	Administration: Theory and Practice II
<u>SPCL</u>	7762X	Personnel Functions in Educational Leadership
<u>SPCL</u>	7763X	Management & Finance Functions in Educational Leadership
<u>SPCL</u>	7764X	Education Law and Ethics
<u>SPCL</u>	7771X	Collective Negotiation in Public Education
<u>SPCL</u>	7766T	Practicum in Supervision of Student Teachers
<u>SPCL</u>	7767X	The Public Administration of Education
<u>SPCL</u>	7768X	Financing Public Education
<u>SPCL</u>	7769T	Internship in Educational Administration and Supervision I
<u>SPCL</u>	7770T	Internship in Educational Administration and Supervision II

NOTE: Below are listed those courses which contain changes beyond merely the prefix change in the course number; prefixes in pre-requisites or cross-listed courses are spelled out below.

FROM:

~~EDUC~~ 7750T Internship Seminar in Educational Administration

30 hours seminar plus conference; 3 credits

Weekly seminar to analyze practical problems related to the student's concurrent internship.

Prerequisite: ~~Education~~ 7752X [771X], 7753X [772.3X], 7760X [775.1X], 7761X [775.2X]; matriculation in the educational administration and supervision program and permission of the program head.

Corequisite: ~~Education~~ 7769T [778.1T].

TO:

SPCL 7750T Internship Seminar in Educational Administration

30 hours seminar plus conference; 3 credits

Weekly seminar to analyze practical problems related to the student's concurrent internship.

Prerequisite: **SPCL** 7752X [771X], 7753X [772.3X], 7760X [775.1X], 7761X [775.2X]; matriculation in the educational administration and supervision program and permission of the program head.

Corequisite: **SPCL** 7769T [778.1T].

FROM:

EDUC 7754T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: ~~Education~~ 7754T [775.01T] must be taken with ~~Education~~ 7753X [772.3X].

TO:

SPCL 7754T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: **SPCL** 7754T [775.01T] must be taken with **SPCL** 7753X [772.3X].

FROM:

EDUC 7755T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: ~~Education~~ 7755T [775.02T] must be taken with ~~Education~~ 7763X [775.4X].

TO:

SPCL 7755T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: **SPCL** 7755T [775.02T] must be taken with **SPCL** 7763X [775.4X].

FROM:

EDUC 7756T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: ~~Education~~ 7756T [775.03T] must be taken with ~~Education~~ 7752X [771X].

TO:

SPCL 7756T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: **SPCL** 7756T [775.03T] must be taken with **SPCL** 7752X [771X].

FROM:

EDUC 7757T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: ~~Education~~ 7757T [775.04T] must be taken with ~~Education~~

7762X [775.3X].

TO:

SPCL 7757T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: **SPCL 7757T** [775.04T] must be taken with **SPCL 7762X** [775.3X].

FROM: EDUC 7759T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: ~~Education~~ 7759T [775.06T] must be taken with ~~Education~~ 7751X [770X].

TO:

SPCL 7759T Colloquium in Educational Leadership

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

Prerequisite: permission of the program head of the educational leadership program.

Corequisite: **SPCL 7759T** [775.06T] must be taken with **SPCL 7751X** [770X].

FROM:

EDUC 7761X Administration: Theory and Practice II

45 hours; 3 credits

Theory and practice of the leadership role of administrators in school organizations. Nature of leadership and its implications for administrator behavior. Techniques for successful exercise of leadership with emphasis on urban schools. Practical problems from the field are studied and analyzed.

Prerequisite: ~~Education~~ 7760X [775.1X] and permission of the program head of the educational and supervision administration program.

TO:

SPCL 7761X Administration: Theory and Practice II

45 hours; 3 credits

Theory and practice of the leadership role of administrators in school organizations. Nature of leadership and its implications for administrator behavior. Techniques for successful exercise of leadership with emphasis on urban schools. Practical problems from the field are studied and analyzed.

Prerequisite: SPCL 7760X [775.1X] and permission of the head of the educational and supervision administration program.

FROM:

EDUC 7762X Personnel Functions in Educational Administration

30 hours plus conference; 3 credits

Personnel functions and their impact on the effectiveness of the organization in relation to goals.

Prerequisite: permission of the head of the educational administration program.

TO:

SPCL 7762X Personnel Functions in Educational Administration

30 hours plus conference; 3 credits

Personnel functions and their impact on the effectiveness of the organization in relation to goals.

Prerequisite: permission of the head of the educational administration program.

FROM:

EDUC 7769T Internship in Educational Administration and Supervision I

90 hours; 3 credits

Administrative-supervisory internship in an educational organization under the supervision of a practicing school administrator and members of the college faculty in educational administration and supervision. Application of theories and concepts to practical situations that confront the administrative and supervisory practitioner.

Prerequisite: ~~Education~~ 7752X [771X], 7753X [772.3X], 7760X [775.1X], 7761X [775.2X]; and permission of the head of the educational administration and supervision program.

Corequisite: ~~Education~~ 7750T [710T].

TO:

SPCL 7769T Internship in Educational Administration and Supervision I

90 hours; 3 credits

Administrative-supervisory internship in an educational organization under the supervision of a practicing school administrator and members of the college faculty in educational administration and supervision. Application of theories and concepts to practical situations that confront the administrative and supervisory practitioner.

Prerequisite: **SPCL** 7752X [771X], 7753X [772.3X], 7760X [775.1X], 7761X [775.2X]; and permission of the head of the educational administration and supervision program.

Corequisite: **SPCL** 7750T [710T].

Rationale: The Educational Leadership Program in the Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership
 Change in department prefixes and course title

FROM:

EDUC	7800X	Leadership & Group Dynamics: Theory & Practice
EDUC	7801X	Foundations of Professional School Counseling
EDUC	7802T	Counseling Theories
EDUC	7803T	Individual Counseling Skills
EDUC	7804X	Human Development
EDUC	7806T	Schools & Communities
EDUC	7807T	Group Practicum
EDUC	7808T	Fundamentals of Qualitative & Quantitative Research
EDUC	7809T	Career and Educational Counseling
EDUC	7810T	Educational & Psychological Assessment
EDUC	7811T	Internship I
EDUC	7812T	Working with Families in Schools
EDUC	7813X	Counseling Leadership in Urban Schools
EDUC	7814T	Contemplative Urban School Counseling
EDUC	7815T	Internship II
EDUC	7816T	Counseling in Community Settings
EDUC	7817T	Advanced Internship 1
EDUC	7818T	Urban Trauma: Counseling Issues and Strategies
EDUC	7819T	Advanced Internship 2
EDUC	7823	Seminar in Bilingual School Counseling
EDUC	7824T	Seminar in Guidance Practice I
EDUC	7825T	Seminar in Guidance Practice II
EDUC	7826T	Independent Study in Guidance
EDUC	7827T	Independent Study in Guidance

TO:

<u>SPCL</u>	7800X	Leadership & Group Dynamics: Theory & Practice
<u>SPCL</u>	7801X	Foundations of Professional School Counseling
<u>SPCL</u>	7802T	Counseling Theories
<u>SPCL</u>	7803T	Individual Counseling Skills
<u>SPCL</u>	7804X	Human Development
<u>SPCL</u>	7806T	Schools & Communities
<u>SPCL</u>	7807T	Group Practicum
<u>SPCL</u>	7808T	Fundamentals of Qualitative & Quantitative Research
<u>SPCL</u>	7809T	Career and Educational Counseling
<u>SPCL</u>	7810T	Educational & Psychological Assessment
<u>SPCL</u>	7811T	Internship I
<u>SPCL</u>	7812T	Working with Families in Schools
<u>SPCL</u>	7813X	Counseling Leadership in Urban Schools
<u>SPCL</u>	7814T	Contemplative Urban School Counseling
<u>SPCL</u>	7815T	Internship II
<u>SPCL</u>	7816T	Counseling in Community Settings
<u>SPCL</u>	7817T	Advanced Internship 1
<u>SPCL</u>	7818T	Urban Trauma: Counseling Issues and Strategies
<u>SPCL</u>	7819T	Advanced Internship 2
<u>SPCL</u>	7823T	Seminar in Bilingual School Counseling
<u>SPCL</u>	7824T	Seminar in Guidance Practice I
<u>SPCL</u>	7825T	Seminar in Guidance Practice II
<u>SPCL</u>	7826T	Independent Study in Guidance
<u>SPCL</u>	7827T	Independent Study in Guidance

NOTE: Below are listed those courses which contain changes beyond merely the prefix change in the course number; prefixes in pre-requisites or cross-listed courses are spelled out below.

From:

EDUC 7800X Leadership and Group Dynamics: Theory and Practice

30 hours lecture, 30 hours laboratory plus conference; 3 credits

Social processes in groups and their impact on individual behavior. Lecture/discussion and membership in an experiential group designed to provide opportunities for learning about group dynamics through an examination of power, authority, leadership,

intergroup and interpersonal processes. Application of learning to the practice of effective group leadership and membership in schools.

Prerequisite: ~~Education~~ 7801X [735.3X].

To:

SPCL 7800X Leadership and Group Dynamics: Theory and Practice

30 hours lecture, 30 hours laboratory plus conference; 3 credits

Social processes in groups and their impact on individual behavior. Lecture/discussion and membership in an experiential group designed to provide opportunities for learning about group dynamics through an examination of power, authority, leadership, intergroup and interpersonal processes. Application of learning to the practice of effective group leadership and membership in schools.

Prerequisite: SPCL 7801X [735.3X].

From:

EDUC 7803T Individual Counseling Skills

30 hours lecture, 30 hours laboratory; 3 credits

Introductory course in counseling skills development designed to increase the qualities of self-awareness and mindfulness. Approaches to intervention. Exploration of specific methods and procedures of individual appraisal. Lecture, demonstration, written assignments, videotape analysis and group practice.

Prerequisite: ~~Education~~ 7804X [701.01X]

To:

SPCL 7803T Individual Counseling Skills

30 hours lecture, 30 hours laboratory; 3 credits

Introductory course in counseling skills development designed to increase the qualities of self-awareness and mindfulness. Approaches to intervention. Exploration of specific methods and procedures of individual appraisal. Lecture, demonstration, written assignments, videotape analysis and group practice.

Prerequisite: SPCL 7804X [701.01X]

From:

EDUC 7804X Human Development

30 hours plus conference; 3 credits

Factors relevant to human growth and development. Theories of child, adolescent, and family development and transitions across the life-span in diverse urban school settings. Consideration of social, cultural, and linguistic contexts. Study of gender identity and sexual orientation. Focus on application of life-span developmental theory in school counseling practice for facilitating optimal development for all students. Attention to issues of students with special needs. Required projects in school or community settings.

Prerequisite: ~~Education~~ 7802X [724.09X]

To:

SPCL 7804X Human Development

30 hours plus conference; 3 credits

Factors relevant to human growth and development. Theories of child, adolescent, and family development and transitions across the life-span in diverse urban school settings. Consideration of social, cultural, and linguistic contexts. Study of gender identity and sexual orientation. Focus on application of life-span developmental theory in school counseling practice for facilitating optimal development for all students. Attention to issues of students with special needs. Required projects in school or community settings.

Prerequisite: SPCL 7802X [724.09X]

From:

EDUC 7806T Schools and Communities

30 hours plus conference; 3 credits

Interdisciplinary study of relations between schools and communities and their impact on the quality of education in schools. Theories of community and institutional organization, power relationships, and power structures. The role of the counselor in developing relations between schools and communities. Required projects in school or community settings.

Prerequisite: ~~Education~~ 7800X [724.10X]

To:

SPCL 7806T Schools and Communities

30 hours plus conference; 3 credits

Interdisciplinary study of relations between schools and communities and their impact on the quality of education in schools. Theories of community and institutional organization, power relationships, and power structures. The role of the counselor in developing relations between schools and communities. Required projects in school or community settings.

Prerequisite: SPCL 7800X [724.10X]

From:

EDUC 7807T Practicum

30 hours lecture/supervision, 100 hours practicum; 3 credits

Planned program of supervised fieldwork in a setting similar to that in which the student expects to work. Application of individual and group theory to individuals and groups in schools. Students co-lead groups and conduct individual counseling sessions in school setting; group seminar/supervision, case conference, and triadic supervision. One hundred hours of practicum at an approved school: 40 hours of direct counseling services and 60 hours of indirect / collateral services.

Prerequisite: ~~EDUC~~ 7803T and 7800X

To:

SPCL 7807T Practicum

30 hours lecture/supervision, 100 hours practicum; 3 credits

Planned program of supervised fieldwork in a setting similar to that in which the student expects to work. Application of individual and group theory to individuals and groups in schools. Students co-lead groups and conduct individual counseling sessions in school setting; group seminar/supervision, case conference, and triadic supervision. One hundred hours of practicum at an approved school: 40 hours of direct counseling services and 60 hours of indirect / collateral services.

Prerequisite: SPCL 7803T and 7800X

From:

EDUC 7808T Fundamentals of Qualitative and Quantitative Research

30 hours plus conference; 3 credits

Descriptive, experimental, case-study, action research and other models of research relevant to counseling and education. Collection and use of data to identify and address issues affecting the quality of education. Planning and implementing a research project in school or community settings.

Prerequisite: ~~Education~~ 7807T [724.07T].

To:

SPCL 7808T Fundamentals of Qualitative and Quantitative Research

30 hours plus conference; 3 credits

Descriptive, experimental, case-study, action research and other models of research relevant to counseling and education. Collection and use of data to identify and address issues affecting the quality of education. Planning and implementing a research project in school or community settings.

Prerequisite: SPCL 7807T [724.07T].

From:

EDUC 7809T Career and Educational Counseling

30 hours, plus conference; 3 credits

Career development theory and technology-based career and educational counseling practices in urban school settings. The school counselor's role in life-long career and educational planning and development in collaboration with schools, colleges, community organizations, business, and government. Critical understanding of -career and education development of diverse student populations with respect to personal, social, political, and economic factors.

Prerequisite: ~~Education~~ 7807T [724.07T].

To:

SPCL 7809T Career and Educational Counseling

30 hours, plus conference; 3 credits

Career development theory and technology-based career and educational counseling practices in urban school settings. The school counselor's role in life-long career and educational planning and development in collaboration with schools, colleges, community organizations, business, and government. Critical understanding of -career

and education development of diverse student populations with respect to personal, social, political, and economic factors.

Prerequisite: SPCL 7807T [724.07T].

From:

EDUC 7810T Educational and Psychological Assessment

30 hours plus conference; 3 credits

Critical and historical perspectives on the nature and uses of assessment in schools; portfolios, standardized tests, inventories, case studies, and observations; sociometrics relevant to counseling and appraisal in schools. Consideration of strategies for assessing students with special needs, with attention to the cultural, linguistic, and societal factors involved in their identification, placement, and academic and behavioral performance. Required projects in school or community settings.

Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling.

To:

SPCL 7810T Educational and Psychological Assessment

30 hours plus conference; 3 credits

Critical and historical perspectives on the nature and uses of assessment in schools; portfolios, standardized tests, inventories, case studies, and observations; sociometrics relevant to counseling and appraisal in schools. Consideration of strategies for assessing students with special needs, with attention to the cultural, linguistic, and societal factors involved in their identification, placement, and academic and behavioral performance. Required projects in school or community settings.

Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling.

From:

EDUC 7811T Internship I

300 hours; 3 credits

A term of supervised internship in a work setting similar to that in which the student expects to work as a counselor. This course is the first of two required supervised internships in urban school counseling. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of counseling, consultation, advocacy, and leadership drawing on self-report, journals, audio or videotapes of counseling sessions, and selected advanced counseling topics.

Prerequisite: Education 7922T [715.1T].

To:

SPCL 7811T Internship I

300 hours; 3 credits

A term of supervised internship in a work setting similar to that in which the student expects to work as a counselor. This course is the first of two required supervised internships in urban school counseling. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of counseling, consultation, advocacy, and leadership drawing on self-report, journals, audio or videotapes of counseling sessions, and selected advanced counseling topics.

Prerequisite: SPCL 7922T [715.1T].

From:

EDUC 7812T Working with Families in Schools

45 hours; 3 credits

Discussion of changing nature of families, family systems dynamics and development, and culturally and economically diverse families in urban school context. Working in schools with families, parents, and guardians in the educational and emotional lives of children through family assessments, brief short-term family counseling, parenting workshops, and educational workshops. Consideration of issues and dynamics for the family and child with special needs. Experiential component.

Prerequisite: identified in degree requirements in the M.S. in Education Program in School Counseling.

To:

SPCL 7812T Working with Families in Schools

45 hours; 3 credits

Discussion of changing nature of families, family systems dynamics and development, and culturally and economically diverse families in urban school context. Working in schools with families, parents, and guardians in the educational and emotional lives of children through family assessments, brief short-term family counseling, parenting workshops, and educational workshops. Consideration of issues and dynamics for the family and child with special needs. Experiential component.

Prerequisite: identified in degree requirements in the M.S. in Education Program in School Counseling.

From:

EDUC 7813X Counseling Leadership in Urban Schools

45 hours; 3 credits

Basic considerations in the planning, organization, and operation of guidance programs as a whole, including such phases of service as testing and counseling. Typical forms of effective organization and operation. Discussion of problems in initiating and conducting programs.

Prerequisite: ~~Education~~ Education 7801X [735.3X].

To:

SPCL 7813X Counseling Leadership in Urban Schools

45 hours; 3 credits

Basic considerations in the planning, organization, and operation of guidance programs as a whole, including such phases of service as testing and counseling. Typical forms of effective organization and operation. Discussion of problems in initiating and conducting programs.

Prerequisite: SPCL 7801X [735.3X].

From:

EDUC 7814T Contemplative Urban School Counseling

45 hours; 3 credits

Contemplative practices as applied to counseling in urban schools. Promotion of urban schools as caring, healing, growth-enhancing communities. Discussion of recent research and practices in counselor self-awareness, mindful classrooms and schools, counseling and healing, engaged service, and conflict resolution. Consideration of gender, culture, religion, and class with respect to urban school issues. Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling.

To:

SPCL 7814T Contemplative Urban School Counseling

45 hours; 3 credits

Contemplative practices as applied to counseling in urban schools. Promotion of urban schools as caring, healing, growth-enhancing communities. Discussion of recent research and practices in counselor self-awareness, mindful classrooms and schools, counseling and healing, engaged service, and conflict resolution. Consideration of gender, culture, religion, and class with respect to urban school issues.

Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling.

From:

EDUC 7815T Internship II

300 hours; 3 credits

Continuation of ~~Education~~ 7811T [701.03T]. This course is the second of two required supervised internships in urban school counseling. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of counseling, consultation, advocacy, and leadership drawing on self-report, journals, audiotapes of counseling sessions, and selected advanced counseling topics.

Prerequisite: ~~Education~~ 7814T [756.12T].

To:

SPCL 7815T Internship II

300 hours; 3 credits

Continuation of SPCL 7811T [701.03T]. This course is the second of two required supervised internships in urban school counseling. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of counseling, consultation, advocacy, and leadership drawing on self-report, journals, audiotapes of counseling sessions, and selected advanced counseling topics.
Prerequisite: SPCL 7814T [756.12T].

From:

EDUC 7816T Counseling in Community Settings

30 hours, plus conference; 3 credits

Critical and historical perspectives on community counseling. General principles of community intervention, consultation, education, and outreach. Current methods of practice, including assessment and diagnosis in social context. Role of school counselor in making referrals. Survey of community agencies and organizations. Required projects in school or community setting.

Prerequisite: identified in requirements in the Advanced Certificate program in School Counseling.

To:

SPCL 7816T Counseling in Community Settings

30 hours, plus conference; 3 credits

Critical and historical perspectives on community counseling. General principles of community intervention, consultation, education, and outreach. Current methods of practice, including assessment and diagnosis in social context. Role of school counselor in making referrals. Survey of community agencies and organizations. Required projects in school or community setting.

Prerequisite: identified in requirements in the Advanced Certificate program in School Counseling.

Rationale: The School Counseling Program in the Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

School Psychology, Counseling and Leadership
 Change in department prefixes and course title

FROM:

EDUC	7900X	Theories of Human Development
EDUC	7901X	Developmental Psychopathology
EDUC	7903T	Problems & Practices in School Psychology
EDUC	7904T	Research Seminar in School Psychology
EDUC	7905X	Research Seminar in School Psychology II
EDUC	7906X	Instructional Interventions in Schools
EDUC	7907X	Neuropsychology of Learning
EDUC	7910X	Cognitive and Academic Assessment I
EDUC	7911X	Cognitive and Academic Assessment II
EDUC	7912X	Social and Adaptive Behavioral Assessment
EDUC	7913X	Integration of Assessment and Report Writing
EDUC	7914X	Psychological Assessment of Diverse Students
EDUC	7915X	Behavioral Assessment and Intervention
EDUC	7920X	Prevention, Crisis Intervention, and Counseling
EDUC	7921X	Counseling Children and Families
EDUC	7922T	Multicultural Counseling and Consultation in the Schools
EDUC	7923X	Consultation in the Schools
EDUC	7930X	Practicum in School Psychology
EDUC	7931T	Practicum in School Psychology I
EDUC	7932T	Practicum in School Psychology II
EDUC	7933X	Internship in School Psychology I
EDUC	7934X	Internship in School Psychology II
EDUC	7940X	Personality Theory II
EDUC	7941X	Psychology of Learning Difficulties II
EDUC	7942X	Group Process in Education
EDUC	7943X	Problems of Child & Adolescent Development I
EDUC	7945X	Independent Study in School Psychology

TO:

<u>SPCL</u>	7900X	Theories of Human Development
<u>SPCL</u>	7901X	Developmental Psychopathology
<u>SPCL</u>	7903T	Problems & Practices in School Psychology
<u>SPCL</u>	7904T	Research Seminar in School Psychology
<u>SPCL</u>	7905X	Research Seminar in School Psychology II
<u>SPCL</u>	7906X	Instructional Interventions in Schools
<u>SPCL</u>	7907X	Neuropsychology of Learning
<u>SPCL</u>	7910X	Cognitive and Academic Assessment I
<u>SPCL</u>	7911X	Cognitive and Academic Assessment II
<u>SPCL</u>	7912X	Social and Adaptive Behavioral Assessment
<u>SPCL</u>	7913X	Integration of Assessment and Report Writing
<u>SPCL</u>	7914X	Psychological Assessment of Diverse Students
<u>SPCL</u>	7915X	Behavioral Assessment and Intervention
<u>SPCL</u>	7920X	Prevention, Crisis Intervention, and Counseling
<u>SPCL</u>	7921X	Counseling Children and Families
<u>SPCL</u>	7922T	Multicultural Counseling and Consultation in the Schools
<u>SPCL</u>	7923X	Consultation in the Schools
<u>SPCL</u>	7930X	Practicum in School Psychology
<u>SPCL</u>	7931T	Practicum in School Psychology I
<u>SPCL</u>	7932T	Practicum in School Psychology II
<u>SPCL</u>	7933X	Internship in School Psychology I
<u>SPCL</u>	7934X	Internship in School Psychology II
<u>SPCL</u>	7940X	Personality Theory II
<u>SPCL</u>	7941X	Psychology of Learning Difficulties II
<u>SPCL</u>	7942X	Group Process in Education
<u>SPCL</u>	7943X	Problems of Child & Adolescent Development I
<u>SPCL</u>	7945X	Independent Study in School Psychology

NOTE: Below are listed those courses which contain changes beyond merely the prefix change in the course number; prefixes in pre-requisites or cross-listed courses are spelled out below.

FROM:

EDUC 7905X Applied Theory and Research Seminar in School Psychology

45 hours plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of school psychology.

Prerequisites: ~~Education~~ 7904T [703T], matriculation in the school psychologist program, and permission of the program head.

TO:

SPCL 7905X Applied Theory and Research Seminar in School Psychology

45 hours plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of school psychology.

Prerequisites: SPCL 7904T [703T], matriculation in the school psychologist program, and permission of the program head.

FROM:

EDUC 7906X Instructional Interventions in Schools

45 hours plus conference; 3 credits

Policies regulating curriculum development and practices. School based curriculum evaluation and models of curriculum based assessment applied to instructional accommodations and assistive technologies. Differentiation of instruction and other curriculum modifications for all students including students with special needs and English Language Learners. Learning strategies and approaches to literacy instruction.

Prerequisite: matriculation in the school psychologist program and ~~Education~~ 7900X [721.1X] and permission of the program head.

TO:

SPCL 7906X Instructional Interventions in Schools

45 hours plus conference; 3 credits

Policies regulating curriculum development and practices. School based curriculum evaluation and models of curriculum based assessment applied to instructional accommodations and assistive technologies. Differentiation of instruction and other curriculum modifications for all students including students with special needs and English Language Learners. Learning strategies and approaches to literacy instruction.

Prerequisite: matriculation in the school psychologist program and SPCL 7900X [721.1X] and permission of the program head.

FROM:

EDUC 7911X Cognitive and Academic Assessment II

45 hours plus 30 hours conference; 3 credits

Theories and research findings regarding children who have difficulty learning in school. Diagnosis, etiology and interventions for children with learning difficulties. Evaluation and interpretation of assessment

and contextual factors in learning difficulties.

Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7910X [726.6X] with a grade of B- or better, and permission of the program head.

TO:

SPCL 7911X Cognitive and Academic Assessment II

45 hours plus 30 hours conference; 3 credits

Theories and research findings regarding children who have difficulty learning in school. Diagnosis, etiology and interventions for children with learning difficulties. Evaluation and interpretation of assessment and contextual factors in learning difficulties.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X [726.6X] with a grade of B- or better, and permission of the program head.

FROM:

EDUC 7912X Social and Adaptive Behavioral Assessment

45 hours plus 30 hours conference; 4 credits

Administration, scoring, and interpretation of measures of adaptive behavior and personality. Representative projective techniques, objective personality and behavior assessments, and adaptive behavior measures are introduced and administered. Research findings and critiques pertaining to the most commonly used personality and adaptive behavioral assessments are discussed throughout. Field-based assignments are required.

Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7910X [726.6X] with a grade of B- or better, and permission of the program head.

TO:

SPCL 7912X Social and Adaptive Behavioral Assessment

45 hours plus 30 hours conference; 4 credits

Administration, scoring, and interpretation of measures of adaptive behavior and personality. Representative projective techniques, objective personality and behavior assessments, and adaptive behavior measures are introduced and administered. Research findings and critiques pertaining to the most commonly used personality and adaptive behavioral assessments are discussed throughout. Field-based assignments are required.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X [726.6X] with a grade of B- or better, and permission of the program head.

FROM:

EDUC 7913X Integration of Assessment and Report Writing

30 hours lecture plus 30 hours conference; 3 credits
Interpretation and integration of findings from evaluations, including cognitive, achievement (both standardized and curriculum-based), personality and behavioral assessment. Report writing and formulation of IEP goals are stressed. Field-based assignments are required.
Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7910X [726.6X] with a grade of B- or better, ~~Education~~ 7912X [726.7X] and permission of the program head.

TO:

SPCL 7913X Integration of Assessment and Report Writing

30 hours lecture plus 30 hours conference; 3 credits
Interpretation and integration of findings from evaluations, including cognitive, achievement (both standardized and curriculum-based), personality and behavioral assessment. Report writing and formulation of IEP goals are stressed. Field-based assignments are required.
Prerequisite: matriculation in the school psychologist program, SPCL 7910X [726.6X] with a grade of B- or better, SPCL 7912X [726.7X] and permission of the program head.

FROM:

EDUC 7914X Psychological Assessment of Diverse Students

45 hours; 3 credits
Psychoeducational assessment of English language learners and culturally diverse children and adolescents. Approaches to nonbiased assessment, including testing in the child's native language, bilingual testing, adaptation of standardized instruments and techniques, and dynamic assessment. Students will administer psychoeducational assessment batteries to language-minority individuals, interpret test data, and write reports. Field-based assignments.
Prerequisite: matriculation in the school psychologist program and ~~Education~~ 7910X [726.6X] and 7912X [726.7X], and permission of the program head.

TO:

SPCL 7914X Psychological Assessment of Diverse Students

45 hours; 3 credits
Psychoeducational assessment of English language learners and culturally diverse children and adolescents. Approaches to nonbiased assessment, including testing in the child's native language, bilingual testing, adaptation of standardized instruments and techniques, and dynamic assessment. Students will administer psychoeducational assessment batteries to language-minority individuals, interpret test data, and write reports. Field-based assignments.
Prerequisite: matriculation in the school psychologist program and

SPCL 7910X [726.6X] and 7912X [726.7X], and permission of the program head.

FROM:

EDUC 7920X Theory and Practice of Prevention, Crisis Intervention, and Mental Health Counseling in Schools

45 hours; 3 credits

Approaches to the practice of prevention, crisis intervention, and mental health counseling in schools. Counseling functions and other mental health practices of the school psychologist. Field-based experiences are required.

Prerequisite: matriculation in and completion of 15 credits in the school psychologist program and permission of the program head.

Corequisite: ~~Education~~ 7931T [704.1T].

TO:

SPCL 7920X Theory and Practice of Prevention, Crisis Intervention, and Mental Health Counseling in Schools

45 hours; 3 credits

Approaches to the practice of prevention, crisis intervention, and mental health counseling in schools. Counseling functions and other mental health practices of the school psychologist. Field-based experiences are required.

Prerequisite: matriculation in and completion of 15 credits in the school psychologist program and permission of the program head.

Corequisite: SPCL 7931T [704.1T].

FROM:

EDUC 7921X Counseling Children and Families

45 hours; 3 credits

This course prepares school psychology candidates to counsel children and families within a school context. Topics to be addressed include: approaches to counseling and intervention modalities, play therapy, group counseling, and counseling children with special needs; family systems approaches, school-parent interactions, cultural and community factors. Analysis and exploration of diverse family structures.

Teacher-parent/s, parent/s-child, sibling-child relations, collaboration, and community resources for the child. Emphasis on urban and cultural perspectives, development of school- parent-community partnerships.

Prerequisite: ~~Education~~ 7920X [733X], matriculation in and completion of 15 credits in the school psychologist program, and permission of the program head.

Corequisite: ~~Education~~ 7932T [704.2T].

TO:

SPCL 7921X Counseling Children and Families

45 hours; 3 credits

This course prepares school psychology candidates to counsel children and families within a school context. Topics to be addressed include: approaches to counseling and intervention modalities, play therapy, group counseling, and counseling children with special needs; family systems approaches, school-parent interactions, cultural and community factors. Analysis and exploration of diverse family structures. Teacher-parent/s, parent/s-child, sibling-child relations, collaboration, and community resources for the child. Emphasis on urban and cultural perspectives, development of school- parent-community partnerships.

Prerequisite: SPCL 7920X [733X], matriculation in and completion of 15 credits in the school psychologist program, and permission of the program head. Corequisite: SPCL 7932T [704.2T].

FROM:

EDUC 7922T Multicultural Counseling and Consultation in Schools

45 hours; 3 credits

Clinical skills necessary for pupil personnel services providers to work effectively with multilingual and culturally diverse populations. This experience-based course will develop awareness of cultural, linguistic, and ethnic factors that influence and shape behavior and development. Personal history, literature, and films will be analyzed in the contexts of acculturation and identity. Current research and theoretical and applied knowledge in this field will be reviewed. Students will integrate theoretical and applied knowledge in written assignments and presentations.

Prerequisite: ~~Education~~ 7920X [733X] or 724.1T or equivalent.

TO:

SPCL 7922T Multicultural Counseling and Consultation in Schools

45 hours; 3 credits

Clinical skills necessary for pupil personnel services providers to work effectively with multilingual and culturally diverse populations. This experience-based course will develop awareness of cultural, linguistic, and ethnic factors that influence and shape behavior and development. Personal history, literature, and films will be analyzed in the contexts of acculturation and identity. Current research and theoretical and applied knowledge in this field will be reviewed. Students will integrate theoretical and applied knowledge in written assignments and presentations.

Prerequisite: SPCL 7920X [733X] or 724.1T or equivalent.

FROM:

EDUC 7923X Consultation in the Schools

30 hours plus 30 hours conference; 3 credits

School-based consultation, with emphasis on a variety of models;

acquisition of clinical skills; theoretical bases; exploration of skills and attitudes necessary for working with culturally diverse groups; application of consulting knowledge and skills in both laboratory and field situations; exploration of recent developments, trends, and research in consultation.

Prerequisite: matriculation in the school psychologist program, Education 7900X [721.1X] and 7943X [726.4X], and permission of the program head.

Corequisite: ~~Education~~ 7932T [704.2T]

TO:

SPCL 7923X Consultation in the Schools

30 hours plus 30 hours conference; 3 credits

School-based consultation, with emphasis on a variety of models; acquisition of clinical skills; theoretical bases; exploration of skills and attitudes necessary for working with culturally diverse groups; application of consulting knowledge and skills in both laboratory and field situations; exploration of recent developments, trends, and research in consultation.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X [721.1X] and 7943X [726.4X], and permission of the program head.

Corequisite: SPCL 7932T [704.2T]

FROM:

EDUC 7930X Practicum in School Psychology

60 hours; 4 credits

Supervised experience in the educational and clinical functions of the school psychologist as a mental health consultant to school personnel and families. Students study urban, multicultural schools and deal with a wide range of typical functions of the school psychologist. Policies and procedures regulating professional practices in schools.

Prerequisite: matriculation in the school psychologist program and ~~Education~~ 7903T [715T], and permission of the program head.

TO:

SPCL 7930X Practicum in School Psychology

60 hours; 4 credits

Supervised experience in the educational and clinical functions of the school psychologist as a mental health consultant to school personnel and families. Students study urban, multicultural schools and deal with a wide range of typical functions of the school psychologist. Policies and procedures regulating professional practices in schools.

Prerequisite: matriculation in the school psychologist program and SPCL 7903T [715T], and permission of the program head.

FROM:

EDUC 7931T Practicum in School Psychology I

15 hours plus 100 hours supervised fieldwork; 2 credits
Supervised experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues.
Prerequisite: matriculation in the school psychologist program and permission of the program head.
Corequisite: ~~Education~~ 7920X [733X].

TO:

SPCL 7931T Practicum in School Psychology I

15 hours plus 100 hours supervised fieldwork; 2 credits
Supervised experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues.
Prerequisite: matriculation in the school psychologist program and permission of the program head.
Corequisite: SPCL 7920X [733X].

FROM:

EDUC 7932T Practicum in School Psychology II

15 hours plus 100 hours supervised fieldwork; 2 credits
Supervised experience in the role and functions of the school psychologist with culturally diverse children, groups, colleagues, and families in educational and/or clinical settings.
Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7931T [704.1T], 7910X [726.6X], 7911X [721X], and permission of the program head.
Corequisite: ~~Education~~ 7921X [733.2X], ~~Education~~ 7923X [721.3X].

TO:

SPCL 7932T Practicum in School Psychology II

15 hours plus 100 hours supervised fieldwork; 2 credits
Supervised experience in the role and functions of the school psychologist with culturally diverse children, groups, colleagues, and families in educational and/or clinical settings.
Prerequisite: matriculation in the school psychologist program, SPCL 7931T [704.1T], 7910X [726.6X], 7911X [721X], and permission of the program head.
Corequisite: SPCL 7921X [733.2X], SPCL 7923X [721.3X].

FROM:

EDUC 7933X Internship in School Psychology I

600 hours fieldwork, plus 15 hours supervision on campus; 3 credits
Supervised experience in the clinical and educational functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7903T [715T] and 7930X [723X], and permission of the program head.

TO:

SPCL 7933X Internship in School Psychology I

600 hours fieldwork, plus 15 hours supervision on campus; 3 credits
Supervised experience in the clinical and educational functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: matriculation in the school psychologist program, SPCL 7903T [715T] and 7930X [723X], and permission of the program head.

FROM:

EDUC 7934X Internship in School Psychology II

600 hours supervised fieldwork plus 15 hours supervision on campus; 3 credits

Supervised experience in the clinical functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: ~~Education~~ 7903T [715T] and 7933X [723.1X].

TO:

SPCL 7934X Internship in School Psychology II

600 hours supervised fieldwork plus 15 hours supervision on campus; 3 credits

Supervised experience in the clinical functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: SPCL 7903T [715T] and 7933X [723.1X].

FROM:

EDUC 7940X Personality Theory and Research

30 hours plus conference; 3 credits

Contributions to the understanding of child development and personality including trait theory, psychoanalysis, behaviorism, and humanism. Other contemporary theoretical models and contemporary developments.

Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7900X [721.1X] and permission of the program head.

TO:

SPCL 7940X Personality Theory and Research

30 hours plus conference; 3 credits

Contributions to the understanding of child development and personality including trait theory, psychoanalysis, behaviorism, and humanism. Other contemporary theoretical models and contemporary developments.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X [721.1X] and permission of the program head.

FROM:

EDUC 7941X Psychology of Learning Difficulties II

30 hours lecture, 30 hours laboratory; 3 credits

Theories and research on emotional, genetic, and familial factors that inhibit the child's learning. Diagnosis, etiology, and remediation of these disorders. Two hours of lecture and two hours of supervised fieldwork each week. Consultation with parents and professional personnel.

Prerequisite: matriculation in the school psychologist program and ~~Education~~ 7911X [721X] and permission of the program head.

TO:

SPCL 7941X Psychology of Learning Difficulties II

30 hours lecture, 30 hours laboratory; 3 credits

Theories and research on emotional, genetic, and familial factors that inhibit the child's learning. Diagnosis, etiology, and remediation of these disorders. Two hours of lecture and two hours of supervised fieldwork each week. Consultation with parents and professional personnel.

Prerequisite: matriculation in the school psychologist program and SPCL 7911X [721X] and permission of the program head.

FROM:

EDUC 7942X Group Process and School Culture

45 hours plus 30 hours conference; 4 credits

Group processes in the school and classroom affecting the learning, behavior, and mental health of pupils. Role of the school psychologist in analyzing behavior in school context and effecting change. Working with groups in crisis intervention. Confronting and reducing bias in schools and classrooms. Experience in participating in and studying a group.

Prerequisite: matriculation in the school psychologist program, ~~Education~~ 7900X [721.1X], 7940X [721.2X], 7920X [733X], and 7943X [726.4X], and permission of the program head.
Corequisite: ~~Education~~ 7932T [704.2T].

TO:

SPCL 7942X Group Process and School Culture

45 hours plus 30 hours conference; 4 credits

Group processes in the school and classroom affecting the learning, behavior, and mental health of pupils. Role of the school psychologist in analyzing behavior in school context and effecting change. Working with groups in crisis intervention. Confronting and reducing bias in schools and classrooms. Experience in participating in and studying a group.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X [721.1X], 7940X [721.2X], 7920X [733X], and 7943X [726.4X], and permission of the program head.
Corequisite: SPCL 7932T [704.2T].

Rationale: The School Psychologist Graduate Program in the Department of School Psychology, Counseling and Leadership is updating all their course prefixes to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 13, 2012

Effective date: Fall 2012

Secondary Education

Change in department prefix

FROM:

EDUC 6002T Issues and Strategies in Education

15 hours each term; 1 credit each term.

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education. Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, or elementary or secondary school.

TO

EDUC SEED 6002T Issues and Strategies in Education

15 hours each term; 1 credit each term.

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education. Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, or elementary or secondary school.
Not open to all students who have taken EDUC 6001T

FROM:

EDUC 6500X Psychological and Sociological Perspectives on Secondary Education and Adolescent Development

45 hours lecture, 30 hours laboratory; 4 credits

Psychological models of development and learning theories; sociology of education; schooling and distinctive community cultures in the United States; microteaching and community study.

Prerequisite: permission of the ~~coordinator~~ for secondary education

TO:

SEED 6500X Psychological and Sociological Perspectives on Secondary Education and Adolescent Development

45 hours lecture, 30 hours laboratory; 4 credits

Psychological models of development and learning theories; sociology of education; schooling and distinctive community cultures in the United States; microteaching and community study.

Not open to all students who have taken EDUC 6500X

Prerequisite: permission of the Chairperson or Deputy of the Department of Secondary Education.

FROM:

EDUC 6501X Studies of Curriculum in Secondary Education

45 hours lecture, 30 hours laboratory; 4 credits

Curriculum issues in middle/secondary schools; interdisciplinary and integrated curricula; planning instructional lessons/units; testing and assessment; methods of teaching in middle schools; microteaching experiences and fieldwork in middle schools.

Prerequisite or corequisite: ~~Education 6500X [611X]~~.

TO:

SEED 6501X Studies of Curriculum in Secondary Education

45 hours lecture, 30 hours laboratory; 4 credits

Curriculum issues in middle/secondary schools; interdisciplinary and integrated curricula; planning instructional lessons/units; testing and assessment; methods of teaching in middle schools; microteaching experiences and fieldwork in middle schools.

Not open to all students who have taken EDUC 6501X

Prerequisite or corequisite: SEED 6500X.

FROM:

~~EDUC 6503X Instructional Methods in Secondary Education~~

60 hours; 4 credits

Goals and objectives for teaching in secondary education; planning for instruction; classroom dialogue and questioning; evaluation and assessment; innovative teaching techniques; teaching of students with special needs; subject area curricula.

Prerequisite: ~~Education 6500X [611X]~~ and ~~6501X [612X]~~.

TO:

SEED 6503X Instructional Methods in Secondary Education

60 hours; 4 credits

Goals and objectives for teaching in secondary education; planning for instruction; classroom dialogue and questioning; evaluation and assessment; innovative teaching techniques; teaching of students with special needs; subject area curricula.

Not open to all students who have taken EDUC 6503X

Prerequisite: SEED 6500X and 6501X.

FROM:

EDUC 6504X Student Teaching Practicum

120 hours laboratory; 3 credits

Student teaching practicum; students will observe classes, teach lessons, and participate in professional activities in a senior high school under the supervision of the course instructor and a cooperating teacher in the school.

Prerequisite: ~~Education 6500X [644X]~~ and 6501X [642X].

Corequisite: ~~Education 6503X [613.1X]~~.

TO:

SEED 6504X Student Teaching Practicum

120 hours laboratory; 3 credits

Student teaching practicum; students will observe classes, teach lessons, and participate in professional activities in a senior high school under the supervision of the course instructor and a cooperating teacher in the school.

Not open to all students who have taken EDUC 6504X

Prerequisite: SEED 6500X and 6501X.

Corequisite: SEED 6503X.

FROM:

EDUC 6505T Seminar on Teaching Methods of Music Education

30 hours; 2 credits

Weekly seminar. Synthesis and application of knowledge and skill in human processes and variations, learning styles and processes, motivation, communication, classroom management, special needs, language acquisition and literacy development, curriculum development, instructional planning and strategies, technology and assessment, and the rights and responsibilities of all involved in the educational process, especially as applied to urban students. Workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention, and safety education.

Prerequisite: permission of the director of the Conservatory of Music, and the head of ~~Adolescence Education and Special Subjects~~. Completion of all coursework for the Advanced Certificate in Music Education (MUSC 6510T [654T], 6581T [658.4T], 6582T [658.2T], 6583T [658.3T], three courses from MUSC 6601T [660.4T]-6661X [666.4X], and MUSC 7201X [720.4X]). Corequisite: ~~Education 6506T [665.4T]~~.

TO:

SEED 6505T Seminar on Teaching Methods of Music Education

30 hours; 2 credits

Weekly seminar. Synthesis and application of knowledge and skill in human processes and variations, learning styles and processes, motivation, communication, classroom management, special needs, language acquisition and literacy development, curriculum development, instructional planning and strategies, technology and assessment, and the

rights and responsibilities of all involved in the educational process, especially as applied to urban students. Workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention, and safety education.
Not open to all students who have taken EDUC 6505T

Prerequisite: permission of the director of the Conservatory of Music, and the Chairperson or Deputy of the Department of Secondary Education. Completion of all coursework for the Advanced Certificate in Music Education (MUSC 6510T, 6581T, 6582T, 6583T, three courses from MUSC 6601T, 6661X, and MUSC 7201X).
Corequisite: SEED 6506T.

FROM:
EDUC 6506T Student Teaching

300 hours; 4 credits

Supervised teaching of music in schools. Students spend the equivalent of forty days in schools, during which time they engage in daily, supervised student teaching as appropriate to the certificate.

Prerequisite: Permission of the director of the Conservatory of Music, and the ~~head of Adolescence Education and Special Subjects~~. Completion of all coursework for the Advanced Certificate in Music Education (MUSC 6510T ~~[654T]~~, 6581T ~~[658.4T]~~, 6582T ~~[658.2T]~~, 6583T ~~[658.3T]~~, three courses from MUSC 6601T ~~[660.4T]~~-6661X ~~[666.4X]~~, and MUSC 7201X ~~[720.4X]~~).
Corequisite: ~~Education 6505T [665T]~~.

TO:
SEED 6506T Student Teaching

300 hours; 4 credits

Supervised teaching of music in schools. Students spend the equivalent of forty days in schools, during which time they engage in daily, supervised student teaching as appropriate to the certificate.

Not open to all students who have taken EDUC 6506T

Prerequisite: Permission of the director of the Conservatory of Music, and the Chairperson or Deputy of the Department of Secondary Education. Completion of all coursework for the Advanced Certificate in Music Education (MUSC 6510T, 6581T, 6582T, 6583T, three courses from MUSC 6601T-6661X, and MUSC 7201X

Corequisite: SEED 6505T.

FROM
EDUC 7038X Special Topics in Education

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

TO

SEED 7038X Special Topics in Education

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Not open to all students who have taken EDUC 7038X

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

FROM

EDUC 7039X Special Topics in Education

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

TO

SEED 7039X Special Topics in Education

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

Not open to all students who have taken EDUC 7039X

FROM

EDUC 7040X Special Topics in Education

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

TO

SEED 7040X Special Topics in Education

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

Not open to all students who have taken EDUC 7040X

FROM

EDUC 7041T Honors Seminar in Education I, II

30 hours each term; 2 credits each term Individual study and research supervised by a faculty member. A written report is required.

Prerequisite: 12 credits in graduate courses including at least two education courses; and evidence of superior scholarship, high professional promise, and capacity for self-directed study; and permission of the deputy for graduate studies.

TO

SEED 7041T Honors Seminar in Education I, II

30 hours each term; 2 credits each term Individual study and research supervised by a faculty member. A written report is required.

Prerequisite: 12 credits in graduate courses including at least two education courses; and evidence of superior scholarship, high professional promise, and capacity for self-directed study; and permission of the deputy for graduate studies.

Not open to all students who have taken EDUC 7041T

FROM

EDUC 7042T Honors Seminar in Education I, II

30 hours each term; 2 credits each term

Individual study and research supervised by a faculty member. A written report is required.

Prerequisite: 12 credits in graduate courses including at least two education courses; and evidence of superior scholarship, high professional promise, and capacity for self-directed study; and permission of the deputy for graduate studies.

TO

SEED 7042T Honors Seminar in Education I, II

30 hours each term; 2 credits each term Individual study and research supervised by a faculty member. A written report is required.

Prerequisite: 12 credits in graduate courses including at least two education courses; and evidence of superior scholarship, high professional promise, and capacity for self-directed study; and permission of the deputy for graduate studies.

Not open to all students who have taken EDUC 7042T

FROM

EDUC 7310 Methodology in Middle Childhood and Adolescence Science Teaching I

45 hours plus conference, 15 hours field experience; 3 credits Implementation, adaptation, and assessment in practice of research validated science curricula for middle childhood with an emphasis on the life and environmental sciences. Approaches to integrating language arts and social sciences in teaching and learning science; development of reading, oral and written communication skills in the sciences. Adapting pedagogy to the needs of English language learners and students with diverse learning styles. Examination of environmental ethics and issues. Field trips will be required.

Prerequisite: matriculation in middle childhood science education.

TO

SEED 7310 Methodology in Middle Childhood and Adolescence Science Teaching I

45 hours plus conference, 15 hours field experience; 3 credits Implementation, adaptation, and assessment in practice of research validated science curricula for middle childhood with an emphasis on the life and environmental sciences. Approaches to integrating language arts and social sciences in teaching and learning science; development of reading, oral and written communication skills in the sciences. Adapting pedagogy to the needs of English language learners and students with diverse learning styles. Examination of environmental ethics and issues. Field trips will be required.

Not open to all students who have taken EDUC 7310

Prerequisite: matriculation in middle childhood science education.

FROM

EDUC 7311T Methodology in Middle Childhood and Adolescent Science Teaching II

45 hours plus conference, 15 hours field experience; 3 credits Continuation of ~~Education 7310 [744.25]T~~. Methods of integrating science with math and technology in the middle school with an emphasis on physical and earth science. Developing quantitative and critical thinking skills. Design and assessment of inquiry- and problem-based curriculum integrating quantitative reasoning. Adapting methods to the needs of students with disabilities, and students with diverse learning styles. Purposes and types of student assessment. Field trips will be required.

Prerequisite: ~~Education 7310 [744.25]T~~.

TO

SEED 7311T Methodology in Middle Childhood and Adolescent Science Teaching II

45 hours plus conference, 15 hours field experience; 3 credits Continuation of SEED 7310. Methods of integrating science with math and technology in the middle school with an emphasis on physical and earth science. Developing quantitative and critical thinking skills. Design and assessment of inquiry- and problem-based curriculum integrating quantitative reasoning. Adapting methods to the needs of students with disabilities, and students with diverse learning styles. Purposes and types of student assessment. Field trips will be required.

Not open to all students who have taken EDUC 7311T

Prerequisite: SEED 7310

FROM

EDUC 7312T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Science

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching science at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed Education 7540T [763.32T], 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.
Corequisite: Education 7542T [764.5T].

TO

SEED 7312T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Science

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching science at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed Secondary Education 7540T. Corequisite: Secondary Education 7542.
Not open to all students who have taken EDUC 7312T

FROM:

EDUC 7313X Physical and Life Science, Theory and Content I, Middle Childhood & Adolescence

45 seminar plus conference; 3 credits

Introductory course in teaching physical and life science. Analysis of instructional settings and strategies with a focus on science content, teaching and learning theories, inclusive classrooms, techniques of self-analysis, analysis of classroom interactions, literacy, and modes of communication in the classroom. Learning needs of English language learners, students with disabilities, community. Natural and physical sciences from a pedagogical perspective, the New York State and National Standards for science, the development of science curricula with appropriate student-based and differentiated

class instruction and assessment, individual and professional teacher development. Field experience required, but might vary (20-40 hours).
Corequisite: ~~Education 7323X [708.04X]~~

TO:

SEED 7313X Physical and Life Science, Theory and Content I, Middle Childhood & Adolescence

45 seminar plus conference; 3 credits

Introductory course in teaching physical and life science. Analysis of instructional settings and strategies with a focus on science content, teaching and learning theories, inclusive classrooms, techniques of self-analysis, analysis of classroom interactions, literacy, and modes of communication in the classroom. Learning needs of English language learners, students with disabilities, community. Natural and physical sciences from a pedagogical perspective, the New York State and National Standards for science, the development of science curricula with appropriate student-based and differentiated class instruction and assessment, individual and professional teacher development. Field experience required, but might vary (20-40 hours).

Corequisite: Secondary Education 7323X .

Not open to all students who have taken EDUC 7313X

FROM:

EDUC 7314X Physical and Life Science Instruction and Learning I, Middle Childhood and Adolescence

45 hours seminar plus conference; 3 credits

Introductory content and methods course and differentiated instruction in physical and life sciences. Provides new and practicing teachers the opportunity to examine, discuss, create and revise the knowledge they need to become successful science teachers.

Common themes in

physical and life sciences and design curricula that enhance students' science investigative skills and critical thinking using principles of constructivism to guide the design and implementation process, and teaching practices. Addressed are creative writing and literacy, methods of inquiry, national, NYS and NYC Science Standards, science laboratory safety and skills, the scientific method, use of technology and web resources, science literacy, forms of assessment, scientific misconceptions, science in the community, and the teaching and learning of science in multicultural and diverse classrooms. Field experience (25 hours) required.

TO:

SEED 7314X Physical and Life Science Instruction and Learning I, Middle Childhood and Adolescence

45 hours seminar plus conference; 3 credits

Introductory content and methods course and differentiated instruction in physical and life sciences. Provides new and practicing teachers the opportunity to examine, discuss,

create and revise the knowledge they need to become successful science teachers. Common themes in

physical and life sciences and design curricula that enhance students' science investigative skills and critical thinking using principles of constructivism to guide the design and implementation process, and teaching practices. Addressed are creative writing and literacy, methods

of inquiry, national, NYS and NYC Science Standards, science laboratory safety and skills, the scientific method, use of technology and web resources, science literacy, forms of assessment, scientific misconceptions, science in the community, and the teaching and learning of science in multicultural and diverse classrooms. Field experience (25 hours) required.

Not open to all students who have taken EDUC7314X

FROM

EDUC 7315X Historical, Philosophical, and Social Foundations of Education and Science

45 hours seminar plus conference ; 3 credits

Historical, philosophical, social and legal foundations of education. History of Western and non-Western science; history of science education. Cultural embeddedness of science; issues in science and science education.

TO

SEED 7315X Historical, Philosophical, and Social Foundations of Education and Science

45 hours seminar plus conference ; 3 credits

Historical, philosophical, social and legal foundations of education. History of Western and non-Western science; history of science education. Cultural embeddedness of science; issues in science and science education.

Not open to all students who have taken EDUC 7315X

FROM:

EDUC 7320T Foundations and Analysis of Teaching I

30 hours lecture, 30 hours laboratory; 3 credits

Educational research as applied to analysis of teaching and learning with an emphasis on science and environmental education. Discussion of a range of research methodologies including action research and uses of technology to access and process information in educational research

to analyze functioning of teachers in urban schools with children of diverse abilities and backgrounds. Field trips will be required.

TO:

SEED 7320T Foundations and Analysis of Teaching I

30 hours lecture, 30 hours laboratory; 3 credits

Educational research as applied to analysis of teaching and learning with an emphasis on science and environmental education. Discussion of a range of research

methodologies including action research and uses of technology to access and process information in educational research to analyze functioning of teachers in urban schools with children of diverse abilities and backgrounds. Field trips will be required.

Not open to all students who have taken EDUC 7320T

FROM:

EDUC 7321T Seminar in Applied Theory and Research: Science and Environmental Education

30 hours lecture, 30 hours laboratory; 3 credits

Advanced concepts of educational research, including research study design and utilization of results of research. Application of techniques of research, using materials relevant to science and environmental education. Consultation and application in appropriate field settings. Design and implementation of an original research project. Field trips will be required.

TO

SEED 7321T Seminar in Applied Theory and Research: Science and Environmental Education

30 hours lecture, 30 hours laboratory; 3 credits

Advanced concepts of educational research, including research study design and utilization of results of research. Application of techniques of research, using materials relevant to science and environmental education. Consultation and application in appropriate field settings. Design and implementation of an original research project. Field trips will be required.

Not open to all students who have taken EDUC 7321T

FROM:

EDUC 7323X Physical and Life Science, Theory and Content II, Middle Childhood and Adolescence

45 hours seminar plus conference; 3 credits

Advanced course in teaching physical and life science. Analysis of instructional settings and strategies with a focus on science content, teaching and learning theories, techniques of self-analysis, analysis of classroom interactions, and modes of communication in the classroom.

Natural and physical sciences from a pedagogical perspective, the New York State and National Standards for science, use of technology to assist students, the development of science curricula with appropriate student-based and differentiated class instruction and assessment.

Historical, social, and legal foundations of education, and rights and responsibilities of teachers, students and others with regard to education. Field experience required; may vary (20-40 hours).

Corequisite: ~~Education 7313X [707.04X]~~

TO:

SEED 7323X Physical and Life Science, Theory and Content II, Middle Childhood and Adolescence

45 hours seminar plus conference; 3 credits

Advanced course in teaching physical and life science. Analysis of instructional settings and strategies with a focus on science content, teaching and learning theories, techniques of self-analysis, analysis of classroom interactions, and modes of communication in the classroom.

Natural and physical sciences from a pedagogical perspective, the New York State and National Standards for science, use of technology to assist students, the development of science curricula with appropriate student-based and differentiated class instruction and assessment.

Historical, social, and legal foundations of education, and rights and responsibilities of teachers, students and others with regard to education. Field experience required; may vary (20-40 hours).

Not open to all students who have taken EDUC 7323X

Corequisite: SEED 7313X.

FROM:

EDUC 7324X Physical and Life Science Instruction and Learning II, Middle Childhood & Adolescence

45 hours plus conference; 3 credits

Advanced content and methods course and differentiated instruction in physical and life sciences. Provides new and practicing teachers the opportunity to examine, discuss, create and revise the knowledge they need to become successful science teachers. Its central goals are to examine common themes in physical and life sciences and design curricula that enhance students; literacy, science investigative skills and critical thinking using principles of constructivism to guide the design and implementation process, and teaching practices. Topics in physical and life science curriculum and standards, methods of inquiry, the scientific method, science laboratory safety and skills, use of technology and web resources, science literacy, forms of assessment, science in the community, and teaching and learning science in multicultural and diverse classrooms. Development of science reading and writing skills, graphic organizers, literacy for students with special needs. Field experience (25 hours) required.

Prerequisite: ~~Education 7314X [711.04X]~~.

TO:

SEED 7324X Physical and Life Science Instruction and Learning II, Middle Childhood & Adolescence

45 hours plus conference; 3 credits

Advanced content and methods course and differentiated instruction in physical and life sciences. Provides new and practicing teachers the opportunity to examine, discuss, create and revise the knowledge they need to become successful science teachers. Its central goals are to examine common themes in physical and life sciences and design

curricula that enhance students; literacy, science investigative skills and critical thinking using principles of constructivism to guide the design and implementation process, and teaching practices. Topics in physical and life science curriculum and standards, methods of inquiry, the scientific method, science laboratory safety and skills, use of technology and web resources, science literacy, forms of assessment, science in the community, and teaching and learning science in multicultural and diverse classrooms. Development of science reading and writing skills, graphic organizers, literacy for students with special needs. Field experience (25 hours) required.
Not open to all students who have taken EDUC 7324X

Prerequisite: SEED 7314X .

FROM:

EDUC 7325X Middle Childhood and Adolescence Development, Culture, Cognition, and Language in Science Learning and Teaching

45 hours seminar plus conference; 3 credits

Developmental, psychological, and educational approaches to understanding and nurturing scientific curiosity and learning in middle childhood, and adolescent years. Exploration of learning theories, culture, race, gender, role of language and literacy; and implications for practice. Applying these considerations to science learning and teaching. Motivation and assessment. Considerations for learners with special needs, and diverse and gifted learners. Field experience (25 hours) and field study required.

TO:

SEED 7325X Middle Childhood and Adolescence Development, Culture, Cognition, and Language in Science Learning and Teaching

45 hours seminar plus conference; 3 credits

Developmental, psychological, and educational approaches to understanding and nurturing scientific curiosity and learning in middle childhood, and adolescent years. Exploration of learning theories, culture, race, gender, role of language and literacy; and implications for practice. Applying these considerations to science learning and teaching. Motivation and assessment. Considerations for learners with special needs, and diverse and gifted learners. Field experience (25 hours) and field study required.

Not open to all students who have taken EDUC 7325X

FROM:

EDUC 7326T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Science

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching science at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in science; teaching science to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the science curriculum in

urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: 7500X [~~742X~~], 7501X [~~792.1X~~] and permission of the chairperson of the major department and the ~~head of Adolescence Education and Special Subjects~~.

Prerequisite or corequisite: 7312T [~~763.04~~] and 7542T [~~764.5~~].
Corequisite: 7543T [~~764.51~~].

TO:

SEED 7326T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Science

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching science at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in science; teaching science to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the science curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.
Not open to all students who have taken EDUC 7326T

Prerequisite: SEED 7500X, 7501X and permission of the chairperson of the major department and the head of the program in adolescence science education.

Prerequisite or corequisite: SEED 7312T and 7542T.
Corequisite: SEED 7543T.

FROM

EDUC 7327T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Science

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in science to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research.

Analysis of modes of communication in the classroom. Examination of the specialized discourses of the science disciplines and implications for teaching.

Prerequisite: Initial Certification or ~~Education~~ 7500X [~~742X~~], 7501X [~~792.1X~~], 7312T [~~763.04T~~], 7542T [~~764.5T~~], 7326T [~~723.04T~~], and 7543T [~~764.51T~~] or equivalents.

Prerequisite or corequisite: ~~Education~~ 7502T.

TO

SEED 7327T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Science

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in science to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the science disciplines and implications for teaching.

Not open to all students who have taken EDUC 7327T

Prerequisite: Initial Certification or SEED 7500X, 7501X, 7312T, 7542T, 7326T , and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

FROM:

EDUC 7330T Middle Childhood Science Education: Seminar and Student Teaching Practicum I

30 hours seminar, 150 hours or 20 days of supervised student teaching in Middle Childhood Education grades 5-6; 3 credits

Supervised field work in teaching middle childhood science education. Emphasis on the development of an interdisciplinary approach to teaching pre-adolescents from diverse backgrounds, those who are English language learners, and those with special needs. Integration of instructional technology and topics required by New York State standards in Professional certification.

Prerequisite: initial Certification in Early Childhood Education or in a Special Subject or 12 credits in education including ~~Education-7500X [742X], 7501X [792.1X], 714.25T, 7311T [715.25T]~~ and permission of the Program Head.

TO

SEED 7330T Middle Childhood Science Education: Seminar and Student Teaching Practicum I

30 hours seminar, 150 hours or 20 days of supervised student teaching in Middle Childhood Education grades 5-6; 3 credits

Supervised field work in teaching middle childhood science education. Emphasis on the development of an interdisciplinary approach to teaching pre-adolescents from diverse backgrounds, those who are English language learners, and those with special needs. Integration of instructional technology and topics required by New York State standards in Professional certification. Prerequisite: initial Certification in Early Childhood Education or in a Special Subject or 12 credits in education including SEED 7500X, 7501X, 7311T and permission of the Program Head.

Not open to all students who have taken EDUC7330T

FROM:

EDUC 7332T Middle Childhood and Adolescence Science Education: Seminar and Student Teaching Practicum II

30 hours seminar, 150 hours or 20 days of supervised student teaching in Middle Childhood Education grades 7-9; 3 credits

Supervised field work in teaching middle childhood science education. Emphasis on teaching young adolescents from diverse backgrounds, those who are English language learners, and those with special needs. Integration of disciplinary curriculum, instructional technology, and topics required by New York State standards in Professional certification.

Prerequisite: initial certification or ~~Education 7500X [742X]~~, 7501X [~~792.1X~~] and permission of the Program Head.

TO

SEED 7332T Middle Childhood and Adolescence Science Education: Seminar and Student Teaching Practicum II

30 hours seminar, 150 hours or 20 days of supervised student teaching in Middle Childhood Education grades 7-9; 3 credits

Supervised field work in teaching middle childhood science education. Emphasis on teaching young adolescents from diverse backgrounds, those who are English language learners, and those with special needs. Integration of disciplinary curriculum, instructional technology, and

topics required by New York State standards in Professional certification.

Not open to all students who have taken EDUC 7332T

Prerequisite: initial certification or SEED 7500X, 7501X and permission of the Program Head.

FROM:

EDUC 7340T Seminar in Educational Research: Science

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the science disciplines; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching the sciences. Formulation, development, and realization of an original research project relevant to teaching and learning science.

Prerequisite: Completion of all program conditions and Education

~~7502T [742.2T]~~, ~~7327T [722.04T]~~, and 3 credits of an approved

elective course or 6 credits in middle childhood education and permission of the ~~Coordinator of General Science~~.

TO

SEED 7340T Seminar in Educational Research: Science

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the science disciplines; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching the sciences. Formulation, development, and realization of an original research project relevant to teaching and learning science.

Prerequisite: Completion of all program conditions and Education 7502T, 7327T, and 3 credits of an approved elective course or 6 credits in middle childhood education and permission of the Head of the program in adolescence science education .

Not open to all students who have taken EDUC 7340T

FROM

EDUC 7389T Teaching Literacy in Middle and Secondary Schools

45 hours lecture; 3 credits

Critical examination of contemporary literacy theories. Methods of teaching current innovative practices aligned with the standards in the language arts curriculum and in content areas. Techniques for developing integrated interdisciplinary units. ~~(Not open to students who have completed 7385T [716.12T].)~~

~~Prerequisites: Education 7001T [700.12T] and 7380T [701.12T].~~

~~Corequisite: Education 7015T [727.12T].~~

TO

SEED 7389T Teaching Literacy in Middle and Secondary Schools

45 hours lecture; 3 credits

Critical examination of contemporary literacy theories. Methods of teaching current innovative practices aligned with the standards in the language arts curriculum and in content areas. Techniques for developing integrated interdisciplinary units.

Not open to all students who have taken EDUC 7389T

FROM

EDUC 7390T Practicum in Meeting the Literacy Needs of Students in Middle Schools

30 hours lecture, 30 hours laboratory; 3 credits

Development, application, and implementation of literacy strategies based on theories and research findings. Supervised practice with selected learners in grades 5 through 8. ~~(Not open to students who have completed Education 7383T [712.12T] or 7384T [713.12T].)~~

~~Prerequisites: Education 7389T [726.12T] and 7015T [727.12T]. Corequisite: Education 7387T [719.12T].~~

TO

SEED 7390T Practicum in Meeting the Literacy Needs of Students in Middle Schools

30 hours lecture, 30 hours laboratory; 3 credits

Development, application, and implementation of literacy strategies based on theories and research findings. Supervised practice with selected learners in grades 5 through 8.

Not open to all students who have taken EDUC 7390T

FROM

EDUC 7391T Practicum in Meeting the Literacy Needs of Students in High School

30 hours lecture, 30 hours laboratory; 3 credits

Continuation of ~~Education 7390T [732.12T]~~ with students in grades 9 through 12. ~~(Not open to students who have completed Education 7383T [712.12T] or 7384T [713.12T].)~~

TO

SEED 7391T Practicum in Meeting the Literacy Needs of Students in High School

30 hours lecture, 30 hours laboratory; 3 credits

Continuation of SEED 7390T with students in grades 9 through 12.

Not open to all students who have taken EDUC 7391T

FROM

EDUC 7401T Middle Childhood Education: Advanced Methodology and and Interdisciplinary Approaches

45 hours plus conference; 3 credits

Continuation of ~~Education 7400T [712-23T]~~. Emphasis on teaching and learning involving fractions, decimals, and percents, measurement/geometry, probability, and data interpretation.

Interdisciplinary approaches involving mathematics and science, social studies, and literacy. Writing and assessment in mathematics. Diagnostic techniques, and adaptations of materials and methods for special needs learners. Introduction to research paradigms in mathematics education.

Prerequisite: ~~Education 7400T [712-23T]~~.

TO

SEED 7401T Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches

45 hours plus conference; 3 credits

Continuation of SEED 7400T. Emphasis on teaching and learning involving fractions, decimals, and percents, measurement/geometry, probability, and data interpretation. Interdisciplinary approaches involving mathematics and science, social studies, and literacy. Writing and assessment in mathematics. Diagnostic techniques, and adaptations of materials and methods for special needs learners. Introduction to research paradigms in mathematics education.

Not open to all students who have taken EDUC7401T

Prerequisite: SEED 7400T.

FROM:

EDUC 7402T Seminar in Applied Theory and Research in Mathematics Education I

45 hours plus conference; 3 credits

Educational research as applied to the analysis of teaching and learning of mathematics. Qualitative and quantitative research. Use of educational research techniques to analyze teaching and learning of mathematics in urban schools. Mathematics vocabulary, reading, and writing in mathematics. Focus on children with special needs and English-language learners. Nature and design of action research in mathematics education. Selection of a research topic and questions, review of related research.

Prerequisite: ~~Education 7401T [713-23T]~~.

TO:

SEED 7402T Seminar in Applied Theory and Research in Mathematics Education I

45 hours plus conference; 3 credits

Educational research as applied to the analysis of teaching and learning of mathematics. Qualitative and quantitative research. Use of educational research techniques to analyze teaching and learning of mathematics in urban schools. Mathematics vocabulary, reading, and writing in mathematics. Focus on children with special needs and English-language learners. Nature and design of action research in mathematics education. Selection of a research topic and questions, review of related research.

Not open to all students who have taken EDUC 7402T

Prerequisite: SEED 7401T

FROM:

~~EDUC 7403T Seminar in Applied Theory and Research in Mathematics Education II~~

45 hours plus conference; 3 credits

Continuation of Education 7402T [~~701.23T~~]. Techniques for analyzing qualitative and quantitative data. Design, implementation, and reporting a research project. Current issues in mathematics education. Professional leadership in mathematics education.

Prerequisite: ~~Education 7402T [701.23T]~~.

TO:

SEED 7403T Seminar in Applied Theory and Research in Mathematics Education II

45 hours plus conference; 3 credits

Continuation of Education 7402T. Techniques for analyzing qualitative and quantitative data. Design, implementation, and reporting a research project. Current issues in mathematics education. Professional leadership in mathematics education.

Not open to all students who have taken EDUC 7403T

Prerequisite: SEED 7402T.

FROM:

~~EDUC 7451X Teaching Mathematics in Middle Childhood~~

45 hours plus conference, 20 hours supervised field experience; 3 credits

Objectives, methods, and materials for teaching middle childhood mathematics. Creating classroom and school environments to support the mathematics learning of all students in grades 5-9, including students with special needs and English language learners. Overview of the NCTM Principles and Standards and analysis of the New York State Learning Standards for mathematics in grades K-12. Overview of the 5-9 curriculum strands (number, algebra, probability, and data analysis). Uses of technological tools in the math classroom. Planning lessons according to the New York City 5-9 pacing calendars. Role of problem solving and higher order thinking in mathematics instruction. Workshops in identifying, reporting, and responding to child abuse and substance abuse, fire and arson prevention and safety education.

Corequisite: ~~Education 792.4~~.

TO

SEED 7451X Teaching Mathematics in Middle Childhood

45 hours plus conference, 20 hours supervised field experience; 3 credits

Objectives, methods, and materials for teaching middle childhood mathematics. Creating classroom and school environments to support the mathematics learning of all students in grades 5-9, including students with special needs and English language learners. Overview of the NCTM Principles and Standards and analysis of the New York State Learning Standards for mathematics in grades K-12. Overview of the 5-9 curriculum strands (number, algebra, probability, and data analysis). Uses of technological tools in

the math classroom. Planning lessons according to the New York City 5-9 pacing calendars. Role of problem solving and higher order thinking in mathematics instruction. Workshops in identifying, reporting, and responding to child abuse and substance abuse, fire and arson prevention and safety education.
Not open to all students who have taken EDUC 7451X

Corequisite: ~~Education 792-1~~. SEED 7501X

FROM:

EDUC 7452X Methods for Teaching Number and Algebra in Grades 5 through 9

45 hours plus conference, 20 hours supervised field experience; 3 credits
Overview of the number and operations 5-9 grades curriculum strand: ways of representing numbers, relationships among numbers, and number systems; meanings of and relationships among operations; fluent mental and written computation and reasonable estimation. Overview of the algebra 5-9 grade curriculum strand: patterns, relations, and functions; representing and analyzing mathematical situations and structures using algebraic symbols; modeling and solving contextualized problems using various representations, such as graphs, tables, and equations; using graphs to analyze the nature of changes in linear relationships. Using graphing calculators. Using diagnostic techniques and differentiating materials and methods for teaching number and operations and algebra.

TO

SEED 7452X Methods for Teaching Number and Algebra in Grades 5 through 9

45 hours plus conference, 20 hours supervised field experience; 3 credits
Overview of the number and operations 5-9 grades curriculum strand: ways of representing numbers, relationships among numbers, and number systems; meanings of and relationships among operations; fluent mental and written computation and reasonable estimation. Overview of the algebra 5-9 grade curriculum strand: patterns, relations, and functions; representing and analyzing mathematical situations and structures using algebraic symbols; modeling and solving contextualized problems using various representations, such as graphs, tables, and equations; using graphs to analyze the nature of changes in linear relationships. Using graphing calculators. Using diagnostic techniques and differentiating materials and methods for teaching number and operations and algebra.

Not open to all students who have taken EDUC 7452X

FROM:

EDUC 7453X Methods for Teaching Geometry and Measurement, Probability and Data Analysis in Grades 5 to 9

45 hours plus conference, 20 hours supervised field experience; 3 credits

Overview of the Geometry and Measurement strands in 5-9 grades: Spatial visualization and geometric modeling; use of transformations and symmetry to analyze mathematical situations; Coordinate geometry. Overview of the Probability and Data Analysis strand in 5-9 grades: Selection and use of appropriate statistical methods to analyze data; Development and use of diagrams as tools for organizing data and solving probability and data analysis problems; Developing and evaluating inferences and predictions based on data. Basic probability concepts for testing conjectures. Effective strategies for guiding interaction in diverse classrooms. Integrating technology in the teaching of

geometry, probability, and data analysis. Diagnostic techniques and differentiation of materials and methods for teaching geometry, measurement, probability and data analysis in inclusion and linguistically and culturally diverse classrooms.

TO

SEED 7453X Methods for Teaching Geometry and Measurement, Probability and Data Analysis in Grades 5 to 9

45 hours plus conference, 20 hours supervised field experience; 3 Credits

Overview of the Geometry and Measurement strands in 5-9 grades: Spatial visualization and geometric modeling; use of transformations and symmetry to analyze mathematical situations; Coordinate geometry. Overview of the Probability and Data Analysis strand in 5-9 grades: Education 134 Selection and use of appropriate statistical methods to analyze data; Development and use of diagrams as tools for organizing data and solving probability and data analysis problems; Developing and evaluating inferences and predictions based on data. Basic probability concepts for testing conjectures. Effective strategies for guiding interaction in diverse classrooms. Integrating technology in the teaching of geometry, probability, and data analysis. Diagnostic techniques and differentiation of materials and methods for teaching geometry, measurement, probability and data analysis in inclusion and linguistically and culturally diverse classrooms.

Not open to all students who have taken EDUC 7453X

FROM:

EDUC 7454T Advanced Topics in Grades 5 to 9 Mathematics Instruction

45 hours plus conference; 3 credits

Advanced topics in the teaching and learning of number, algebra, geometry, probability and data analysis. Teaching mathematics through non-routine problems. Functions of symbols and models. Designing units that interconnect mathematics curriculum strands. Thematic instruction: Planning interdisciplinary projects that link mathematics to literacy, sciences, visual arts, and social studies. Using technological tools in the teaching of algebra, geometry, probability, and data analysis. Techniques for analyzing classroom data. Language and mathematics: Attention to the linguistic demands of math teaching and learning; improving instruction through the analysis of classroom interaction. Using diagnostic techniques and differentiating materials and methods for teaching in inclusion and linguistically and culturally diverse classrooms.

TO

SEED 7454T Advanced Topics in Grades 5 to 9 Mathematics Instruction

45 hours plus conference; 3 credits

Advanced topics in the teaching and learning of number, algebra, geometry, probability and data analysis. Teaching mathematics through non-routine problems. Functions of symbols and models. Designing units that interconnect mathematics curriculum strands. Thematic instruction: Planning interdisciplinary projects that link mathematics to literacy, sciences, visual arts, and social studies. Using technological tools in the teaching of algebra, geometry, probability, and data analysis. Techniques for analyzing classroom data. Language and mathematics: Attention to the linguistic demands of math teaching and learning; improving instruction through the analysis of classroom interaction. Using diagnostic techniques and differentiating materials and methods for teaching in inclusion and linguistically and culturally diverse classrooms.

Not open to all students who have taken EDUC 7454T

FROM:

EDUC 7455T Seminar in Applied Theory and Research in Middle School Mathematics Education

45 plus conference; 3 credits

Formulation, development, and implementation of an original action research or teaching experiment project that includes review of related research, detailed documentation of the experimental lessons, analysis and interpretation of findings, and reflection on the implications of these for improving classroom practice. Connecting action research results to improving instruction, with particular focus on developing fluency in mathematical language (spoken, written, and diagrammatic) in inclusion and culturally and linguistically diverse classrooms. Current issues, professional development, and leadership in mathematics education.

TO

SEED 7455T Seminar in Applied Theory and Research in Middle School Mathematics Education

45 plus conference; 3 credits

Formulation, development, and implementation of an original action research or teaching experiment project that includes review of related research, detailed documentation of the experimental lessons, analysis and interpretation of findings, and reflection on the implications of these for improving classroom practice. Connecting action research results to improving instruction, with particular focus on developing fluency in mathematical language (spoken, written, and diagrammatic) in inclusion and culturally and linguistically diverse classrooms. Current issues, professional development, and leadership in mathematics education.

Not open to all students who have taken EDUC 7455T

FROM:

EDUC 7461T Methods and Content 7-12: Number, Operations, and Algebra

45 hours plus conference, 20 hours field experience; 3 credits

Integration of theory and practice in the teaching and learning of mathematics in grades 7-12. Methods and materials for teaching key topics in number and operations, and algebra. Role of problem solving and higher order thinking skills in mathematics instruction. Focus on the contexts of urban schools, including English Language Learning or special needs students. Assessment techniques. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Development of critical self-reflection.

TO

SEED 7461T Methods and Content 7-12: Number, Operations, and Algebra

45 hours plus conference, 20 hours field experience; 3 credits

Integration of theory and practice in the teaching and learning of mathematics in grades 7-12. Methods and materials for teaching key topics in number and operations, and algebra. Role of problem solving and higher order thinking skills in mathematics instruction. Focus on the contexts of urban schools, including English Language Learning or special needs students. Assessment techniques. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Development of critical self-reflection.

Not open to all students who have taken EDUC 7461T

FROM:

~~EDUC 7462T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics~~

45 hours, plus conference; 3 credits

Methods of instruction, curriculum development and assessment, with a focus on algebra and geometry. Classroom management and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Attention given to particular needs and interests of students. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed ~~Education 7540T [763.32T], 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

TO

SEED 7462T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics

45 hours, plus conference; 3 credits

Methods of instruction, curriculum development and assessment, with a focus on algebra and geometry. Classroom management and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Attention given to particular needs and interests of students. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T.

Not open to all students who have taken EDUC7462T

FROM:

~~EDUC 7463T Methods & Content 7-12: Data Analysis, Probability and Trigonometry~~

45 hours seminar, plus conference; 20 hours field experience; 3 credits

Course concerning theories and methods of teaching mathematics, curriculum development and assessment at grade levels appropriate for New York State certification requirements with a focus on data analysis and probability and trigonometry. Focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements.

TO

SEED 7463T Methods & Content 7-12: Data Analysis, Probability and Trigonometry

45 hours seminar, plus conference; 20 hours field experience; 3 credits

Course concerning theories and methods of teaching mathematics, curriculum development and assessment at grade levels appropriate for New York State

certification requirements with a focus on data analysis and probability and trigonometry. Focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements
Not open to all students who have taken EDUC 7463T

FROM:

EDUC 7464T Seminar in Educational Research: Mathematics

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching mathematics. Formulation, development, and realization of an original research project relevant to teaching and learning mathematics.

Prerequisite: Completion of all program conditions and ~~Education 7502T [742.2T], 7544T [722.03T]~~, and 3 credits of an approved elective course.

TO

SEED 7464T Seminar in Educational Research: Mathematics

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching mathematics. Formulation, development, and realization of an original research project relevant to teaching and learning mathematics.

Not open to all students who have taken EDUC 7464T

Prerequisite: Completion of all program conditions and SEED 7502T, 7544T, and 3 credits of an approved elective course.

FROM:

EDUC 7465X Integrating Advanced Digital Technologies in Adolescence Mathematics

30 hours lecture, 30 hours laboratory/conference; 3 credits

Examination of the instructional applications of digital technologies in adolescence mathematics education; consequent new roles for teachers and changes in classroom organization; analysis and evaluation of selected technologies (e.g., dynamic geometry software; graphing calculators; computer algebra systems; spreadsheet; data collection devices; smartboards); embedded awareness for inclusive instruction using assistive technology (AT); and use of technology to differentiate instruction. Designed for teaching mathematics in grades 7-12.

TO

SEED 7465X Integrating Advanced Digital Technologies in Adolescence Mathematics

30 hours lecture, 30 hours laboratory/conference; 3 credits

Examination of the instructional applications of digital technologies in adolescence mathematics education; consequent new roles for teachers and changes in classroom organization; analysis and evaluation of selected technologies (e.g., dynamic geometry software; graphing calculators; computer algebra systems; spreadsheet; data collection devices; smartboards); embedded awareness for inclusive instruction using assistive technology (AT); and use of technology to differentiate instruction. Designed for teaching mathematics in grades 7-12.

Not open to all students who have taken EDUC 7465X

FROM:

~~EDUC 7470T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics~~

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: 7500X [~~742X~~], 7501X [~~792.4X~~] and permission of the chairperson of the major department and the ~~head of Adolescence Education and Special Subjects~~.

Prerequisite or corequisite: 7462T [~~763.03T~~] and 7542T [~~764.5T~~].

Corequisite: 7543T [~~764.51T~~].

TO:

EDUC 7470T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: SEED 7500X, 7501X and permission of the chairperson of the major department and the Head of the program in middle school mathematics education or adolescence mathematics.

Not open to all students who have taken EDUC7470X

Prerequisite: SEED 7462T and 7542T.

Corequisite: SEED 7543T.

FROM

EDUC-7472X Issues of Teaching in Middle Childhood

45 hours; 3 credits

Issues in middle childhood teaching. Education for democratic citizenship and intercultural understanding; development and learning of preadolescents and young adolescents; providing for individual differences and special needs; organization of the classroom, school, and curriculum including team teaching, interdisciplinary and integrated curricula; articulation among elementary, middle, and secondary schools; guidance, home-school relations, testing, and assessment.

Prerequisite: permission of a program adviser for ~~Middle Childhood Education~~

TO:

SEED 7472X Issues of Teaching in Middle Childhood

45 hours; 3 credits

Issues in middle childhood teaching. Education for democratic citizenship and intercultural understanding; development and learning of preadolescents and young adolescents; providing for individual differences and special needs; organization of the classroom, school, and curriculum including team teaching, interdisciplinary and integrated curricula; articulation among elementary, middle, and secondary schools; guidance, home-school relations, testing, and assessment.

Not open to all students who have taken EDUC 7472X

Prerequisite: permission of the Head of the program in middle school mathematics education or adolescence mathematics.

FROM:

EDUC 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context

45 hours seminar, plus conference, 20 hours field experience; 3 credits

An introduction to the philosophy, psychology, sociology, culture, and history of educating all children and adolescents. Development of children and adolescents in different cultures within American society in relation to existing value systems, with emphasis on the manner in which biological and psychological factors are interpreted in accordance with prevailing values. Focus on relationship between theory and practice. Opportunities through class discussion, portfolio preparation, and field experience for reflection on oneself as teacher, interactions between school and community, teachers' roles, and issues of diversity and social justice.

TO:

SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context

45 hours seminar, plus conference, 20 hours field experience; 3 credits

An introduction to the philosophy, psychology, sociology, culture, and history of educating all children and adolescents. Development of children and adolescents in different cultures within American society in relation to existing value systems, with emphasis on the manner in which biological and psychological factors are interpreted in accordance with prevailing values. Focus on relationship between theory and practice. Opportunities through class discussion, portfolio preparation, and field experience for reflection on oneself as teacher, interactions between school and community, teachers' roles, and issues of diversity and social justice.

Not open to all students who have taken EDUC 7500X

FROM:

~~EDUC 7501X~~ Analysis of Classroom Interaction and Curriculum

45 hours seminar, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

Prerequisite or corequisite: Education 7500X [~~742X~~].

TO:

SEED 7501X Analysis of Classroom Interaction and Curriculum

45 hours seminar, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

Not open to all students who have taken EDUC 7501X

Prerequisite or corequisite: SEED 7500X.

FROM:

EDUC 7502T Diversity and the Inclusive Classroom

45 hours; 3 credits

Examines the relationships between social identities and curriculum, teaching and the institution of school. Focuses on developing inclusive classrooms and addressing the needs of diverse student populations. Examination of curriculum, textbooks, and journals. Consideration of recent work on identity formation, multicultural education, anti-bias education, and institutional processes of labeling students. Development of materials and teaching methods for the inclusive classroom.

TO:
SEED 7502T Diversity and the Inclusive Classroom

45 hours; 3 credits

Examines the relationships between social identities and curriculum, teaching and the institution of school. Focuses on developing inclusive classrooms and addressing the needs of diverse student populations. Examination of curriculum, textbooks, and journals. Consideration of recent work on identity formation, multicultural education, anti-bias education, and institutional processes of labeling students. Development of materials and teaching methods for the inclusive classroom.

Not open to all students who have taken EDUC 7502X

FROM:
EDUC 7503X Teaching Writing across the Curriculum

30 hours plus conference; 3 credits

Examination of the writing process as it may be used in subject areas. Study and application of recent research to classroom practice. Analysis of the relationship between writing, critical thinking, and learning and teaching in the subject area.

TO:
SEED 7503X Teaching Writing across the Curriculum

30 hours plus conference; 3 credits

Examination of the writing process as it may be used in subject areas. Study and application of recent research to classroom practice. Analysis of the relationship between writing, critical thinking, and learning and teaching in the subject area.

Not open to all students who have taken EDUC 7503X

FROM
EDUC 7504T Critical Issues in Education: Social Values and Individual Needs: Modern Languages

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO
SEED 7504T Critical Issues in Education: Social Values and Individual Needs: Modern Languages

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Not open to all students who have taken EDUC 7504X

FROM

EDUC 7505T Critical Issues in Education: Social Values and Individual Needs: Physical Education

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO

SEED 7505T Critical Issues in Education: Social Values and Individual Needs: Physical Education

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Not open to all students who have taken EDUC 7505T

FROM

EDUC 7508T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in English to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research.

Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: Initial Certification or ~~Education~~ 7500X [~~742X~~], 7501X [~~792.4X~~], 7531T [~~763.01T~~], 7542T [~~764.5T~~], 7514T [~~723.01T~~], and 7543T [~~764.51T~~] or equivalents.

Prerequisite or corequisite: ~~Education~~ 7502T [~~742.2T~~].

TO

SEED 7508T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in English to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research.

Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Not open to all students who have taken EDUC 7508T

Prerequisite: Initial Certification or SEED 7500X, 7501X, 7531T, 7542T, 7514T and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

FROM

EDUC 7509T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in social studies to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching. Prerequisite: Initial Certification or ~~Education 7500X [742X], 7501X [792.1X], 7532T [763.02T], 7542T [764.5T], 7515T [723.02T], and 7543T [764.51T]~~ or equivalents.

Prerequisite or corequisite: ~~Education 7502T [742.2X]~~.

TO

SEED 7509T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in social studies to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Not open to all students who have taken EDUC 7509T

Prerequisite: Initial Certification or SEED 7500X, 7501X, 7532T, 7542T, 7515T, and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

FROM

EDUC 7510T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Modern Languages

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in the language to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the language and implications for teaching.

Prerequisite: Initial Certification or ~~Education 7500X [742X], 7501X [792.1X], 7534T [763.11T], 7542T [764.5T], 7516T [723.11T], and 7543T [764.51T]~~ or equivalents.

Prerequisite or corequisite: ~~Education 7502T~~.

TO

SEED 7510T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Modern Languages

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in the language to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the language and implications for teaching.

Not open to all students who have taken EDUC 7510T

Prerequisite: Initial Certification or SEED 7500X , 7501X, 7534T, 7542T, 7516T, and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

FROM

EDUC 7511T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in physical education to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: Initial Certification or ~~Education~~ 7500X [~~742~~], 7501X [~~792.1X~~], 7535T [~~763.13T~~], 7542T [~~764.5T~~], 7517T [~~723.13T~~], and 7543T [~~764.51T~~] or equivalents.

Prerequisite or corequisite: ~~Education~~ 7502T [742.2T]

TO

SEED 7511T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in physical education to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Not open to all students who have taken EDUC 7511T

Prerequisite: Initial Certification or SEED 7500X , 7501X, 7535T, 7542T, 7517T, and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

FROM

EDUC 7514T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching English at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in English; teaching English to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the English curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: 7500X [~~742X~~], 7501X [~~792.1X~~] and permission of the ~~chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

Prerequisite or corequisite: 7531T [~~763.01T~~] and 7542T [~~764.5T~~].

Corequisite: 7543T [~~764.51T~~].

TO

SEED 7514T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching English at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in English; teaching English to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the English curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Not open to all students who have taken EDUC7515T

Prerequisite: SEED 7500X, 7501X and permission of the Head of the program in English education.

Prerequisite: SEED 7531T and 7542T.

Corequisite: SEED 7543T.

FROM

EDUC 7515T Seminar II in Pedagogy and Curriculum: Social Studies

~~30 hours; 2 credits~~

Advanced theories and methods of teaching social studies at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in social studies; teaching social studies to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the social studies curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: 7500X [~~742X~~], 7501X [~~792.1X~~] and permission of the ~~chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

Prerequisite or corequisite: 7532T [~~763.02T~~] and 7542T [~~764.5T~~].

Corequisite: 7543T [~~764.51T~~].

TO

SEED 7515T Seminar II in Pedagogy and Curriculum: Social Studies

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching social studies at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in social studies; teaching social studies to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the social studies curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to all students who have taken EDUC7515T

Prerequisite: SEED 7500X, 7501X and permission of the Program head of social studies.

Prerequisite: SEED 7532T and 7542T.

Corequisite: SEED 7543T.

FROM

EDUC 7516T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Language

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching modern languages at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in modern languages; teaching modern languages to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the modern language curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: 7500X [~~742X~~], 7501X [~~792.4X~~] and permission of the chairperson of the major department and the ~~head of Adolescence Education and Special Subjects~~.

Prerequisite or corequisite: 7534T [~~763.11T~~] and 7542T [~~764.5T~~].

Corequisite: 7543T [~~764.51T~~].

TO

SEED 7516T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Language

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching modern languages at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in modern languages; teaching modern languages to all students, including student with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the modern language curriculum in urban classrooms. Students enroll in workshops in identifying reporting,

and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Not open to all students who have taken EDUC 7516T

Prerequisite: SEED 7500X, 7501X and permission of the chairperson of the major department and the Chairperson or deputy of the Department of Secondary Education.

Prerequisite: SEED 7534T and 7542T.

Corequisite: SEED 7543T.

FROM

~~EDUC 7517T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Physical Education~~

~~45 hours, plus conference; 2 credits~~

~~Advanced theories and methods of teaching physical education at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in physical education; teaching physical education to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the physical education curriculum in urban classrooms. Students enroll in workshops in identifying, Education 95 reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.~~

~~Prerequisite: 7500X [742X], 7501X [792.1X], and permission of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: 7535T [763.13T] and 7542T [764.5T].~~

~~Corequisite: 7543T [764.51T].~~

TO

EDUC 7517T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Physical Education

45 hours, plus conference; 2 credits

Advanced theories and methods of teaching physical education at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in physical education; teaching physical education to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the physical education curriculum in urban classrooms. Students enroll in workshops in identifying, Education 95 reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Not open to all students who have taken EDUC7517T

Prerequisite: SEED 7500X, 7501X, and permission of the chairperson of the major department and the chairperson or deputy of the Department of Secondary Education.

Prerequisite: SEED 7535T and 7542T.

Corequisite: SEED 7543T.

FROM

EDUC 7521T Seminar in Educational Research: English

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching English. Formulation, development, and realization of an original research project relevant to teaching and learning English.

Prerequisite: Completion of all program conditions and ~~Education~~ 7502T [~~742.2T~~], 7508T [~~722.04T~~], and 3 credits of an approved elective course.

TO

SEED 7521T Seminar in Educational Research: English

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching English. Formulation, development, and realization of an original research project relevant to teaching and learning English.

Not open to all students who have taken EDUC 7512T

Prerequisite: Completion of all program conditions and SEED 7502T, 7508T, and 3 credits of an approved elective course.

FROM

EDUC 7522T Seminar in Educational Research: Social Studies

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching social studies. Formulation, development, and realization of an original research project relevant to teaching and learning social studies.

Prerequisite: Completion of all program conditions and ~~Education~~ 7502T [~~742.2T~~], 7509T [~~722.02T~~], and 3 credits of an approved elective course.

TO

SEED 7522T Seminar in Educational Research: Social Studies

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching social studies. Formulation, development, and realization of an original research project relevant to teaching and learning social studies.

Prerequisite: Completion of all program conditions and SEED 7502T, 7509T, and 3 credits of an approved elective course.

Not open to all students who have taken EDUC 7522T

FROM

EDUC 7523T Seminar in Educational Research: Modern Languages

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching modern languages.

Formulation, development, and realization of an original research project relevant to teaching and learning modern languages.

Prerequisite: Completion of all program conditions and ~~Education-7502T [742-2T]~~, 7510T [722-11T], and 3 credits of an approved elective course.

TO

SEED 7523T Seminar in Educational Research: Modern Languages

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching modern languages. Formulation, development, and realization of an original research project relevant to teaching and learning modern languages.

Prerequisite: Completion of all program conditions and SEED 7502T, 7510T, and 3 credits of an approved elective course.

Not open to all students who have taken EDUC7523T

FROM

~~EDUC-7524T Seminar in Educational Research: Physical Education~~

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching physical education. Formulation, development, and realization of an original research project relevant to teaching and learning physical education.

Prerequisite: Completion of all program conditions and ~~Education-7502T [742-2T]~~, 7511T [722-13T], and 3 credits of an approved elective course.

TO

SEED 7524T Seminar in Educational Research: Physical Education

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching physical education. Formulation, development, and realization of an original research project relevant to teaching and learning physical education.

Prerequisite: Completion of all program conditions and SEED 7502T, 7511T, and 3 credits of an approved elective course.

Not open to all students who have taken EDUC 7524T

FROM

EDUC 7527T Education and Ethics

30 hours plus conference; 3 credits

Ethical problems in locating and justifying educational values; in determining the nature, source, and limits of the school's moral authority; and in influencing the child's sense of values, moral outlook, and ways of judging. Exploration of the ethics of teaching. Use of literature, drama, the visual arts, and theories of ethics and moral development to explore the ethics of teaching, character education, and moral education.

TO

SEED 7527T Education and Ethics

30 hours plus conference; 3 credits

Ethical problems in locating and justifying educational values; in determining the nature, source, and limits of the school's moral authority; and in influencing the child's sense of values, moral outlook, and ways of judging. Exploration of the ethics of teaching. Use of literature, drama, the visual arts, and theories of ethics and moral development to explore the ethics of teaching, character education, and moral education.

Not open to all students who have taken EDUC 7527T

FROM

EDUC 7528T Critical Issues in Education: Social Values and Individual Needs: English

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO

SEED 7528T Critical Issues in Education: Social Values and Individual Needs: English

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Not open to all students who have taken EDUC 7528T

FROM

EDUC 7529T Critical Issues in Education: Social Values and Individual Needs: Mathematics

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO

SEED 7529T Critical Issues in Education: Social Values and Individual Needs: Mathematics

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Not open to all students who have taken EDUC 7529T

FROM:

EDUC 7531T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching English at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed ~~Education 7540T [763.32T], 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

Corequisite: ~~Education 7542T [764.5T]~~

TO:

SEED 7531T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching English at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T or EDUC 7531T

Corequisite: SEED 7542T

FROM:

EDUC 7532T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching social studies at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have

completed ~~Education 7540T [763.32T], 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

Corequisite: ~~Education 7542T [764.5T].~~

TO:

SEED 7532T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching social studies at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T or EDUC 7532T.

Corequisite: SEED 7542T.

FROM:

EDUC 7534T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching modern languages at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed ~~Education 7540T [763.32T], 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

Corequisite: ~~Education 7542T [764.5T].~~

TO:

SEED 7534T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment,

classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching modern languages at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T or EDUC 7534T.

Corequisite: SEED 7542T.

From:
EDUC 7535T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Physical Education

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching physical education at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed ~~Education 7540T [763.32T], 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

Corequisite: ~~Education 7542T [764.5T].~~

TO:
SEED 7535T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Physical Education

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching physical education at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T or EDUC 7535T.

Corequisite: SEED 7542T.

FROM:

EDUC 7540T Workshop in Secondary Education: Integrated/interdisciplinary curriculum

45 hours; 3 credits

Workshop concerning problems and issues in the organization of subject matter. Techniques of instruction, classroom management, pupil adjustment, school-community relationships. Attention is given to the particular needs and interests of students, with provision for individual and group study. ~~(Not open to students who are enrolled in or have completed any of the following: Education 663.1T, 663.2T, 663.4T, 663.21T, 663.22T, 7119T [763.1T], 763.2T, 7043T [763.4T], 763.21T, 763.22T.)~~

~~Corequisite: Education 7214T [764.2T] or employment as a teacher in a public or approved private school.~~

TO:

SEED 7540T Workshop in Secondary Education: Integrated/interdisciplinary curriculum

45 hours; 3 credits

Workshop concerning problems and issues in the organization of subject matter. Techniques of instruction, classroom management, pupil adjustment, school-community relationships. Attention is given to the particular needs and interests of students, with provision for individual and group study. ‘

Not open to all students who have taken EDUC 7540T

FROM:

EDUC 7545X Integrating Technology and Media in Adolescence Education

30 hours lecture, 30 hours laboratory; 3 credits

Examination of the instructional applications of technology and media in Adolescence Education; consequent new roles for teachers and changes in classroom organization; computer literacy; analysis and evaluation of selected technologies and media designed for teaching various subject areas in grades 7-12. (Not open to students who have completed ~~Education 7215X [784.1X].~~)

TO:

SEED 7545X Integrating Technology and Media in Adolescence Education

30 hours lecture, 30 hours laboratory; 3 credits

Examination of the instructional applications of technology and media in Adolescence Education; consequent new roles for teachers and changes in classroom organization; computer literacy; analysis and evaluation of selected technologies and media designed for teaching various subject areas in grades 7-12. (Not open to students who have completed SEED 7215X.

Not open to all students who have taken EDUC7545X

FROM:

**EDUC 7546T Critical Issues in Education: Social Values and Individual Needs:
Social Studies**

30 hours lecture; 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO:

**SEED 7546T Critical Issues in Education: Social Values and Individual Needs:
Social Studies**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Not open to all students who have taken EDUC7546T

FROM:

**EDUC 7547T Critical Issues in Education: Social Values and Individual Needs:
Science**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO:

**SEED 7547T Critical Issues in Education: Social Values and Individual Needs:
Science**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Not open to all students who have taken EDUC 7547T

FROM:

EDUC 7548X Advanced Theories and Practice of Composition

30 hours plus conference; 3 credits

Theory and practice of teaching writing at the secondary level (grades 7-12), and such related issues as revision, evaluation, and teaching writing to English language learners. (This course is the same as ENGL 7507X [779X]).

TO:

SEED 7548X Advanced Theories and Practice of Composition

30 hours plus conference; 3 credits

Theory and practice of teaching writing at the secondary level (grades 7-12), and such related issues as revision, evaluation, and teaching writing to English language learners. (This course is the same as ENGL 7507X).

Not open to all students who have taken EDUC 77548X

FROM:

EDUC 7549X Theater in the Classroom

30 hours plus field experience; 3 credits

Theater work in classroom settings. Existing models of theater arts in education. Using theater, improvisation and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Mainstage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. (This course is the same as THEA 7141X [744X].)

Prerequisite: Permission of the instructor and the ~~head of Adolescence Education and Special Subjects.~~

TO:

SEED 7549X Theater in the Classroom

30 hours plus field experience; 3 credits

Theater work in classroom settings. Existing models of theater arts in education. Using theater, improvisation and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Mainstage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. (This course is the same as THEA 7141X).

Not open to all students who have taken EDUC 7549X

Prerequisite: Permission of the instructor and the Chairperson or deputy of the Department of Secondary Education.

Rationale: The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

Date of departmental approval: March 7, 2012

Effective date: Fall 2012

FROM:

EDUC 7671X Children and Youth with Special Needs

45 hours; 3 credits

Characteristics of children with special needs including giftedness. Implications for the classroom environment regarding assessment, curriculum, management, integrations and supports of students with special needs in general education settings. Review of legislations and landmark court cases in special education. Focus on collaboration with other professionals including co-teaching, consultative and itinerant models. Engagement of family members in collaborative efforts. Field experiences in schools and a variety of community settings.

TO:

SEED 7671X Children and Youth with Special Needs

45 hours; 3 credits

Characteristics of children and youth with special needs including giftedness. Clinical practice in the classroom environment regarding assessment, curriculum, management, integrations and positive supports and interventions for students with special needs in general education settings. Review of regulatory compliance in special education. Focus on collaboration with other professionals including co-teaching, consultative and itinerant models. Engagement of family members in collaborative efforts. Clinical experiences in schools and a variety of community settings.

Not open to all students who have taken EDUC 7671X

Rationale: To meet requirements contained in "Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities," New York State Education Department Revised Guidance, November 5, 2010. The requirement compels teacher education programs to have a stand-alone course that focuses on preparing teachers in the content areas to teach students with disabilities.

Clearance: Cross listed with CBSE 7671X

Date of program approval: March 13, 2012

Effective: Fall, 201

FROM:

EDUC 3456 ~~English, Curriculum Methods of Teaching~~ Students with Special Needs

~~3 hours recitation, 2 hours laboratory;~~ 3 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources applied to teaching special needs ~~preadolescents and adolescents in secondary schools~~. Making subject matter understandable to students in a wide range of disabilities. Mastering, improvising, and adapting techniques for special-needs students. Motivation and evaluation for special-needs students.

~~Prerequisite or corequisite: Education 60.1 and 60.2~~

TO:

SEED 3456 Teaching Students with Special Needs

45 hours; 3 credits

Objectives, variations and clinical practice in collaborative and co-teaching methodologies and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching children and youth with special needs. Making subject matter in the content areas understandable to students with a wide range of disabilities. Mastering, improvising, and adapting techniques for students with special needs. Motivation and evaluation for children and youth with special needs.
Not open to all students who have taken EDUC 3456

Rationale: To meet requirements contained in “Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities,” New York State Education Department Revised Guidance, November 5, 2010. The requirement compels teacher education programs to have a stand-alone course that focuses on preparing teachers in the content areas to teach students with disabilities. Because the course now serves two departments and because the State mandates a content intensive course, we have removed “2 hours lab” and increased the number of seminar hours.
Not open to all students who have taken EDUC3456

Clearance: Cross listed with CBSE 3456

Date of program approval: March 13, 2012

Effective: Fall, 2012

APPENDIX**Special Topics**

The committee has approved the following special topic for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

Conservatory of Music**Music U7631G Special Topics Seminar: History**

45 hours; 3 credits

Intensive historical studies. Examination and evaluation of original sources. Topics to be announced.

Course Prerequisite: Music U7400G or permission of the director.

Date of approval by department: April 3, 2012

Title of Proposed Seminar Topics: "Thesis Proposal Development"

Semester to be offered: Fall 2012

Description for Special Topic: Independent research and study of readings from a selected area of musicology supervised by a faculty member. Findings leading to a master's thesis proposal are presented in written reports. This course may be taken for credit only once.

Prerequisite for This Topic: Music 7000 or permission of the director.

Frequency of Offering: Every semester.

Projected Enrollment: 4-6 students in a tutorial setting.

Clearances: none.

Rationale: Students in the M.A. Musicology program who write a master's thesis typically take one semester of independent study (Music 7913) prior to taking Music 7930 (Thesis Research) in order to formulate their ideas, build a bibliography, and begin the lengthy writing process. This special-topics offering will serve as a pilot study for a new course that will enable pre-thesis students to meet together and exchange ideas early in the process, and to keep firm deadlines for completing initial thesis material, thereby providing each other with mutual support. It is expected that students will complete one substantive chapter from the body of the thesis by the end of the semester, and be ready to complete the remainder of the thesis while enrolled in Music 7930. The student learning outcomes for this course are: ability to make and keep deadlines; construction of a bibliography of significant depth; further honing of writing and research skills to a level consistent with M.A. work.